

SELF APPRAISAL REPORT



GHULAM AHMED

COLLEGE OF EDUCATION

ESTABLISHED BY

SULTAN UL ULOOM EDUCATION SOCIETY

BANJARA HILLS, HYDERABAD, TELANGANA

TO BE SUBMITTED TO NAAC
BANGALURU

SELF APPRAISAL REPORT 2017

GACE/SES/2017/1577

24.3.2017

To
The Director,
National Assessment and
Accreditation Council (NAAC)
P.O. Box no: 1075, Nagarbhavi,
Bangalore- 560072,
India

Sub: Uploading SAR to the college website

Sir,
In compliance of our LOI requirements, we are glad to upload our SELF STUDY REPORT _____ in our official website for 2nd Cycle Accreditation showcasing the key aspects of the functioning of our college.

I ardently look forward to hear from you on your decision for peer team inspection in our college.

Thanking you,



Vibha Asmann
PRINCIPAL,
Ghulam Ahmed College of Education.
Ghulam Ahmed
College of Education
Road No. 3, Banjara Hills
Hyderabad-34.

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PREFACE

Ghulam Ahmed College of Education was established in the year 1985 with the mission of providing quality education to trainee teachers through the B.Ed. and M.Ed. courses. Along with a sound theoretical base, the students are given a wide exposure to practical work. The B.Ed. students are sent to various schools of the city for their teaching practice programme for 120 days. The M.Ed. students take up research in different areas related to education.

The B.Ed. and M.Ed. courses being offered in the College are affiliated to the Osmania University. The National Council for Teacher Education (NCTE) has accorded its recognition to it.

For qualitative improvement in teacher education courses, it is obvious and mandatory as evident from the NCTE Regulations, 2014 that Teacher Training Courses shall have to accredit with the National Assessment & Accreditation Council. Since the country is responding to call of privatization and globalization, we have to shed the attitude of self complacency and strive hard to cope with the changing scenario.

As an attempt to introspect the institute has taken initiative to get itself assessed and accredited by the National Assessment & Accreditation Council, Bangalore.

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Part A: Institutional Data

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution: Ghulam Ahmed
College of Education, 8-2-249, Mount Pleasant, Road # 3, Banjara Hills, Hyderabad – 500 034.

2. Website URL: gacoe.ac.in

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr.Vibha Asthana	040-23280281	040-	vibha162001@gmail.com
Dr.N.Saroja	040-23280282		sarojanagulapally55@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr.Vibha Asthana	040-23390633	09949900733
Dr.N.Saroja	040-27175255	09550559585

4. Location of the Institution:

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

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5. Campus area in acres:

24

6. Is it a recognized minority institution?

Yes

☒

No

☐

7. Date of establishment of the institution:

Month & Year

MM	YYYY
09	1985

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

Osmania University

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

Month & Year

2f

MM	YYYY
N.A.	N.A.

Month & Year

12B

MM	YYYY
N.A.	N.A.

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☐

iii. Constituent

☐

iv. Self-financed

☒

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- v. Any other (specify and indicate) ☐
- b. By Gender
- i. Only for Men ☐
- ii. Only for Women ☐
- iii. Co-education ☒
- c. By Nature
- i. University Dept. ☐
- ii. IASE ☐
- iii. Autonomous College ☐
- iv. Affiliated College ☒
- v. Constituent College ☐
- vi. Dept. of Education of Composite College ☐
- vii. CTE ☐
- Viii. Any other (specify and indicate) ☐

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

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		

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				Degree		
ii)	Primary/ Elementary			Certificate		
		D.Ed.	Inter mediate	Diploma	2 Years	Telugu
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	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	Program me	Order No. & Date	Valid upto	Sanction ed Intake
Pre-primary				
Primary/Elementary	D.Ed.	F.SRC/NCTE/D.Ed/2005-06, 2625, dt.26.8.2005.		50
Secondary/ Sr.secondary	B.Ed.	F.SRO/NCTE/APS00191/ B.Ed./AP/2015/65828 dtd 29-5-2015		100
Post Graduate	M.Ed.	F.SRO/NCTE/APS00028/M.ED/AP/20 15/69423 dtd 6-7-2015		50
Other (specify)				

(Additional rows may be inserted as per requirement)

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B) Criterion-wise inputs

Criterion I: Curriculum Design and Planning

1. Does the Institution have a stated

Vision

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

Mission

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

Values

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

Objectives

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

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

If yes,

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system.

Yes, B.Ed and M.Ed.

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

<u>6</u>

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

D.Ed.

<u>7</u>
<u>2</u>

B.Ed.

M.Ed. (Full Time)

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M.Ed. (Part Time)

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

<u>Yes</u>		<u>No</u>	<u>✓</u>
<u>Number</u>	<u>N.A.</u>		

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

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

<u>Number</u>	<u>1</u>
---------------	----------

8. Are there Programmes with faculty exchange/visiting faculty

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

<u>Number</u>	<u>N.A.</u>
---------------	-------------

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

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

<u>Yes</u>	<u>✓</u>	<u>No</u>	
<u>Yes</u>		<u>No</u>	<u>✓</u>
<u>Yes</u>	<u>✓</u>	<u>No</u>	
<u>Yes</u>	<u>✓</u>	<u>No</u>	
<u>Yes</u>		<u>No</u>	<u>✓</u>

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

<u>1 Year</u>

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

<u>Yes</u>		<u>No</u>	<u>✓</u>
<u>Number</u>			

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

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

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<u>Number</u>	<u>2</u>
---------------	----------

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

☐
☒
☐
☐
☐
☐
☐

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

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

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

26.09.2015

09.10.2015

09.09.2016

200

233 days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed. 2015-16	0	0	0	0	0	0	0	0	0
B.Ed. 2015-16	4	96	100	0	0	0	4	94	100
M.Ed. (Full Time)2015-16	3	39	42	0	1	1	3	38	41
M.Ed. (Part Time)									

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4. Are there any overseas students?

<u>Yes</u>		<u>No</u>	✓
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If yes, how many?

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

a) Unit cost excluding salary component. B.Ed –

Rs.14500

b) Unit cost including salary component

Rs.75898

c) Unit cost excluding salary component. M.Ed -

Rs. 14500

d) Unit cost including salary component

Rs.54110

e) Unit cost excluding salary component. D.Ed -

Rs. 19171

f) Unit cost including salary component

Rs. 61649

(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.	58	40		
B.Ed.	89	52.4		
M.Ed. (Full Time)	82.5	57		
M.Ed. (Part Time)				

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

Yes

☐

No

☒

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	60%		40%
B.Ed.	52.5%	30%	17.5%
M.Ed. (Full Time)	68%	-	32%
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

	<u>30</u>
--	-----------

b) Minimum number of pre-practice teaching

lessons[MICRO LESSONS] given by each student

	<u>4</u>
--	----------

11. Practice Teaching at School

a) Number of schools identified for practice
teaching

	<u>15</u>
--	-----------

b) Total number of practice teaching days

	<u>120</u>
--	------------

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- c) Minimum number of practice teaching lessons given by each student

	<u>40</u>
--	-----------

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations ?

No. of
Lesson
s in
simulat
ion

No. 4

No. of Lessons
Pre-practice
teaching

No. 4

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

Yes

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

No

--

14. Does the institution provide for continuous evaluation?

Yes

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

No

--

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

Programmes	Internal	External
D.Ed.	65%	35%
B.Ed.	30%	70%
M.Ed. (Full Time)	30%	70%
M.Ed. (Part Time)		

16. Examinations

- a) Number of sessional tests held for each paper

<u>0</u>	<u>2</u>
----------	----------

- b) Number of assignments for each paper

<u>0</u>	<u>1</u>
----------	----------

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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?

<u>Yes</u>		<u>No</u>	✓
<u>Number</u>			

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

<u>Yes</u>		<u>No</u>	✓
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If yes, is it offered as a compulsory or optional paper?

Compulsory ☐ Optional ☐

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Criterion III: Research, Development and Extension

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

<u>Number</u>	<u>5</u>	<u>23</u>	<u>%</u>
---------------	----------	-----------	----------

2. Does the Institution have ongoing research projects?

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

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.

None

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

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

<u>X</u>
<u>X</u>
<u>✓</u>
<u>X</u>
<u>X</u>

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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.

Nil

b. M.Phil.

Nil

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	✓		41
National journals – referred papers	✓		5
Non referred papers			
Academic articles in reputed magazines/news papers	✓		5
Books	✓		16
Any other (specify and indicate)			

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

<u>Yes</u>		<u>No</u>	✓
<u>Number</u>			

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

Faculty Students

National seminars

39

=

International seminars

4

-

Any other academic forum

3

-

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11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

Self-instructional
materials

✓
✓

Print materials

Non-print materials (e.g. Teaching

✓

Aids/audio-visual, multimedia, etc.)

✓

Digitalized (Computer aided instructional materials)

✓

Question bank

--

Any other (specify and indicate)

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

Yes

--

No

✓

If yes, indicate the nature of the post.

Full-time

--

Part-time

--

Additional charge

--

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

Yes

--

No

✓

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

Yes

✓

No

--

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

Two

16. Does the institution provide consultancy services?

Yes

--

No

✓

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In case of paid consultancy what is the net amount generated during last 3 years.

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

Local level	Yes
State level	No
National level	No
International level	No

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Criterion IV: Infrastructure and Learning Resources

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

4062

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?

70

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

Rs.60000/-

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

Rs.39165/-

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

Rs. 12000

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

Rs.768000/-

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

Yes

☐

No

☒

9. Total number of posts sanctioned

Teaching
Non-teaching

Open		Reserved	
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>5</u>	<u>16</u>		
<u>7</u>	<u>6</u>		

10. Total number of posts vacant

Teaching
Non-teaching

Open		Reserved	
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>None</u>			
<u>None</u>			

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

Lecturers

Readers

Professors

Open		Reserved	
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>5</u>	<u>11</u>		
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
	<u>3</u>		
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>

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

	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Lecturers	<u>2</u>	<u>3</u>		

Readers	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Professors	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>

c. Number of teachers from Same state

All

Other states

--

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:10
B.Ed.	1 : 12.5
M.Ed. (Full Time)	1 : 5
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open	Reserved		
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Permanent	<u>4</u>	<u>4</u>		

Temporary	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
	<u>2</u>	<u>2</u>		

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b. Technical Assistants

Permanent

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>1</u>			

Temporary

<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>

14. Ratio of Teaching – non-teaching staff

22: 14

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

79.12%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

9.00 – 4.30 PM

On holidays

9.00 – 4.00 PM

During examinations

9.00 – 4.30 PM

18. Does the library have an Open access facility

Yes

☒

No

☐

19. Total collection of the following in the library

a. Books

10249

- Textbooks

- Reference books

b. Magazines

2194

e. Journals subscribed

12

- Indian journals

23

- Foreign journals

1

f. Peer reviewed journals

1

g. Back volumes of journals

533

h. E-information resources

- Online journals/e-journals

100

GHULAM AHMAD KHAN, DEPUTY DIRECTOR OF EDUCATION

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- CDs/ DVDs

- Databases

- Video Cassettes

- Audio Cassettes

2
10
<u>50</u>

20. Mention the

Total carpet area of the Library (in sq. mts.)

117

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☒

Fully automated

☐

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

Circulation

☒

Clipping

☒

Bibliographic compilation

☐

Reference

☒

Information display and notification

☒

Book Bank

☐

Photocopying

☒

Computer and Printer

☐

Internet

☒

Online access facility

☒

Inter-library borrowing

☐

Power back up

☐

User orientation /information literacy

☒

Any other (please specify and indicate)

☐

23. Are students allowed to retain books for examinations?

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

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24. Furnish information on the following

Average number of books issued/returned per day

30

Maximum number of days books are permitted to be retained

by students

15 Days

by faculty

20 Days

Maximum number of books permitted for issue

for students

2 Books

for faculty

10 Books

Average number of users who visited/consulted per month

600 Approx.

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

1:35

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

0.91%

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	297	69,171	187	60,290	195	26,729
Other books						
Journals/ Periodicals	23	5000	23	5000	23	5000
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

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Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	4	1	4
M.Ed. (Full Time)	Nil	Nil	Nil
M.Ed. (Part Time)			

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

<u>Yes</u>	<u>✓</u>	<u>No</u>	
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If yes, how many students are under the care of a mentor/tutor?

<u>15</u>

3. Does the institution offer Remedial instruction?

<u>Yes</u>		<u>No</u>	<u>✓</u>
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4. Does the institution offer Bridge courses?

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

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

	B.Ed.			M.Ed.			M. Phil		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	I	II	III

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Pass percentage	98	96.	96	100	97	100			
Number of first classes/ B GRADES	90	95	75	20	8	65			
Number of distinctions/A GRADES	22	19	15	10	21	77			
Exemplary performances(Gold Medal and university ranks)	6 th Rank In Unive rsity	Nil	Nil	1 st Rank In Univer sity	1 st Rank In Univer sity	Nil			

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

NET
SLET/SET
Any other (specify and indicate)

I	II	III
<u>1</u>		
<u>3</u>	<u>4</u>	

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate [Minority Welfare/B.C.Welfare]	97 @013-14	78 (2014-15)	34 (2015-16)

(Additional rows may be inserted as per requirement)

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

<u>Yes</u>	<input checked="" type="checkbox"/>	<u>No</u>	<input type="checkbox"/>
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9. Does the institution provide Residential accommodation for:

Faculty

<u>Yes</u>	<input type="checkbox"/>	<u>No</u>	<input checked="" type="checkbox"/>
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Non-teaching staff

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

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

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

<u>Yes</u>	<input checked="" type="checkbox"/>	<u>No</u>	<input type="checkbox"/>
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Indoor sports facilities

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

Gymnasium

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

12. Availability of rest rooms for Women

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

13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

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

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

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

	Organised	Participated

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	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		
Inter-university		✓		✓		
National		✓			✓	
Any other (specify and indicate- Telangana Day.)	✓			✓		

(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. None

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

<u>Yes</u>	✓	<u>No</u>	
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If yes, give the year of establishment

<u>2008</u>

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

<u>Yes</u>	<input type="checkbox"/>	<u>No</u>	<input checked="" type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	60	65	60
Employment (Total)	65	70	70
Teaching	60	65	65
Non teaching			

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.

1	2	3
97	-	20

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

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

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

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Criterion VI: Organization and Management

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	3
Staff council	6
IQAC/or any other similar body/committee	4
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
Board of Governors –	12
Governing council -	3
Staff council –	6

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

Loan facility

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

Medical assistance

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

Insurance

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

Other (specify and indicate)

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

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

NO	N	E
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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 recognised organisation

NIL

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

National

		1
--	--	---

International

<u>NO</u>	<u>N</u>	<u>E</u>
-----------	----------	----------

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

1	1	1
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- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

<u>2014-15 [2]</u>	<u>2015-16[3]</u>	<u>2016-17 [2]</u>
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- e. Research development programmes attended by the faculty

1	1	2
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- f. Invited/endowment lectures at the institution.

1	1	4
---	---	---

Any other area (specify the programme and indicate)

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

- a. Self-appraisal

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

- b. Student assessment of faculty performance

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

- c. Expert assessment of faculty performance

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

- d. Combination of one or more of the above

<u>Yes</u>	<u>✓</u>	<u>No</u>	
------------	----------	-----------	--

- e. Any other (specify and indicate)

<u>Yes</u>		<u>No</u>	
------------	--	-----------	--

7. Are the faculty assigned additional administrative work?

<u>Yes</u>		<u>No</u>	<u>✓</u>
------------	--	-----------	----------

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

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

Grant-in-aid

Fees

Donation

Self-funded courses

Any other (specify and indicate)

Rs.52,72,900

NIL

NIL

Rs.1,17,849

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	53.3%	51.3%
% spent on the salary of non-teaching employees	21.5	21.7
% spent on books and journals	1.6	2.01
% spent on developmental activities (expansion of building)	-	-
% spent on building maintenance, electricity, water, sports facilities, hostels, residential complex, student amenities, maintenance of equipment, etc.	7.8	7.0
% spent on equipment, teaching aids, contingency etc.	0.7	0.9
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.6	0.6

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Any other (specify and indicate)	15.3	18.3
Total expenditure incurred		

10. During the last three years did the institution have surplus/deficit budget? (please specify the amount)

Surplus	Deficit
NIL	Rs.7.82.860/-
NIL	Rs.41.86.680/-
NIL	Rs.19.15.643/-

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

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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

☐

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

Yes

☒

No

☐

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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	NIL		NIL	
b	ST	NIL		NIL	
c	OBC	NIL		NIL	
d	Physically challenged	NIL		NIL	
e	General Category	100%		100%	
f	Rural				
g	Urban				
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				

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b	ST				
c	OBC				
d	Women	17	77	6	46
e	Physically challenged				
f	General Category				
g	Any other (specify) MEN	5	23	7	54

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				
ST				
OBC				
Physically challenged				
General Category	60%	61%	70%	72%
Rural				
Urban				
Any other (specify)				

PART B

Executive Summary

Ghulam Ahmed College of Education is located in Mount Pleasant, 8-2-249 to 267, Road No. 3, Banjara Hills, Hyderabad - 500 034, Telangana State, India. It lies in is an urban commercial center in Hyderabad. This area was a hilly forest and was least inhabited in the past.

Our college belongs to the Sultan-ul-Uloom Education Society. Sultan-ul-Uloom Education Society was established in 1980, and since then has been performing a vital service to students. Through each of its institutions the Society offers individuals the opportunity for a well rounded education, in the discipline of their choice, while equipping them with all the skills required to function as responsible members of society and face the many challenges associated with the continually evolving industrial and economic scenario.

Today there are over 11000 students enrolled in various institutions run by the Society. Spread over a sprawling campus, the complex houses, Muffakham Jah College of Engineering & Technology, Ghulam Ahmed College of Education, Amjad Ali Khan College of Business Administration, Sultan-ul-Uloom College of Law, Sultan-ul-Uloom College of Pharmacy, Sultan-ul-Uloom Junior College and Sultan-ul-Uloom Public School, Sultan-ul-Uloom School (falaknuma Branch), Sultan -ul-Uloom School (Syed Ali Chabutra Branch), Sultan-ul-Uloom School (Golkonda Branch).

The institution possesses an imposing building spread over an area of about one acre of land, having lush green lawns. The institution has all the necessary infrastructural facilities like spacious class rooms, laboratories, fully automated library, clean water supply, electricity, generator, intercom system. Common auditorium, conference room, transport facility and indoor and outdoor games facility, both for the students and members of the staff. The college firmly adheres to norms and standards laid down by the University and National Council for Teacher Education in the best spirit.

CRITERION-WISE ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

1. State the objectives of the institution and 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)

Vision:

To produce quality teachers through holistic teacher education by igniting young minds towards excellence in education and societal commitment.

Mission:

To be a leader in providing flexible, quality teacher education to the minority student teachers of the community.








To provide a high standard of training to student teachers through the B.Ed. and M.Ed. courses.

To develop an integrated personality in its students.

To orient the students in the foundations of research.

To acquaint the in service teachers with the latest trends/contemporary issues in education and help them solve their problems.

Goals and Objectives:

-  Learners to be imparted with quality education.
-  Innovative activities to be encouraged in relation to teacher training programme.
-  Academic guidance to be provided with timely feedback to the student-teachers for improving their intellectual standard.
-  Proper training to be given in regard to teaching and classroom.
-  All teaching and non-teaching staff and students to be provided with due respect.
-  Opportunity to be provided to every learner for their creativity.
-  Conducting gardening, plantation and beautification of surroundings for ecological and environmental protection.

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- ✚ Organizing different inter-college programmes to bring community and national development, to organize community work, observe and celebrate national days.
- ✚ Bringing overall nourishment of the student - teachers to make significant progress for quality of secondary education in our society.
- ✚ Bringing in social harmony, peace and sense of brotherhood.
- ✚ Developing the skill and attitude of student-teachers so that they can face the challenges of society and education.

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

Since the college is affiliated to the Osmania University, it is beyond the scope and empowerment of the college to develop the curriculum. It follows the curriculum as per the rules and guidelines of the Osmania University. Feedback is taken on curriculum and recommendations are shared with the university.

Following steps are taken to implement the curriculum laid down by the Osmania University smoothly:

- ✚ Periodical tests are conducted in the institute.
- ✚ Practice of continuous and comprehensive evaluation.
- ✚ In regard to teaching and non-teaching activities, in each and every academic session meetings and discussions are conducted in the staff meeting.
- ✚ Special classes are conducted for slow learners where they can clarify all their doubts and rectify their mistakes.
- ✚ To improve the standard of student-teacher, guidelines are provided by alumni association to the learners.
- ✚ Experts are invited to seminars and workshops to offer valuable suggestions on various topics. For implementing new programs and provisions the instructions are encoded for qualitative improvements of the learners in the institution.

Feedback from Faculty –

The faculty member of the institution is given the scope to express their feelings, ideas and some innovative suggestions. The institution conducts meetings regarding the various activities of the teacher training programme where the faculty member shares their ideas and suggestions.

6 faculty members are a part of curriculum revision. A few suggestions are forwarded to the Chairperson Board of Studies, Education, Osmania University through the Principal of the college who is a member of the Board of studies of Higher education. The decisions regarding change of syllabus are taken up by this body.

Feedback from students –

The students can express their opinions on the curriculum and teaching-learning process through the students' curriculum feedback system. Analysis is done online and reports are created. Based on the feedback reports, discussions are held among the IQAC members.

Feedback from Employees –

From time to time some innovative suggestion regarding the teacher training programme is given by the Principal of the institution who is well acquainted with the academic curriculum. In various activities of the institution his ideas and suggestion are put forward and he attends the seminars and meets the teachers.


Feedback from Academic Experts –

The teacher-educators of the institution attend various national and international seminars, workshops, conferences, etc. The teachers find a scope to discuss various topics and exchange their views with experts.

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

There is no scope for curriculum development since the college is an affiliated college. The curriculum and syllabus are framed in such a way so that it is quite helpful to students so as to meet the existing demand and to cater to the need of the latest trends and developments globally. Students are continuously made aware of the global trends in the field of teacher education. This enables the student and teachers to gain knowledge of population education, education for sustainable development, value consciousness, international understanding and education for peace, etc. are included in the teaching curriculum.

The college conducts various activities such as:

-  In Regards to global trend in teacher education, interactive sessions are organized with eminent teachers that are invited to the college.

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- ✚ Seminars are organized in the college like challenges in teacher education and students and teachers are encouraged to attend the same.
- ✚ The faculties are provided with ICT support. Faculties are encouraged to use PowerPoint and other ICT techniques to ensure effective delivery of curriculum.

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

The teachers are provided with broad enthusiasm by the institution to impart education and put emphasis on national issues like environment, value education and ICT.

Following are some steps taken by the college:

- ✚ Focus on environmental cleanliness, gardening, plantation, sanitation, etc. is put in place by the institute.
- ✚ Specific classes are conducted to provide to students as they are an integral part of the curriculum.
- ✚ To increase their knowledge and skills the learners are provided with modern technologies like internet facilities, computers, radio programme, etc.
- ✚ Every year teaching methodology is updated as per the latest trends and developments.
- ✚ Special emphasis on the usage of Powerpoint with demonstration and ICT support.
- ✚ Workshop for the faculties, students and non teaching staff is organized by the ICT club.

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

As per the guidelines of the Osmania University, curriculum planning is done.

The college follows the following steps in regards to curriculum with the help of ICT support:

- ✚ The use of projectors, internet connectivity, computers, etc. is done to ensure smooth delivery of the curriculum.
- ✚ Adequate infrastructure such as adequate internet access for faculties, WiFi enabled campus etc. is provided by the college to the faculties to ensure smooth curriculum delivery.
- ✚ In their day-to- day teaching methodologies, some of the faculties use available sources of teaching learning software.
- ✚ Teachers are encouraged to read blogs and articles related to academic topics online.
- ✚ The college website displays the latest syllabus to update the teachers and students.

- ✚ In the college website time table, notices and the yearly academic plans are uploaded.

1.2 Academic Flexibility

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

The college follows the following practices –

- ✚ Micro teaching
- ✚ Practice teaching
- ✚ Reflective teaching
- ✚ Demonstration classes
- ✚ Criticism lessons
- ✚ Workshop
- ✚ Seminar
- ✚ Lectures by eminent guests

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?

On the basis of the potency and interest, the student-teachers are provided with games and sports training and facilities of physical education and it is not limited to the four walls of the classes. The student-teachers are given theoretical and practical knowledge to make them perfect individuals of the society. This enables them to be a good teacher and determine the future destiny of the nation.

The college puts efforts to impart holistic development in the student teachers. On the basis of this various activities are conducted:

- ✚ Organization of extension activities and encouraging the students to actively take part in it.
- ✚ Conducting microteaching and reflective teaching sessions. These sessions are recorded and reviewed later to understand the areas of improvement.
- ✚ In practice teaching schools, student teachers take up practice teaching sessions and get a practical exposure.

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✚ For holistic development of the student teachers the college has identified the following objectives inside the campus and in the field:

- Effective Development
- Cognitive development
- Value education
- Cultural competency
- Enabling good Communication skill
- Fostering creativity
- Student self training
- Psychometric development
- Micro teaching skills
- Macro teaching skill
- Effective practice teaching skill

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

The college runs many value added courses for the students. Academic lectures are substantiated by lectures on moral and ethical issues. The college organizes religious talks and functions annually, wherein lectures on issues of moral and ethical values are discussed. The college being a muslim minority institution, students are able to benefit from these gatherings.

As per the guidelines of Osmania University, Environment Education is an integral part of the curriculum. Therefore regular classes are held every year to create awareness among the students regarding issues pertaining to environment and climate change.

Human Rights form a part of syllabi of various classes. The college successfully organized a Seminar on Human Rights Education –Ethics and Human Values in the year 2014.

The College has full-fledged Computer Laboratory where computer and internet facilities are freely available to all teachers and students on all working days. The college also organises computer orientation classes for teaching and non-teaching staff. Companies like ‘Google’ are invited to conduct programs for the college students.

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The Career Guidance and Counseling Cell of the college keeps the students abreast of the vacancies in different sectors by displaying the relevant information regarding the eligibility conditions, last date of applying etc. The cell has recently conducted an Aptitude test for the purpose of short-listing students to provide them coaching for different competitive classes. Through the aegis of Community Project, students are sensitized to the needs of the community and their social responsibility. They are guided to conduct cleanliness drives, awareness campaigns against drug abuse, prevention, etc.

Haritha Haram program was organized in July-August last year, the students whole heartedly participated in the tree plantation program.

Personality development and life skills program is organized by the college every year for the benefit of the college students. Resource persons are often invited from the MBA college in the campus.

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

The following aspects in the curriculum are included by the institution:

Interdisciplinary/Multidisciplinary:

There is an approach to curriculum transaction in the classroom and outside the classroom.

Multi-skill development:

To ensure development of various skills in the student-teachers for multi-skill development the institute conducts various curricular, co-curricular and extracurricular programmes for multi-skill development.

Inclusive Education:

Unit Test, Class test, project classes, demonstration classes, proctorial classes, laboratory activities, etc. are taken up for all learners irrespective of their capabilities. The slow learners are given feedback so that they cope up with their fellow classmates. The parent teacher meetings are conducted to discuss the grievances and problems of the learners.

Practice teaching:

Teaching is being carried on for about two and half months by the B.Ed. students in different high schools of the city for improving the skills of teaching during the Teaching practice program. Each and every student has to deliver a minimum number of lessons (40) that is pre-fixed in any two method subjects opted by the students. In case of practice-teaching learning, the teacher-educators of the college are being supervised by them. The student-teachers are provided with appropriate guidance whenever needed.

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School Experience/Internship:

The students are given school teaching experience during pre-internship and internship. This experience helps the students in their life as a teacher. After completing the pre-internship the students are allowed to different schools. They are supposed to act as regular teacher and work under the direction and supervision of the head of the school, the Principal. They gain a lot while working as a regular teacher of the school.

Work Experience/SUPW:






For the promotion of the work experiences, classes are allotted to the learners through gardening, craft works, community works, sanitation and other creative activities in the college time table.

Any other (specify and give details) (Also list out the programmes/courses where the above aspects have been incorporated):

Some of the programmes incorporated are community survey, school survey, health camp, social survey, etc.

1.3 Feedback on Curriculum

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

-  The college communicates the information to the University for planning of the curriculum on the basis of suggestions offered by students, alumni, stakeholders, academic peers, etc. through the 6 faculty members who are an active part of curriculum revision.
-  Meetings are conducted annually at the end of each academic session which enables to review the present one and to incorporate new suggestions for improving the existing curriculum.
-  Any suggestion and feedback on curriculum is informed to the Academic Council of the University so that the same can be considered for modification.
-  An online mechanism of Curriculum feedback is followed where the feedback received is analyzed and based on the feedback report, further discussions are made.
-  Formal and informal interactions with various stakeholders are conducted with the Principal, IQAC and the management. From such interaction, feedback is obtained and taken into note for further resolution as per need.

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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.

The College management communicates to the University any feedback received and changes to be made.

To review the feedback and suggestions meetings are conducted.

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

The development of curriculum depends upon the University guidelines provided by NCTE. On a timely basis feedback is communicated to the University regarding the curriculum on the basis of feedback received from the students. 6 faculty members are a part of curriculum revision. Suggestions are forwarded to the Chairperson Board of Studies, Education, Osmania University through the Principal of the college who is a member of the Board of studies of Higher education.

1.4 Curriculum Update

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

The B.Ed. and M.Ed courses have undergone a major curriculum revision in the year 2015. Both the courses are now of 2 years duration. The Salient features of the Curriculum are: It has

1. Choice Based Credit system, inter disciplinary approach
2. Engagement with the Field experiences.
3. Internship
4. Technology integration
5. Dissertation
6. Specialization & Core Specializations
7. Grading; Internal assessments
8. Continuous and comprehensive evaluation; e-port folio assessment.
9. Mentoring
10. Reflective practices

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Through this curriculum, special impetus is given to enhance professional capacities of student teachers to create professionalism in the preparation. The mode of transaction consists of varied dimensions to learn through case studies, group presentations, project discussions, reflective documentations, workshops, tutorials and so on.

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

There is no scope for the college to develop the curriculum since it is an affiliated college. The college has put a mechanism of feedback in place. Based on the analysis, feedback is taken from the students and is communicated to the University.





1.5 Best practices in curricular aspects

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

-  The college has been organizing various programmes, seminars, workshops, etc. for the students every year.
-  The students are required to submit assignments on the concerned topics.
-  Regarding the subject matter, experts are invited by the college for giving the students special instruction.

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

The College is **planning** the following practices in future:-

-  Project Work.
-  To cultivate human and spiritual value.
-  More Certificate Courses to be introduced.
-  Work Education.

Implemented Practices:

ACADEMIC FLEXIBILITY: The B.Ed. students of the college are given the flexibility to write their assignments, records, tests and board examinations in the language of their choice.

Impact of the practice

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- Students who have had their education in Telugu or Urdu medium feel comfortable.
- Increase of theoretical knowledge as the students can study in their mother tongue.
- Acquisition of good negotiation skills
- Development of leadership qualities

PROVISION OF EXTRA COURSES TO THE COLLEGE STUDENTS:

A certificate course offered in the college in collaboration with the multinational company... 'google'. In April, 2015

The topics covered by the Google team included:

Modules for Google session at Ghulam Ahmed College of Education, Banjara Hills, Hyderabad.

Gmail and its features including boomerang: its usage in the teaching learning process.

Google groups: useful to send group home work, assignments or invitations.

Google drive: cloud saving. How to save home work, lesson plans, year plan.

Google docs, Google sheets: Feeding the data in one single sheet from different computers.

You tube: For Down loading and uploading videos, creating lesson plans and child safety.

Maps: For creating lesson plans by using Google maps. Teaching geography with Google maps

Google sites: To create free web site by each teacher to store all his or her lesson plans .

Introduction to G+ profile and GEG India community, Google certification.

Outcome:

The best student teachers were selected as Google Teachers. Certificates were presented to all the participants.

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Additional Information to be provided by Institutions opting for Re-accreditation / 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?

2.1 Curricular Aspects:	Observations made	
2.1.1 Curricular Design and Development:	<ul style="list-style-type: none"> Curriculum designed & developed by Osmania University followed The curriculum not in tune with NCTE Frame Work and UGC Curriculum Principal is the member of Board of Studies in Education 	The Curriculum was revised by the Osmania University in the year 2015 and now it is in tune with the NCTE and UGC framework. The college is affiliated to OU and follows the curriculum framed by it.
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> The College offers B.Ed., and M.Ed., programmes. M.Ed., course provide choice of optional subjects No electives are offered at B.Ed. level Students given freedom to write exam in English/Urdu/Telugu 	Elective subjects have now been introduced in the B.Ed. course in the IV Semester.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> Feedback on curriculum taken from stakeholders Tools used for taking feedback not developed scientifically Feedback collected on curriculum not analyzed and utilized for improvement in curriculum 	<p>Tools for taking feedback have been developed as per the new syllabus and all the important criteria has been incorporated in the feedback form.</p> <p>The information collected from various stake holders is being analysed and the same is being communicated to the University authorities in the meetings held on Curriculum development</p>

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		and Revision. The Principal of the college is a member of the Board of Studies of Osmania University and she also communicates the suggestions given by the stake holders to the authorities.
2.1.4 Curriculum Update	<ul style="list-style-type: none">• The Curriculum revised once in five years by Osmania University• New M.Ed. syllabus introduced from 2006-2007• In B.Ed. project work and M.Ed. three Projects, and Seminars included	
2.1.5 Best Practices in Curricular Aspects (if any)	<ul style="list-style-type: none">• Personality Development Programme	

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

Following are the measures undertaken by the institution:-

- ✚ The teaching staff and infrastructure facilities needed for implementing the various activities enlisted in the curriculum are made available in the college.
- ✚ Encouragement to the faculty members to pursue higher education and enriching courses.
- ✚ Involving faculty members in the quality improvement through feedback on teaching, curricular activities, co-curricular activities, and classroom interactions and climate.
- ✚ Training programs to Administrative staff members to support quality sustenance and enhancement measures with respect to curricular aspects and classroom activities.
- ✚ Laboratories are constantly updated.
- ✚ Seminars, workshops are organized.
- ✚ Projects are carried out in a systematic manner.

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- ✚ Resource persons, project incharges assigned for various projects on the basis of capability/ qualification/ experience of the lecturers.
- ✚ Periodic tests are conducted and answer papers are given back to the students, marks awarded on the basis of their performance.
- ✚ Vacations are reduced to provide extra coaching to students.
- ✚ Lecturers and librarian attend various orientation programs, seminars and refresher courses etc to upgrade their knowledge regarding curricular aspects and enhance their skills.
- ✚ Provision of computers with Internet and a well-furnished library also helps in quality improvement.
- ✚ Extension lectures by eminent professors and heads of institutions are arranged.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Criteria for admission

For B.Ed Course:

Pre requisite qualifications:

The required qualification for different subjects are as follows.

For Mathematics	B.Sc with Mathematics at degree level.
Physical Science	B.Sc with Physics/ Chemistry at degree or intermediate level.
Biological Science	B.Sc with Biological Sciences at degree level.
Social Studies	B.A / B.Com, with the arts subjects or in commerce at degree level.

The process of admission starts with the notification for EDCET by the convener. The candidates who qualify in the EDCET entrance exam attend the counseling conducted by the convener.

The 2015-2017 batch of B.ED, students were admitted into the colleges through single window counseling by the Convener, EDCET. The candidates were called for counseling subject wise (i.e. Mathematics, Physical Sciences, Biological Sciences and Social Studies) through paper notification in local dailies in order of merit. After confirmation of admission at the counseling center, the candidates were asked to report to the college in which they got admission.

Since the college is a Muslim minority institution, most of the students who join the college are Muslims.

For M.Ed

Pre requisite qualification:

The candidate should be a graduate in education i.e B.Ed (Bachelor of Education) with 50% marks.

The Osmania University conducts the M.Ed entrance examination every year. Only those candidates who qualify in this entrance exam are eligible to take admission in the M.Ed course.

After consulting the university authorities, an admission notification is given in the local dailies by the college. A merit list of the candidates who apply is prepared. Admissions are made strictly on merit basis, i.e in order of the ranks acquired in the entrance exam.

Management quota-

25% of the total strength (subject wise) can be admitted in the college in the B.Ed course, under the management quota. The college can admit non minority students also in this quota.

The Telangana State Government (TSCHE) issues directions and Government Orders every year with regards to admission in the B.Ed. and M.Ed. courses. These orders are followed by the college scrupulously.

Merit is the only criteria followed at the time of admissions. The admissions are done in a fair and transparent manner. The academic year for both the courses is of **2 years** duration.

The college is famous in Telangana State as a minority institution where admission procedure is very fair and transparent.

Regarding the Admission Policies and Procedure, the guidelines of NCTE are strictly adhered to. The guidelines of the affiliating university i.e. Osmania University are also strictly followed.

Through the website and local newspapers advertisement is displayed. All the candidates are informed about the cost of the form. The final merit list is updated and published. For the fresher as well as deputed candidates, date of counseling and admissions are finalized. At the time of admission, equity and transparency is ensured.

Student Intake:

The annual intake of students for the B.Ed. course is 2 units of 50 Students each and 1 unit of 50 students for the M.Ed. Course.

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

The admission notification is published in the local newspapers of English, Telugu and Urdu languages.

Through advertisements the following information is provided:

- + Number of subjects available in the college.
- + Number of seats per subject.
- + Commencement of sale of application.
- + Last date for receipt of application forms.

After the candidates take admission into the college a prospectus is given free of cost to them which contains the following information:

Details about the Sultan ul Uloom Education Society, the inception of the college, members of the college Governing council, College Administration, Objectives of the College, admissions, documents required at the time of admission, Scholarships, duration of the courses, rules and regulations to be followed by students, attendance, discipline, details of the syllabus, facilities provided in the college, basic strength of both B.Ed and M.Ed courses, Infrastructure, library, laboratories results, etc.

The college website <http://gacoe.ac.in/> comes to great use in order to deliver the information in regards to the various programmes offered and the admission process.

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

A centralized admission procedure is followed by the college and ensures that there is full transparency and equitability in the admission.

As per the guidelines of the government the reservation policies for the different categories of students are followed.

The guidelines of the NCTE and the affiliating university are followed by the college.

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 strategies adopted by the institution to retain the diverse student population admitted to the institution for the following categories are:

1. Individuals of Diverse Economic Backgrounds

The institution arranges to provide the following financial assistance to the students belonging to poor families.

Scholarships from Minority Welfare Associations.

Scholarships from B.C Welfare Association.

2. Individuals of Diverse cultural backgrounds

Almost all the students belong to the same cultural background.

3. Individuals of Diverse Religious Backgrounds

Almost all students belong to the same religious background(Muslim Minority). Under the management quota, a few non minority students take admission into the B.Ed and M.Ed course. These students are treated on par with all students and no discrimination is made. They retain in the college without any problem and complete the course.

4. Individuals of Diverse Linguistic Backgrounds

Most of the students in the college come from English medium background. However, some belong to Telugu or Urdu medium educational background. To cater to their needs the college has a good number of library books in different languages. The teachers often use bilingual method in the class and also provide reading material on different subjects to these students. Hence they do not find any difficulty in adjusting in the college or think of discontinuing the course and leaving the college.

5. Physically Challenged Students

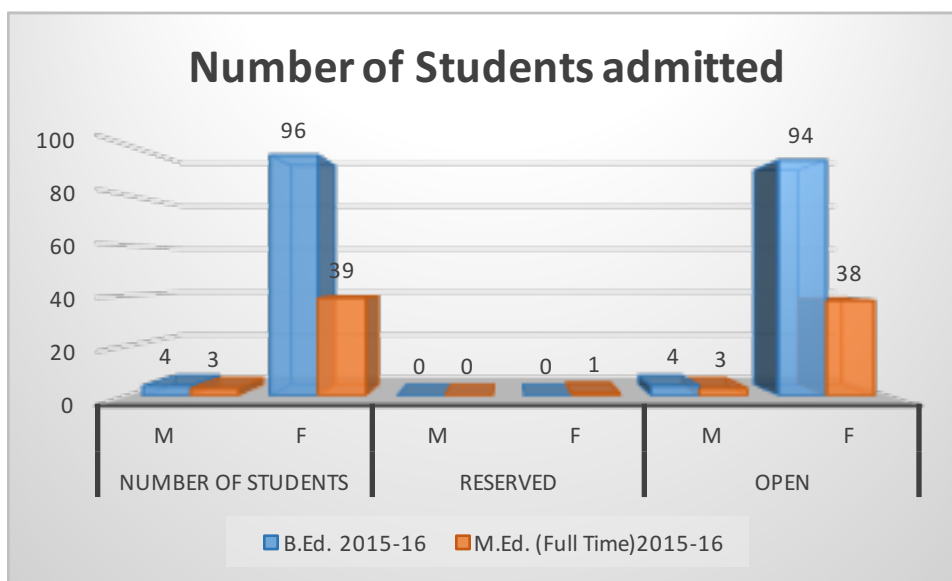
In order to retain the physically challenged students the following steps are taken.

- a. For orthopaedically challenged students classes are arranged on the ground floor.
- b. Practical classes are arranged on the ground floor for the orthopaedically challenged students.
- c. For visually impaired a scribe is provided to write the examination.

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Number of students admitted is tabulated as follows:

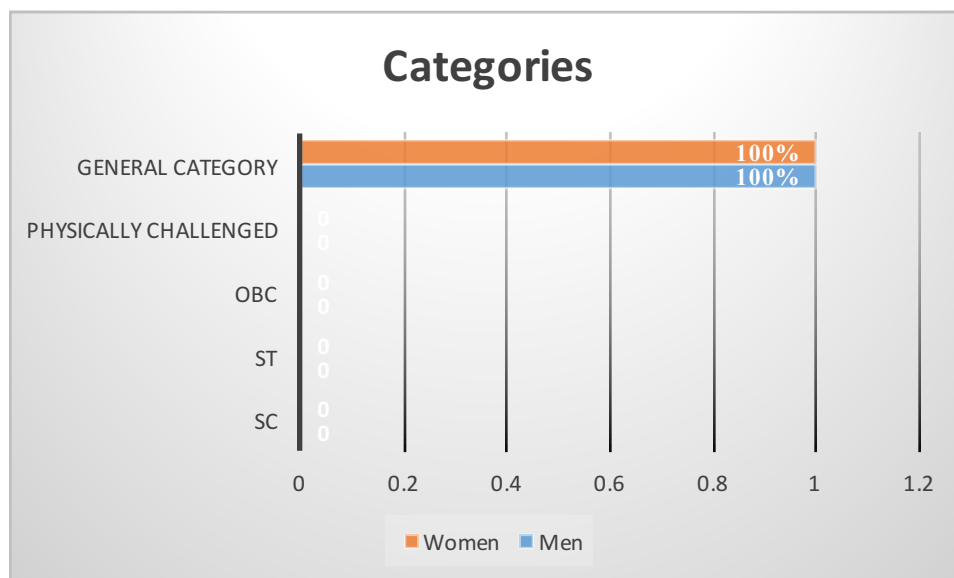
Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed. 2015-16	0	0	0	0	0	0	0	0	0
B.Ed. 2015-16	4	96	100	0	0	0	4	94	100
M.Ed. (Full Time)2015-16	3	39	42	0	1	1	3	38	41



100% of the students admitted belong to General category as depicted below:

	Category	Men	Women
a	SC	NIL	NIL
b	ST	NIL	NIL
c	OBC	NIL	NIL
d	Physically challenged	NIL	NIL
e	General Category	100%	100%

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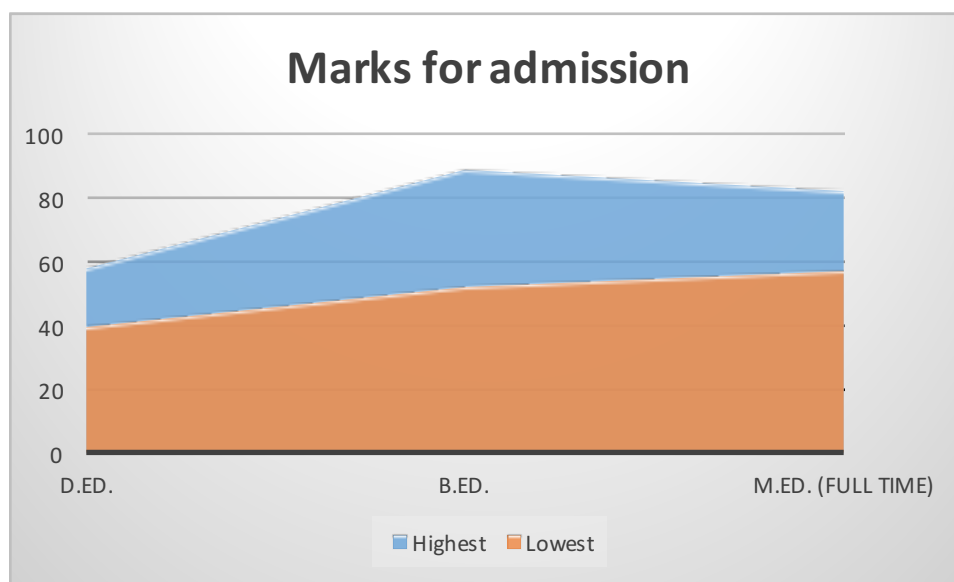


5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

During the commencement of the classes, there is a provision for accessing student's knowledge/ needs and skills. Consideration is given to students on the basis of verification of certificates, special papers, subject marks, student interest, aptitude, etc. Review is done of the marks obtained in the previous qualifying examination. On the basis of this, advice is given which proves to be beneficial to them to proceed further.

Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session is depicted as follows:

Programmes	Open	
	Highest (%)	Lowest (%)
D.Ed.	58	40
B.Ed.	89	52.4
M.Ed. (Full Time)	82.5	57



2.2 Catering to Diverse Needs

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

The college has an excellent campus with plush garden and playground facilities.

Good college building with well ventilated classrooms and comfortable furniture is present.

An infrastructure has been developed by the college which not only caters to the needs of the student academically but also fulfils the health and cultural needs of the students. As per NCTE the college has been following all the norms and has all required laboratories. To fulfill the technological needs the college has adopted ICT which has led to development of students.

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

The college has been conducting different activities for the overall development of students. It has adopted the learner-centered process to meet the diverse needs of the students.

Students often have the need to learn different subject methodologies. Lecturers in different subjects are present in the college.

There are well equipped laboratories present for all subjects to facilitate learning.

Sufficient books on different subjects are present in the library to cater to diverse learning needs.

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The institution provides curricular programmes as well as extra-curricular activities for the students to broaden their vision. The institution offers activities like, sports, cultural activities, community service, yoga etc. apart from class room teaching.

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

The student-teachers have to deliver teaching in various practice-teaching schools. There is a minimum number of method subjects on which they have to deliver teaching. The student-teachers are given instruction to guide and behave equally with all students. This enables them to develop their understanding of various techniques of teaching. In teaching-learning process they are advised to maintain quality and equity.

Knowledge of theory papers like Psychology of Childhood and adolescence, special education, etc., and the practical work done in psychology laboratory, enables the student teachers to understand the role of diversity and equity in teaching learning process.

In the M.ED course the students take up institutional study, where they go to special schools and other schools where inclusive education is followed.

While teaching in schools the student teachers learn and realize that each child is different from the other. They also learn that teaching in monotonous manner causes boredom, in order to generate interest in the children, they need to use diversity.

They also take part in all the school activities like taking substitution classes, organizing programmes, conducting the school assembly, celebrating all important days like national days, teachers day, children's day, etc. Through these activities they learn about equity and individual differences.

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

The teacher-educators of the institution are entrusted with various responsibilities from teaching to organizing project work, taking classes, field trips, conducting seminar and workshop, study tours, group discussion, feedback classes, organizing examination, evaluating answer sheets of the learners, etc. The teacher-educator needs to justify their knowledge and cater to the needs of the learners. The college administration assesses the performance through the "Evaluation of teachers by their students". A rating scale is prepared by the Principal and this is administered on student-teachers. On the basis of the performance the teacher-educators are evaluated. As and when needed, guidance is given by the authority for improvement.








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

Student teachers develop knowledge and skills through various practices like conduction of mini teachings, demonstration lesson, criticism classes, topic wise discussion, classroom tests, unit test,

etc. This enables them to develop skills related to diversity which can easily be applied in the classroom situation. Under the guidance of teacher-educators, the student-teachers are provided with a scope to teach in the class. This enhances the competence in teaching skill and confidence in them. Institutional visits to special schools, NIMH, etc. to expose the student teachers to the needs of special children are arranged.

2.3 Teaching-learning process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

-  The students of the institute are involved in active learning by motivating them to take part in the various curricular, co-curricular and extra-curricular activities. They are also engaged in the following activities throughout the year-
 - Micro teaching, Reflective teaching- Every student takes at least two classes in front of the peers, it is either the entire lesson or mostly the practice of micro teaching skills. They make use of transparencies and slides or a multimedia presentation for teaching to the peers. The topic is selected by the students themselves in consultation with the mentors.
 - The student teachers get a lot of confidence by teaching their peers and it gives them practice to teach step by step, in a systematic manner.
 - Project work
 - Role Play
 - Practice teaching
 - Assignments, etc.
-  The student makes use of the computer and website for academic group.
-  The college provides books, magazines, journals, etc on rotation basis. In the college the students are provided with computer facility, Internet access, e-learning sources (CD, DVD), etc.
-  The institution also conducts local survey, school survey, etc.
-  The teachers get engaged in interactive strategies like group discussion, peer learning, team teaching and so on during the lecture hours to develop co-operation among the students.
-  To enhance the teaching practices, PowerPoint presentations are widely used.
-  During internships and school visits students get the practical experience of real time classroom sessions.

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- ✚ The institute organizes seminars, workshops and quiz. For the growth of communication skills the institute takes all possible steps.
- ✚ Encouragement is given to group study and project work is also promoted among them.

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 provides teaching methods and optional subjects to the students as per their field of interest. The learning given in the institute is student-centered. It is justified by the fact that the topics for project work is according to the option and choice of the learners.

The teaching-learning activity is fully student-centered. The students are active in the classroom and outside the classroom. The college has adopted the following learning activities:-

- ✚ In Semesters II, III, IV as a part of the paper ICT Mediation in Teaching Learning, students created an email-id, a group, a blog. They make and use 5 Digital lessons in each methodology. They learn and use many options in Ms, Excel, Word, Access.
- ✚ All cultural functions and other activities in the college are anchored by the students and not teachers.
- ✚ As a part of the subject, ‘Art and Drama in Education’ in the III Semester, students organized skits, drama, Talent shows, field trips etc.
- ✚ On the event of holding any meeting like cultural, sports, etc. the students take initiative and request the teachers to advice them to make the event a great success.
- ✚ Active participation by students in the gardening, health camps, etc. held by the institution.
- ✚ As a part of means of assessing the students, seminars and subject wise quiz are conducted.
- ✚ For the all-round development of the students, special lectures are organised.
- ✚ Field trips and educational tours are put in place.
- ✚ Schools visits are scheduled for hands-on- experience of practical skills.
- ✚ Students are motivated to present abstracts in seminars.
- ✚ For better learning, students are encouraged to take the opportunity to go for internships.
- ✚ Through group activities like tree plantation, social-awareness programme, cultural programmes etc. team work is fostered.
- ✚ To help in the development of the quality of sportsmanship, sports competitions are conducted.

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- ✚ For psychology, science and language lab., group experiments are conducted.



3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning?

The instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning are as follows:-

- ✚ Lecture method.
- ✚ Programmed Learning
- ✚ Seminar Presentation, workshop, group discussion and symposium

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- ✚ Interactive Method
- ✚ Experimental Learning
- ✚ Effective learning through PowerPoint presentation
- ✚ Computer assisted learning
- ✚ Survey method
- ✚ Demonstration class

The teachers follow the lecture method and to ease teaching they follow question- answer methods, discussion, etc.

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

The institution has a provision for additional training in models of teaching like the following:

- ✚ micro-teaching,
- ✚ simulated teaching,
- ✚ induction before teaching, etc.

Example is illustrated as follows:

Essay writing

- Topic for writing is discussed.
- General objectives for writing content are explained.
- Specific objectives for writing are detailed.
- Pre-requisites of the student are checked.
- Introductory topic is prepared.
- Sample format is given which is supported by audio-visual aids.
- Steps are discussed
- Essay is developed with active participation by the students
- Students are questioned regarding the matter
- Summing up takes place.

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- Recapulatory questions are asked.
- Home work / assignment are given.

Each student is given number of lessons (minimum 40 lessons). Out of these they have to teach a few lessons using VITAL. VITAL is an initiative that aims at making value education an integral part of a student's life, Whatever subject they are teaching, they try to develop some value in their students in the class. A minimum of 5 Digital lessons are also prepared and used by the students.

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.

The student teachers make use of micro-teaching technique for developing teaching skills. The skills practiced and number of lessons given by each student per skill is as follows:

- ✚ Stimulus Variation Skill
- ✚ Introduction skill
- ✚ Questioning skill
- ✚ Non-verbal skill
- ✚ Lesson completion skill
- ✚ Reinforcement skill
- ✚ Blackboard skill
- ✚ Illustration skill

The number of lessons given by each student per skill is a minimum of 4. If time permits students take up more lessons.

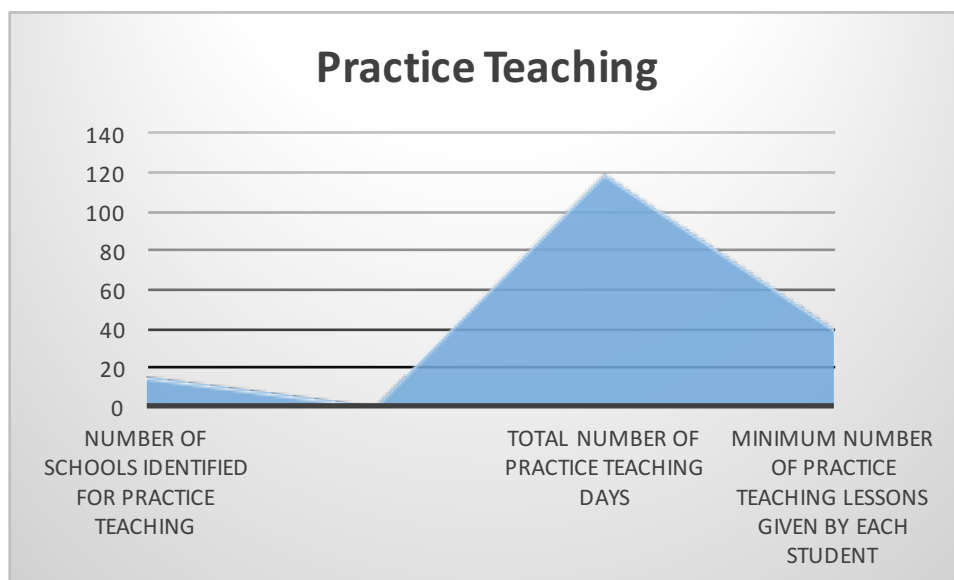
6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Student-teachers are allotted task for practicing teaching in the practice teaching schools in the nearby location. This acts as an ample opportunity for them. The teaching practice of student-teachers is done after the theoretical instruction and practical demonstration teaching by specific method. Before practice teaching of student-teacher is started, one lesson of student teacher is treated as criticism lesson where the concerned student-teacher provides practice teaching for the first time.

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The supervisor gives the feedbacks for improvement to the student-teacher. Various schools are allotted to the student-teacher to deliver practice teaching under the direct supervision of teacher educators of the college.

Number of schools identified for practice teaching	15
Total number of practice teaching days	120
Minimum number of practice teaching lessons given by each student	40



The B.Ed students are sent to different schools (mostly Government schools) for the practice teaching /internship programme for 120 days that are split over in 4 semesters. They take up all the responsibilities as a regular teacher. They take active part in the school activities like going for substitution classes, participating in the school assembly, celebrating all important days like national days, teachers day, children's day, etc.

They get familiar with the school ethos; learn the skill of teaching different subjects, organizing co curricular activities, about classroom management, adjustment with school personnel and their peers, etc.

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

Internship is an integral part of the B.Ed curriculum under Osmania University's B.Ed programme. The process of the Practice teaching / Internship programme is as follows:

- ✚ The schools where the teacher trainees are sent for practice teaching are first identified and permission of the District Education officer is sought for sending the students to the schools. The student teachers are mostly asked to teach students of class VIII and IX. They are first sent to the cooperating schools to collect the syllabus to be taught in their respective methodologies from the concerned subject teachers. The school authority and the staff discuss the number of students to be sent for this purpose of teaching, the extent up to which the lessons are completed, etc. in regard to the allotment of classes.
- ✚ The students prepare the period plans on the portions collected from the schools. These lessons are checked and corrected by the methodology teachers. Only after the period plans are approved the students are sent to schools for practice teaching/Internship.
- ✚ Every day observation and remarks of the block teaching of pupil-teacher is done and details are written on the period plan book.
- ✚ The teacher-educator signs the delivery of lessons which is countersigned by the school authority.

During this period they are also exposed to planning, designing and conducting of the Tests under Summative and Formative assessment. A thorough exposure to the CCE pattern is given to the students.

Five Digital lessons are taken up by the students and a few using VITAL, to incorporate values in the children. They are asked to use innovative techniques of teaching, and for that the students adopt the following methods:

- a. Use of Multi media presentation
- b. . Role play
- d. Dramatization
- e. Puppetry,etc

During internship the following assignments and activities are taken up:

The student teachers:

Teach one lesson in each methodology daily.

They take a minimum of 40 lessons in each methodology.

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Take substitute classes whenever they are allotted to them by the school H.M.

The students engage the school children by organizing activities like language games , quiz , story telling .

Students also take up a **Community based activity, Action Research** and conduct and attend the **PTA and SMC meetings** in their practice teaching schools.

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.

In practice teaching, both the school staff and mentor teacher co-operatively take part. The performance of student-teacher is observed and rectification and modifications are done by the student-teacher.

Before the commencement of practice teaching sessions, the teachers interact with the practice teaching schools to gather information in regards to time table, working hours, syllabus and so on. They make a note of the classes. The students also play a role in assisting the regular teachers in terms of evaluation and helping the staff in supervision. They also participate in co-curricular activities. Feedback is considered and suggestions are made in case of any drawbacks. A strong communication is maintained between the faculty and guide teachers which results in a fruitful internship.

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

- ✚ Theoretical orientation on managing diverse learning needs of children is given to the student teachers. They learn the ways of dealing with different categories of students i.e. children with different levels of Intelligence, Aptitude, Creativity, etc.
- ✚ Exposure to different ways of assigning additional work to bright students.
- ✚ Field trips to special institutions and special schools. This gives exposure to children with special needs, like needs of mentally handicapped (mild, moderate), learning disabled, gifted- talented, Visually impaired, Hearing impaired, locomotor handicapped, etc.
- ✚ Exposing them to different techniques of teaching - The students are also taught the different learning styles where they are taught to identify the visual learners, kinesthetic/ haptic learners and auditory learners.
- ✚ orienting them towards remedial teaching, for children who are poor in academics.
- ✚ Project work -The students are also taught to deal with the psychological needs of the children through the case study project.

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- ✚ Preparing questions of different difficulty levels, administering a scholastic achievement test.

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

Encouragement is given for computer based teaching. It is compulsory for each student to prepare and use 5 digital period plans during their practice teaching program. Encouragement is given for PowerPoint presentations which can be used to improve and facilitate learning. To ensure full technological support in terms of e-journals, reference books and journal steps are taken to upgrade the library. Student-teachers are advised and encouraged to read journals, articles etc. on subjects like importance of ICT so as to enable them with knowledge on the same. The use of CDs and audio-visual aids are done. To manage diverse learning needs of students, trainee makes use of audio- visual aids, models, ICT supported materials during teaching.

2.4 Teacher quality

1. 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 is 1:10. The decision is taken on the following grounds:

- ✚ The medium of instruction in which the students are going to teach.
- ✚ The strength in the school and the number of sections available in each class
- ✚ Distance of the school from the college.
- ✚ The State Government has instructed all the B.Ed. college to send the trainee teachers to Government schools only. Private schools are therefore being avoided.

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

- ✚ The teacher provides feedback to the students in the classroom, in the lab, in the practical classes in school.
- ✚ The teachers and the students get engaged in classroom interactive sessions which acts as a platform for the teachers to understand the students and give feedback to them as well.
- ✚ In Micro teaching, Reflective teaching and project work, feedback is given to the pupil-teacher regarding his/ her performance by the teacher educator and the peers who are observing the class. In micro teaching the students reteaches the skill keeping the feedback in mind. This leads to improvement in their performance.

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

The student-teachers are given prior information regarding the policy needs of the schools to maintain proper discipline inside the school. The students are asked not to violate any norm and condition of the schools or else they will be liable to be punished by the school. The college directs the student teachers to act as teacher for the specific period and should be under the control of the head of the school.

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

The students and faculties are updated with new changes and recent development, through the curriculum prescribe for the B.Ed. program and content from methodology. The teachers are given in-service training to deal effectively with the new syllabus, methodologies and facilitate with proper information about teaching methodology, change subject matter and modern technology by various programmes organized by different organizations, institutions, etc. in this regard.

Orientation programs organized by the SCERT/ Osmania University on Recent trends and development in school subjects are attended by the college lecturers.

5. 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.)

Seminar, workshop, guest lecture and other extension activities are various enrichment programmes provided by the institute for ensuring professional and career development of the teaching staffs. For the professional and skill development seminars, workshop, extra mural talks are being conducted in the institution.

The head of the institution allows the teachers to attend training programmes like refresher course, workshops and orientation programmes. The institution encourages the teachers and staff to take part in national and international seminars, computer training programme, internet use and learning, use of Audio- visual aids etc.

ABL (Activity Based Learning), ALM (Active Learning Method) and ICT (Information Computer Technology) methods are also adopted. During teaching sessions PowerPoint presentations are encouraged to be used.

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

The institution head gives verbal reinforcement and encourage the staff members on the basis of their good performance. Teachers having good performance are empowered with additional responsibilities of immense significance and those in need of special attention.

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For motivation and career development the institution encourages the faculty to enhance their qualifications. The faculty upon completion of Ph.D is given advance increments as a mechanism of reward.

2.5 Evaluation Process and Reforms

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

The teachers individually ask the students about their problems in learning of any personal problems which hampers in learning. Students who have poor attendance in class is also taken care of. Conducive environment with facilities like modern technology in teaching, proper infrastructure facility, good teaching with resourcefulness of teacher etc. are provided to the students and all needed steps are taken in this regard.

BARRIERS TO STUDENT LEARNING	HOW THEY ARE ADDRESSED
CONDUCTIVE ENVIRONMENT –Noise of buses in the campus.	Classes are conducted in class rooms where the noise is least.
INFRASTRUCTURE – limited library books issued, Limited time for Lab work	The students are issued books for limited number of days. The laboratories are renovated from time to time and practical classes are conducted before or after college hours.
ACCESS TO TECHNOLOGY- Limited number of computers available in library.	Free access to computer and technology laboratory during, before and after college hours is provided; as the number of computers in library are limited.
TEACHER QUALITY – Methodology or other lecturers take long leave for going abroad, due to sickness, etc.	Part time lecturers are appointed or alternate arrangement is made.
IRREGULARITY IN STUDENTS –Some of the students are irregular due to various reasons.	Lecturers are very strict about attendance, irregular students are not allowed to continue with the course.

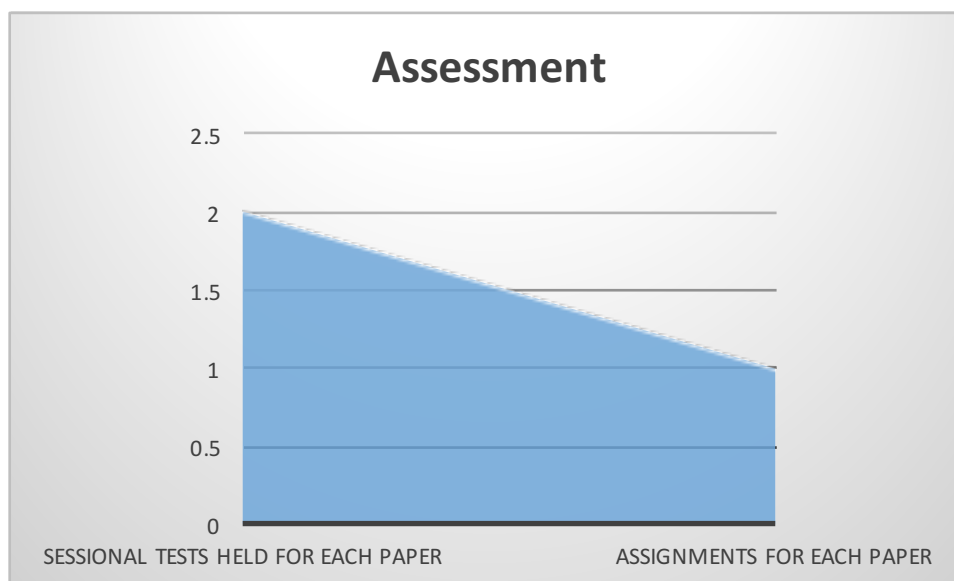
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2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

Unit test like internal assessment, general test, etc. are conducted to assess student performance. During the end of the academic session university test and practical tests, etc. are conducted. The students are provided with test marks.

Following table depicts the number of sessional tests and assignments:

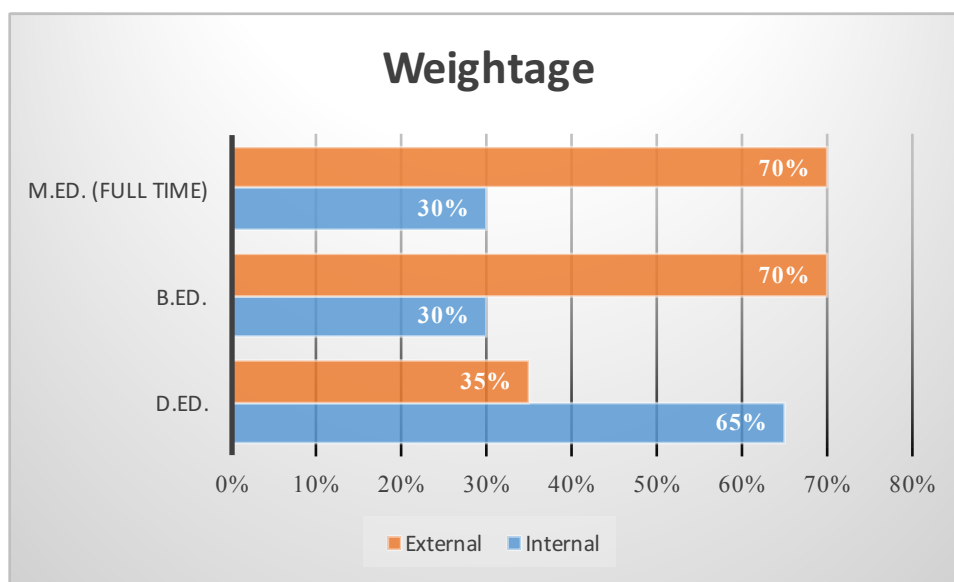
Sl. No.	Type of assessment	Number
1	Sessional tests held for each paper	2
2	Assignments for each paper	1



Following table depicts the weightage of internal and external exam for each programme:

Programmes	Internal	External
D.Ed.	65%	35%
B.Ed.	30%	70%
M.Ed. (Full Time)	30%	70%

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External Evaluation Details:

Assessment of theory: The **theory** examinations are conducted by the Osmania University as per the scheduled dates given in the almanac. The examination papers are decoded and corrected by the examiners appointed by the university.

Assessment of Practical work:

The B.Ed students have to take two final practical lessons – one in each methodology. The external examiner is appointed by the university. 6 (six) students take the exam in one session. The external examiner also evaluates the period plans prepared by the students during practice teaching.

Besides practical lessons, external exams are conducted for all the Practicum papers in each semester. The exam is conducted in the college but the external examiners are allotted by the university.

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

The faculty returns back the evaluated answer scripts of all the tests to the students (both B.Ed and M.Ed) with suitable suggestions for improvement. The marks of these tests are displayed on the notice board. The papers are also discussed in the classes to enable the students to know the correct way of answering the questions. The performance of the students is also communicated to the mentors and they conduct meetings with their mentees and help them sort out their problem. Tutorials are conducted for students who are weak in any subject.

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

In the following ways ICT is used in assessment and evaluation process:-

- + Typing rules and guidelines of assessments
- + Preparing question banks and then typing question papers.
- + Recording marks and preparing the mark-sheets
- + Analysis of Result
- + Preparing charts for evaluation
- + Recording attendance
- + Feedback analysis

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Following are some of the innovations in teaching/learning /evaluation practiced by the college:-

- + Reflective journal maintained by students
- + E-port folio is developed by each student teacher
- + Incorporatin of Art and Drama in teaching.
- + Use of puppetry in teaching language and other subjects
- + Guest lectures are organized where eminent academicians are invited.
- + Powerpoint presentations are given.
- + Interactive teaching methods, Demonstration and charts are used.
- + Educational trip and field visits are organized for on-site learning.
- + Video shooting is done.
- + Active learning method is used.
- + The quality of Faculty performance is also reviewed.
- + Feedback analysis is done to review the performance.

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- ✚ Moral and value education is imparted.
- ✚ MCQ has been introduced in Pre-test examination.

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

- ✚ To reflect best practice in the delivery of instruction, equipment like interactive board, multimedia speakers and LCD Projector are used.
- ✚ Inside the class, a large number of students in the Institution provide microphonic teaching to make teaching effective and properly audible.
- ✚ To teach the use of audio visual aids, hardware and software technologies, demonstration, and so on is also available.
- ✚ In the seminar hall, full multimedia support is provided.
- ✚ Internal assessments are conducted which act as a platform to analyze the students' progress.
- ✚ Internet facility is available.

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

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

Criterion- II	Observations(Weaknesses) on key aspects by Peer Team [NAAC]	Evaluative Observations made by Ghulam Ahmed College of Education
2.2 Teaching-Learning & Evaluation: 2.2.1 Admission Process and Student Profile	<ul style="list-style-type: none">• Reservation policy of Andhra Pradesh Government not adopted.• Six students admitted in M.Ed., more than the sanctioned intake during 2006-07.	The college is a Minority Institution and the norms of admission followed are as per the G.Os issued by the State Government and orders of Osmania University. 6 Extra candidates were admitted in the M.Ed., course

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		<p>2006-2007 batch, over and above the NCTE's approved intake of 20 students. The six extra candidates admitted were 3 under Management Quota, 1 under Physically Handicapped quota, 1 under Ex-servicemen quota and 1 under Sports quota. The Osmania University issued orders for admitting these candidates over and above the approved intake of NCTE, hence these 6 students were admitted.</p> <p>We have not admitted any students over and above the approved after 2009.</p>
2.2.2 Catering to the Diverse Needs	<ul style="list-style-type: none"> For advanced learners, no specific teaching strategy adopted. 	<p>The team suggested that different teaching strategies should be followed for advanced learners and average students.</p> <ul style="list-style-type: none"> Extra work is being assigned to the bright students and they are asked to act as 'big brothers' to the weak students.
2.2.3 Teaching-Learning Process	<ul style="list-style-type: none"> Only 10% practice teaching lessons supervised by the Faculty 	<ul style="list-style-type: none"> The college faculties are observing more teaching lessons of students as the duration of practice teaching has increased drastically now. Experienced school teachers are also appointed as

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		supervisors in schools and they observe the lessons of our college students and give them the necessary feed back.
2.2.4 Teacher Quality	<ul style="list-style-type: none"> • All required teaching posts not filled. • All appointed teachers not qualified as per Norms. 	<p>As per norms of NCTE, we need to have required lecturers in B.Ed., course and in M.Ed., course. If any lecturer leaves inbetween, part time lecturers are appointed.</p> <ul style="list-style-type: none"> • According to the NAAC team, the following 4 lecturers of the college are not qualified to work in a college of education as they do not possess Ph.D., in Education or NET/SLET qualifications. They are – 1.Mrs.Vaseem Banu, 2.Ms.Deeba Farheen, 3.Mr.Sana Ahmed, 4.Mr.Sk.Subhan. All these lecturers have retired or left. The present lecturers are all qualified.

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

Practice teaching program improved drastically. Each student has to teach 40 lessons, the duration is increased to 120 days. Out of these they have to teach a few lessons using VITAL. VITAL is an initiative that aims at making value education an integral part of a student's life, Whatever subject they are teaching, they try to develop some value in their students in the class. A minimum of 5 Digital lessons are also prepared and used by the students. Micro teaching and digital teaching is strengthened too. ICT is given a lot of importance too.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

- ✚ Teachers are encouraged to write research articles in reputed journals.
- ✚ Incentives and increments are provided on special achievements.
- ✚ The teaching periods and workload of lecturers engaged in research are reduced.
- ✚ Library, computer and Internet facility is provided for research.

The institution has the provision to conduct certain action research in order to solve the immediate problem of learners and institution. The teachers are motivated and encouraged to take up research activities. Encouragement is given to the faculty members by the college to get indulged in research activity. The faculty members are encouraged to impart research aptitude in their self. It aims to be a centre of teacher–education, research and development, and also looks forward to extend its services. Teachers are informed regarding latest articles, papers and journals on different disciplines in the field of teacher education and they are encouraged to go through the same. They are also encouraged to attend workshops and seminars.

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

Encouragement is always given by the college to the faculty members to indulge in research activity.

Some of the areas of research where the teachers can start getting involved are as follows:

- ✚ Philosophy of Education
- ✚ Economics of Education
- ✚ Educational Assessment and Evaluation
- ✚ Classroom Dynamics
- ✚ Child Literacy and child rights
- ✚ Educational Psychology
- ✚ Sociology of Education
- ✚ Educational Administration

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- ✚ Educational Technology
- ✚ Curriculum construction and textbooks
- ✚ Teacher Education and Teaching behavior
- ✚ Social studies and education
- ✚ Language and literature
- ✚ Library networking

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

The institution encourages action research. Encouragement has been given to few researches on behavioral problems of some children and few on improper teacher taught relationship. This would result in solving all the problems and achieving positive outcome.

Students are also encouraged to build the feeling of research aptitude during their internships in practice schools. Each student teacher identifies one action research area / topic related to classroom problems and takes up a detailed study of the same. A report is submitted after completion of the action research.

Practice teaching is a part of the curriculum. Students are also assigned to solve classroom problems. The main objective is to focus on the development of school practices.

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

Seminars/conferences/workshop/orientation programs/ in-service programs attended by the Principal and Faculty of GACE.

The Seminar/Conference/ Workshop/Orientation programs attended	Organized by	Attended by	Year
National seminar on capacity building for	St.Anns college of education	Dr. D. Sunita Mr. K.N. KRISHNA KUMAR	4 th and 5 th March 2011

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pedagogist;diagnosis and prognosis			
National seminar on reforms in examinations; higher education perspective	I ASEO.U	Dr. D.Sunita Mr. Krishna kumar Nisy M.A. Dr. P. Vijaya lakshmi	30 and 31 January, 2012
National seminar on “women empowerment –policy interventions”	Andhra Mahila Sabha	Dr. Najma unnisa Dr. D.Sunita	16 ; 17 Feb. 2012
National seminar on “Enlightenment through education	Potti Sreeramulu Telugu Univ.Nampally	Dr. Najma unnisa Mr. Krishna kumar Mr. Subhan	4and 5 Feb. 2012
A State level seminar on “Reforms in Secondary Education”.	Andhra Mahila Sabha College of Teacher Education	Dr. Najma unnisa Dr.P.Vijaya lakshmi	21and 22 March 2012
Two day workshop on “Curriculum revision for professional improvement of Teacher Educators ‘	IASE O.U	Dr. Najma unnisa ’Mr. krishna kumar Dr. P. Vijaya lakshmi	29 and 30 march 2012
State level workshop on research Methodology	Sarasvati college of education and research	Mr. Krishna kumar	24 and 25 Aug 2012
National Colloquium on open educational resources in teacher education	Dr. B.R. Ambedkar open university	Mr.Krishna kumar	6 and 7jan 2012

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Seminar on 'Personality development and enhancement'	Amjad Ali Khan College of business management	Mr.Sk.Subhan Dr. Najma unnisa	
Seminar on 'Business management in web age'	Amjed Ali Khan College of business management	Dr. Najma unnisa	7-3-2012
A seminar on 'How to face an interview'	Amjed Ali Khan College of business management	Ms.Deeba Farheen Dr. Najma unnisa	26-9-2012
A Workshop on 'preparation of teaching aids'' in the college	GACE	Dr. Najma unnisa	22-9-2012
An orientation programme on "Careers for teachers in India and abroad" by Mr. Timothy Gongati and Ms.V.Xavier, from TPG India, as resource persons	GACE	Dr.Vasem Banu Dr.Saroja	
Orientation programme with Ms. Komal, from Glendale Academy as resource person on "Professional growth of teachers".	GACE	Ms.Deeba Farheen Dr. Najma unnisa	21-5-2012
Training of the trainers programme of SES schools on core teaching skills and their components	GACE	Dr.D.Lalitha Dr. Najma unnisa	15-9-2012

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National seminar on ‘Inclusive Education- Strengths and Challenges ‘	Dr. B.R. Ambedkar Open University	Dr. Najma unnisa Mrs.Nisy M.A Dr.P.Vijayalakshmi	7and 8 March 2013
State level seminars on ‘Practices and Initiatives of Technologies in teaching – learning ‘	at IASE O.U	Dr. Najma unnisa Mrs.Nisy M.A KN.Krishna kumar Dr. D.Sunita Dr.P.Vijaya lakshmi	’On 6 and 7 Feb. 2013 at IASE O.U
Two –day workshop for the preparation of a Draft M.ED Curriculum 2013-2014 .	O.U.	Dr. Najma unnisa Dr.Vaseem Banu	28 and 29 may 2013
National Seminar on ‘Education for women’’- Empowering Strategies ‘	. IASE O.U.	Dr. Najma unnisa Dr.N.Saroja	28 and 29 March 2014
National seminar on ‘Role of autonomy and quality assurance in teacher education’’	Andhra Mahila Sabha college of teacher education	Dr.PVijaya lakshmi Mrs.Nisy M.A.	25 and 26 th March 2014
Two day Workshop on ‘Two –Year B. ED Curriculum’’ .	IASE O.U	Dr. Najma unnisa Dr.P.Vijaya lakshmi	19 and 20 June 2015
Two day Workshop on ‘Two –Year M.ED Curriculum’’	IASE O.U	Dr. Najma unnisa	23 and 24 June 2015
International teacher educators’ conference	EFLU	Mrs. Rafiya	27 Feb2015
Inter National Conference on Developing Thinking And Learning With ICT: Changing Education for Future Needs, Organised by Department of Education, Osmania	Organised by IASE, Osmania University, Hyderabad	Dr. Najma Unnisa, Rafiya Sultana, Noor Askari, Shaikh Habeeba Sulthana	29 th and 30 th May 2016.

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University, Hyderabad during 29 th and 30 th May 2016.			
Two-Day National Seminar on Two year Teacher Education Curriculum: Practices and Reflections of stakeholders	Organised by IASE, Osmania University, Hyderabad	Prof.Vibha Asthana Dr. T.Sumalini	29-30th July 2016.
One day work shop on “Transacting teacher education for rural disaster resilience”	National Council of Rural Institutes and IAS	Shaik Habeeba Sulthana	(13 th October2016).
State Level One day Orientation Programme on Environmental Sciences.	Council for Green Revolution and Council of Higher Education, Telangana State.	Dr. T.Sumalini, Shaikh Habeeba Sulthana.	
One day Orientation programme on B.Ed revised two year curriculum. .	Osmania University,	Dr. Najma Unnisa	23 rd Feb 2016.
		Dr. Najma Unnisa	19-01-2016

Seminars/conferences/workshop/orientation programs/ in-service programs organized by the faculty members are as follows:

Year	s.no	Name of Seminars/workshops organized by the faculty	Organized by
2011	1		

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		<p>Conducted A Workshop on “Instructional Objectives” for students of the B.Ed., course in November, 2011.</p> <p>Conducted a Workshop on “Preparation of Teaching Aids” was conducted for students of the B.Ed., course in November, 2011</p> <p>Conducted A seminar on “Micro Teaching” in December, 2011</p> <p>An orientation programme on “how to write dissertation for M.Ed students</p>	<p>Dr.Najma unnisa</p> <p>Mr.Sana Ahmed</p> <p>Dr. Vaseem Banu</p> <p>Dr.Najma unnisa</p>
2012	1	<p>Organised A two day State level Seminar on the theme “Igniting Young minds with Research” in the college on 31st October and 1st November, 2012. Students of M.Ed course from different colleges of Education from all over Andhra Pradesh participated in the Seminar. Eminent educationists like Prof.Farida Khatoon, Prof Sudheer</p>	<p>Prf.Vibha Asthana, Mr.K.Kumar Dr.Sunitha Dr.Najma unnisa</p>

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		Reddy, Prof.Mrunalini, Dr.Yakaiah, etc were the resource persons.	
		Conducted A Workshop on “Preparation of Teaching Aids” for students of the B.Ed., course	
2		Conducted A Workshop on “Instructional Objectives” for students of the B.Ed., course in November, 2012.	Mr.Sana Ahmed Dr.Najma unnisa
		Organised a workshop on “Micro Teaching” for B.ED.Students	
3		Workshop on ‘preparation of teaching aids’ in the college.	Dr.N.Saroja
		An orientation programme on “Careers for teachers in India and abroad” by Mr. Timothy Gongati and Ms.V.Xavier, from TPG India, as resource persons	Dr.D.Lalitha
4			
		An Orientation programme with Ms. Komal, from Glendale Academy as resource person on “Professional growth of teachers”.	Dr.Vaseem Banu
5			
		‘Training of the trainer’ programme of SES schools on core teaching skills and their components.	Dr.Vibha asthana
6			
		An extension lecture on Environment education by Mr.Venkatratnam and Mr. Sabesh, officers from CPR Environment Education Centre,	Dr.Vibha asthana
7			

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		An extension lecture by Ms.Kashay Sanders, Head of recruitment, CAMP voice, on 'Career Opportunities'	
8		An extension lecture by Mr.Akhilesh Tiwari, Director, NIIT on "Importance of Multimedia for teachers" was organised	Dr.Vibha asthana-organiser Dr.Najma unnisa Dr.Vaseem banu Mr.Sana ahmed were the resourcepersons
9		An extension lecture by Prof.Shahid Ali Abbasi, Head, Dept. of Islamic Studies, Osmania University on the topic "Role of Women in constructing an ideal society"	Dr.Vibha asthana
		An orientation programme on "how to write dissertation for m.ed students"	
10			Dr.Vibha asthana
11			Dr.Vibha asthana
			Dr.Vibha asthana
12			
13			Dr.Najma unnisa

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2013	1	An extension lecture by Mr.Farhatullah Husain, Dean, MJCET, on the topic, 'Inspiring teachers towards their profession'	Dr.Vibha asthana
	2	An extension lecture by Ms.Moqeeta, Principal, and Creek International School on the topic, "Practical Teaching methods to be used in Class rooms". An extension lecture by Mrs. Madhumita, on "Entrepreneurship- its importance for Educationists"	Dr.Vibha asthana
	3	Orientation programme with Ms.Chandrima, from University of Hyderabad, as resource person on "Profession and Placements of teachers"	Dr.Vibha asthana
	4	A workshop on preparation and use of 'SUPW items' by Mr. Rajendra Raj from Vidya Kala Organization on, "Best utilization of waste paper".	Dr.Vibha asthana
	5	Work shop on "Preparation of Teaching Aids" Workshop on "Instructional Objectives vs. Academic Standards" in December, 2013 in the college	Dr.Vibha asthana
	6	An orientation programme on "how to write dissertation for M.Ed students.	Dr.Najmaunnisa

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	7		Dr.Najma unnisa Mrs/Rafia Mr.Sana ahmed
	8		Dr.Vijayalaxmi
2014	1	An extension lecture by Dr.Shubhakar Gajula on the topic, 'Latest trends on Statistical procedures''	Dr. Ratna swarupa
	2	A Workshop on "Academic Standards to be followed in classrooms" December, 2014.	Dr.Najma unnisa Mrs.Rafia Mr.Sana ahmed
	3	An orientation programme on "how to write dissertation for M.Ed students	Dr.Vijaylakshmi
2015	1	Work shop on "Preparation of Teaching Aids" for students of the B.Ed., course in January 2015.	Dr.Najma unnisa Mrs.Rafia Mr.Sana ahmed
	2	A seminar by Dr.Mamta.M., Counsellor at the American School in Dubai, was held on the topic, 'Autism- Role of teachers in dealing with Autistic children' on 1-4-2015.	Ms.Deeba Farheen
	3	An extension lecture by Mr.S.Jaikar, Maverick, Edutec Pvt. Ltd. on the topic, 'Amazing Classrooms' was organized on 3-07-2015.	Dr.Vibha asthana- organiser
	4	An session by Ms.Sweekriti Goyal from Kaarmic Education Servies, was	Dr.Najma unnisa

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	5	held on 'Career Counselling' on 19-11-2015. An extension lecture by Ms.Shahana Sayeed, was held on 'Upliftment of Society through education' on 19-12-2015.	Mrs.Rafia Mr.Sana ahmed were the resource persons Ms.Syeda Sophia
	6	An extension lecture by Dr.Baquar Hussain Qureshi, on "Truth of life in the context of Metaphysics" A two day Orientation Programme on "art and aesthetics of teaching" for the lecturers of the constituents colleges of Sultan Ul Uloom Education Society. An orientation programme on "how to write dissertation for MEd students"	Ms.Deeba Farheen Prof Vibha Asthana Dr.T.Sumalini
2016	1.	3 Day State level seminar on Exploring the Mystical World of Research,	Dr. Vibha Asthana, Dr. Najma Unnisa.
	2.	A two day Orientation Programme on "art and aesthetics of teaching" for the lecturers of the constituents colleges of Sultan Ul Uloom Education Society. A Seminar on reflective journal	Dr. Vibha Asthana. Dr. Najma Unnisa

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3.	Orientation program on 'How to write dissertation report'	Mr.Rajib Chakraborty
4.		
5	Work shop on "Preparation of Teaching Aids" for students of the B.Ed., course in January 2015.	Ms.Rafiya Sultana

3.2 Research and Publication Output

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

Following are various instructional materials and teaching aids used by the teacher-educator of this institution:

- ✚ Power point presentations for teaching different subjects in college and schools.
- ✚ Transparencies and slides for teaching through OHP and slide projector.
- ✚ Lecture notes, question banks are prepared
- ✚ CDs to demonstrate the micro teaching skills.
- ✚ Teaching aids like functional models, specimens, charts etc for teaching during the internship program.
- ✚ Various models of monuments, buildings, etc., are prepared for the cultural studies and other projects.
- ✚ Text Books are published by the college lecturers.
- ✚ A few lecturers of our college wrote material for Dr. B.R.Ambedkar Open University, Hyderabad.
- ✚ Self-instructional materials are used
- ✚ Digitalized (Computer aided instructional materials)
- ✚ Non-print materials (e.g. TeachingAids/audio-visual, multimedia, etc.)
- ✚ Maps, Charts, Globe Language charts are often used.

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

Instructional materials are prepared by the teachers with the assistance of student-teachers in the aidroom and in the project room.

The following facilities are available for developing instructional materials:

- + Usage of audio-visual support to reinforce appropriate teaching aids
- + Technological hardware and software materials and multimedia support are provided by college
- + PowerPoint presentation
- + Excellent library facilities with latest books on education, journals, magazines, etc.
- + Question bank and study material
- + Distribution of Class notes in printed form
- + Resource materials are available in the library
- + Language lab is available with all the necessary amenities
- + Educational movies are shown

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

A number of Power Point presentations have been prepared by the student teachers and faculty members on different subjects of school curriculum, teacher education, and personality development etc in the last five years.

Some of the commonly used instructional materials are as follows:

- + Educational CDs
- + PowerPoint Presentations
- + Special reference books
- + Models
- + Articles
- + Study material and question banks
- + Charts

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- ✚ Mobile technology for students from rural areas
- ✚ Recorded class lectures
- ✚ Video recording of classes

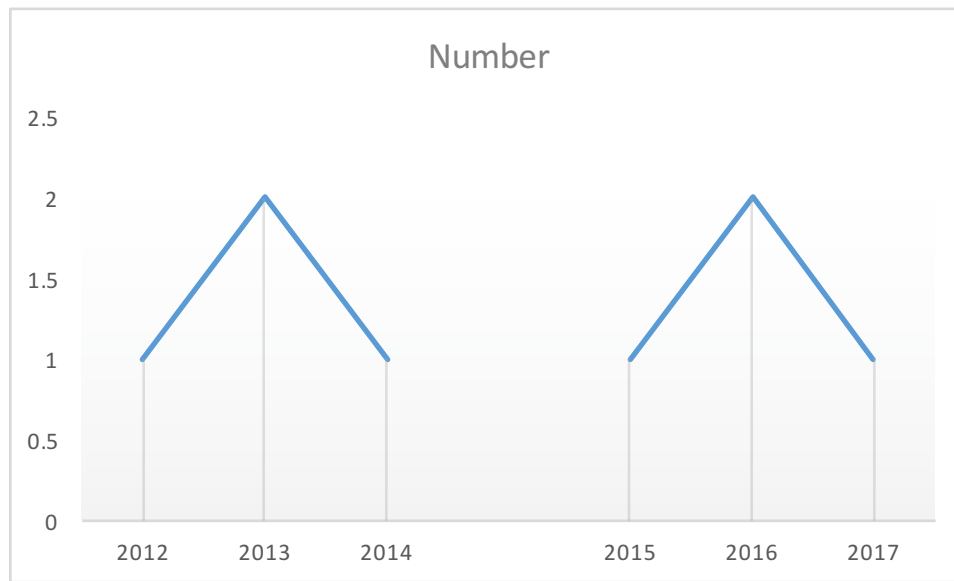
4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

a. Organized by the institution

YEAR	Number	Details
2012	1	An Work shop on "Preparation of Teaching Aids" was conducted for students of the B.Ed., course in November 2012.
2013	2	A demonstration of SUPW items by Mr. Rajendra Raj from Vidya Kala Organisation was organized for the students on the topic, " Best utilization of waste paper". An Work shop on "Preparation of Teaching Aids" was conducted for students of the B.Ed., course in November 2013.
2014	1	An Work shop on "Preparation of Teaching Aids" was conducted for students of the B.Ed., course in December, 2014.
2015	1	An Work shop on "Preparation of Teaching Aids" was conducted for students of the B.Ed., course in January, 2015. Retired Government employees were invited to conduct the work shop on preparation of teaching aids with low cost material.
2016	2	A Work shop on "Demonstration of Art & Craft items and preparation of Teaching Aids" was conducted for students of the B.Ed., course in December, 2016. An Work shop on "Preparation of Teaching Aids" was conducted for students of the B.Ed., course in January, 2016.

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2017	1	An Work shop on “Preparation of Teaching Aids” was conducted for students of the B.Ed., course in January, 2017
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b. Attended by the staff (mentioned earlier)

Dr.N.Saroja	Attended an Orientation programme for Material Writing – Telugu Bodhana Padhatulu for B.Ed., programme in Telugu Academy in the year 2015, January, March, and April.
	Attended an Orientation programme for Material Writing – Telugu Bodhana Padhatulu for B.Ed.programme in Telugu Academy in the year 2016, February, June and August.
	Attended an Orientation programme for Material Writing – Contemporary Issues in Education for D.Ed.programme in Telugu Academy in the year 2017, January & February.
	Attended an Orientation programme for Material Writing – Contemporary Education in India in DR.BRAOU in the year 2017, January.
Dr.P.Vijaya Laxmi	Attended an Orientation programme for Material Writing – Biological Science Text Book for B.Ed., programme in DR.BRAOU on. 23.8.2016
	Attended an Orientation programme for Material Writing – Pedagogy of Biological Science Text Book for B.Ed., programme in Telugu Academy in January, 2016..
	Attended an Orientation programme for Material Writing – Environmental Education-Issues and Concerns for B.Ed., programme in Telugu Academy on 2.12.2016.
Dr.T.Sumalini	Attended an Orientation programme - “Instructional Material Generation” for Editor’s Writer’s on Contemporary India and Education [Telugu Version] for B.Ed. programme DR.BRAOU dt.04.12.2015
	Attended an Orientation programme - “Instructional Material Generation” for Editor’s Writer’s on Contemporary India and Education [English Version] for B.Ed. programme DR.BRAOU dt.05.12.2015
	Attended an Orientation programme for Editors and Writers – Book “Philosophical Perspectives of Education” Telugu Academy dt.04.1.2016 and 05.1.2016.
	Attended an Orientation programme for Material Writing – Learning Assessment [Telugu Version], DR.BRAOU dt.10.8.2016.
	Attended an Orientation programme for Editors and Writers – Book “Contemporary Education in India” Telugu Academy dt.13.12.2016.

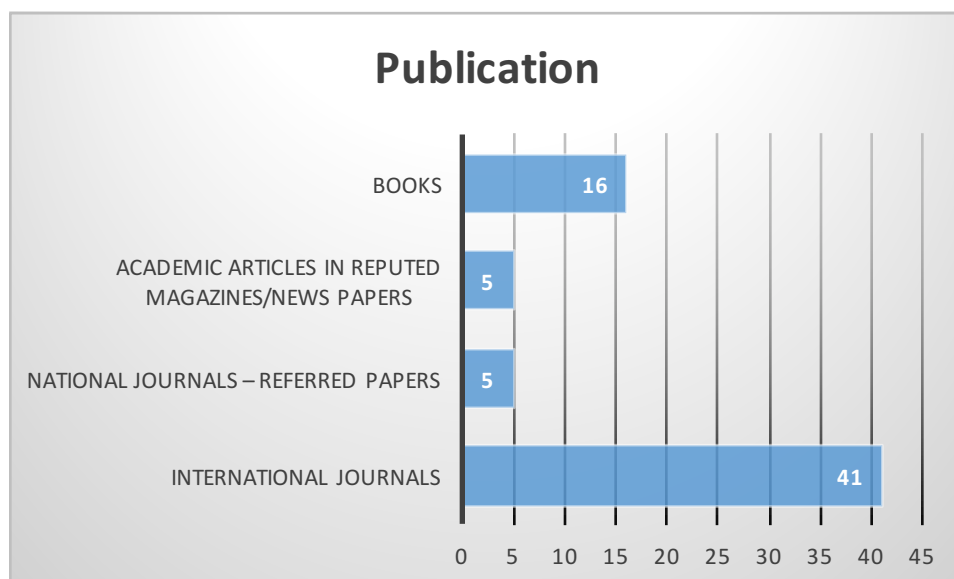
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c. Training provided to the staff

Teachers are encouraged to participate in some of the training programmes like Refresher course, orientation course etc. The teachers are encouraged to hold various National, International Seminars, Symposium, Workshop, etc. by the college authority along with duty leave. Teachers also go as resource persons or for presenting papers.

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

Type of journal	Numbers
International journals	41
National journals – referred papers	5
Academic articles in reputed magazines/news papers	5
Books	16
Any other (specify and indicate)	-



Details of the publications are mentioned in the Teacher Appraisal Reports individually for all the teachers.

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

No awards, honors and patents received by the faculty members in last five years.

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

No Minor / Major research projects completed by staff members of the institution.

3.3 Consultancy

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

There has been no formal consultancy service provided in the last five years.

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.

Yes, in the various fields like educational psychology, history of education, educational sociology, etc. the staff is competent.

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

No, since last five years no revenue has been generated through consultancy as no consultancy services were served.

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

There has been no revenue generated.

3.4 Extension Activities

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

The local community has benefited from the institution in the following ways:

The B.Ed and MEd students of the college take up community welfare activities as a compulsory part of the course. After studying the needs of the local community, the following activities were planned and implemented by them.

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Spreading Awareness of Health and Hygiene in Slum people- the student teachers studied the health and sanitation facilities available in the community, they visited community centers, primary health care centers and met the doctors and other staff and local leaders to discuss their problems. Doctors were taken to the slum to spread awareness among people.

The student teachers conducted **adult education** classes for class IV employees and other illiterates in the campus of the college. They created awareness about the importance of health, nutrition, small family norms, income generating programmes, improvement of sanitation, prevention of communicable diseases, malaria, importance of clean drinking water, etc.

The other outreach programs conducted are as follows:

- Health camps
- Beti bachao, Beti Padhao Awareness program.
- Tree Plantation drives
- ❖ The college provides **accommodation** for pulse polio program, voters enrolment program, photo identity program etc.
- ❖ The Sultan-UI-Uloom Education Society has opened a chain of Sultan-ul-Uloom Public Schools for the benefit of the community [especially Muslim Minority Community]. These schools are offered periodic guidance and training by the college.
- ❖ The principal of the college is a member in the Selection Committee for appointment of teachers in the schools.
- ❖ The college lecturers act as resource persons for orienting these school teachers.

Planning is made by the college to make the students involved in more outreach programs like Blood donation camp, more health awareness programs, benefits of first-aid and so on. The main objective is to make the students more socially responsible.

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

The community provides ample support to the institution for conducting various curricular and co curricular activities in the institution.

Blood Donation Camp, health awareness programmes, First-aid training programmes etc. are the various programmes the college plans to conduct. This would enable the institution in social works and the community members also take active part. A good and cordial relationship is maintained by the college with practice teaching school as a teacher training institute. The institute conducts practice teaching in adopted schools. During the practice teaching, both the college teaching staff

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and the school teaching staff supervises the tea process of the students. Required feedback is provided to the students regarding the teaching process. Physical facilities are provided by the institution to practice teaching schools and adopted schools. For conducting practice teaching of the student-teachers school also provides permission to the institution.

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

The major activities the institution would like to take up for providing community orientation to students are

- ✚ Spreading awareness about ill effects of child labour.
- ✚ Campaigning about Swatch Bharat
- ✚ Environmental awareness among children
- ✚ Partnership with NGOs.
- ✚ Arranging extension lectures by social workers, etc.

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

No, there are no project completed by the institution relating to the community development

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

To develop social and citizenship values among students various programme like sports, games, drama, dance, music and literary competition, educational tour, health camp etc. is conducted by the institution.

The institute celebrates national festivals like Independence Day, Republic Day, Teachers Day, Environmental Day, Earth Day etc. National Anthem and National Songs are taught to the student teachers.

Once in a week the institute organizes an extension lecture on moral education to the Muslim minority students.

The institute organizes a number of projects which develop the above values in the students and these are a part of the B.Ed curriculum.

3.5 Collaborations

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.

Nil

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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.

In the last five years the institution has not established any linkage the international organizations

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

The college works in close coordination with the schools and the community.

- ✚ The Principal is a member of Board of Directors of many reputed schools of twin cities.
- ✚ In-service programmes for teachers- The institution organizes in-service training programmes every year for teachers working in various schools of Hyderabad and Secunderabad. The college has also adopted all the schools of Sultan-UI-Uloom Education Society and taken up the tasks of improving the competencies of the teachers and the standard of the schools.
- ✚ Teaching practice programme- the institution has linkage with Government, aided and private schools for sending the student teachers for teaching practice cum internship programme.
- ✚ The college has few other linkages at the local level and they put a lot of focus on the following:
 - Research
 - Teaching
 - Extension
 - Curriculum Development
 - Practice teaching
 - Student Placement
 - Publication

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

- ✚ The faculty always take suggestions from the school teachers for improving the performance of the student teachers.
- ✚ The school teachers are at times appointed as the external examiners to conduct B.Ed final practical examination.
- ✚ The faculty give full freedom to the school teachers to evaluate the performance of the student teachers.

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- ✚ The heads of the institutes are also invited for extension lectures and in the various programs conducted by the institute.
- ✚ The faculty helps the co-operating schools in conducting the science fairs and exhibitions.
- ✚ The faculty always gives suggestions to the school teachers whenever they are in need.
- ✚ Resource persons from the other colleges and universities are invited to deliver extension lectures to the B.Ed and M.Ed students.
- ✚ The college faculty attend the workshops and seminars conducted by the other colleges
- ✚ The lecturers also attend the refresher courses and orientation programs conducted by the university from time to time and they also attend to the duties assigned by the university such as conducting the examinations, evaluating the examination papers of the B.Ed and the M.Ed students.
- ✚ Some of the faculty members have also prepared the material for the courses offered by the distance mode and also for the Moulana Azad Urdu University and Telugu Academy.
- ✚ The faculty members visit various schools and colleges of education to deliver extension lectures on various topics

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.

The faculty members are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching.

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

A good collaboration is maintained by the college with the practice teaching schools where the student-teachers are sent for practice teaching sessions. To produce better output feedback is also taken from them. The faculty dealing with the subject methodology visit the cooperating schools during the internship program and interact with the concerned subject teachers and discuss various aspects related to student teacher practice. Faculty from other colleges and University often visit college as external examiners and they have discussions with regards to the subject content, curriculum, student performance, etc.

3.6 Best Practices in Research, Consultancy and Extension

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

To take up the research work, research committee is formed which looks after the equal opportunity provided to the faculty. The teaching staff members attend various refresher courses

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and orientation programs conducted by the UGC and the university to upgrade themselves and in turn improve the quality of research in the college.

Excellent library facilities are available for the staff and students.

There is unlimited access to internet

Encouragement is given to faculty to take up research activity.

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

Title: Extension Activities

Goal: The objective of this practice is to promote social service to the local community and surrounding area. One of the major objectives has always been to promote a better living in the community.

Practice: The following are the activities taken up:

- ✚ Health Camps
- ✚ Tree Plantation
- ✚ Surrounding of the college is cleaned as a part of “Swachh Bharat Abhiyan” .

Result: Among the students and local people lot of enthusiasm is created.

Additional Information to be provided by Institutions 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?

Criterion-III	Observations(Weaknesses) on key aspects by Peer Team [NAAC]	Evaluative Observations made by Ghulam Ahmed College of Education
2.3 Research, Consultancy & Extension: 2.3.1 Promotion of Research	<ul style="list-style-type: none">• The college yet to develop a research culture.	It is compulsory for all the M.Ed., students to take up research work and they submit a report after completing the

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	<ul style="list-style-type: none"> • No research committee constituted for promoting research. • No faculty member recognised Ph.D.guide. 	<p>monograph work. These reports were shown to the team. Every academic year our students take up research work on 20 different topics. They are tested by an external examiner from OU for authenticity.</p> <p>A Research Committee for promoting research in the college has been constituted .</p> <p>Two faculty members have applied for Ph.D., Guide-ship in O.U. and are likely to get it this year.</p>
2.3.2 Research and Publications Output	<ul style="list-style-type: none"> • No funded research project undertaken • Very few faculty published papers but not in referred research journal. 	<p>Minor research projects have been taken up by the college.</p> <ul style="list-style-type: none"> • The lecturers have published articles in many international and national research journals.
2.3.3 Consultancy	<ul style="list-style-type: none"> • The college not developed expertise to provide consultancy services 	<p>Guidance and counseling services are provided to students in the college.</p>

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

Research attitude is being developed in the college students. At B.Ed. level they take up action research and at M.Ed level they take up monograph work and submit a detailed report. Lecturers are actively involved in publishing articles in different educational journals.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

The institution has the physical infrastructure as per NCTE norms.

The college has a built up area of 4062 in sq.mts.

The following are the facilities available in the college:

- + Provision of laboratories in all method subjects.
- + Educational technology lab
- + Science Lab
- + Computer Lab
- + Seminar hall
- + Psychology lab
- + Library, computer room
- + Recreation room and auditorium.

There is a well stocked library in the college which has rich collection of books, journals and e-resources covering the B.Ed syllabus as well as reference books in various subjects.

Internet facility is provided in the college and there are 70 computer terminals available within the institution.

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

The college infrastructure is built keeping in mind the norms of NCTE. There is a good infrastructure in the college with sufficient as per the norms to conduct B.Ed. programs. In case there is a need felt for further development of the infrastructure then discussions are held with the management and accordingly, appropriate decisions are taken.

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

The institution has the following facilities available for co-curricular activities and extra curricular activities including games and sports:



-  seminar hall
-  craft room
-  work experience room
-  games and sports room and recreation room
-  Sports field and indoor sports facilities
-  various laboratory rooms
-  library room, reading room etc.
-  Digital camera for video recording
-  Own microphone system
-  Good seating arrangement
-  Audio tape recorder
-  Musical Instruments

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

Ghulam Ahmed College of Education belongs to The Sultan Ul Uloom Education Society. This education society has seven institutions within which some of the physical infrastructure is shared. Physical infrastructure shared with other institutions of the parent society are– Canteen, Health center, gymnasium, swimming pool, play ground and an Auditorium.

5. Give details of 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 center, etc.)

Facilities available with the institution are as follows:

-  Sanitation
-  Health and Hygiene

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- ✚ Water coolers with RO pure drinking water
- ✚ Separate Rest room for men and women
- ✚ Canteen
- ✚ First Aid treatment
- ✚ Gymnasium

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

No, there is no such Hostel facility available to the students as of now.

4.2 Maintenance of Infrastructure

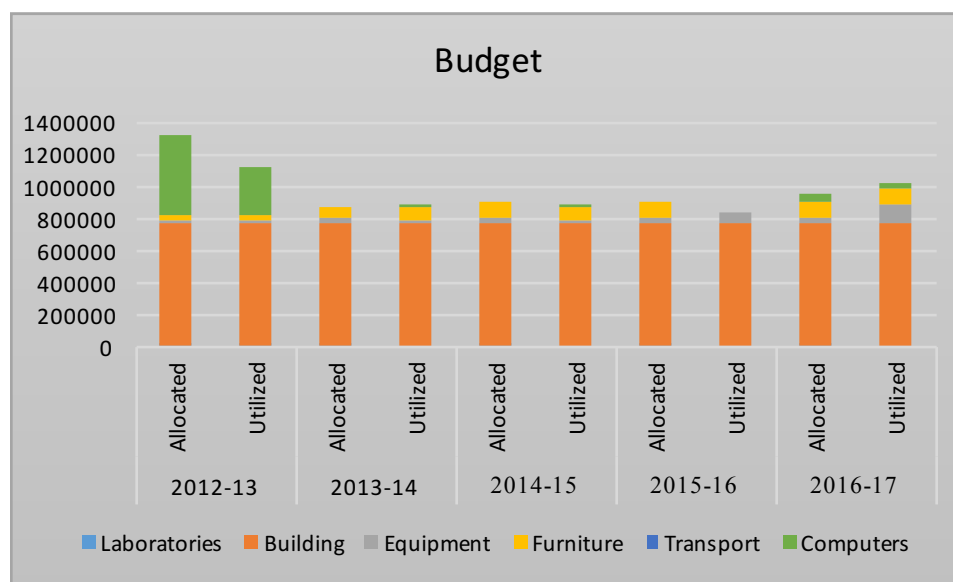
1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

The budget has been allocated for:

- ✚ Laboratories
- ✚ Building
- ✚ Equipment
- ✚ Furniture
- ✚ Transport/Vehicle
- ✚ Computers

	Year I 2012-13		Year II 2013-14		Year III 2014-15		Year IV 2015-16		Year V-2016-17	
	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized
Laboratories	5000	6928	5000	-	5000	-	5000	-	5000	-
Building	768000	768000	768000	768000	768000	768000	768000	768000	768000	768000
Equipment	20000	5257	25000	24000	25000	21800	25000	60000	25000	115400
Furniture	30000	31540	75000	74820	100000	74725	100000	-	100000	98194
Transport	-	-	-	-	-	-	-	-	-	-
Computers	500000	304408	-	21000	-	21800	-	-	60000	39165

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

The institution keeps a record of the opinion of the students regarding their appraisal of study, atmosphere in relation to their academic achievement, study motivation, etc. The campus environment promotes, motivation, satisfaction development and performance improvements of students are ensured through various questionnaire. For optimum development, the institution has made sound infrastructure.

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

The environment of the college campus is maintained neat and clean by the college through gardening, sanitation, plantation, etc. by the institution. The number of trees/plants in and around the college has led to achieve a green environment in the campus. Apart from these, the college also practices a few activities for environmental awareness like plastic free zone in and around the campus, recycling of plastics if any, celebration of environmental Day to bring about environmental awareness among the student community. Every year some programs related to environmental awareness is observed.

4.3 Library as a Learning Resource

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

To support the library and its services, the institution has a qualified librarian and sufficient technical staff.

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

a. Books

10249

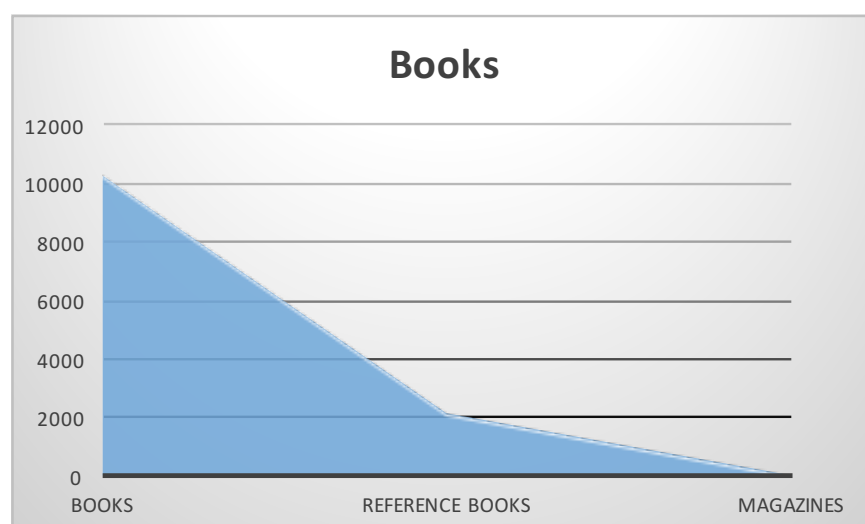
- Textbooks

- Reference books

2194

b. Magazines

12



e. Journals subscribed

- Indian journals

23

- Foreign journals

1

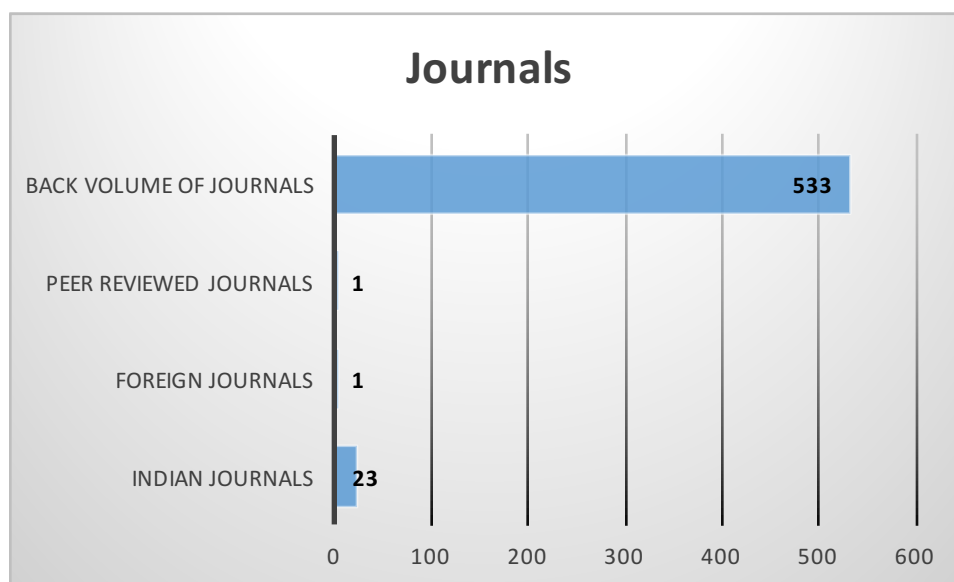
f. Peer reviewed journals

1

g. Back volumes of journals

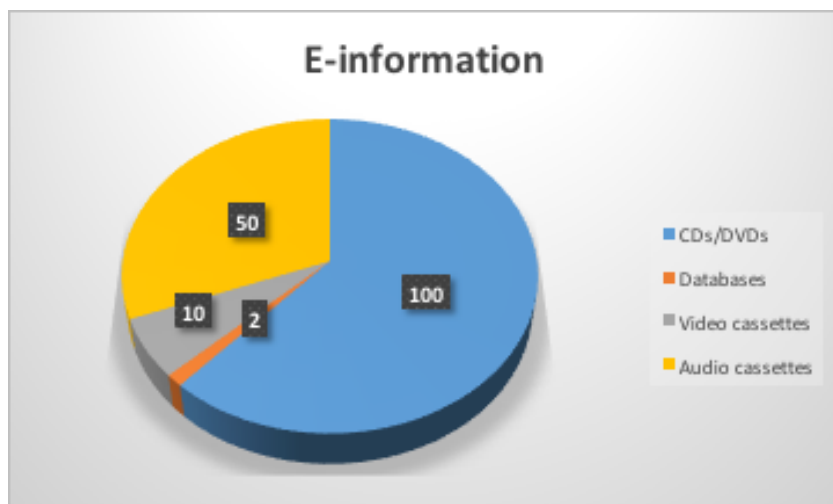
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h. E-information resources

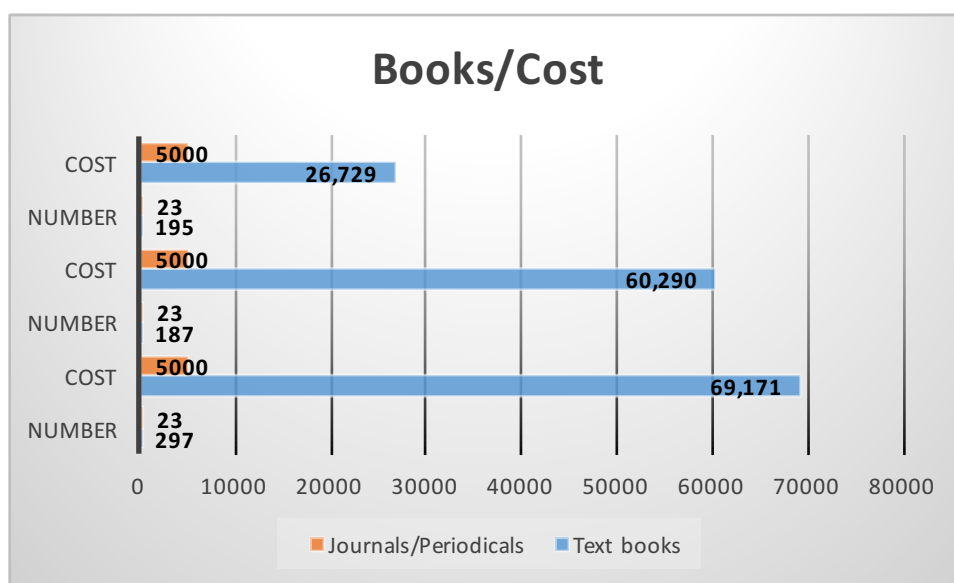
- Online journals/e-journals	
- CDs/ DVDs	100
- Databases	2
- Video Cassettes	10
- Audio Cassettes	50



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The following table depicts the the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost:

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	297	69,171	187	60,290	195	26,729
Other books						
Journals/ Periodicals	23	5000	23	5000	23	5000
Any others specify and indicate	-	-	-	-	-	-



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

The institution has in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions.

The librarian involves herself in making an analysis of daily issues and demand of the users. It is helpful to identify the needs of various users. Teachers are also involved in reviewing the syllabus and giving requisitions for new resources, as per as the updated syllabus to the librarian. The

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activities of the library are monitored and reviewed by the advisory committee and they also cater to problems, if in any in the library.

A Library committee is present in the college. It meets every 3-4 months and takes decisions regarding purchase and maintenance of books. Stock checking is done by the librarian every year. The composition and functioning of the library committee is as follows.

Chairperson – Dr. Vibha Asthana, Principal, GACE

Members – Ms. Chitralekha, Librarian, College lecturers, 2 students, one from B.Ed and one from M.Ed..

Functions of the committee

- To decide about the purchase of books.
- To find out if the students have proper access to the books
- To see if books are being issued and returned in a systematic way.
- To find out the problems faced by the students in the library.
- To find out the availability of books in different college libraries.
- To list out the furniture to be purchased, repaired in the library.
- To review the journals and magazines that are presently subscribed and suggest changes.
- To discuss ways of maintaining discipline in the library and prevent loss of books.




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

The library is partially automated. The college maintains the library data on the computer offline. Upon the arrival of new books the librarian updates the list of books. There are computer terminals in the library with internet access, printer and a small scanner.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The institution library has Computer, Internet and Reprographic facilities.

Following are the facilities available in the library:

-  Circulation
-  Bibliographic Compilation
-  Reference

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- + Clipping
- + Book bank
- + Information display and notification.
- + Photocopying
- + Computer and Printer
- + Online access facility
- + Internet
- + Power back up
- + User orientation/ information literacy
- + Inter- library borrowing

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

No, the institution has not subscribed to Inflibnet facilities because of financial restraints.

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

The librarian informs the staff and students immediately about the arrival of new books, journals, magazines, etc. through notice boards. It is also communicated to the students and teachers verbally during the library hours.

The librarian also constantly updates the list of books as and when a new book arrives.

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

There is a book bank in the institution's library. The meritorious student is provided with one set of book for a specific duration and on rotation basis for specific days, a few books are allotted to other students. The students are also given permission to retain books for examination.

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

There is a provision in the college for paying special attention towards physically challenged persons. They are also given priority and special seating arrangements are made for them.

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4.4 ICT as Learning Resource

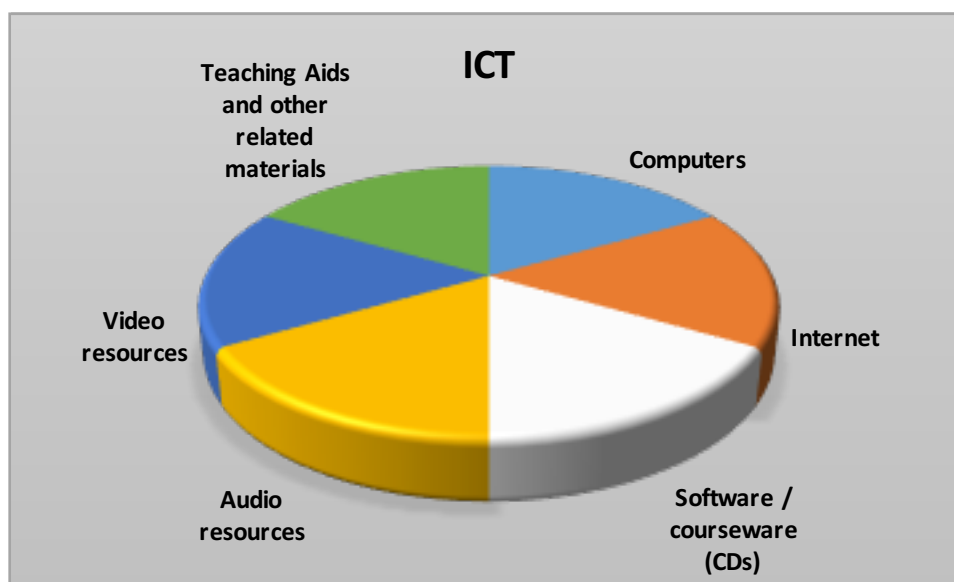
1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The institute provides all the facilities. The learners and teachers are also provided with optimum use of such facilities as per their requirements.

There are 70 computer terminals available. There is a good connectivity of internet available.

The following table depicts about the various ICT facilities available in the college:

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



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

Training is given to the students on the usage of ICT as a part of the course curriculum. The B.Ed. students have a practical paper, 'ICT Mediation in Teaching Learning' in the II, III, and IV Semester. They learn to operate computers, use various applications of MS office, learn to create an email ID, a group, blog, etc. They make digital lesson plans, time table, newsletters, brochures, etc. They prepare a database of school using MS Access. They also learn to download videos from YouTube and use them during Practice teaching in schools.

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

Encouragement is given by college to its faculty members to make use of ICT in their learning-methods on a regular basis. As per need they are advised to make use of power point presentations, videos, charts, documentaries, etc. These new methods are found to be more effective than the conventional method of black board teaching.

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

- Prepare unit plan/ period plan using M.S Word
- Use M.S. Power point for teaching different lessons

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- Use M.S. Excel for evaluation purpose i.e. – entering the marks, analyzing the results of scholastic achievement tests, calculating the marks, taking out mean, median, mode and inserting graphs/ charts
- Use M.S Publisher for making newsletters and brochures for use during practice teaching
- Download information and pictures from the internet while preparing charts, flash cards and models.

4.5 Other Facilities

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.

As per needs, the institution shares infrastructures like laboratory equipment, playground, expertise knowledge, conference hall with the adopted schools.

The B.Ed., students prepare power point presentations, on different topics in all the school subjects and these presentations are given to the teaching practice schools. The teaching aids prepared by the students are also given away to schools.

College lecturers inspect the school in the premises and give suggestions for its improvement. They act as resource persons to orient the in service teachers.

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 use them for learning including practice teaching?

The various Audio Visual Aids available in the college are: T.V, V.C.R, Tape Recorder, Slide Projector, Over Head Projector, L.C.D, Cassettes, Charts (ready made), Models, specimens, (Audio and Video related to Education) Language Laboratory (Monitor, Tape Recorders, Head Phone, Speakers) The institution has a *Encarta Encyclopedia's by Microsoft, Kids Encyclopedias, School Rom Educational CD, Geography for 8th standard, Informational CD's provided by National Green Corps, Educational CD's for psychology testing Psychometric tests by the Times Testing Series Educational Software provided by Princo, ILFS ITS and Physics IX - The one up series provided by the Technology mission.* A **culture kit** is also present in the college.

The student teachers are encouraged to use these facilities in the following ways.

They are encouraged to watch educational programmes on television.

They are made to listen to extra lectures delivered by eminent educationists.

Encarta encyclopedia is used by students for making power point presentation.

National songs are practiced by student teachers. They learn the lyrics first and later learn to sing.

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Students prepare slides for OHP and slide projector and practice using them in college.

- a. Cassettes are used for teaching English Language to students. A good set of audio cassettes are available in the college for language pronunciation, grammar, sentence formation etc.
- b. Films and slides related to great leaders, cultural harmony, etc are shown to the students.
- c. When student teachers go for practice teaching, they take apparatus, chemicals, ready made charts, models and specimens from the college to use as teaching aids in the schools.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

All labs are well equipped to meet the curricular needs. Within the institution the following laboratories are available:

Psychology lab:

Well equipped with various Psychological tests like personality, aptitude, interest, etc. The students are exposed to the procedure for conducting these tests and interpreting the results.

Science lab:

The trainees conduct experiments in physical science and biological science on topics related to the secondary school syllabus. They develop portable kits and improvised apparatus.

Education technology lab:

Has an LCD Projector, overhead projector, slide projector, computers with multimedia and internet facility etc. The students prepare transparencies and slides which facilitate them in teaching. They also make power point presentations on computers in different subjects.

Social Studies Laboratory: Used to draw maps, make charts, models.

Well equipped with maps, charts, specimen and meteorological instruments. Students develop teaching aids with the help of this equipment.

Methods lab

Computer lab: to make PPTs and use other programs

Mathematics Lab:

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Equipped with necessary furniture, graph boards, roller boards, geometry instrument boxes, different models of geometrical solids, mathematical kits, etc. The students use the laboratory for preparation of teaching aids like charts, models, flash cards, working models, special charts and low cost apparatus.

Annual maintenance contract is given to a private company for maintenance of the computer Lab. The labs are constantly updated and maintained by the college authorities.

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

- ✚ The multipurpose hall of the institute has audio system with all equipment. The hall has a screen and needed furniture to conduct seminars, meetings, etc.
- ✚ For work education (methods subject) there are well equipped workshops.
- ✚ For various sports material there is a sports room.
- ✚ Sports field and indoor sport facility is available.

5. Are the classrooms 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.

- ✚ There is a provision to purchase smart boards, promote e-learning habits and classes through networks.
- ✚ System for power-point presentation
- ✚ Electricity and generator both are provided.
- ✚ In future there is a plan to make classroom air-conditioned.
- ✚ For display overhead projector is provided with screen.

4.6 Best Practices in Infrastructure and Learning Resources

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




The good practice achieved by one of the faculty member is used by others in their teaching practices.

- ✚ Use of PPT's, videos is encouraged for teaching.
- ✚ Use of online resources available on the internet
- ✚ In the classroom, seminars are conducted for students.

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

Internet facility is provided to develop quality enhancement of teacher-educators and student – teachers. Encouragement is given to following activities:-

-  ICT enabled office work
-  ICT enabled teaching
-  ICT enabled self-study at library

3. What innovations/best practices in “Infrastructure and Learning Resources” are in vogue or adopted/adapted by the institution?

The teachers of the institute are well equipped with the use of computers based teaching practices. Project Method, Discovery Method and individualized learning are some of the new methods which are given due importance in the course of classroom transaction.

Title: Library Services and available resources

Goal: According to their requirements, the aim of this practice is to provide the resources to students and faculty. Also, it provides access to e-journals and e-resources.

Practice:

1. The librarian informs the students and teachers about new collection of books and journals. It helps to update the library resources.
2. The students are provided terminals with internal access.

Result: The practice has been successful in bringing absolute transparency. An internet facility has made the library more users friendly.

Problem: Sometimes inadequate staff strength poses problem.

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

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

Criterion- IV	Observations(Weaknesses) on key aspects by Peer Team [NAAC]	Evaluative Observations made by Ghulam Ahmed College of Education
2.4 Infrastructure and Learning Resources: 2.4.1 Physical Facilities for Learning	<ul style="list-style-type: none">• Insufficiently equipped Psychology Lab., Physical Science lab., Computer Lab., and Natural Lab.• Educational Technology Lab and Language Lab not available.	The equipment we have in the laboratories is as per the norms of Osmania University. New equipment added. Educational Technology Lab and Language Lab are available now.
2.4.3 Library as a Learning Resources	<ul style="list-style-type: none">• Reprographic facility available but not in the library.	<ul style="list-style-type: none">• A copying machine is available in the library.
2.4.4 ICT as Learning Resources	<ul style="list-style-type: none">• Information on Website not updated regularly.	We update the website as and when necessary.

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 facilities are improved every year. 2 LCD projectors were installed in the class rooms. Water coolers with RO facility were installed. The college is located in a very healthy clean and green campus.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

Admission of the students to B. Ed. and M. Ed. Courses is based on entrance tests, wherein the students' previous knowledge and skill to advance are assessed.

At the beginning of the academic year, the course commences with an Orientation program. In the first week, the students are oriented towards different subjects, teaching practice program and practical work. Sometimes an eminent personality in the field of education is invited to address and advise the students.

Teachers of the concerned subjects interact with the students and test their knowledge in different school subjects by conducting tests. A thorough exposure and practice in school content is given to the students in different methodologies.

A number of opportunities are given to the students to come up on the stage and speak. This helps students to get over their stage fear. Debates, extempore talks, "Just a minute", etc are organized.

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

The Principal and the teachers orient the students about the salient features of the course, merits of the course, achievements of the previous batches of students etc.

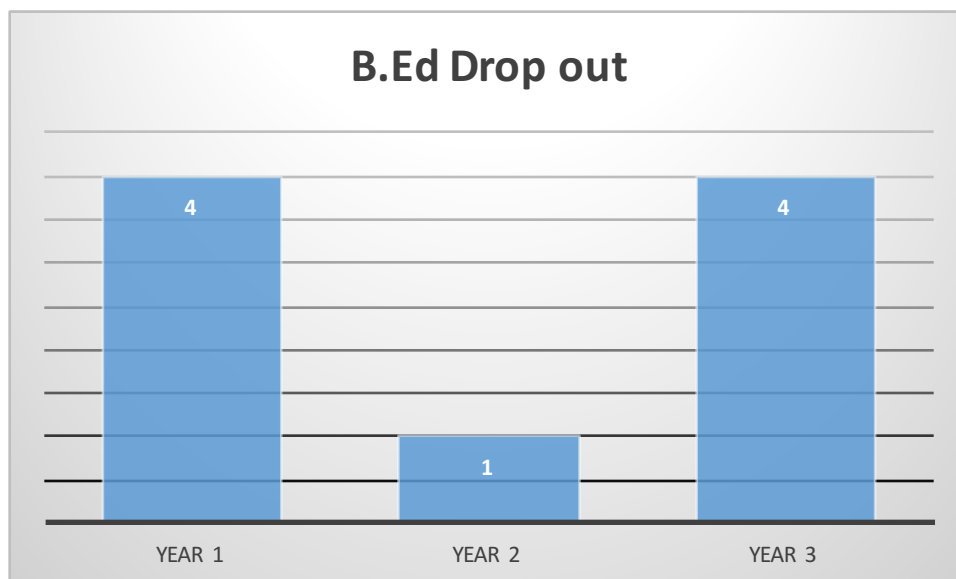
- (i) Top rankers of the previous years are invited to speak to the students to narrate their experiences in the college, their views about the course, the satisfaction and joy that they are getting by taking up teaching profession, etc.
- (ii) Lecturers are friendly and easily approachable.
- (iii) Teachers constantly interact with students. They share and discuss their personal experiences in relation to the subject with the students.
- (iv) The institution organizes periodic seminars, debates, cultural programmes to promote motivation and performance improvement of students.
- (v) Democratic atmosphere prevails in the college

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3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The following table depicts the drop-out for the last three years:

Programmes	Year 1	Year 2	Year 3
B.Ed.	4	1	4
M.Ed. (Full Time)	Nil	Nil	Nil



The drop-out rate in the last three years has been negligible both for Boys and Girls. Possible reasons are – For Girls : They get married; and For Boys: they get jobs in other fields.

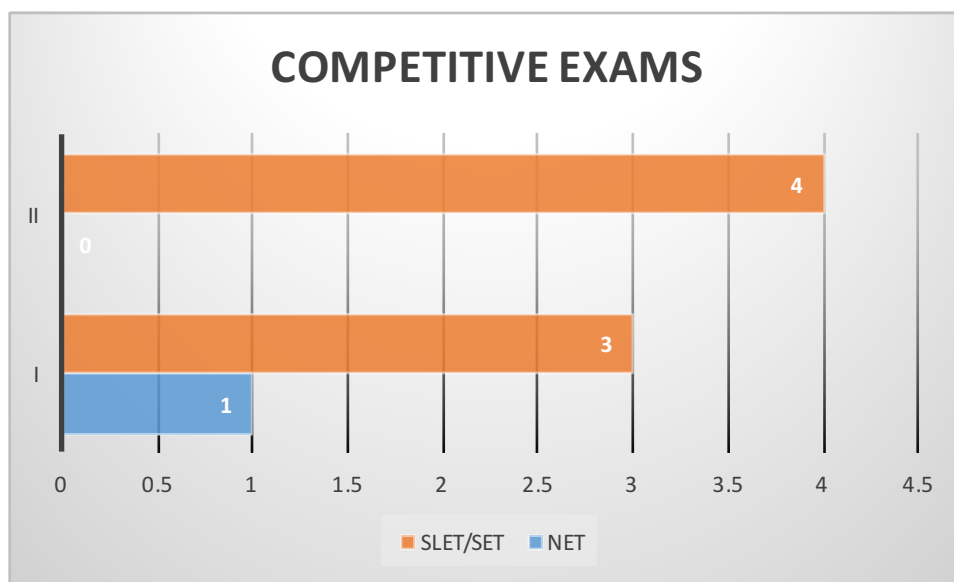
4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

Career talk by experts and visiting professors are conducted in different vocations specially teaching profession in schools and colleges. Excellent library facilities and web search under expert guidance is provided to the students.

During last three years, number of students who have passed competitive examinations are:

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	I	II
NET	1	-
SLET/SET	3	4

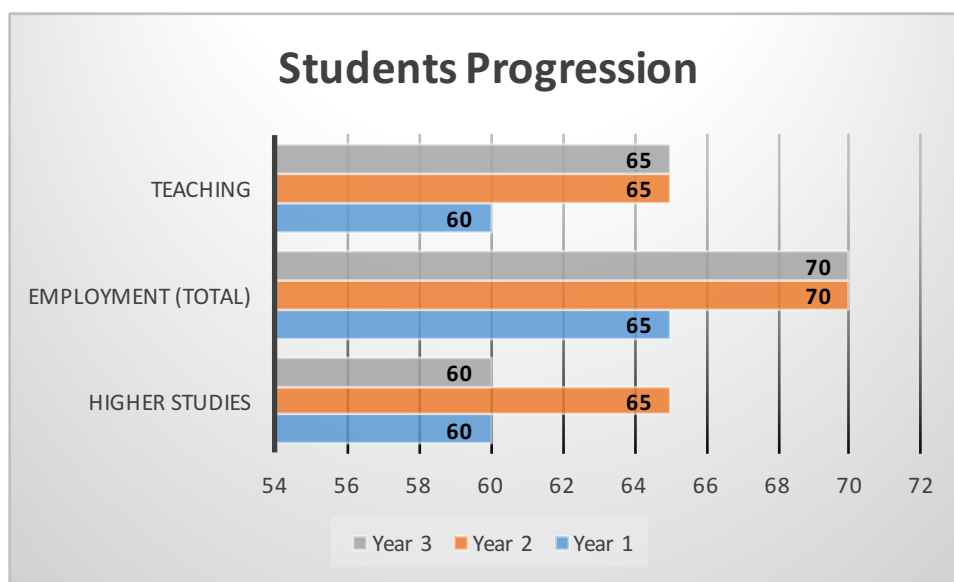


5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

The following table depicts about progression of the students to employment/further study (Give percentage) for last three years:

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	60	65	60
Employment (Total)	65	70	70
Teaching	60	65	65
Non teaching			

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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.

The institution's facilities, viz., library, audio, video resources, culture kit and computer center are open to ex-students. College lecturers act as guides when the former students pursue research-M.Phil and Ph.D in education.

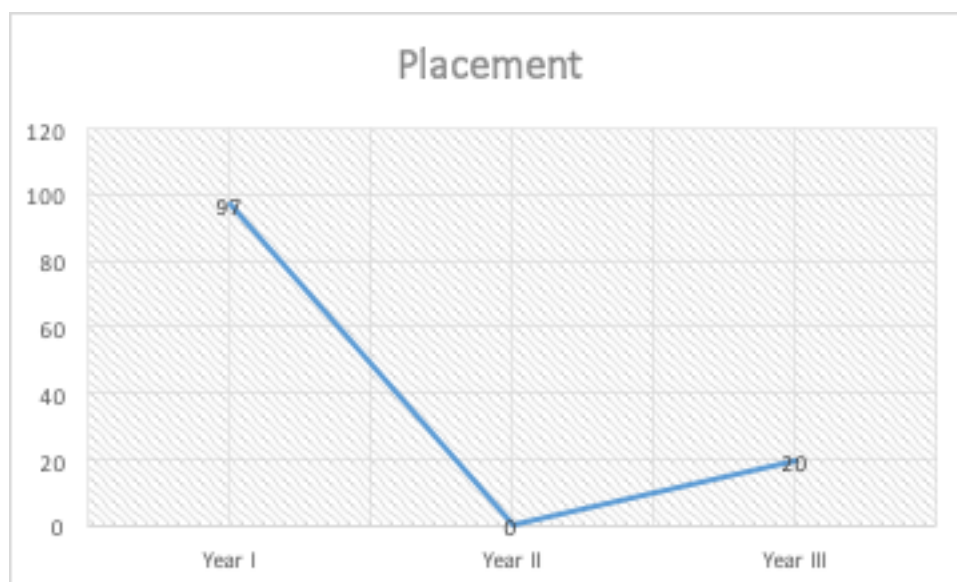
7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Yes. The institute has a placement cell where students are given training and orientation regarding placement. They are informed about the various job opportunities, employment scope and are trained so that they become employable.

The following table depicts the number of students placed in last three years:

Year I	Year II	Year III
97	-	20

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

During the one year B.Ed. Course, the institution placement cell does not have more scope of placement. Student teachers are informed about vacancies and chance to seek job and higher studies. The B.Ed and M.Ed courses end at odd times. The students at times have to wait for 4-6 months before then can start working. During the waiting period the girls either get married or seek other jobs.

Campus interviews are normally conducted in the months of February or March. Students are selected by the schools. By the time the students complete the course, the selected students change their minds and do not join the school.

Some schools are very far off and it is difficult for the teachers to commute.

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

With practice teaching schools, the college maintains a strong interaction. The Principal and management of these schools share their views and their interest in recruiting our students. The school show keen interest in providing our trainee against several vacancies.

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

Facilities like following are provided by the institution to the placement cell:

- ✚ Placement room for the placement committee
- ✚ Internet facility equipped computer
- ✚ Access to books and journals in regards to reinforce placement services

5.2 Student Support

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

Planning, execution and evaluation of the curricular Activities:

As an affiliated institution of Osmania University, the curriculum of the University is adopted by the college. The academic calendar prepared by the University is followed.

THEORY SUBJECTS: Annual plans are prepared by the lecturers, for their respective subjects and they get them approved by the principal. These plans are implemented to almost 98-100%.

- Theory portions are divided according to the number of working days in a month.
- The college principal monitors completion of syllabus, lecturers regularity and punctuality.
- Regular tests are conducted in theory portions and the performance of students is evaluated.

PRACTICAL WORK: Lecturers in charge of different laboratories like science, computers and psychology prepare a schedule for conducting practical work.

- Most of the practical work is completed before the students go for teaching practice.
- The work of the students in the practical class is evaluated on daily basis. They document all their work in a record and submit after completion of the course.

TEACHING PRACTICE AND RELATED ACTIVITIES: The list of schools for teaching practice is prepared, keeping in mind the medium of instruction (English/ Urdu/ Telugu), language methodology, place of residence of students.

The list is submitted for approval of the District Educational Officer, Hyderabad.

Students are sent to schools 1 months in advance to collect syllabus they need to teach during teaching practice programme. An orientation to period plan writing is given to the students and then they start preparing lesson plans. The lecturers correct the period plans and only after their approval, the students enter the lesson plans in their lesson plan register. In school, the lessons taken by the student teachers are observed and evaluated by their supervising teachers. The methodology lecturers also go to schools and observe the lessons of the students.

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Planning, execution and evaluation of the Co curricular Activities:

The co-curricular activities that are planned for college students include:

Literary activities like extempore talks, debates, just a minute, essay writing, etc.

Cultural activities, recitation, painting, mehendi competition, singing, etc.

Educational activities like competitions in “*Effective use of Chalk Board*”, Use of Audio Visual Aids, slide shows, etc. “*Mock parliament*” is conducted by students of Social Studies methodology

The college lecturers act as judges for the competitions.

Visits to science exhibitions fairs, calligraphy exhibition, etc, These activities are planned in consultation with the students. The dates of the activities are announced well in advance, along with the topics.

Planning, execution and evaluation of the extra curricular activities:

Extra curricular activities planned in the college include -

Sports - Indoor and outdoor games are conducted: These are planned by the Sports Committee of the college. The student representatives suggest the games the students are interested in playing, and according the games are planned. Summer months are avoided for conducting games. The games are supervised and evaluated by the Physical Director of the college.

Literary publications- A *Newsletter* is brought out by the students of M.Ed. The staff and student editors decide about the content of the newsletter.

Science club – The lecturers of Physical science and Biological Science decide about the activities of the science club. Activities like maintaining a bulletin board, aquarium, kitchen garden, etc are taken up.

Celebration of National Integration Day- Students give speeches, enact skits, sing songs, etc to celebrate National Integration day.

Religious instruction – A “Know your Quran” program was organized by MESCO for the B.Ed students of the college. Lectures on different issues related to Islam are arranged, especially for girl students on Friday afternoons.

Picnics – are organized for college students every year.

The institution plans curricular, co-curricular and extracurricular programme from the beginning of the academic session. All attempts are made to conduct all such in right view for success.

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

The institution provides individual attention and other instructional materials conducive to the physically challenged students; special emphasis is given to them.

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





A teacher-educator is assigned with a group consisting of a number of students. Proctorial groups are formed and each teacher play a supportive role as a mentor for the students in their particular groups. The mentor will be in-charge of the group. The students are given academic as well as career counselling. The students are free to put forward their grievances in place of their respective mentors. 15 students are assigned under one mentor.

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

- a. Periodic staff meetings are conducted to discuss the problems faced by the teachers in their teaching and mentoring activities. Ways of improving their effectiveness are discussed.
- b. Excellent Library facilities are provided to the staff .Free access to the internet facility is also given .
- c. Individual staffrooms are provided to all the teaching faculty .
- d. Regular periods are allotted in the Time table for the Mentor – Mentee meetings.
- e. Over Head Projector and LCD projector available for the use by the staff for their teaching at any time.
- f. Teachers are deputed to participate in orientation and refresher courses organized by Academic Staff College, IASE's and other institutions.
- g. Teachers are encouraged to undertake research work and to publish papers

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

The institute has its own website and it contains all information about the institute. Following are some of the highlighted points:

-  History of the College
-  About the College
-  About the Faculty
-  About the Infrastructure

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- + Career Opportunities
- + Curriculum
- + Academic Calendar
- + Courses offered
- + Results
- + Admission
- + Performance appraisal for B.Ed and M.Ed
- + Students list
- + NCTE Recognition Letter
- + Anti-ragging committee
- + College route map
- + Staff list for B.Ed and M.Ed
- + Annual Report
- + Contact Information

All the important information is provided in the website to the concerned stakeholders. It is updated every month or whenever necessary.

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

There is a remedial programme in the institution for academically low achievers. The institute provides individual attention to the slow learners by organizing tutorial class and through proctorial classes. The students are encouraged to meet the teachers during free hours and discuss their difficulties in learning the subject .

7. What specific teaching strategies are adopted for teaching a) Advanced learners and (b) Slow Learners

Advanced learners are provided information about the various sources of advanced learning such as Internet, library, resource persons etc. They are given a chance to give seminars and conduct Quiz programs etc. Some advance learners are asked to take up peer group teaching (i.e. teaching made by a student-teacher to his fellow students). Discussions and brain-storming sessions are conducted.

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Slow learners are personally guided to use the library and internet. In courses like computer practical, slow learners are clubbed with advanced learners so that they can learn together. Lecturers act as mentors and personally guide the slow learners when they have difficulty in understanding different concepts.

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

The institute provides vocational and educational guidance and counseling to the students to opt for job, higher studies, etc. Guidance and counselling services are provided by the Principal and some senior faculty members. Meetings are conducted to plan and organize some counselling sessions for the students. The students are guided on available career options and emerging fields of education that might be of interest to them.

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

There is a grievances redressal cell to redress any complaint received. A ‘**Grievance Box**’ is also present in the college where the students can write about any problem with their name or anonymously and drop it in the box.

The committee members take care of any grievance reported to them. They discuss it and come up with a solution and accordingly decisions are made. Students have easy access to teachers and the principal. The principal informally meets the students frequently to know about their grievances, if any, and to take steps for their redressal.

10. How is the progress of the candidates at different stages of programme monitored and advised?

Regular comprehensive evaluation is practiced. Unit tests, quarterly tests, pre final exams etc. are held. Under the supervision of mentors and methodology lecturers, the students are evaluated. A new practice introduced since the year 2015 is that of maintenance of Reflective Journal and e port folio. Each student has to maintain a digital record of all the activities and projects he or she does.

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?

- The period plans written by the student teachers are corrected and approved by the methodology lecturers before practice teaching in schools.
- All the teaching aids are prepared by the students.
- The students have to practice atleast 5 skills in Micro teaching before they go for Macro teaching.

- The students have to be thorough in the content of the school subject.
- Macro-demonstration is given by the concerned lecturers before practice teaching and it is compulsory for the student teachers to observe.
- Teachers closely monitor the students activities and give feedback and advice for rectification of errors and for improvement.

5.3 Student Activities

1. Does the institution have an Alumni Association?

An Alumni Association has been formed by the college in the year 2008. Some of the valuable plans to be followed are –

- ✚ Constructive feedback is provided to improve the existing institutional processes and facilities.
- ✚ Recommendations are given on enriching the library facilities.
- ✚ Their job experience is shared and how the college helped them in achieving the goals.
- ✚ During the institutional cultural and sports activities, member of alumni are invited rotationally to participate.

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

The students are encouraged by the institute to participate in extra curricular activities like social survey, locality survey, school survey and literary, cultural activities, sports and games. The college provides rewards, prizes and marks to students. The college also has faculties for sports, indoor games and gymnasium.

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 institute encourages the students to contribute articles to wall magazines. The articles are published in college magazines and other materials.

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

There is no student council in the college. However, student representatives are elected in each class through voting.

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

The committees that have student representatives in the college are:

<u>Student Welfare Committee</u>	<u>Library committee</u>	<u>Purchase Committee</u>
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<u>Cultural Committee</u>	<u>Literary Activities Committee</u>	<u>Sports Committee</u>	<u>Research Committee</u>
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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?

Collection of the Data: Feedback is taken through : Feedback forms, Oral feedback and Informal discussions.

Use of data: Feedback from college students is used to improve the lecturers' performance.

- ❖ Feed back from alumni is used to plan different activities and programmes in the college, and it is also used to bring about changes in the curriculum.
- ❖ Feedback from school teachers and principals is used to plan the teaching practice program and develop the required qualities in the student teachers.

5.4 Best practices in student support and progression

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

The institution organizes various educational programmes under co-curricular activities for improving student support and progression.

Several practices are followed by the college which is mentioned below:-

- Maintenance of a Reflective Journal by the student teachers: The students have to write their reflections, day wise after introspecting and viewing thoroughly their insights and realistic feelings that they get out of various experiences they undergo during internship of 20 weeks (120 days). They even record the images or any other kind of representation that goes into their reflections. Students submit the abstract in the format prescribed by the University/ college.

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- Electronic Portfolio Assessment – All the students have to compile the works done during internship program all through 120 days in the e-portfolio- lessons taught, teaching aids used, drama, observation, assembly activity, a rally, pictures or work done in the school, should all be included. Students capture all the images electronically and create a digital e-portfolio to visualize the real field realities to understand the interwoven aesthetics hidden in the works done. All the excerpts they think good and their peer group feel it is well done such of the works are placed in the portfolio. Also student show other works in a separate folder for the consumption of faculty to adjudicate the best from their point of view. This kind of compilation leads to self reflection, self analysis, self –judgment and self image and self confidence. It gives space for more transparency and visibility to the self and also to the teacher, parent and community.
- Some of the best e-portfolios are placed on the college websites to motivate other teachers and student-teachers. They also improve the skills of documentation, visualization of the work done to the self and others. Students develop skills and learn by sharing with others.
- Resources for creating effective teaching portfolios are: a. PDF documents – Electronic version of the documents are prepared on the Adobe acrobat software which is easy to store and share them with others.
- The college follows fair and transparent policies in regards to admission.
- From time to time various festivals and cultural activities are celebrated.
- Counselling services and guidance to the students are provided by the Principal along with some faculty members.
- Use of latest tools and teaching methodologies.

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

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

Criterion- V	Observations(Weaknesses) on key aspects by Peer Team [NAAC]	Evaluative Observations made by Ghulam Ahmed College of Education
2.5 Student Support and Progression:		Circulars from University regarding sports are read in the

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2.5.3 Student Activities	<ul style="list-style-type: none">Students not encouraged to participate in sports events at university, State and National level.	classroom and displayed on the notice board. Students are encouraged to participate in sports events.
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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?

Students are provided with comfortable furniture and class rooms. Scholarships are arranged for financially weak students. The system of mentoring is successfully done. University toppers are often from our college both in the B.Ed and Med course.

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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






Purpose:

The institution's stated purpose is to create efficient teachers to teach different subjects in secondary schools and work towards overall development of the students.

Vision:

To produce quality teachers through holistic teacher education by igniting young minds towards excellence in education and societal commitment.

Mission:

-  To be a leader in providing flexible, quality teacher education to the minority student teachers of the community.
-  To provide a high standard of training to student teachers through the B.Ed. and M.Ed. courses.
-  To develop an integrated personality in its students.
-  To orient the students in the foundations of research.
-  To acquaint the in service teachers with the latest trends/contemporary issues in education and help them solve their problems.

Values of the college:

The core values pursued by the college are as follows:

- fostering intelligence and ethics, rather than be a simple messenger of knowledge.
- ensuring overall development of student teachers.
- imbining a sense of commitment towards community welfare and eradication of illiteracy among students .
- working towards improvement of quality in staff and students through use of latest technology.
- relating education to real life by providing practical field experience in order to adapt to the changes in society.

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- improving the practical researching capacity of students.
- Developing life skills in students.

In the institute website the Vision, Mission, Goals and Objectives are updated. It is also displayed in the college notice board.

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

The mission of the college includes, the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations.

The present day need of the **society** is to have teachers who are professional and dedicated to excellence. The **students** need to be knowledgeable, innovative and adaptable. The need of the **schools** is to have teachers who are flexible, well trained, having good communication skills and a pleasant personality. The college's **traditions** and **value orientations** include acquisition and dissemination of knowledge that would serve the intellectual needs of the citizens of the 21st century in a global economy. The acquired knowledge should contribute to the well being of humanity and the college students should lead responsible and meaningful lives.

The mission of the college is to attain all these objectives and bring about a positive change in the society.

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 college is managed by the Sultanul- Uloom Educational Society (SES) which was formed by few like minded people in 1980 to provide educational facilities to minority students of Hyderabad City. The SES consists of 30 members. These members elect 10 Board of Governors (B.O.G). The Board of Governors elect a Chairman, Vice Chairman, Honorary Secretary, Joint Secretary and a Treasurer.

The members of SES belong to aristocratic families and work for the society on honorary basis.

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

The responsibilities of the staff members are defined at the college level in consultation with the Chairman, Governing Council. The procedure followed for defining the duties and responsibilities of the staff is as follows.

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- (a) Review of the work done in the previous year
- (b) Interest of the staff members
- (c) Qualification of the staff
- (d) Feed back obtained from the students.

The following responsibilities are assigned to the staff members

- (a) Teaching different subjects,
- (b) Resource persons for different projects
- (c) In charge of literary activities, cultural activities, games and sports, health check up, attendance, seminars, SUPW, purchases, cleanliness of college etc.
- (d) Act as mentors, research guides.

By organizing staff meetings and communication through notices, the management and head of the institution ensure that responsibilities are defined and communicated to the staff.

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

Valid information is made available regarding the activities of the institution through the teacher appraisal reports, students performance and the reports of the head of the institution. The Principal gives a weekly report (Oral/ written) to the Chairman, Governing Council. She is in constant touch with the Chairman, GC of the college and the Honorary Secretary of the SES. All college activities are planned after taking their consent. Feedback information/reports are frequently sent to the management on the performance of the institution, staff and students. A confidential report is also sent by the Principal about the performance of each staff member before granting an increment to them.

Annual budget and annual report of the college is prepared every year and is submitted to the management for approval.

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

In the institute there are several wings for planning, organizing, management and evaluation. Each wing is under the charge of responsible person, who has to timely evaluate and inform regarding the barriers in achieving the mission. These issues are taken care by the IQAC.

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A few barriers identified by the college and the steps taken to overcome the barriers are mentioned below:

BARRIERS	WAYS OF ADDRESSING BARRIERS
Poor knowledge of school content	The methodology lecturers give a lot of practice in the school content soon after the students join the college.
Language barrier	Many students are weak in English language, the lecturers use bi lingual method of teaching, classes are conducted in language laboratory.
Lack of qualified candidates in Ed-Cet (The entrance examination for admission in to B.Ed course).	In the subjects, Mathematics and Physical Sciences qualified candidates are not available. These seats are converted to other methodologies.
Programmatic expectation over	The B.Ed curriculum includes too many things in too little time. As a result the students are not able to do justice to all the activities of the course. Orientation towards different practical activities is given before summer vacations so that students get time to prepare.

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

The institutional authority and the director praises and inspires the staff. Timely meeting is organized by the management in this regard and due incentive is provided to them with proper feedback.

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.

Various dedicated policy making bodies like the Staff Council, Teachers council, Cultural committee, Research committee; IQAC, etc. are constituted by the college. The majority of these committees is led by the Principal, but includes faculty members and other staff as well. Activities of the committees are reviewed periodically during the various meetings held regularly so that useful and efficient decisions can be taken to implement the action plans.

Both the academic as well as administrative activities are reviewed by the Principal. The college staff follows the instructions laid by the Principal which also helps the Principal in executing the responsibilities and helps towards working for the betterment of the institute.

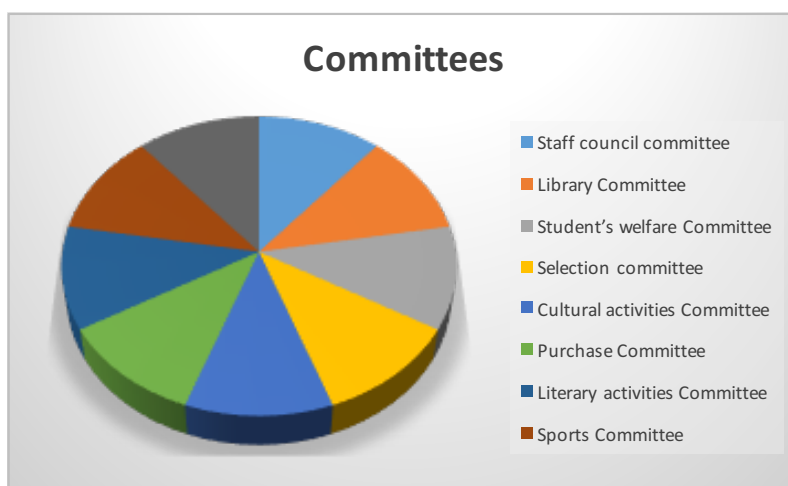
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6.2 Organizational Arrangements

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

For managing different institutional activities, the institution comprises of various committees. There has been detailed formulation of minutes of meetings of the committees. Following are the committees:

Staff council committee	Selection committee	Literary activities Committee
Library Committee	Cultural activities Committee	Sports Committee
Student's welfare Committee	Purchase Committee	Discipline committee



DETAILS OF THE MEETINGS HELD AND DECISIONS TAKEN.

The Staff council committee

This committee comprises of all the members of the teaching staff of the college.

The staff meetings are organized almost every month. Around 6-8 meetings are held in a year.

The decisions taken in these meetings are with regards to the curriculum transaction, distribution of syllabus, preparation of year plans, organizing seminars, workshops, extension lecturers, projects, activities, purchases to be made, mid term exams, prefinal exams, research, co curricular activities, etc.

The Selection committee

This committee comprises of the following members.

Chairman, Governing Council, A Member of Governing Council, University nominee, Subject Expert,

Principal, GACE.

Whenever lecturers are to be appointed in the college, a meeting of the Selection Committee is called. The last Selection committee meeting was held in the year 2016 when a few lecturers for the B.Ed. course were appointed.

The literary activity committee meeting is held 2-3 times per year. The important decisions taken are regarding

- Literary activities to be organized for the present batch of B.Ed and M.Ed students.
- Timing – and tentative dates for organizing these activities
- Selection of a Panel of judges
- Prizes to be given
- Selection of Topics for different activities
- Chief guests to be invited, etc.

The library committee meets thrice a year and the decisions taken in this committee are as follows:

- Budget to be set aside for purchase of books
- Publishers to be approached for purchase of books

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- New newspapers, magazines, journals, etc to be added
- Review of Procedure for issue of books
- Introduction of book bank system
- Safety measures in the library
- Fumigation to be done, etc.

The Cultural Activities committee

The cultural activities committee meetings are held 2-3 times a year. The important decisions taken are regarding

- 1) Cultural activities to be organized for the present batch of B.Ed and M.Ed students.
- 2) Timing – tentative dates for organizing these activities
- 3) Competitions to be held
- 4) Artists/Experts to be invited
- 5) review of last years activities, etc

The Sports committee's meetings were held 2 (two) times this year. The important decisions taken are regarding:

- 1) Games (Indoor and Outdoor) to be organized for the present batch of B.Ed and M.Ed students.
- 2) Timing and tentative dates for organizing games.
- 3) Identifying good sports persons for sending them to participate in inter college, university, State, competitions.
- 4) Prizes to be given
- 5) Material for sports to be purchased for the college, etc.

The Student Welfare committee meetings are held 2-3 times a year. The important decisions taken are regarding

- 1) Annual day celebrations
- 2) Problems faced by students
- 3) Extension lecturers to be organized

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- 4) Seminars to be organized for the students,
- 5) Resource persons- experts to be invited
- 6) Program details

The Purchase committee meetings were held 2 (two) times this year. The important decisions taken are regarding.

- 1) Purchase of audio visual aids, furniture, equipment for different laboratories, books for library.
- 2) Provisions in the budget for purchasing the equipment.
- 3) Shops/places from where equipment is to be purchased
- 4) Procedure for purchasing equipment/books, etc.

Discipline Committee

The discipline committee meetings are held 3 (three) times a year.

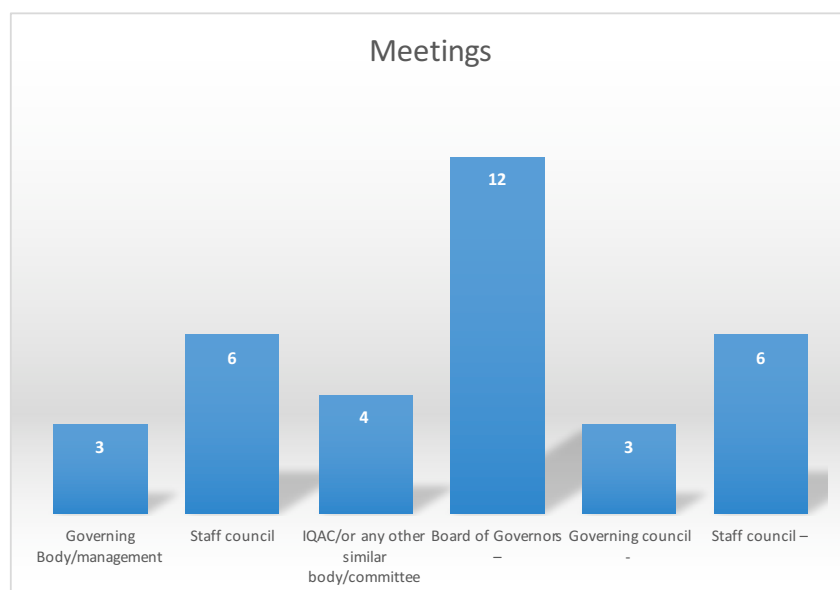
The **important decisions** taken are regarding

- 1) Regularity of students
- 2) Punctuality
- 3) Maintenance of discipline in the class room/college, Dress code etc.

The following table depicts the Frequency of meetings of Academic and Administrative Bodies for the last year:

Governing Body/management	3
Staff council	6
IQAC/or any other similar body/committee	4
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
Board of Governors -	12
Governing council -	3
Staff council -	6

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

The Sultan-UI-Uloom Educational Society runs the College. It has a Governing Council, which takes important decisions regarding admissions, purchases, appointments, starting of new courses etc. The principal of the college is in charge of academics and she reports to the chairman, Governing Council. The body above the GC is the Board of Governors ,SES. The Board of Governors approve the decisions taken up by the GC.

The Administrative bodies of the institution is as follows:

BOARD OF GOVERNORS, SULTAN UL ULOOM EDUCATION SOCIETY

The college is managed by the Sultanul- Uloom Educational Society (SES) which was formed by few like minded people in 1980 to provide educational facilities to minority students of Hyderabad City. The SES consists of 30 members. These members elect 10 Board of Governors (B.O.G). The Board of Governors elect a Chairman, Vice Chairman, Honorary Secretary, Joint Secretary and a Treasurer.

The members of SES belong to aristocratic families and work for the society on honorary basis.

Composition of BOG: Chairman, Vice chairman, Honorary Secretary, Joint Secretary, Treasurer, 5 members

Functioning of BOG

The meeting of the BOG is held once a month. All important decisions about different institutes run by the society, maintenance and security of the campus, setting up of new institutions, courses, etc are taken by the Board of Governors. Each institute has its own Governing Council

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body. Decisions regarding appointment of staff, setting up of laboratories, purchase of equipment, etc. are taken up by these bodies. The chairman of the governing council is the member of the Board of Governors. The decisions taken by the governing council have to be approved by the Board of Governors. The BOG and GC give guidance and directions to the faculty for effective and efficient transaction of teaching and learning processes.

GOVERNING COUNCIL OF THE COLLEGE:

Composition : Chairman, 5 members, Government Representative, Principal, GACE, (Ex-officio) University Representative.

The Governing Council meetings are held once in 3 to 4 months. Important decisions regarding appointments, academics, infrastructure facilities are taken by the G.C.

The academic bodies of the college are as follows:

IQAC

Research committee:

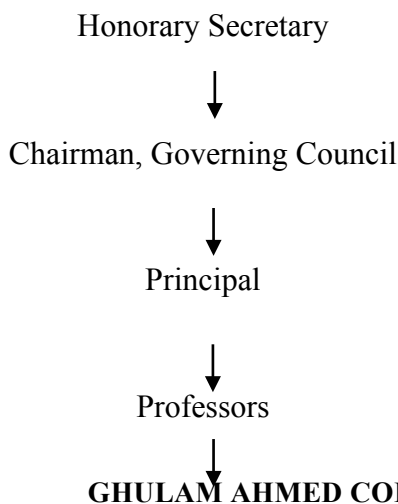
The research committee meetings were held once this year. And the important decisions taken were regarding: Work shops to be organized on research methodology, Topics for monograph, Allotment of guides etc.

Library Committee.

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

The institute is a self-financing institute which is funded by the society which sponsors it. The head of the management is in-charge of financial management. Principal is the head in the academic sector who allots certain powers among other employment to complete their duties in a symbol of decentralization.

The administrative hierarchy is as follows:



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Assoc.Professors



Asst.Professors



Students

The administration is decentralized to some extent. Decisions are taken by lecturers about preparation of year plan, purchase of equipment for their respective labs, seminars, extension lectures to be planned for their own subjects, evaluation procedures to be followed in their respective subjects.

Activities to be organized in the college are decided by the students like games, sports, celebrations of national festivals, annual day etc. The students communicate about these activities to the lecturers and they in turn to the principal. Students are a part of some committees. Student representatives are elected in the class and they represent the demands of the students.

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

The school cooperates for practice teaching with the adopted schools. For the smooth functioning of the programme headmasters are invited to the college to ensure cooperation of practice- teaching schools. This enables to check out strategies for effective implementation of practice teaching programme.

The college takes advice of experts from Osmania University in Governing council meetings, selection committee for appointment of lecturers and in the admission process.

Feedback is taken from the school correspondents, Head masters during teaching practice, regarding the B.Ed course.

In service training programs are organized for teachers. College faculty attends the orientation programmes, seminars, etc. planned by other institutions.

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

In decision-making and performance improvement, the institution makes use of the various data and information obtained from the feedback. The feedback of adopted school staff, the feedback of local members and the feedback of student-teachers is taken into consideration by the institute.

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The feedback obtained and various sources and the changes brought about are as follows:

Feedback obtained	Source	Changes incorporated
Student teachers should stay in the schools entire day during teaching practice program	School H.M.	The student teachers of the college were instructed to stay in the schools for the entire day
Teaching aids prepared by the teachers should be submitted in the school	School H.M.	The student teachers were asked to give the teaching aids they prepared in the school itself
The timings of the college should be altered during the month of Ramzan	Students of the College	The timings of the college are altered during the month of Ramzan. The college works continuously without the lunch break during this month.

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).

- ❖ By organizing regular staff council meetings for purpose of sharing of knowledge and experience by the staff members.
- ❖ Organizing extension lectures by the institution, participation by staff members in orientation, refresher courses, seminars, workshops for the empowerment of the faculty.
- ❖ Excellent library and internet facilities are provided to the staff.
- ❖ Advanced increments are given to staff if they improve their qualifications.

The institution organizes various curricular and co-curricular programmes for promoting cooperation, innovation and empowerment of the faculty and sharing of knowledge among the teachers.

6.3 Strategy development and deployment

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

To store data about the college administration, staff, curriculum, extension activities and welfare schemes and other activities the college has a system in place. The non-teaching staff of the college makes use of MIS and data is kept updated regularly. The MIS also contains details about the demographic profiles of the students.

Accounts are maintained by the package ‘Tally’ and library with the ‘Informatrix Package’ and for the teaching learning process educational software is available like Encarta Encyclopedias, Buzzers Science C.D’s, Times Psychological testing C.D’s etc. MS Office is used for most of the administrative and academic work.

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

In the institution, money is allocated under various heads. The institutions allocates funds for various plans of action like – purchasing voluminous library books, laboratory apparatus construction of new building with all modern facilities of teaching-learning. The human resources are utilized as allocation of various responsibilities to organize different mental programmes such as conducting debate, group discussion, creative activity, gardening, community service etc.

If a lecturer has to go on long leave, his/her work is taken by others. At times, part time lecturers are also appointed.

In case if more money needs to be spent, than the amount allotted in the budget, then special permission is taken from the governing council and the board of governors and the money is spent.

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

With regards to financial resources the institution takes a prior sanction from the Honorary Secretary of the finances that are needed for the particular month. The source of finance in the college is the tuition fee collected from the students and the interest from the fixed deposit receipts. The Sultan-Ul-Uloom Educational Society meets the shortage of funds.

Lecturers are appointed for different subjects. They are sent to orientation programmes to learn new concepts.

Lecturers are appointed through a proper selection committee. Candidates are called for interview after giving an advertisement in newspapers.

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

The Institution prepares an academic plan every year before commencement of the course. Basically, the year plan (Almanac) prepared by the Osmania University is followed. A staff meeting is called before the commencement of the course and details of the extension lecturers and seminars to be organized, changes to be made in the teaching practice program, examinations to be held, etc are discussed. The suggestions given by the school supervisors are also taken into consideration. Feedback is regularly taken from the school teachers and administrators. Their suggestions are incorporated in the academic plan.

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

The objectives are communicated by the principal through staff meetings, oral instructions and notices. Posters and charts stating the objectives are put up in staff rooms, office, library. When a new lecturer or non-teaching staff join the college she/he is oriented by the principal regarding the objectives of the institution. At the time of grant of increment, the principal writes a confidential report about every teaching staff member and send it to the management. Thus, they come to know about individual employees contribution.

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

The college organizes various meeting regarding the development of the college including inside and outside classroom activities. The college always collects the feedback from students, student alumni, faculty members etc. According to the suggested feedback of the students, faculty and alumni the vision, mission and implementation of plans are being monitored, evaluated and incase of need revised.

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

By organizing lectures, demonstrations, workshops, institution plan s and deploys the new technology. The computers in the laboratory are upgraded, new software is purchased. Audio visual aids are also bought. Lecturers recommend the purchase of audio visual aids and other laboratory equipment.

Two LCD projectors were purchased this year.

Students are encouraged to use technology during teaching practice, project show casing and seminar presentations using the projectors. Competitions in preparation and effective use of Power point Presentations are organized. SPSS package is used by the M,Ed. students for data analysis.

6.4 Human Resource Management

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

The institute organizes various staff welfare programmes like study tour, seminar, workshop, etc. The institution has deputed the staff members to participate in educational activities organized by University both at State and National level. Through this the career progress of the staff is developed by the institution. For progress in their career, the faculty members are encouraged to contribute articles in newspapers, journals, improve their qualifications, pursue research etc. Depending on the latest development and changes in the curriculum the respective staff members are sent for refresher, orientation courses conducted by the Academic Staff College (UGC) to equip themselves in the subject on the latest developments.

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

There is a mechanism in place for performance assessment (teaching, research, service) of faculty and staff through self-appraisal method, teacher's performance appraisal, evaluation of teacher's performance by their students, etc. The feedback obtained from the students is communicated to the lecturers. They are asked to make necessary changes in their teaching methodology, lecture preparation etc. The institution uses these methods to improve teaching, research and service of the faculty and other staff.

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

The institution provides EPF, and group gratuity facility for teaching and non-teaching staff. Indoor and outdoor games facility, gym is provided. Medical facility is available; a doctor is available in the clinic in the campus. Canteen facility, Bank, ample parking facility is present in the campus.

Separate staff rooms are present for each lecturer. Earned leave and medical leave facility is present for all staff members. Education is given on subsidized rate to the children of the employees in the campus institutions.

The institution provides some feedback to the staff members for student's good performance. They are given chance to participate in academic and professional activities organized by other educational institutions and bodies which help in the enrichment of their professional competence and job-satisfaction.

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4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The institution has conducted training sessions and lectures through organization of seminars in college, inviting external experts. The institution also conducts the seminar cum workshop on developing instructional strategy and behavioral objectives, computer awareness programme for making the staff members of teaching and non-teaching staff more efficient and skilled one.

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

The institution recruits the staff member as per the criteria of NCTE. Staff is recruited in the institution through proper selection committee in which 2 (two) members are invited from Osmania University. Service conditions are as per the norms of UGC/Stage Govt. To retain the faculty, regular increments and enhancement of DA is given to the staff. They have EPF and Group Gratuity benefit. Loan facility from EPF is also available

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

Depending on the vacancies available the college appoints part time and adhoc faculties. Through the local newspapers advertisements for temporary vacancies of different posts are notified and eligible candidates are shortlisted for interview. Shortlisted candidates are then informed about the Salary scale after they are done with the interview. Workload varies for permanent and Ad-Hoc faculties.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

By the following ways the faculties are encouraged for their career advancement and Professional Development:

- Encouragement to faculties to present papers in conferences.
- Faculties are encouraged to undertake research work, participate in seminars, workshops and conferences.

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- The faculties make use of the library which is equipped with journals and reference books which can be used for carrying out research work.
- Faculties can even make use of the infrastructure of the college equipped with LCD projectors, computer labs and internet facility to prepare presentations and subject related matter.
- . A few members of the faculty are members of professional's organizations. The college Principal is a member of Board of Studies of Higher Education, Osmania University. She is also in the Board of Directors of many schools of twin cities. She is also a member of FICCI's ladies organization.

8. What are the physical facilities provided to faculty? (Well – maintained and functional office, instructional and other space to carry out their work effectively).

Following facilities are provided to the faculties:- Individual rooms with furniture . A good library well equipped laboratories, modern audio-visual equipment, computers with Internet facilities are available to carry out their work effectively.

- Computer facility.
- Separate space in each laboratory.
- Separate Almirah and cupboard for keeping books safely.
- Teachers are provided with rest room.

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

The following are the major mechanisms in place for faculty and other stakeholders:-

- Management makes an effort to know from the students personally how the teachers are performing and other matter of the college.
- Mechanism of feedback from students.
- At a personal level self assessment by the Principal.
- The performance of the teachers and staff in meeting are discussed.

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

For every teacher- educators hold a specific number of classes per week. The rest time is utilized for self preparation, extra classes, reading, conducting community work, innovative activities,

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plantation, organizing health camp, sanitation, and environmental awareness programs, checking exam copies, practical copies and other administrative work also.

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

- The college provides verbal encouragement to the staff members.
- For academic growth, the teachers are sent to seminars, workshops, etc.
- The teachers are provided with the provision to go on study tours, out station seminars, etc.
- The management recognizes any noteworthy achievement of the college. Letters of appreciation are given to the faculty members. If lecturers enhance their qualifications or receive National awards, additional increments are granted to them. For non-teaching staff members additional increment is granted on completion of 8 (eight) years of service..

6.5 Financial Management and Resource Mobilization

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

The institution does not get financial support from the government as it is self-financed institution. The institute has to manage the entire financial needs itself. The source of revenue and income generated is through fees collected from the students of B.Ed and M.Ed courses. The Sultan-UI-Uloom Educational Society contributes the balance amount.

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

The institution is funded by its management society.

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

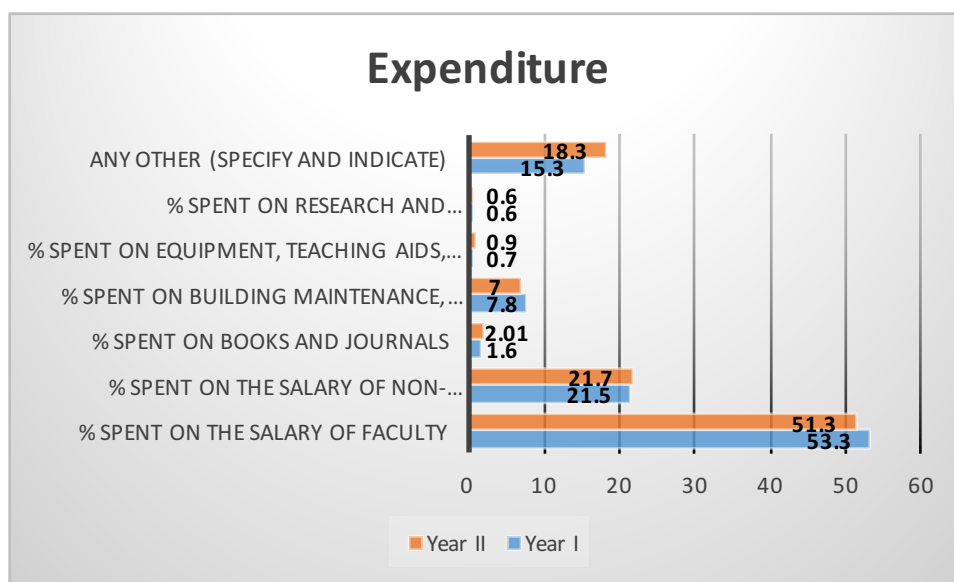
The operational budget **is not** adequate to cover day-to-day expenses. In the beginning of the session the institution carefully plans its budget and uses the available financial resources accordingly. The deficit is met by the Sultan UI Uloom Education Society.

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4. What are the budgetary resources to fulfill the missions and offer quality programmes? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Total sanctioned Budget	Year I	Year II
% spent on the salary of faculty	53.3%	51.3%
% spent on the salary of non-teaching employees	21.5	21.7
% spent on books and journals	1.6	2.01
% spent on developmental activities (expansion of building)	-	-
% spent on building maintenance, electricity, water, sports facilities, hostels, residential complex, student amenities, maintenance of equipment, etc.	7.8	7.0
% spent on equipment, teaching aids, contingency etc.	0.7	0.9
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.6	0.6
Any other (specify and indicate)	15.3	18.3
Total expenditure incurred		

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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).

Internal audit is not conducted. There's external audit take actively takes place. Private company (M/s.Bhaskar Rao & Company) is appointed and they audit the accounts of the institution every year. The audit is completed in about 2 (two) weeks time and a detailed report is submitted to the society office.

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

Yes, the institution has computerized its finance management system. Tally package is used. It is one of the ICT supported activities.

6. 6 Best practices in governance and leadership

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

The institution is committed to the cause of education.

The following significant practices in Governance and leadership are followed by the college .

Development of Leadership qualities in College Students.

Leaders are elected in each Class a few months after admission. Also, when student teachers go for practice teaching, a group leader is selected in each school. He or she is made in charge of the following :

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- ❖ Regularity of student teachers in schools, she has to maintain an attendance sheet
- ❖ Approaching the school Heads in case of any problems
- ❖ Request the school teachers to supervise the classes regularly
- ❖ Get the signatures from the school head on all the certificates and records
- ❖ Monitor if student teachers are writing their TPID- teaching practice cum internship diary regularly.
- ❖ Collect the marks from the supervisors on the last day in sealed covers.
- ❖ Report to college in case of any problem or emergency.

Outcomes of the Activity.

- ❖ A sense of responsibility is developed in the leaders
- ❖ The work in the schools is carried out in a systematic manner under the supervision of the group leader.

Facilitates college lecturers to co ordinate with students in the schools.

- Various committees are formed for smooth and efficient functioning of the academic, administrative and co-curricular activities.
- Efforts are made to solve the grievances at their source itself.
- Feedback given by stakeholders is considered seriously and the necessary changes are made.
- All the programs are immediately evaluated to improvise them in the near future.

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

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

<i>Criteria- VI</i>	Observations(Weaknesses) on key aspects by Peer Team [NAAC]	Evaluative Observations made by Ghulam Ahmed College of Education
2.6 Governance and Leadership:		
2.6.1 Institutional Vision and Leadership	Institution yet to adopt strategy for educational reforms	Strategies have been developed for Educational reforms.
2.6.3 Strategy Development and Deployment	<ul style="list-style-type: none"> • Perspective plan not prepared. • No representation of Faculty and Staff in the Governing Council of the College. 	<ul style="list-style-type: none"> • Perspective plan is prepared by the college • The principal represents the college in the Governing Council of the College.
2.6.4 Human Resource Management	<ul style="list-style-type: none"> • Four Faculty positions vacant. • Self-appraisal done but not used constructively 	<ul style="list-style-type: none"> • Faculty Members have been appointed. • Self-appraisal done and is being used constructively

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 management of the college is very open minded and progressive and always ready for qualitative change and improvement. Every year new activities are added and new facilities are made available to the students. The salary is given to the staff on time and a few staff members are getting UGC scales.

CRITERION VII-INNOVATIVE PRACTISES

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 college has established Internal Quality Assurance Cell.

Year of IQAC establishment - 2006

IQAC includes the following major activities:

- ✚ Evaluates the feedback received from various stakeholders.
- ✚ Reviews the performance of teachers, staff and students.
- ✚ Organizes seminars and workshops for the benefit of staff and students.
- ✚ Counselling and guidance services is provided to the needy students and staff
- ✚ Monitors academic progress and activities
- ✚ implements necessary quality improvement measures from time to time.

Following are the major objectives of the IQAC:

- ✚ Developing and disseminating standards of excellence in pedagogy and institution building.
- ✚ Providing a systematized and durable mechanism for conscious and continuing self-evaluation, introspection, and improvement in the overall performance of the College.
- ✚ Conceptualize, plan and implement quality initiatives and regularly evaluate the same.
- ✚ Providing a forum for students and alumni to participate in strengthening the academic standards of the institution. The cell shall receive and evaluate feedback from students, parents, alumni, and other stake holders as well as the society at large on an ongoing basis and strive to make quality consciousness an institutional paradigm.

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

The achievement of goals and objectives of the college is evaluated by following means:-

- ✚ To track the academic and administrative development regular meetings with staff and with the management are held.

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- ✚ Encouragement is given to faculties to put forward their innovative ideas and suggestions for incorporation of best practices.
- ✚ For improving the current practices Alumni are asked to give their feedback.
- ✚ Feedback from stakeholders also serves the same purpose and helps to take corrective measures.

7.1.3 How does the institution ensure the quality of its academic programmes?

- ✚ Quality of academic programmes is ensured by taking the following measures:
- ✚ Importance given to **Planning**. All the programmes of the college are planned in a meticulous manner.
- ✚ Emphasis given on providing **Individualized attention** to the students. The size of the class is kept small. The BEd. Class is divided into 2 sections.
- ✚ The theory papers taken by Lecturers who are **subject experts** and have a specialization/qualification in the field.
- ✚ Topics for Seminars/Projects are selected according to the **interest** of the students. Sufficient time is given to the students to prepare for their projects, period plans, preparation of teaching aids, etc.
- ✚ A lot of **practical exposure** is given to the students.
- ✚ Work is assigned to the students according to their needs.

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

By the following ways the institution ensures the quality of its administrative and other practices:-

- ✚ The IQAC monitors all the academic and administrative activities.
- ✚ Roles of various committees.
- ✚ In the beginning of the session annual budget is prepared
- ✚ Annually audits are conducted.
- ✚ To avoid any discrepancy, admission process is made transparent

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

In the following way the college identifies and shares good practices with various constituents of the institute:-

- ✚ Through internal workshops, faculties are often encouraged to use technical skills.
- ✚ Every year updated magazine of the college is published.
- ✚ The management appreciates all academic and administrative activities.
- ✚ Every year the college publishes its update magazine.
- ✚ At the beginning of the year academic calendar is shared.

- ✚ Encouragement is given to faculty members to publish books and study material and also attend Orientation programs.

7.2.1 How does the institution sensitize teachers in issues of inclusion and the focus given to these in the national policies and the school curriculum?

Sensitizing teachers to issues of inclusion:

- a) Through classroom lectures- In the theory paper, Educational Psychology the lecturers discuss about different issues related to inclusive education, its advantages and disadvantages, recommendations of National Policies etc.
- b) Through extension lectures- Principals of schools where inclusive education is being practiced are invited to the college to give extension lectures to the college students.
- c) Through practical work and Field engagements - The B.Ed., students are encouraged to take up case study as a part of their practical work. The students study about mentally challenged children, handicapped children, exceptional children, slow learners etc. In this connection they visit schools where inclusive education is being practiced and study in detail about the advantages and disadvantages of inclusive education.
- d) Through institutional visits - The M.Ed., students are required to study visit different institutions as a part of their curriculum. The students are encouraged to visit institutions that practice inclusive education.

7.2.2 What is the provision in the academic plan for student-teachers to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- The academic plan of both the courses (B.Ed and M.Ed)has provision for students to learn about inclusion, exceptionalities and gender differences. The activities that are provided to them are :
- Taking the Students to special institutes like the National Institute of Mentally Handicapped, National Institute of Hearing Impaired, Institute of Remedial services (Specialization –Autism).
- ---Providing Literature regarding the special and Inclusive Education to the students with the help of above said institutes.
- ---- Arranging of Guest Lectures on special education, Policies of Rehabilitation Council of India and of other national bodies. There is adequate provision for the students to develop an understanding about inclusion and exceptionalities, gender differences, child rights, human rights, right of information act etc. in the B.Ed program as an integral part

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of different course papers. Case – Study has been specially designed to meet the above said requirement Seminars are planned on these topics.

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

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation are as follows:

- The Practical Work of the B.Ed., course. (While doing the practical work the students interact with each other and engage in active learning).
 - Teaching practice cum internship programme.
 - Micro teaching sessions.
 - Literary competitions.
 - Cultural activities.
 - Seminars and workshops.
 - Celebration of important days.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Student teachers are sent to schools where children come from different backgrounds for their teaching practice programme. During this programme, the student teachers teach 2 subjects to 2 different classes. They also take substitution classes and organize different activities in the school. Thus they are exposed to children of different backgrounds and learn a great deal from them.

Knowledge of Educational psychology and special education also helps in dealing with children from diverse background.

Field trips to special schools are organized. Student teachers observe teaching of teachers working Government, Private and Corporate schools. Extension lectures by experienced teachers are organized. While doing projects and dissertation students visit several schools and institutes and get exposed to children from diverse backgrounds.

7.2.5 How does the institution address to the special need of the physically challenged and differently-abled student teachers enrolled in the institution?

Physically challenged students are provided with special support. The theory classes are conducted on the ground floor to facilitate the handicapped (orthopedic) students. Scribe is provided to the visually impaired students during examination time.

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First aid and medical services in case of an emergency are provided.

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)?

A special cell is developed to respond to gender sensitive issues. This cell looks into the problems and issues related to the female student teachers. In the following ways, the college responds to gender sensitization issues

- Organization of outreach program on Women empowerment
- To make girl students aware of their social rights, workshops and seminars are organized.
- During class sessions and other informal gatherings gender related issues are also discussed informally.
- Outreach program on Women empowerment is organized.

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 access to information on organization performance by organizing:

- Annual day functions,
- alumni meets,
- orientation day,
- Teachers Day,
- Updating college magazine etc.

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction, and dissatisfaction of student teachers and stakeholders for bringing qualitative improvement?

Through Staff Council meetings the institution shares and uses information on success and failures of various programs. Dropping feedback in suggestion box is also put in place. Discussions are also initiated in the principals' meetings organized at IASE, Osmania University with regards to success and failure of activities in the syllabus. College website is regularly updated and college magazine is updated and published annually.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from structure, professional community, alumni and other stakeholders on programme quality? How does the institution use the information for quality improvement?

- The feedback mechanisms presently in vogue are as follows:
- Feedback from students regarding course curriculum and performance of lecturers – through “Feedback forms”.
- Feedback from teachers and school Head Masters.- through feed back forms.
- Emails and letters from alumni.
- Oral feedback.
- Using information for quality improvement
- Intense focus on research methodology in the M.Ed course.
- Continuous up grading of library and laboratories..
- Training students in preparation of improvised teaching aids and apparatus.
- Training students in communication skills
- Developing the over all personality of the students teachers.
- To bring about qualitative improvement, the college takes feed back from ;
- Supervisors of B.Ed. students in the practicing schools regarding the teaching practice programme.
- School Head Masters about their opinion about teaching practice programme and other activities which students take up in schools.
- Teachers and Head Masters whether they are satisfied with the teaching practice programme and to give suggestions for improvement. These suggestions /recommendations are considered in the next academic year.
- The B.Ed students of the college regarding their practice work and theory papers. Accordingly modifications are made in the next academic year.
- The college Alumni .

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

1. How are the core values of NAAC reflected in the various functions of the institution?

<u>Criterion VII</u>	<u>Observations(Weaknesses) on key aspects by Peer Team [NAAC]</u>	<u>Evaluative Observations made by Ghulam Ahmed College of Education</u>
<p><u>2.7 Innovative Practices:</u></p> <p><u>2.7.1 Internal Quality Assurance System</u></p> <p><u>[IQAS]</u></p>	<ul style="list-style-type: none"> • <u>Students' involvement in quality assurance not visible.</u> • <u>System perspective not developed.</u> 	<p><u>Student representation was made mandatory in all committees of the college. They are actively involved in the progress and improvement of the college.</u></p> <p><u>The team felt that we are following the orders issued by O.U., with regards to admissions, curriculum, etc., even if they are against the norms of NCTE/UGC. We cannot admit students over and above the approved intake by NCTE. Even if we get the orders from O.U. According to team, the formula used by O.U. to calculate credits in the M.Ed., course is also not according to UGC norms. So they pointed out that we have not developed a system perspective. We need to follow</u></p>

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	<ul style="list-style-type: none"> <u>Academic audit not in practice</u> 	<p><u>norms of all the bodies and not just O.U.</u></p> <p><u>We have not admitted any students over and above the approved after 2009.</u></p> <p><u>Academic audit was taken up in the college and the report was submitted to the Hon Secretary, SES last year.</u></p>
<u>2.7.2 Inclusive Practices</u>	<ul style="list-style-type: none"> <u>No provision for the differently-abled students.</u> 	<p><u>Classes are conducted on the ground floor for physically disabled students.</u></p>

Quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation:

- E port folio is being maintained by the B.Ed. students.
- Students are maintaining a reflective journal where they are reflecting on all the activities they are taking up. This is of great use to them.
- Art and Drama has been added in the B.Ed course. Students are incorporating the same in their lessons.
- Digital lessons are being used by the students.
- Students of M.ed course are being trained to teach B.Ed students.

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PART C: MAPPING OF THE ACADEMIC ACTIVITIES

Mapping of Academic Activities of the Institution – 8 Ed. 2015-17 (Semester I & II)

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	
Admission and Orientation																																					
Theory																																					
Tutorials/ Seminars																																					
Sessional Work - Tests & Assignment																																					
Practical Work																																					
Preparation of Internship/ Demonstration/ Observation of lessons/ micro teaching/ simulations																																					
Practice Teaching/ Internship																																					
Co-curricular Activities																																					
Working with community/ project work																																					
End-Term Examination																																					

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

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Mapping of Academic Activities of the Institution B.Ed. 2015-17 (Semester III & IV)

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	
Admission and Orientation																																					
Theory																																					
Tutorials/ Seminars																																					
Sessional Work - Tests & Assignments																																					
Practical Work																																					
Preparation of Internship Demonstration																																					
Observation of teaching/ learning/ simulations																																					
Practice Teaching/ Internship																																					
Co-curricular Activities																																					
Working with community/ project work																																					
End-Term Examination																																					

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

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TEACHER APPRAISAL REPORTS

TEACHER APPRAISAL REPORT

- a) NAME: **PROF.VIBHA ASTHANA**
a) Address (Residential) **6-3-563/A/1, Errum Manzil.**
Hyderabad- 500082
Ph. No. : 9949900733
b) Designation : **Principal, Ghulam Ahmed College of Education.**

b) Department : Education
c) Date of Birth : 16 – 01 - 1959
d) Area of Specialization : Sociology of Education

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Osmania Matric	Maths, Social Studies, Science, English, Hindi	1973	1st with Distinction 1st Rank in School 3rd in State
Higher Secondary or Pre-degree - Intermediate	Board of Intermediate Education	Bio.Sci., Physics, Chemistry, English, Hindi	1975	2nd Division
Bachelor's Degree (s)	A.P.Agricultur al University	Child Development, Home Management, Textiles and Clothing, Food and Nutrition	1978	OGPA – 3.60
Master's Degree (s)	B.Ed. – Osmania University	Philosophical & Sociological Foundations Education. Psychological Foundations of Education. Contemporary Problems of Indian Education. Tests and Measurement, English	1980	1st with Distinction. 1st Rank in College. 3rd Rank in O.U.

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	M.Ed.- Osmania University	Bio.Science Methodology. ***** Philosophical & Sociological Foundations of Edn., Advanced Educational Psychology, Curriculum & Technology, Educational Research, Educational Measurement & Evaluation. ***** Sociological Theories, Social Research	1981	1st with Distinction. 1st Rank in College. 1st Rank in O.U.
	M.A. [Sociology] – OU		1983	2nd Division.
Research Degree (s)	Ph.D. in Education – OU LL.B. – OU	Health Education Environmental Law, Professional Ethics, Public International Law, Criminal Procedure Code, Family Law, etc.	1986 1999	1st Division
Other Diploma / Certificates etc. Certificate Course in Computer Master's Trainer's Course in Computers	LAN – Eseda Intel	DOS, Word Star, Lotus, D-Base MS Word, Power Point, Publisher, Excel.	1991 2001	

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- * Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	--	
Ph.D.	Health Misconceptions in high school children of Andhra Pradesh with special reference to Telangana region.	Osmania University
Post-Doctoral	NIL	
Publications (give a list separately)	Publications (give a list separately)	List enclosed
Research Guidance (give names of students guided successfully)		
Training (please specify)	Training of In-service Teachers through the the "Training of the Trainers "[]programme	Sultan-ul-Uloom Public School, Banjara Hills.

LIST OF M.Ed. DISSERTATIONS

STUDENTS GUIDED BY DR.VIBHA ASTHANA

Name of the Student	Topic	Year/Area
Syed Hamza Ali	Problems faced by Mathematics Teachers in Govt.Secondary Boys Hurdu Medium Schools in Hyderabad City – A Study	September, 2002 Maths Education
Shabana Malik	A Comparative study of the problems faced by the heads of the institutions of Govt.and private schools with special reference to secondary schools of Hyderabad.	September, 2003 Secondary Education
Humaira Fatima	A study of the impacts of intel's teach to the future program on	2004 Secondary Education

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	teachers of secondary schools of Hyderabad.	
Narjis Fatima	A study of health education awareness among secondary school students of Hyderabad	2004 Health Education
Syed Laiq Ahmed	A critical study of problems faced by Mathematics students of Class X in A.P.with specific reference to Mahboobnagar Town.	2000 Mathematics
Ghouse Pasha	A study of the status of environmental education in secondary schools of Hyderabad	2004-05 Environmental Education
Humera Fatima	A study of the impact of Intel's teach to the future programme on teachers of secondary schools of Hyderabad	Secondary Education
Reshma Khan	A study of facilities available for mentally retarded children in re-habilitation centres of Hyderabad and Secunderabad	Psychology/Special Education

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
1.Evaluation of Sultan-ul-Uloom Public School, Banjara Hills, with Special reference to Primary Section	Sultan-ul-Uloom Education Society	2 months	The college took up this project to give suggestions to improve the primary section of the school in Feb/March, 2003.
2. The study of Sultan-ul-Uloom Public School, Syed Ali Chabutra, Hyd.	Sultan-ul-Uloom Education Society	1 week	Detailed study of the various facilities available in the school and recommending changes for improvement.

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C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
A State Level Seminar on the theme, 'Exploring the mystical world of Research' was organized in the college	Ghulam Ahmed college of Education	At GACE from 22 nd to 24 th April, 2016.
Two Year Teacher Education Curriculum :Practices and Reflections of Stakeholders.	IASE, Department of Education, Osmania University, T.S.	Department of Education, OU, Hyderabad T.S. On 29th & 30th July, 2016.
Conference of school principals- SUPS group	GACE	March and September, 2016
Orientation program For Class X teachers of SUPS group of schools.	GACE	4 th November, 2016
A two-day orientation programme for the newly appointed lecturers of the SES campus organized on the theme "Art and Aesthetics of teaching"	GACE	Organized by GACE on 21-12-2016 and 22-12-2016.
Preparation of teaching aids	GACE	28 th December, 2016
The Educator's Forum	Glendale Academy	Glendale Academy

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		10 th January, 2017
University- affiliated colleges Meeting on Centenary celebrations of Osmania university	Tagore Auditorium, Osmania University	28 th February 2017

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	P.G. Diploma in ECE; BEd	Jan 1986-2009(still continuing) 1984-86(Jan)
v) P.G. (M.A./ M.Sc., etc.)	P.G. MEd	1992-still continuing
vi) M.Phil	M. Phil	Nil
vii) Any other	Any other	Nil

Total Teaching Experience : _____: **32** years

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____ 31 years.

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum: I am a member of the Board of Studies of Osmania University . The members of this body are actively involved in designing the curriculum of both B.Ed. and M.Ed. courses.
- b) Teaching methods: ICT is incorporated in teaching. PPT is often used to teach the students.
- c) Laboratory experiments - nil
- d) Evaluation methods- Continuous evaluation is done for the college students.
- e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

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f) Remedial Teaching / Student Counseling (academic)- is taken up for the weak students.

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work : Community work related to environment, government schemes for welfare of women, etc. are taken up by both B.Ed and M.Ed. students.
National Integration day is celebrated every year.

ii) National Literacy Mission: Drop out children are enrolled back in the schools by the B.Ed. students.

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution: Overall incharge of planning academic and other activities for the college students.

b) Co-curricular Activities: A number of co curricular activities are organized for the students, like literary competitions, cultural activities, games and sports.

c) Enrichment of Campus Life :
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline:

e) Membership/Participation in Bodies/Committees

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on Education and National Development : Member of Board of Studies, Higher Education, Osmania University.
Chairperson of Academic Committee of Schools under Sultan Ul Uloom Society.

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

Member of FICCI Ladies Organization.

(b) Editorship of Journals: Edited the college magazine, Edutracks for several years.

F. Any other information

Received “Woman of the Year” award from American Biographical Institute.

Vibha Asthana

(Signature of the Teacher)

ARTICLES PUBLISHED IN JOURNALS AND NEWSPAPERS

S.No.	Articles Published	Journal/Newspaper with date & year
1	Fostering creativity in class rooms	Indian Education, July, 1981.
2	Pro Active Inhibition – A cause for forgetting	Experiments in Education, August, 1981.
3	Reasons for decreasing importance of values in Education.	The Educational Review, November, 1981.
4	Retro Active Inhibition – A cause for forgetting	The Progress of Education, February, 1982.
5	Creativity – How it can be fostered in Children	Needle’s Eye, December, 1981.
6	Is dating a Healthy Trend?	The Deccan Chronicle, April, 1983.

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7	Who is responsible for the widow's plight ?	The Deccan Chronicle, May, 1983.
8	Tea, Coffee and You	The Deccan Chronicle, Oct., 1984.
9	The Slow Learning Child	In Pursuit of Excellence, 1990.
10	Teaching the Tiny Tots	The Deccan Chronicle, April, 1990.
11	The Tough Task of Teaching Pre Schoolers.	The Deccan Chronicle, March, 1991.
12	Role of Women Teachers as National Builders	Women in National Building – A Multi Dimensional Perspective, March, 2007.
13.	Role of parents in inculcating values in children	Involve (A magazine for parents), 2009

TEACHER APPRAISAL REPORT

ii) General Information

e) Name : Asraf Unnissa

f) Address (Residential) : H.No. 9-4-87/A/79/1, Md Lines, Tolichowki, Hyderabad
Ph. No. : 9700688786

g) Designation : Asst. Professor

h) Department : Psychology

i) Date of Birth : 3.8.1983

j) Area of Specialization : Psychology

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	SSC	Maths, SS, Sc., Hindi	1999	I
Higher Secondary or Pre-degree	Inter	Bi P C	2001	I
Bachelor's Degree (s)	B.Sc.	BZC	2004	I

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Master's Degree (s)	B.Ed.	Bio / English	2009	I
Research Degree (s)	M.Sc.	Psy	2011	III
Other Diploma / Certificates etc.	M.Ed.	Guidance Counselling	2015	A

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

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C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Two Year Teacher Education Curriculum :Practices and Reflections of Stakeholders.	Department of Education, Osmania University, T.S.	Department of Education, OU, Hyderabad T.S. On 29 th & 30 th July, 2016.
A State Level Seminar on the theme, 'Exploring the mystical world of Research'	Ghulam Ahmed college of Education	GACE 22 nd to 24 th April, 2016.

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		

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v) P.G. (M.A./ M.Sc., etc.)	2	
vi) M.Phil		
vii) Any other		

Total Teaching Experience : 2

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : 2

viii) Innovations/Contributions in Teaching

g) Design of Curriculum

h) Teaching methods Power point presentations were used to teach the students.

i) Laboratory experiments

j) Evaluation methods

k) Preparation of resource material
Including books, reading materials,

Laboratory manuals etc.

l) Remedial Teaching / Student Counseling (academic)

g) Any Other

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ix) Extension Work/Community Service

b) Please give a short account of your contribution to:

i) Community work

such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission- Guided the B.ED. students to enroll school drop outs back in the schools. Around 15 children were admitted in schools by the students.

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities- Planned for literary and cultural activities for college students

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c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline- Helped in maintaining discipline in college students.

e) Membership/Participation in Bodies/Committees

on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(c) Editorship of Journals

F. Any other information

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(Signature of the Teacher)

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TEACHER APPRAISAL REPORT

iii) General Information

k) Name : Hamza Ali

l) Address (Residential) : 8-3-800/3/2, Near Prashant Appt., Yella
Reddyguda, Khairatabad. Ph. No. : 9440870861

m) Designation : Asst. Prof.

n) Department : Mathematics

o) Date of Birth : 22.12.1973

p) Area of Specialization : Mathematics

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	SSC	Maths, Sc., Social	1989	I
Higher Secondary or Pre-degree	Intermediate	MPC	1991	II
Bachelor's Degree (s)	B.Sc.	MPC	1995	II
Master's Degree (s)	B.Ed.	Maths, Physical Science	1996	I
Research Degree (s)	M.Ed.		2002	I
Other Diploma / Certificates etc.	M.Sc. Applied Maths	Maths	1998	I

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out : NIL

Title of the Project	Name of the funding Agency	Duration	Remarks

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C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
A State Level Seminar on the theme, 'Exploring the mystical world of Research'	Ghulam Ahmed college of Education	GACE 22 nd to 24 th April, 2016.

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)	3	
vi) M.Phil		
vii) Any other		

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Total Teaching Experience : ____3____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____3_____

viii) Innovations/Contributions in Teaching

m) Design of Curriculum

n) Teaching methods Incorporated ICT in teaching

o) Laboratory experiments

p) Evaluation methods

q) Preparation of resource material
Including books, reading materials,

Laboratory manuals etc.

r) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

c) Please give a short account of your contribution to:

i) Community work

such as values of National Integration,

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secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities- Helped in organizing games and sports for college students.

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

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d) Students Welfare and Discipline: Helped in maintaining discipline in the college.

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(d) Editorship of Journals

F. Any other information

Hamza Ali

(Signature of the Teacher)

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TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : Lubna Hussaini
- b) Address (Residential) : 7-5-201, Street No: 10, Himayathnagar, Hyd
Ph. No. : 9849537013
- c) Designation : Asst. Professor
- d) Department : English
- e) Date of Birth : 8.9.1982
- f) Area of Specialization : English, Guidance and counselling

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	ICSE	Maths, Sci. Social	1982	I
Higher Secondary or Pre-degree	Intermediate	CEC	2000	II
Bachelor's Degree (s)	B.Com., Dr. Amb. O.U.,	Commerce	1995	II
Master's Degree (s)	B.Ed.	Computer Education	2005	I Distinction
Research Degree (s)	M.Ed.	Guidance Counseling	2010	C
Other Diploma / Certificates etc.	MA Eng. Lit.	Eng	2014	II

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Two Year Teacher Education Curriculum :Practices and Reflections of Stakeholders.	Department of Education, Osmania University, T.S.	Department of Education, OU, Hyderabad T.S. On 29 th & 30 th July, 2016.

SELF APPRAISAL REPORT 2017

A State Level Seminar on the theme, 'Exploring the mystical world of Research'	Ghulam Ahmed college of Education	GACE 22 nd to 24 th April, 2016.
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iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)	2	
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____ 2 _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____ 2 _____

viii) Innovations/Contributions in Teaching

- s) Design of Curriculum Helped in designing activities for "Creative Writing" courses in English.
- t) Teaching methods - Lecture cum discussion
- u) Laboratory experiments
- v) Evaluation methods
- w) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.
- x) Remedial Teaching / Student Counseling (academic)- done whenever it was necessary
- g) Any Other

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ix) Extension Work/Community Service

d) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.- **Helped in organizing National Integration day in the college on 11th November when students gave speeches and planned a lot of cultural activities.**

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities- **Helped in organizing literary activities like quiz, debates, extempore talk, just a minute, etc.**

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

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E. (a) Membership of Professional Bodies, Societies etc.

(e) Editorship of Journals

F. Any other information

(Signature of the Teacher)

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TEACHER APPRAISAL REPORT

i) **General Information**

a) Name : Md. Zabiuddin

b) Address (Residential) : H.NO: 16-2-851/B/\$, Ameen colony, Saidabad.

Ph. No. : 9966469252

c) Designation : Physical Director

d) Department :

e) Date of Birth : 31.08.1968

f) Area of Specialization :

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	SSC	Maths, Sc, Social	1983	Pass
Higher Secondary or Pre-degree	Inter	BZC	85	Pass
Bachelor's Degree (s)	B.Sc.	BZC	90	Pass
Master's Degree (s)	B.P.Ed.	Phy Edu	92	Pass
Research Degree (s)	M.P.Ed.	Phy Edu	93	Pass
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

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Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)	2 Years	
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____ 2 _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____ 2 _____

viii) Innovations/Contributions in Teaching

y) Design of Curriculum

z) Teaching methods

aa) Laboratory experiments

bb) Evaluation methods

cc) Preparation of resource material

Including books, reading materials,
Laboratory manuals etc.

dd) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

e) Please give a short account of your contribution to:

i) Community work

such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

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- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

- (f) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Teacher appraisal report

i) General Information

- a) Name : Dr. N. Saroja
- b) Address (Residential) : 5-83/B/ V.V. Nagar, Habsiguda, Street No. 8, Hyd-500007; Ph. No. : 42102440; M: 9550559585
- c) Designation : Associate Professor in Education
- d) Department : Education
- e) Date of Birth : 13-10-1955
- f) Area of Specialization : Education

ii) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division
High School (SSC)	Board of Secondary Education, AP	Languages (3), Maths, Science, Social	1969-70	II
Higher Secondary or Pre-degree (Intermediate)	Board of Intermediate	C.E.C	1970-72	II
Bachelor's Degree (s)				
B.A.	O.U	Telugu, Sanskrit Sociology	1972-75	II
B. Ed.	O.U.	Education	1987	II
Master's Degree (s)				
M.A.	O.U	Telugu	1975-77	II
M.Ed.	O.U.	Education	1989	I
M.A.	Annamalai	Psychology	2000	II
Research Degree (s)				
Ph.D.	O.U	Education	1997	

iii) Research Experience & Training

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Research Stage	Title of work/Theses	University
Ph.D.	A study of self concept and Achievement motivation of female Adults towards literacy	O.U
Research Guidance (give names of students guided successfully)	Given below	

iv) Research Guidance – M. Phil.

S. No.	Name of the Research Scholar	Title of the Thesis	University
1	Karuna	Facilities in Primary Schools of Ranga Reddy District.	Madurai Kamaraj University
2	Mirza	Humanistic Approach of the School Teachers perceived by the people in the schools of Hyderabad City Area	Alagappa University
3	Sundari	Information seeking behavior of teacher educators	Do

v) Research Guidance – M. Ed.

S. No.	Name of the Student	Title of the Thesis	Year
1	S. K. Md. Jani	A study on the influence of 3-kg Rice Scheme on the enrolment and drop-out rate in rural schools of Nalgonda District, A. P.	2002
2	Sd. Azharuddin	A comparative study of academic achievement in mathematics and its correlation with English subject.	2002
3	Mir Muqthar Ali	Attitude of secondary students towards Mathematics and its correlation with academic achievement.	2002
4	Talat Fatima	A study of the status of physical education in the secondary schools of Hyderabad.	2003

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5	S. K. Malsoor	An investigation of leisure time activities of school students in Khammam District with respect to gender and class of study.	2003
6	Md. Lateef	A comparative study of general and tribal primary schools of Kowdipaly Mandal of Medak District with regard to learning environment and academic performance.	2004
7	Md. Yakub	A study of the variation of student enrolment and its relation to mid-day meal scheme in primary schools of Moinabad Mandal in R. R. District.	2004
8	Zia-ul-hye-Mirza	A study of attitude of B. Ed. Trainees and High School teachers towards teaching profession in Guntur District.	2004
9	Haseena	A study of perceptions of literate villagers on functioning of primary schools in remote villages of Vemulapally Mandal, Nalgonda Dt.	2004
10	P. Mastan Khan	A study of attitude of secondary school students towards their teachers and parents in Hyderabad city.	2005
11	Shaik Akber	Study habits of SSC students in Hyderabad and their effect on academic achievement.	2005
12	Md. Riaz Ahmed Khan	A study on the levels of adjustment of high school students of A.P. Urdu Residential Schools.	2006

vi) Research Papers

1. Women's Literacy in India – A critical analysis. *Published in 'Progressive Educational Herald', 7th Annual Special Issue on 'Education for All', October 1993, pp. 46-50.*
2. Gender Issues in Education. *Published in 'Progressive Educational Herald', July 1994, pp. 26-28.*
3. Technology Application for Adult Literacy: Some Constraints. *Published in 'Progressive Educational Herald', October 1994, pp. 29-32.*
4. Psychological Factors in Adult Literacy in India. *Published in 'Mangaal', Half-yearly Educational Journal of All Manipur Teachers Association, Imphal.*

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5. Bathukamma- Worshipping Mother Nature with Flowers: A cultural Item of Andhra Pradesh. *Presented at the Orientation Course for Teacher Educators on Indian Arts and Culture, 7-19 December 1994, C.C.R.T., New Delhi.*
6. ACT Approach. *Paper presented at the Orientation Course for School Teachers, organised by Ghulam Ahmed College of Education during 1999.*
7. Population Education in Curriculum. *Paper presented at the National Seminar on Population Education in 21st Century, organised by the Society for Population Activities, Hyderabad, 12-13 October, 1999.*
8. Development of a Tool for Measurement of Self-Concept of Female Adults towards Literacy. *Paper published in 'EDUTRACKS', September, 2004.*
9. Relationship between Self-concept and Literacy of Female Adults. *Paper published in 'EDUTRACKS', July, 2005.*
10. Women's Equality – Some Perspectives. *Published in Proceedings of the State Level Seminar on Human Rights and Value Education, Andhra Mahila Sabha, Hyderabad; sponsored by UGC. July 2007.*

vii) Seminars, Conferences, Symposia Workshops etc.

S. No.	Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
1	National Seminar on 'Quality School Education vis-à-vis Right to Education	UGC	IASE, Osmania University, Dept. of Education 13 & 14 November 2009
2	Innovative Lesson Planning – UGC sponsored Workshop	UGC	IASE, Osmania University, Dept. of Education 23 & 24 July 2010
3	Orientation Workshop on Teacher Education Regulations 2-14 – Norms and Standards, and New Curriculum Frameworks	Jointly sponsored by NCTE, New Delhi & MANUU, Hyderabad	MANUU, Hyderabad 13 & 14 February, 2015
4	Presented a Paper at the National Seminar on Teacher Education: Issues and Challenges	All India Association for Educational Research and	Khalsa College of Education, Amritsar 25 – 26 April, 2009

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		Khalsa College of Education, Amritsar	
5			

Details of Seminars, Conferences, Symposia organized / participated as Resource Person

S. No.	Title of seminar organized	Sponsored by	Place & Date
1	Resource Person for Orientation Program on B.Ed. Curriculum for Principals, Colleges of Education of O.U. & Telangana University	APSCHE, Hyderabad	IASE, Osmania University, Dept. of Education 6 & 7 November 2013
2	Chaired the Curriculum Revision for Professional Improvement of Teacher Educators	APSCHE, Hyderabad	IASE, Osmania University, Dept. of Education 29 & 30 March 2012
3	Subject Expert for the Workshop on Methods of Teaching Telugu	APSCHE, Hyderabad	St. Ann's Generalate, H. No. 12-13-485, Nagarjuna Nagar, St. No.1, Tarnaka, Hyderabad 20 to 22 December 2012
4	Resource Person in Two-Day Workshop for the preparation of Draft M.Ed. Curriculum (2013-14), Osmania University, Hyderabad	APSCHE, Hyderabad	IASE, Osmania University, Dept. of Education 28 - 29 May 2013

viii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration

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School	Madina Public School	1985 - 1991
B. Ed.	GACE, O. U.	1991 - to date
P.G. (M. Ed.)	Do	Do

Total Teaching Experience : 30 Years

a) B. Ed.: 25 Years

b) Post-graduate (M. Ed.) : 25 Yearas

ix) Innovations/Contributions in Teaching

ee) Design of Curriculum: As a Member of syllabus revision committees of IASE, Osmania University, participated in revision of Foundations of Education (Paper-I) and Telugu Methodology (Paper-VII).

ff) Preparation of resource material including books, reading materials, Laboratory manuals etc.

1. Co-author for B.Ed. Telugu Methodology -- Published by Telugu Academy, 2013

2. Co-author for B.Ed. Telugu Methodology -- Published by Neel Kamal Publications Pvt. Ltd., 2014

ix) Extension Work/Community Service

National Literacy Mission: Conducted research in Women's literacy.

x) Participation in Corporate Life: **Member of the Academic Council of Andhra Mahila Sabha College of Teacher Education for a period of Two years, 2013 to 2015.**

a) College/University/Institution:

1. Mentoring for B.Ed. & M.Ed. students
2. Incharge of Health & Physical Education Projects
3. Guidance for M. Ed. Dissertations.
4. Jury member for Project work evaluation.
5. Placement Officer
6. Confidential Work in O.U.
7. Teacher Editor for Telugu Section of College Magazine "Edu-Vision".

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TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : Najma Sultana
b) Address (Residential) : H.No. 11-3-212, Ittehad Play ground, Mallepally, Hyderabad 500001. Ph. No. : +91 9248953052
c) Designation : Assistant Professor
d) Department : Education
e) Date of Birth : 10 – 6 - 1972
f) Area of Specialization : Urdu

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Board of Secondary Education		1989	Second Division
Higher Secondary or Pre-degree				
Bachelor's Degree (s)	Maulana Azad National Urdu University	Urdu / History	2006	Second Division
Master's Degree (s)	Aligarh University	Urdu	2009	First Division
Research Degree (s)	Maulana Azad National Urdu University	Urdu	2013	Distinction
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Role Of Curriculum In Empowerment Of Women “ A Review With Reference To Deeni Madaris ”	Maulana Azad National Urdu University
Ph.D.	Educational Status of Women [A critical review in perspective of Sachar Committee Report with reference to Ranga Reddy District of Telangana State].	Maulana Azad National Urdu University
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

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INTERNATIONAL CONFERENCE ON GREEN TRENDS IN ENVIRONMENTAL SUSTAINABILITY	DEPARTMENT OF BOTANY AND CHEMISTRY	16-17, DECEMBER, 2016. ST. ANN'S COLLEGE FOR WOMEN, MEHDIPATNAM
COLLEGE EDUCATION FOR WOMEN IN THE 21st CENTURY : OPPORTUNITIES AND CHALLENGES	LIC	2 – 3, DECEMBER, 2016. SOPHIA COLLEGE FOR WOMEN, MUMBAI
HE FOR SHE : A SOLIDARITY MOVEMENT FOR GENDER EQUALITY	PUNJAB UNIVERSITY	16 – 17, NOVEMBER, 2016. WOMEN'S STUDIES CENTRE, PUNJAB UNIVERSITY, PATIALA
MULTIDISCIPLINARY LEGAL RESEARCH - A COLLABORATIVE ANALYSIS AND SYNTHESIS	SYMBIOSIS LAW SCHOOL	20 – 21, OCTOBER, 2016. SYMBIOSIS LAW SCHOOL, HYDERABAD
INDIA INTERNATIONAL ISLAMIC ACADEMIC CONFERENCE	SIO	8 – 9, OCTOBER, 2016.

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PROMOTION OF ETHICS AND HUMAN VALUES	UGC	INDIA ISLAMIC ACADEMIC CULTURAL CENTRE, NEW DELHI 29 – 30, SEPTEMBER, 2016. ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN, GUNTUR
INTERNATIONAL CONFERENCE on Status of Muslim Women in Indian Sub-Continent	Centre for the study of social exclusion and inclusive policy, ICSSR	6 th – 8 th March, 2013. Maulana Azad National Urdu University, Hyderabad.
Socio-Economic Inclusion of Muslim Women through Livelihood Activities with Special Reference to Andhra Pradesh	SAFA	19 th September, 2013. Maulana Azad National Urdu University, Hyderabad.
NATIONAL SEMINAR on Communal Violence,		

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Persecutions and Social Exclusion of Muslims and Christians in India	Centre for the study of social exclusion and inclusive policy, ICSSR	20 th – 21 st March, 2014. Maulana Azad National Urdu University, Hyderabad.
Educational Development of Minorities – Policy Initiatives and impact	Department of political science and public administration	10 th – 11 th February, 2015. Maulana Azad National Urdu University, Hyderabad.
National Seminar on RE-THINKING EMPOWERMENT: GENDER AND DEVELOPMENT IN INDIA,	Association of Indian Universities	19 th – 20 th September, 2016. Maulana Azad National Urdu University, Hyderabad.

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iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)	Maulana Azad National Urdu University (M.A. distance mode)	3 years
vi) M.Phil		
vii) Any other	Crescent school (4th – 7th class) Ghulam Ahmad College of Elementary Education (D.Ed)	10 year 3 years

Total Teaching Experience : _13 years

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

- gg) Design of Curriculum
- hh) Teaching methods
- ii) Laboratory experiments
- jj) Evaluation methods
- kk) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

ll) Remedial Teaching / Student Counseling (academic)

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g) Any Other - prepared B.Ed examination paper (2015)

ix) Extension Work/Community Service

f) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

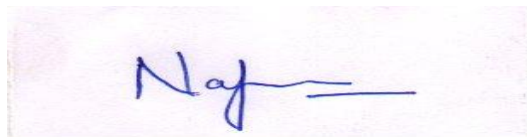
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E. (a) Membership of Professional Bodies, Societies etc.

Member of INDIAN ASSOCIATION OF WOMEN STUDIES (IAWS)

(g) Editorship of Journals

F. Any other information

A handwritten signature in blue ink on a light pink background. The signature appears to be 'Naf' followed by a horizontal line.

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) General Information

- a) Name : Dr.Najma unnisa
b) Address (Residential) : H.No.11-3-68 (8 c) new Mallapally hyd.5000001
Ph. No. : 9848285135
c) Designation : Associate professor
d) Department : : Education
e)
f) Date of Birth : 11-6-1961
g) Area of Specialization : Non-formal education and curriculum development
and educational technology

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.	
High School	High School	SSC	English, Telugu, Hindi, Science, Mathematics, Social Studies	1977	I
Higher Secondary or Pre-degree	Higher Secondary or Pre- degree	Board of Intermediate	Bi.P.C	1979	II
Bachelor's Degree (s)	Bachelor's Degree (s)	O.U	B.Z.C	1982	I
Master's Degree (s)	Master's Degree (s)	O.U	M.Sc (BOTANY)	1984	I
Research Degree (s)	Research Degree (s)	O.U	M.Phil (Edu)	1993	Part I- I division

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		O.U	Ph.D (Edu)	1997	
Other Diploma / Certificates etc.	Other Diploma / Certificates etc.	O.U O.U	B.Ed M.Ed	1986 1989	I I

* **Teachers** already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	A study of physical facilities in the secondary schools of Hyderabad in its relation to the achievement of students	O.U
Ph.D.	A study of physical facilities in the secondary schools of A.P in its relation to the achievement of students.	O.U
Post-Doctoral		
Publications (give a list separately)	<p>1 Published a book on pedagogy of biological sciences</p> <p>2. delinquency : growing problem of schoolchildren</p> <p>3. does experience change the attitude of the teachers?</p> <p>4. Awareness about hearing impairment in teacher-trainees.</p>	<p>2015</p> <p>Edutracks oct 2015</p> <p>International journal- new frontiers in education jan-mar 2016</p> <p>Edutracks march 2016</p>

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Research Guidance (give names of students guided successfully.. _ <u>M.ED</u> Nusrathunnisa,	A study of the academic anxiety on academic achievement among high school students with respect to gender and type of management	2014-15
Qudrat Fatima	A study of the opinion of parents about the need for higher education of a girl child.	2014-15
Ashrafunnisa,	Self acceptance and gender difference in secondary school.	2014-15
Training (please specify	Google Educator Group training	Ghulm Ahmed College of Education

C) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

SELF APPRAISAL REPORT 2017

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C) Seminars, Conferences, Symposia Workshops etc. Attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
International Conference 1.. International Conference on "Developing thinking and Learning with ICT: Changing Education for future needs	UGC	Osmania University, 29-05-2016 and 30- 05-2016
seminars 1. A seminar on "Autism" by Dr. Madhuri.	GACE	Ghulam Ahmed College Of Education, January 2015
2. A seminar on research titled "mystical world of research".	GACE	Ghulam Ahmed College Of Education, 21-04- 2016 to 23-04- 2016

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<p>State level workshops</p> <p>1. Participated in the two day Workshop on “Two –Year B. ED Curriculum”</p> <p>2. Participated in the Two day Workshop on “Two –Year M.ED Curriculum”</p> <p>Local workshops</p> <p>1.A Work shop on “Preparation of Teaching Aids” for students of the B.Ed., course.</p> <p>2. A workshop on “Experimentation in class using, chemicals and vegetables” for students of B.Ed.</p> <p>3.Two days workshop on “Google basic teaching apps course” by (GEG) Google Educator group by Ayanthi and Arif.</p> <p>Extension lectures attended</p> <p>1. An extension lecture by Dr.Baquar Hussain Qureshi, on “Truth of life in</p>	<p></p> <p></p> <p></p> <p>GACE</p> <p></p> <p>GACE</p> <p></p>	<p>IASE O.U</p> <p>19 and 20 June 2015</p> <p>IASE O.U.</p> <p>23 and 24 June 2015</p> <p>Ghulam Ahmed College Of Education, January 2015</p> <p>Ghulam Ahmed College Of Education, 08-01-2016</p> <p>Ghulam Ahmed College Of Education, 23-04-2015 and 24-04-2015</p> <p>Gace 4-02-2015</p>
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<p>the context of Metaphysics”</p>		<p>Ghulam Ahmed College Of Education, 18-12- 2015</p>
<p>2. An extension lecture on the topic “Upliftment of society through Education” by Mrs. Shahana Sayeed.</p>		<p>Ghulam Ahmed Auditorium, 26-05- 2016</p>
<p>3. An extension Lecture on “Pursuit of Excellence in an Inequitable world” by Padmashree Prof. Seyed E. Hasnain.</p>		<p>MBA Lecture Hall, 04-03-2016</p>
<p>. An Extension lecture on “Awareness Program on Urological Problems” by Dr. V. Chandra Mohan, Urologist</p>		<p>SES</p>
<p>Orientation Programme</p>		
<p>State level</p>		
<p>1. One day orientation programme on Environmental science</p>	<p>TSCHE AND COUNCIL FOR GREEN REVOLUTION, ENVIRONMENTAL ORGANISATION</p>	<p>23 FEB 2016</p>
<p>Local</p>		
<p>1. Two days orientation programme for campus lecturers was organized by</p>	<p>SES</p>	<p>Ghulam Ahmed College Of Education, 31-07-</p>

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<p>B.Ed., faculty on “Art and Aesthetics of teaching</p> <p>2. One day Orientation programme on B.Ed revised two year curriculum.</p>	<p>IASE O.U</p>	<p>2015 and 01-08-2015</p> <p>Osmania University, 19-01-2016</p>
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iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
School level	<p>1. Secondary School (Dazzling High School)</p> <p>2. Columbia School, Atlanta</p>	<p>1989-1990</p> <p>2001-2002</p>
College level	<p>1. Nursery Teacher Training course (Bhagya nagar teacher training course)</p> <p>2. Intermediate- Board of intermediate (Azad Junior College)</p> <p>3. Intermediate – Board of intermediate (Sultan-Ul-Uloom Junior College)</p>	<p>1990-1991</p> <p>1991-1992</p> <p>1995-1999</p>

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	4. Pharmacy (Sultan-UI-Uloom college of pharmacy)	1999- till date
	5. B.Ed & M.Ed (A.U. College)	1992- 1999
	6. B.Ed & M.Ed (GACE)	1999-Till date
vi) M.Phil		
vii) Any other		

Total Teaching Experience : ____26_____

a) Under-graduate (Pass) : ____26_____

b) Under-graduate (Hons): _____

c) Post-graduate : ____23_____

viii) Innovations/Contributions in Teaching

mm) Design of Curriculum participated in the B.ed and M.ed curriculum framing at osmania university.

nn) Teaching methods adopts recent teaching methods

oo) Laboratory experiments conducts experiments

pp) Evaluation methods adopta cce method of evaluation

qq) Preparation of resource material

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Including books, reading materials, published a book on pedagogy of teaching biological sciences

Laboratory manuals etc.

rr) Remedial Teaching / Student Counseling (academic) conducts remedial teaching classes for the weak students

g) Any Other

ix) Extension Work/Community Service

g) Please give a short account of your contribution to:

i) Community work

such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

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a) College/University/Institution
college.

1. **Conducts workshop and seminar in the**

**2. Give Extension lectures to B.Pharm Ist and IInd year students for the subjects remedial
Biology and Environmental Studies**

3. give extension lectures in the constituent schools of the society,

4. give extension lectures to M.pharm students in research methodology

b) Co-curricular Activities

participates in all cultural activities of the college

c) Enrichment of Campus Life

(Hostels, sports, games, cultural activities) participates in all cultural activities of the college

d) Students Welfare and Discipline

Member of the discipline committee

e) Membership/Participation in Bodies/Committees

on Education and National Development
association

member of Hyderabad psychological

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f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc. Member of Hyd. Psychological Association

(h) Editorship of Journals

F. Any other information

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

a) Name : NISY .M.A

b) Address (Residential) : H.NO 42-464, STREET NO:3, GAYATHRI
NAGAR, MOULA ALI (P.O), HYDERABAD 500040.
Ph. No. : 040- 27121636 (R), 9440954409(M)

c) Designation : ASSISTANT PROFESSOR

d) Department : EDUCATION

e) Date of Birth : 22.01.1974

f) Area of Specialization : PSYCHOLOGY

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	AISSE	English, Hindi, Math, Social , Science	1989	First
Higher Secondary or Pre-degree	BIE	Botany , Zoology, Physics, Chemistry, English, Hindi	1991	First
Bachelor's Degree (s) 1. B.Sc (BZC) 2. B.Ed.	OSMANIA OSMANIA	Botany, Zoology, Chemistry, English, Hindi Philosophical Foundations of Education , Educational Psychology, School Administration , Curriculum Development, Population Education, Biological Sciences and English	1994 1996	First First with Distinction
Master's Degree (s) 1. M.A Psychology	OSMANIA	Cognitive Psychology, Social Psychology,	2001	First

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2. M.Ed	OSMANIA	Developmental Psychology, Personality Development, Organizational Behaviour, Human Resource Management, Abnormal Psychology, Statistics Educational Philosophy, Educational Psychology, Curriculum Development , Research Methodology , Non Formal Education, Environment Education.	1998	First with Distinction
Research Degree (s)				
Other Diploma / Certificates etc.	1.SLET 2. Certificate course in psychological counselling skills from Christian Counselling Center, Vellore. 3.Certificate of Proficiency in French from CIEFL, Hyderabad 4. 2-year Computer course	Education	1999	

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	conducted by NIIT under GNIIT program.			
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* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

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Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed.	Ghulam Ahmed College of Education	15 +Years
v) P.G. M.Ed.	Ghulam Ahmed College of Education	15 +Years
vi) M.Phil		
vii) Any other		

Total Teaching Experience: **15 +Years**

- a) Under-graduate (B.Ed.) : **15 +Years**
c) Post-graduate (M.Ed.) : **15 +Years**

viii) Innovations/Contributions in Teaching

- ss) Design of Curriculum
- tt) Teaching methods
- uu) Laboratory experiments
- vv) Evaluation methods
- ww) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

xx) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

h) Please give a short account of your contribution to:

- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

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- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

- (i) Editorship of Journals

F. Any other information

NISY .M.A

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : Noor Askari
b) Address (Residential): Hno-3-5-121/E/1, Mumtaz Manzil, Eden Garden, King Koti, Hyderabad, Telengana Ph. No. :9985051576
c) Designation :Assistant Professor
d) Department :Education
e) Date of Birth :3-7-1976
f) Area of Specialization : English

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Board of Secondary Education	English Math, Science Social, Hindi, Special English	1991	First Division
Higher Secondary or Pre-degree	Board of Intermediate Education	Botany zoology Physics, Chemistry, English ,Arabic	1993	First Division
Bachelor's Degree (1) B.SC	Osmania University	Botany chemistry Genetics English Arabic Education	1996 2011	First Division First Division, A Grade
(2) B.Ed	Osmania University			
Master's Degree (1)M.Ed	Osmania University	Education	2013	GPA:-8.62, Grade A
(2) M.A	Osmania University,	English	2015	CGPA: 7.46 Grade A

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	Nizam College			
Research Degree (s)				
Other Diploma / Certificates etc. (1)SET-TS&AP	Government of Telangana State, OU IITC	Education	2014	Qualified
(2)Diploma of Fashion Designing		Designing	1999	First Class

* **Teachers** already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications list is attached separately		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<u>Seminars/ Paper presentations</u>		
1. Implementation of RTE Act 2009 in schools	Department of Education ,Osmania University,Hyd	4th January, 2014

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2. Leadership-the Rudder to Leadership	Aurora's Research & Development cell	7th March 2014
3. Education the Best Route to Women Empowerment	Department of Education ,Osmania University, Hyderabad	29 th March 2014
4. ICT Literacy for Innovative, Teaching, Learning and evaluation.	Department of Education ,Osmania University, Hyderabad, Telangana	29th & 30th May 2016.
5. "Effective Teaching learning &evaluation through e learning"	St. Ann's College of Education Secunderabad ,Telangana	16 th July 2016
6. Quality assurance in Teacher Education for Professional development.	Department of Education ,Osmania University, Hyderabad, Telangana	29th & 30 July 2016
<u>Workshops</u>		
1. ELT-Teacher Training Aspects.		
2. Technology & the 21st Century English Language Classroom		Feb 6 & 7th 2015.
3 Deliberations on "Transacting Teacher Education for Rural Disaster Resilience"	Department of English, Nizam College, (OU) Hyderabad	2 nd and 3 rd March 2016
<u>Seminars attended</u>		
1. Making the English Classroom in India More Inclusive	Department of English, Post Graduate College, Secunderabad (OU)	13 th October 2016
2."Nation and Gender: Rethinking India"		

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	National Council of Rural Institute and Institute of Advance Study in Education (OU)	6 th January 2014
	Department of English, Nizam College (OU) Hyderabad	27 th & 28 th January 2014
	Department of English , Osmania University College of Women, Koti, Hyderabad	

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed	Ghulam Ahmed College of Education	2015 -16
v) P.G. M.Ed	Ghulam Ahmed College of Education	2015-16
vi) M.Phil		
vii) Any other School	Leads Public School	2006-2011

Total Teaching Experience : 6 years _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

yy) Design of Curriculum

zz) Appropriate methods of teaching were incorporated along with power point presentations, audio /video aids, activities, Seminars presentation, engagements and field trips.

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- aaa) Language lab/computer lab was used for practicing phonetics and English grammar practice
- bbb) Appropriate Evaluation methods were used for assessment of students
- ccc) Downloaded Software in Computers for Communicative English Skills practice for students

ddd) Conducted Remedial Teaching and Student Counseling

g) Conducted a "Cultural Fest" which included:- Display of Art and Craft, Field trip to Art Craft Exhibition "Shilparamam", A Fashion Show was done on National Integration theme, Telangana Special songs and dances, Dramas and puppet show were performed and Valedictory Function.

ix) Extension Work/Community Service

A) Please give a short account of your contribution to: -

Have attended a seminar on Deliberations on "Transacting Teacher Education for Rural Disaster Resilience" conducted by National Council of Rural Institute and Institute of Advance Study in Education (OU)

i) Community work

Have attended: - Quiz Competitions, Milad Functions, and Harithaharan Programme; Cultural Festival at Oakridge International School; Seminar by Times of India on a launch of a new social App; Seminar at Ghulam Ahmed Auditorium on choosing careers

ii) National Literacy Mission

Attended Rankers learning orientation by Dr Ramakrishna; Debate programme at AmjadAli College of Business Administration; Research Seminars at Ghulam Ahmed College of Education;

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

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- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.
- E. (a) Membership of Professional Bodies, Societies etc.**

(j) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Noor Askari
Assistant Professor
M.A, M.Ed, SET

Publications

1. Implementation of RTE Act, 2009 4th January, 2014. ISBN: 978-81-926678-6-7.
2. Education the Best Route to Women Empowerment 29th March, 2014, ISBN 978-81-9226678-50.
3. ICT Literacy for Innovative, Teaching, Learning and evaluation. ISBN 978-93-84845-16-2, 29th & 30th May 2016.

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4. "Effective Teaching learning & evaluation through 16-07-2016 e learning" ISBN 978-81-931143-3-9, 16th July 2016.
5. Quality assurance in Teacher Education for Professional development. ISBN 978-93-84845-24-7 29th & 30 July 2016.

International Journal Publication.

1. iJARS Group, 27 July 2016.

ISSN: 2278 - 9480 Volume V, issue 7 July 2016.

"A study on the relationship between, Academic delay of Gratification and dispositional Optimism in higher Secondary School Students".

2. iJARS International Journal of Humanities & Social Studies

ISSN: 2455 - 1465 Volume - II Issue 4 (July/August - 2016)

"A study on the relationship between, Academic Violation and Dispositional Optimism in Higher Secondary School Students".

PROJECTS Work/Dessertation

1. Implementation of RTE ACT-2009 in schools

MEd 2012-13 Dessertation, Hall Ticket No- 1626-12-709-011

Under the guidance of Dr. Najma Unissa

Ghulam Ahmed College of Education, Osmania University,

2. "English Curriculum Development at the Engineering Stream in Osmania University: A Critical Study"

MA English 2013-15, Hall Ticket No: 1009-13-009-029.

Under the guidance of Professor C. Muralikrishna, HOD English

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TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : RAFIYA SULTANA
b) Address (Residential) : H.No:8-3-237/111/8/1, Laxminarasimhanagar,
Yousufguda, Hyderabad-500045 Ph. No. : 9959395284
c) Designation : ASSISTANT PROFESSOR
d) Department : Education
e) Date of Birth : 16/06/1977
f) Area of Specialization : English, special Education, Guidance and Counselling

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/ Grade Merit etc.
High School	Secondary Board of Education	Mathematics, Sciences and Social Studies	1992	I
Higher Secondary or Pre-degree	Board of Intermediate	BPC (Biology, Physics and Chemistry)	1994	I
Bachelor's Degree (s)	Osmania University	Micro biology, Zoology and Chemistry	1997	I
Master's Degree (s)	Osmania University	English	2004	I
Research Degree (s)	Osmania University	M.Phil (Education)	2007	I
Other Diploma / Certificates etc.	1) Harika Informatics	DCA	1998	A
	2) Intel	Beginner's Course of the Intel Teach to the Future Program	2002	
	3) Academic Staff College, Osmania University	Refresher Course in Education	2007	A
	B.Ed	Osmania University	2002	I
	M.Ed	Osmania University	2005	I
	UGC	NET (Education)	2005	

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- * Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent	Opinion of teachers and students of the secondary schools on the use of computers as an aid in teaching learning process.	Alagappa University
Ph.D.		
Post-Doctoral		
Publications (give a list separately)	Three paper publications. 1. Role of the Prefrontal Cortex in the Combined Relationship between Academic Motivation and Academic Achievement with Emotional Intelligence in Secondary School Students. 2. Neural Basis for the Relationship between Academic Motivation and Emotional Intelligence. 3. 21 st Century Classrooms Demands and Students Aspirations.	iJARS Group iJARS Group Department of Education, Osmania University, Hyderabad.
Research Guidance (give names of students guided successfully) M.ed		
1. Ameena Begum	Opportunities given to secondary school Teachers for professional development.	Osmania University, 2014-15
2. Ishrath Begum	Vocational interests of secondary school students.	Osmania University, 2014-15
		Osmania University, 2014-15

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3. Sara Momin Ali	Review of VIII class Biological science in private school of Hyderabad.	
Training (please specify)	Google Educator Group training	Ghulam Ahmed College Of Education

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. Attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Extension lecture 1. An extension lecture by Dr.Baquar Hussain Qureshi, on "Truth of life in the context of Metaphysics. 2. An extension lecture on the topic "Upliftment of society through Education" by Mrs. Shahana Sayeed. 3. An extension Lecture on "Pursuit of Excellence in an Inequitable world" by	Ghulam Ahmed College Of Education Ghulam Ahmed College Of Education	Ghulam Ahmed College Of Education, 4-02-2015 Ghulam Ahmed College Of Education, 18-12-2015

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<p>Padmashree Prof. Seyed E. Hasnain.</p> <p>4. An Extension lecture on “Awareness Program on Urological Problems” by Dr. V. Chandra Mohan, Urologist.</p> <p>Seminar</p> <p>1. A seminar on “Autism” by Dr. Madhuri.</p> <p>2. A seminar on research titled “mystical world of research”.</p> <p>Conferences</p> <p>1. Fifth international teacher Educator Conference 2015 “Ensuring Quality in English Language Teacher Education”</p> <p>2. International Conference on “Developing thinking and Learning with ICT: Changing Education for future needs”.</p> <p>Workshop</p> <p>1. A Work shop on “Preparation of Teaching Aids” for students of the B.Ed., course.</p> <p>2. Two days workshop on “Google basic teaching apps course” by (GEG) Google Educator group by Ayanthi and Arif.</p>	<p>Sultan –ul –loom Educational Society</p> <p>Sultan –ul –loom college of Pharmacy</p> <p>Ghulam Ahmed College Of Education</p> <p>Ghulam Ahmed College Of Education</p> <p>The British Council and the English and Foreign Languages University.</p> <p>UGC and TSCHE</p> <p>Ghulam Ahmed College Of Education.</p>	<p>Ghulam Ahmed Auditorium, 26-05-2016</p> <p>MBA Lecture Hall, 04-03-2016</p> <p>Ghulam Ahmed College Of Education, January 2015</p> <p>Ghulam Ahmed College Of Education, 21-04-2016 to 23-04-2016</p> <p>Hyderabad, 27-02-2015 to 01-03-2015.</p> <p>Osmania University, 29-05-2016 and 30-05-2016</p> <p>Ghulam Ahmed College Of Education, January 2015</p>
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3. A workshop on “Experimentation in class using, chemicals and vegetables” for students of B.Ed.	Ghulam Ahmed College Of Education.	Ghulam Ahmed College Of Education, 23-04-2015 and 24-04-2015.
Orientation Programme	Ghulam Ahmed College Of Education.	Ghulam Ahmed College Of Education, 08-01- 2016.
1. Two days orientation programme for campus lecturers was organized by B.Ed., faculty on “Art and Aesthetics of teaching.		
2. One day Orientation programme on B.Ed revised two year curriculum.	Ghulam Ahmed College Of Education.	Ghulam Ahmed College Of Education, 31-07-2015 and 01-08-2015.
	IASE, Osmania University.	Osmania University,19-01-2016

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed	1) Panineeya college of Education, Dilsukhnagar. 2) Ghulam Ahmed College of Education, Banjara Hills, Hyderabad.	2005-2011 2011 – till date
v) P.G. M.ed		2011 – till date

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	Ghulam Ahmed College of Education, Banjara Hills, Hyderabad.	
vi) M.Phil		
vii) Any other		

Total Teaching Experience: 11 years

a) Under-graduate (Pass):11 years

b) Under-graduate (Hons): _____

c) Post-graduate : 5 years

viii) Innovations/Contributions in Teaching

eee) Design of Curriculum

fff) Teaching methods : **adopts recent teaching methods**

ggg) Laboratory experiments

hhh) Evaluation methods: **mid-term exams, assignments, seminars etc.**

iii) Preparation of resource material Including books, reading materials, Laboratory manuals etc.

1. Teaching-Learning Material

2. Question bank

3. Published two books on methods of teaching English-Pedagogy of English (Semester-I and Semester-II)

jjj) Remedial Teaching / Student Counseling (academic)

Conducts remedial teaching classes for weak students and provides academic counseling to all students

g) Any Other

Conducts meeting with the mentees every week

ix) Extension Work/Community Service

i) Please give a short account of your contribution to:

i) Community work

such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

All these values are inculcated in the students during curriculum transaction.

- ii) National Literacy Mission

- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution

- 1. Participates in the university seminars and examination work.**
 - 2. Resource person for the seminar organized by the college for the lecturers and teachers of the society**

- b) Co-curricular Activities: **participated in all the cultural activities of the college.**

- 1. Conducted School Assembly for bringing awareness and importance of it and how to organize in schools.
 - 2. Conducted sports
 - 3. Organized teaching aids exhibition
 - 4. Conducted Mock Parliament

- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

- d) Students Welfare and Discipline

- e) Membership/Participation in Bodies/Committees
on Education and National Development

- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

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(k) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Asst.Prof.Rajib Chakraborty,M.Sc.,M.Ed., N.E.T.,
Ghulam Ahmed College of Education,
Banjara Hills, Hyderabad.
ORCID ID - orcid.org/0000-0002-2176-9092.

List of Research Publications:

1. **Chakraborty,Rajib; Sultana,Asia; Dr.Prabhakaram,K.S.; Srihari.V.,(2015):** A Study on the Relationship Between Emotional Intelligence and Leadership Practices in Secondary School Students, *International Journal of Applied Research and Studies (iJARS)*, ISSN:2278-9480, Volume IV, Issue 9,September 2015.
2. **Chakraborty, Rajib (2015):** Role of Anterior Cingulate Cortex on Promotion of Leadership Practices of Secondary School Students in Bal Nagar, *International Journal of Applied Research and Studies (iJARS)*, ISSN: 2278-9480, Volume IV, Issue 9, September 2015.
3. **Chakraborty, Rajib (2015):** A Study on the Anatomical Differences of Orbito-frontal Cortex in Genders through the Measurement of Dimensions of Emotional Intelligence in Secondary School Students, *International Journal of Applied Research and Studies (iJARS)*, ISSN: 2278-9480 Volume IV, Issue 9, September 2015.
4. **Chakraborty, Rajib (2015):** A Study of the Dimensions of Academic Delay of Gratification Scale with Respect to Gender Difference in Secondary School Students, *International Journal of Applied Research and Studies (iJARS)*, ISSN: 2278-9480, Volume IV, Issue 9, September 2015.
5. **Chakraborty, Rajib (2015):** A Study on the Dimensions of Trait Emotional Intelligence with Respect to their Significance Differences, *iJARS International Journal of Humanities and Social Studies*, ISSN: 2455-1465 Volume I, Issue 1, September 2015.
6. **Chakraborty, Rajib (2015):** A Study on the Dimensions of Academic Delay of Gratification Scale with Respect to their Significance Differences, *International Journal of Applied Research and Studies (iJARS)*, ISSN: 2278-9480, Volume IV, Issue 10, October 2015.
7. **Chakraborty,Rajib; Dr.Prabhakaram,K.S.,(2015):** A Study on the Relationship Between Delay of Gratification and Emotional Intelligence in Secondary School Students, *iJARS International Journal of Humanities and Social Studies*, ISSN: 2455-1465, Volume 1, Issue 1, September 2015.

8. **Chakraborty,Rajib; Dr.Prabhakaram, K.S.,(2015):** An Exploratory Study on Better Functioning of the Prefrontal Cortex for the Promotion of Emotional Self Regulation in Secondary School Students, *iJARS International Journal of Humanities and Social Studies*, ISSN: 2455-1465, Volume I, Issue 1, September 2015.
9. **Chakraborty,Rajib (2015):** A Study on the Dimensions of Leadership Practices with Respect to their Significance Difference, *Res. J.Educational Sci.*, **3(9)**, 8-11, ISSN:2321-0508, November 2015.
10. **Chakraborty, Rajib (2015):** A Study on the Dimensions of Leadership Practices with Respect to Gender in Secondary School Students, *Res.J. Educational Sci.*, **3(10)**, 1-4, ISSN:2321-0508, December 2015.
11. **Chakraborty, Rajib & Ahmed,Sana (2016):** A Study on the Relationship between Academic Delay of Gratification and Emotional Intelligence in Student Teachers, *International Journal of Novel Research in Education and Learning*, Vol. 3, Issue 1, pp: (11-15), ISSN: 2394-9686, January 2016.
12. **Chakraborty, Rajib (2016):** A Study on the Combined Correlation between Academic Delay of Gratification and Academic Volition, With Emotional Intelligence in Student Teachers, *International Journal of Novel Research in Education and Learning*, Vol. 3, Issue 1, pp: (17-24), ISSN: 2394-9686, January 2016.
13. **Chakraborty, Rajib (2016):** A Study on the Relationship between Academic Volition and Emotional Intelligence in Student Teachers, *International Journal of Novel Research in Education and Learning*, Vol. 3, Issue 1, pp: (25-29), ISSN: 2394-9686, February 2016.
14. **Chakraborty, Rajib (2016):** A Study on the Relationship between Academic Delay of Gratification and Academic Volition in Student Teachers, *International Journal of Novel Research in Education and Learning*, Vol. 3, Issue 1, pp: (30-34), ISSN: 2394-9686, February 2016.
15. **Chakraborty, Rajib (2016):** Dimensional Analysis of Academic Volition in Student Teachers, *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Volume 6, Issue 1 Ver.III, pp: (36 – 39), ISSN: 2320–7388, February 2016.
16. **Chakraborty, Rajib (2016):** Dimensional Analysis of Life Orientation in Higher Secondary School Students, *International Journal of Research in Humanities and Social Studies*, Volume 3, Issue 2, pp. (13 – 16), ISSN: 2349 – 4409, February 2016.

17. **Chakraborty, Rajib & Ahmed Sana (2016):** Relationship Between Emotional Intelligence And Life Orientation In Higher Secondary School Students, *Asian Academic Research Journal of Social Sciences and Humanities*, Volume 3, Issue 3, pp. 94 – 101, ISSN: 2278 – 859X, March 2016.
18. **Chakraborty, Rajib & Sultana, Rafiya (2016):** Role of the Prefrontal Cortex in the Combined Relationship Between Academic Motivation and Academic Achievement with Emotional Intelligence in Secondary School Students, *iJARS International Journal of Humanities and Social Studies*, Volume II, Issue 2, ISSN: 2455-1465 (Mar/Apr - 2016), DOI: 10.20908/ijarsijhss.v2i2.9569.
19. **Chakraborty, Rajib & Sultana, Rafiya (2016):** Neural Basis for the Relationship between Academic Motivation and Emotional Intelligence, *International Journal of Applied Research and Studies (iJARS)*, Volume V, Issue 4, ISSN: 2278-9480, (April – 2016), DOI: 10.20908/ijars.v5i4.9567.
20. **Chakraborty, Rajib (2016):** Neural Basis for the Relationship Between Academic Motivation and Academic Achievement, *iJARS International Journal of Humanities and Social Studies*, Volume II, Issue 2, ISSN: 2455-1465 (Mar/Apr - 2016), DOI: 10.20908/ijarsijhss.v2i2.9582.
21. **Chakraborty, Rajib (2016):** Neural Basis for the Relationship Between Academic Achievement and Emotional Intelligence, *iJARS International Journal of Humanities and Social Studies*, Volume II, Issue 2, ISSN: 2455-1465 (Mar/Apr - 2016), DOI: 10.20908/ijarsijhss.v2i2.9583.
22. **Chakraborty, Rajib (2016):** Dimensional Analysis of the Academic Motivation Scale with Respect to Gender in Secondary School Students with Neural Basis in Indian Context, *iJARS International Journal of Humanities and Social Studies*, Volume II, Issue 2, ISSN: 2455-1465 (Mar/Apr - 2016), DOI: 10.20908/ijarsijhss.v2i2.9584.
23. **Chakraborty, Rajib (2016):** Influence of Academic Motivation on Academic Achievement and Emotional Intelligence in Secondary School Students, *International Journal of Applied Research and Studies (iJARS)*, Volume V, Issue 5, ISSN: 2278-9480, (May - 2016), DOI: 10.20908/ijars.v5i4.10685.
24. **Chakraborty, Rajib (2016):** Dimensional Analysis of the Academic Motivation Scale in Indian Secondary School Students, *International Journal of Advanced Research in Education & Technology (IJARET)*, Volume 3, Issue 2, pp. 111-113, ISSN: 2394-2975, June 2016.
25. **Chakraborty, Rajib; Sulthana, Shaik Habeeba; Askari, Noor (2016):** A Study on the Relationship between Academic Delay of Gratification and Dispositional Optimism in Higher Secondary School Students, *International Journal of Applied Research and Studies (iJARS)*, Volume V, Issue 7, ISSN: 2278-9480, (July – 2016), DOI: 10.20908/ijars.v5i7.11011.

26. **Chakraborty, Rajib; Sulthana, Shaik Habeeba; Askari, Noor (2016):** A Study on the Relationship between Academic Volition and Dispositional Optimism in Higher Secondary School Students, *iJARS International Journal of Humanities and Social Studies*, Volume II, Issue 4, ISSN: 2455-1465 (July/Aug - 2016), DOI: 10.20908/ijarsijhss.v2i4.11012.
27. **Chakraborty, Rajib (2016):** A Narrative Review of the Literature on Academic Delay of Gratification Construct, *iJARS International Journal of Humanities and Social Studies*, Volume II, Issue 4, ISSN: 2455-1465 (July/Aug - 2016), DOI: 10.20908/ijarsijhss.v2i4.11195.

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

a) Name : RAZIUDDIN AHMED

b) Address (Residential) : 17-1-375/30

SANTOSH NAGAR, HYDERABAD 500059.

Ph.No: 9160134300

c) Designation : Assistant Professor

d) Department : Education

e) Date of Birth : 10/01/1975

f) Area of Specialization : Educational Technology

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Board of Secondary Hyderabad	Math, Science and social studies	1990	First
Higher Secondary or Pre-degree	Board of Intermediate A.P	Bi.P.C	1993	Second
Bachelor's Degree (s)	O.U	Microbiology Botany chemistry	1997	First
Master's Degree (s)	SMRTU- Nanded, M.S.	Microbiology	2000	Second
1	O.U	Botany	2015	A
2				
Research Degree (s)				
Other Diploma / Certificates etc.	University of Hyderabad	P.G Diploma in Environmental Education and management	2000	First

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)	<p>Biotechnology of Mass Production of <i>Spirulina platensis</i> in artificial fresh water ponds in Hyderabad, India.</p> <p>Philosophy of curriculum designing: A review</p>	<p>Dept of Microbiology and Biotechnology, Mumtaz Degree and P.G, college Hyderabad, India.</p> <p>Ghulam Ahmed College of Education Hyderabad.</p>
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
<p>Optimization Of Medium Components For Alkalophilic Isolates In Hydrolyzing Starch</p> <p>Virtual Laboratory</p>	No fund	6 months in the year 1999-2000	Successfully completed with A grade

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Technology In The Field Of Science In Govt And Private Secondary Schools In Hyderabad.	No fund	In the year 2010-2011.	Successfully completed with A grade
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C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
A Work Shop On Vermiculture.	AGRI Horticultural Society	Hyderabad on 29 th April 2000
National Seminar On Recent Trends In Biotechnology	Centre For Biotechnology And University College Of Technology Osmania University	Hyderabad on 23 rd June 2001
Science Teacher Workshop	MESCO& SCIENCE FAIR ACADEMY, Hyderabad	Hyderabad on 2 nd December 2009
Seminar On The Theme A Dive Into The Ocean Of Research	Ghulam Ahmed College Of Education, Banjara Hills, Hyderabad.	Hyderabad on 28 th and 29 th of October 2010
Seminar On Recent Trends In Plant Sciences.	Dept Of Botany, O.U	Hyderabad on October 30,2014

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass)	Mumtaz College O.U	1999-2003

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(B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience: Eight years

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

kkk) Design of Curriculum

lll) Teaching methods

mmm) Laboratory experiments

nnn) Evaluation methods

ooo) Preparation of resource material

Including books, reading materials,
Laboratory manuals etc.

ppp) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

j) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

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NSS: Volunteer for the period 1994-1997.
Attended the summer camp at Raidurgam in 1996 for 10 days

D. Participation in Corporate Life:

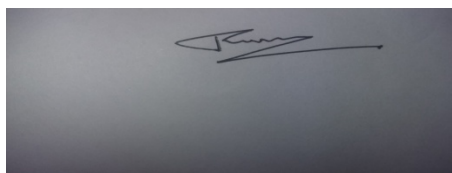
Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

- (1) Editorship of Journals

F. Any other information



(Signature of the Teacher)

Publications

- 1) M khan and Razi Ahmed 2007 Biotechnology of mass production of *spirulina platensis* in artificial fresh water ponds in Hyderabad, India. NHBT-2007-Trivandrum, India.
- 2) Razi Ahmed 2016 Philosophy of Curriculum Designing: A Review, National seminar on Two year teacher education curriculum: Practices and reflections of stakeholders. Department of O.U Hyderabad, India

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TEACHER APPRAISAL REPORT

iv) **General Information**

q) Name : SANA AHMED

r) Address (Residential) : H.No.11-4-369, BAZAR GUARD RED HILLS,
HYDERABAD, TELANGANA, INDIA Ph. No. :9440421923

s) Designation : ASSISTANT PROFESSOR

t) Department : EDUCATION

u) Date of Birth : 26-02-1979

v) Area of Specialization : : physical science Methodology, Information and
Communication Technology(ICT), Statistics

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Board of Secondary Education		1994	First
Higher Secondary or Pre-degree	Board of Intermediate education	Mathematics Physics Chemistry	1996	Second
Bachelor's Degree (s)	Osmania University	Physics, Mathematics Computers	1999	Pass
Master's Degree (s)	Rajasthan Vidyapeeth	Physics	2007	First
Research Degree (s)	NORTH MAHARASTRA UNIVERSITY	EDUCATIO N	2013- REGISTRATION	PERSUING
Professional Degree M.Ed	Osmania university	Mathe matics	2003	First
Professional Degree B.Ed	Osmania University	Physical science	2001	First
M.A English	Moulana Azad National Urdu University	English	2011	second

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M.Sc. Mathematics	Alagappa University	Mathematics	2014	second
Other Diploma / Certificates etc.	P.G.D.C.A	1998		Pass

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)	10 students of M.Ed 1.Rasool Mohammed 2.Sayyad Tajuddin 3.Mohammed Imthiyaz Ahmed 4.Rubeena Begum 5.Mohammed Rafi 6. Qudsia Arsheen 7.Shabana Begum 8.Tasneem Fatima	Osmania university
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

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C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
1.Google Education Group	Google	Ghulam Ahmed College of Education, 23 & 24 th April 2015
2.Mental Health and Well-Being: implications for school Education	Department of Education, IASE OSMANIA UNIVERSITY	IASE, O.U, HYDERABAD. 22 & 23 rd Dec. 2014
3.Science Fair Academy	National Science Fair Academy	15 th Jan 2014

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.Ed.)	Osmania University/ Ghulam Ahmed College of Education	2004-2015 (11years)
v) P.G. (M.Ed.)	Osmania University/ Ghulam Ahmed College of Education	2012-2015 (03years)
School level	Little Angels High School, A.C.Guards.	2001 - 2002
vii) Any other		

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Total Teaching Experience : 12 years

a) Under-graduate (Pass) : 7 + years

c) Post-graduate : 3+ years

viii) Innovations/Contributions in Teaching

qqq) Design of Curriculum

rrr) Teaching methods : **uses different methods of teaching viz. Power point presentations, lecture cum demonstration, seminars, discussions etc.**

sss) Laboratory experiments: **conducted and trained in Practical's for the Trainee teachers before going to teaching practice**

ttt) Evaluation methods : **Prepared test papers and question papers for conducting mid-term and pre final examinations for B.Ed**

uuu) Preparation of resource material

Including books, reading materials, Laboratory manuals etc. **prepared resource material and Instructional cards for the Laboratory Practicals.**

vvv) Remedial Teaching / Student Counseling (academic): **Every Assistant Professor is assigned as a mentor with 20 student teachers' for their overall development in academics**

g) Any Other

ix) Extension Work/Community Service

Please give a short account of your contribution to: **As a part of B.Ed curriculum, every year, one project "community studies and Social Action Project" along with a group of 40 students, visits for 10 days in an allotted slum area in and around Hyderabad and find out the different problems faced by them in that area, survey it and suggest some measures to solve them.**

As part of B.Ed Curriculum, every year for the B.Ed students, as a "Mentor" for 15 students, guiding them in their Curricular and Co-curricular activities and in all the projects so that they successfully complete them.

Distributes the money, clothes and books to the needy.

i) Community work

such as values of National Integration,

secularism, democracy, socialism, humanism, peace,

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scientific temper, flood or drought relief, small family norms etc.

- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution **As a member of Almuni, keep the employment record of the old students, the members of Almuni meet once every year and guide the students accordingly**
- b) Co-curricular Activities **Conduct the sports and games(indoor and Outdoor) to the B.Ed and M.Ed students**
- c) Enrichment of Campus Life : **NO RAGGING ZONE**
(Hostels, sports, games, cultural activities): **Provides assistance to the students and encourage them to participate in sports, games, other cultural activities.**
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

- 1. Membership in the "Indian Educational Congress".**
- 2. Membership in the "Experiments in Education".**

(m) Editorship of Journals

F. Any other information

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

A. General Information

- c) Name : SANA AHMED
- d) Date of Birth : 26-02-1979
- e) Address (Residential) H.No.11-4-369, BAZARGUARD, RED HILLS, HYDERABAD, TELANGANA. Ph.No. 9440421923
- f) Designation
- g) Department: Assistant Professor
- h) Area of Specialization: physical science Methodology, Information and Communication Technology (ICT), Statistics
- i) Date of Appointment
 - (i) in the institution: 01-07-2004
 - (ii) in the present post: 12-10-2008
- j) Honors Conferred

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)

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i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)	12	159	Taken special classes after the college hours and also in the other lecturers periods when they are on leave. Few second Saturdays were also used for the completion of portion
ii) PG (M.ed.)			

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality: **Regular And Punctual**

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

- (i) University Education: **Attends the seminar and workshops conducted by the University.**
- (ii) Internal Evaluation: **Evaluates the mid term and pre-final examination papers of the B.Ed students and M.Ed students.**
- (iii) Paper Setting: **Sets Question Papers for Methods of Teaching Physical Science internal examinations in the college : Translated the question papers for S.V.University , Palamuru University, Shatavana University, Telangana University Methods of Teaching physical science 2010-15**
- (iv) Assessment of Home assignments: **Gives home assignment to the B.Ed students both theory and practical - Internal assessment**
- (v) Conduct of Examinations : **Conducts test, Quartely, Half-yearly and Pre-final examinations for B.Ed students**
- (vi) Evaluation of Dissertation etc.: **As an Internal examiner for the M.Ed students who are guided by me.**

C. Details of Innovations / Contribution in Teaching, during the year : 2010 -2015

- a) Teaching methods: **Participates in University meeting for the methods of teaching Physical Sciences.**
- b) Laboratory experiments: **conducts the Practicals in the Laboratory for Physical science methodology students**
- c) Evaluation methods: **Prepared test papers and question papers for conducting mid-term and prefinal examination for B.Ed students**
- d) Preparation of resource material including books, reading materials, laboratory manuals etc.

1. Prepared lecture notes for all the subjects taught by me to B.Ed students

2. Prepared Instructional Cards for the Laboratory Practicals

- f) Remedial Teaching / Student Counseling (academic)
Counsel the students and give them academic and Vocational guidance
Take remedial classes to the B.Ed students.

D. *Improvement of Professional Competence:*

- (a) Details regarding refresher courses/ orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.
 - 1. **A member of Ghulam Ahmed college of education, Alumni Association**
 - 2. **Mental Health and Well-Being: implications for school Education. Department of Education, IASE OSMANIA UNIVERSITY**
- 3. **Science Fair Academy, National Science Fair Academy. Siasat Office.**
- k) Details of Seminars, Conferences, Symposia organized
 - 1. **The Art and Aesthetics of Teaching : An Orientation program for Teachers of the SUES campus dated 01and 02nd August 2015**

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- l) Patents taken, if any, give a brief description
- m) Membership of Professional Bodies, Editorship of Journals etc.

Membership in the "Indian Educational Congress".

Membership in the "Experiments in Education".

F. Extension Work/Community Service

- a) Please give a short account of your contribution to:
- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

Distribution of Money, Clothes and books to the needy.

- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution: **An active member of the College Committee, give Guidance and Counselling to the B.Ed students as well as to the students of other colleges.**

- b) Co-curricular activities : **Conduct the sports and games(indoor and Outdoor) to the B.Ed and M.Ed students**

- c) Enrichment of campus life: : **NO RAGGING ZONE**

(hostels, sports, games, cultural activities) : **Provides assistance to the students and encourage them to participate in sports, games, other cultural activities**

- d) Students welfare and Discipline

- e) Membership/Participation in Bodies/Committees on
Education and National Development

- f) Professional Organizations of Teachers

H. Assessment

- a) Steps taken by you for the evaluation of the course programme taught

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I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

J. * Verification of factual data

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : Sd. Tabinda Quratul Ayen
b) Address (Residential) : H.No: 11-4-644, Flat No: 101, Moghal Majestic
Apt., Lane Opp. to PTI building, Lakdikapool. Ph. No. :9010019070
c) Designation : Asst. Professor
d) Department :
e) Date of Birth : 23.12.1985
f) Area of Specialization :

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	SSC		2002	III
Higher Secondary or Pre-degree	Inter		2004	
Bachelor's Degree (s)	BA	Pol.Sc.,Eng., Psy.		I
Master's Degree (s)	B.Ed.	Eng., Soc. St.	2010	II
Research Degree (s)	M.Ed.	Spl. Edn.	2011	I
Other Diploma / Certificates etc.	M.A.	Psy	2012	I

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<i>A State Level Seminar on the theme, 'Exploring the mystical world of Research'</i>	Ghulam Ahmed college of Education	GACE 22 nd to 24 th April, 2016.

iii) Teaching Experience

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Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)	3	
vi) M.Phil		
vii) Any other		

Total Teaching Experience : ____3_____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____3_____

viii) Innovations/Contributions in Teaching

www) Design of Curriculum

xxx) Teaching methods

yyy) Laboratory experiments Conducted experiments for students of B.Ed.
course

zzz) Evaluation methods

aaaa) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

bbbb) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

n) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,

scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission- **Planned for Community welfare programs for B.Ed. students. Students took up tree plantation, oriented the community people about communicable diseases, etc.**

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities- **Planned for literary and cultural activities for college students**

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(n) Editorship of Journals

SELF APPRAISAL REPORT 2017

F. Any other information

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : SHAIK HABEEBA SULTHANA
b) Address (Residential) : C-96,A.G STAFF COLONY,YOUSUFGUDA,HYDERABAD-500045
Ph. No. :9515205967
c) Designation :ASSISTANT PROFESSOR(SOCIAL SCIENCES METHOD)
d) Department :EDUCATION
e) Date of Birth :26-08-1975
f) Area of Specialization :

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Board of Secondary Education, AP	Telugu, English, Mathemat-ics, General Sciences, Social Studies	1991	I (67.5)
Higher Secondary or Pre-degree	Board of Intermediate Education, AP	English, Hindi, Economic-s, History, Civics	1993	II (57.5)
Bachelor's Degree (s)	Nagarjuna University, Vijayawada, AP	English, Hindi, Economic-s, History, Political Science	1996	II (59.76)
Master's Degree (s)	Pt.Ravishanker Shukla University, Raipur,CG	Economic-s of Growth & Development, International Trade & Finance, Public Economic-s, Economic-s of Social Sector & ENV, Labour Economic-s	2010	II (56.8)
Research Degree (s)	Pt.Ravishanker Shukla University, Raipur,CG	Philosophical & Sociol Foundation of Education, Psychological Foundations of	2012	I (67.62)

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		Education, Methodology of Educational Research Guidance & Counselling, Educational Technology		
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)	1. A Study on the Relationship between Academic Volition and Dispositional Optimism in Higher Secondary School Students. 2. A Study on the Relationship between Academic Delay of Gratification and Dispositional Optimism in Higher Secondary School Students.	International Journal of Applied Research & Studies. International Journal of Applied Research & Studies.
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

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Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
i) Exploring the Leader within. (Work Shop)	Krishna Group of Institutions	Krishna Public School, Nehru Nagar, Bhilai, (CG), on 6 th & 7 th June, 2013.
ii) Capacity Building Programme on Continuous and Comprehensive Evaluation.	CBSE	Krishna Public School, Nehru Nagar, Bhilai, (CG), on 7 th & 8 th May, 2014.
iii) Developing Thinking and Learning with ICT : Changing Education for Future Needs.	UGC and TSCHE Sponsored International Conference.	Department of Education, OU, Hyderabad T.S. On 29 th & 30 th May, 2016.
iv) Two Year Teacher Education Curriculum :Practices and Reflections of Stakeholders.	Department of Education, Osmania University, T.S.	Department of Education, OU, Hyderabad T.S. On 29 th & 30 th July, 2016.
v) Transacting Teacher Education for Rural Disaster Resilience. (Work Shop)	National Council of Rural Institutes, Ministry HRD Govt. of India.	IASE, Osmania University on 13 th October, 2016.

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration

SELF APPRAISAL REPORT 2017

iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other	Ravindra Bharati. HS (AP), DPS (CG), St. Xavier's HS (CG), Krishna Public School, (CG), Ghulam Ahmed College of Education (TS).	1 year, 3 months 1 Year, 4 months 3 years 3 years 1 year

Total Teaching Experience : _____ 9 _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

cccc) Design of Curriculum

dddd) Teaching methods - Activity Based, ICT, Exeed, Smart Class(Educomp).

eeee) Laboratory experiments

ffff) Evaluation methods – CCE.

gggg) Preparation of resource material

Including books, reading materials,
Laboratory manuals etc.

hhhh) Remedial Teaching / Student Counseling (academic) - Case study.

g) Any Other

ix) Extension Work/Community Service

o) Please give a short account of your contribution to:

SELF APPRAISAL REPORT 2017

- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.: – Social Club,
Conducting Special Assemblies, Cleanliness campaign in the Village, Contribution to Smile
foundation.
- ii) National Literacy Mission: Rallies in the Village (CG).
- b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution : Conducting Quiz and Organizing Social Science Exhibitions.
- b) Co-curricular Activities : Conducting Competitions.
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities) : Sports day and Annual day Functions
- d) Students Welfare and Discipline : Discipline Incharge
- e) Membership/Participation in Bodies/Committees
on Education and National Development : Participated in the deliberations on ‘Transacting
Teacher Education for Rural Disaster Resilience’.
- f) Professional Organization of Teachers.:

E. (a) Membership of Professional Bodies, Societies etc.

SELF APPRAISAL REPORT 2017

(o) Editorship of Journals

F. Any other information : Provided training on Micro Teaching skills on 11th to 14th January, 2016 at HAMSTECH, Institute of Fashion and Interior Design, Hyderabad (TS).

Shaik Habeeba Sulthana

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

a) Name : **Sidra Hassan**

b) Address (Residential) :

Ph. No. :

c) Designation : Asst.Professor

d) Department : Psychology

e) Date of Birth :

f) Area of Specialization : Psychology

g)

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	SSC	Maths, Bio.Scienc e, Social Studies	2004	Pass
Higher Secondary or Pre-degree	Intermediate National Institute of Open Schooling	Hindi, Civics,Eco nomics, Commerce	2008	Pass
Bachelor's Degree (s)	B.A. History Alagappa University	History	2010	Second
Master's Degree (s)	B.Ed.	English, Social Studies	2012	Second
Research Degree (s)	M.Ed.		2013	B grade
Other Diploma / Certificates etc.	M.A.Psycho logy	Psycholog y	2015	Second

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Two Year Teacher Education Curriculum :Practices and Reflections of Stakeholders.	Department of Education, Osmania University, T.S.	Department of Education, OU, Hyderabad T.S. On 29 th & 30 th July, 2016.

SELF APPRAISAL REPORT 2017

A State Level Seminar on the theme, 'Exploring the mystical world of Research'	Ghulam Ahmed college of Education	GACE 22 nd to 24 th April, 2016.
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iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

iiii) Design of Curriculum

jjjj) Teaching methods

kkkk) Laboratory experiments

llll) Evaluation methods

mmmm) Preparation of resource material

Including books, reading materials,
Laboratory manuals etc.

nnnn) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

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p) Please give a short account of your contribution to:

- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities- **Helped in organizing literary activities like quiz, debates, extempore talk, just a minute, etc.**
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

SELF APPRAISAL REPORT 2017

(p) Editorship of Journals

F. Any other information

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

v) **General Information**

w) Name : Dr.T.Sumalini

x) Address (Residential) : 147 'D' majestic Mansion,Begumpet,Hyderabad.

Ph. No. : 9491758481

y) Designation : Assoc. Prof. Ghulam Ahmed College of Education

z) Department : Education

aa) Date of Birth : 26-05-1966

bb) Area of Specialization : Env.Edn,Yoga Edn.

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	S.S.C.	Social, science, maths	1981	I st
Higher Secondary or Pre-degree	Board of Intermediate.	Biology, Physics, Chemistry	1983	II nd
Bachelor's Degree (s)	B.Com O.U.	Accountancy, Cost.Acc. Fin. Mgt.	1987	II nd.
	BEd (IGNOU)	Methodology 1.Social 2.English 3.Telugu	2007	'B' 74%
Master's Degree (s)	M.Com.	Cost.acc,Fin. Mgt	1991	II nd
	M.A.	Classical lit. Modern lit.	1993	I st
Research Degree (s)	M.Ed.	Research methodology	2008	'B' 69 %
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out

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M.Phil or equivalent	UGC NET	UGC
Ph.D.	Child rights protection in curriculum transaction- teachers reflections.	Acharya Nagarjuna University
Post-Doctoral	Applied	UGC
Publications (give a list separately)	Publications: 1. Teacher preparation through life skills training : a critical reflections of mentors on student teachers behavior Edu Search Journal Vol.6 No.2 Oct.2015(Co-Author) 2. Women empowerment and status of women in India in Women Empowerment Socio Economic Political and Media Perspectives published by Hyderabad Institute of Social Sciences Research (December 2012). 3. Child labour - Its implications on the quality of Human Resource Development in India The Indian Journal of Social Sciences Research(Apr-June 2012).	
Research Guidance (give names of students guided successfully)	M.Ed.-Dissertation -22 students	
Training (please specify)	Nabhakrishna chowdri institute, Orisa ILO prog MCR HRD Govt of A.P. Prog NIRD Women empowerment APARD Child Labour	

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
Awareness sensitivity and practices of teachers with a	UGC-MRP	2011-13 (2 years)	

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special focus on girl child			
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C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<p>1. Dr.T. Sumalini Professionalism and Education Presented at IASE Osmania University in Two-Day National Seminar on Two year Teacher Education Curriculum: Practices and Reflections of stakeholders 29-30th July 2016</p> <p>2. Dr.T. Sumalini A case study on Kalajata Presented at IASE Osmania University in Two-Day National Seminar on Performing Arts 4 & 5 December,2015.</p> <p>3. Dr.T. Sumalini Responses of principals on a revised two year teacher education programme and their suggestions in strengthening the quality of teacher education Presented at IASE Osmania University in two-day National Seminar on Teacher Education: Issues, concerns and challenges 24 & 25 october 2015.</p> <p>4. Dr.T. Sumalini Relevance of Ramayana for value based education in 21 st century presented at Sanskar Niketan Hyderabad Chapter in seminar on Relevance of Ramayana</p>		

<p>for value based education in 21 st century in National Seminar, 8 March 2015.</p> <p>5. Dr.T. Sumalini Relevance of free KG to PG English medium Presented at Dept. Of Economics, MGU, Nalgonda in two-Day National Seminar on Issues and challenges of higher education in newly formed states 26 & 27 February, 2015.</p> <p>6. Sumalini T Teachers, <i>Child Labour and Child Rights</i> presented at IASE Osmania University in two day seminar sponsored by ICSSR (28-29 December 2011)</p> <p>7. Sumalini T <i>Women empowerment – Way backward or way forward</i> presented at Andhra Mahila Sabha College of Education state level seminar on women empowerment (19-20 Nov 2008)</p>		
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iii) Teaching Experience

- 1. Assoc.Prof. Ghulam Ahmed** College of education effectively handling M.Ed .,B.Ed classes Philosophy of education , Research methods in education, Statistics in education, Curriculum Development .Coordinator Research Seminar , October, 2015 onwards .
- 2. Reader in Education** Head of the Department in MNR College of Education, effectively handling M Ed classes Educational Research and Statistics, Educational Planning Management and Finance 2014 July Onwards.
- 3. Lecturer in Pasha College of Education** Jan 1 2009 to July 2013 teaching Social Methodology, foundations of education and Telugu Methodology for Sri Padmavathi Mahila University Correspondence Course and Lecturer in St Anns College of Education M Ed Educational Psychology, Philosophical and sociological foundations of Education Jul 2008 to Nov 2009
- 4. Course coordinator and resource person for M.Ed. and B Ed classes** for the in service teachers of Sri Padmavathi Mahila University for four years.

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5. District Manager Women's Finance Corporation and Project Director NCLP 1997-2005.

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)MEd,BEd	St Anns College of Education, Pasha College of Education, MNR College of Education, Ghulam Ahmed College of education	9 years
vi) M.Phil		
vii) Any other	District manager,APWCFC Govt of A.P. Project Director.NCLP Min.of Labour,Govt of India.	8 Years

Total Teaching Experience : 9 years _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

oooo) Design of Curriculum

The Child Labour Rehabilitation Methods initiated were cited as the model and circulated to other states by the Government of India.

b) Teaching methods

c)Laboratory experiments

d) Evaluation methods

e) Preparation of resource material

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Including books, reading materials,
Laboratory manuals etc.

Resource material :

1. Ambedkar Open University B.Ed. Second Year , Learning Assessement (2015-17 Batch) course material Telugu version (under process).
2. Ambedkar Open University B.Ed.(spl .) First Year ,Contemporary India and Education (2015-17 Batch) course material Telugu version (under process).
3. Ambedkar Open University B.Ed.(spl.) Contemporary India and Education (2015-17 Batch) course material English version.

4. Acharya Nagarjuna University M.Ed(DM) course modules 2014-15 batch

Books:

- 1.Philosophical Perspectives of Education B.Ed, First Year Sem-1-Telugu Academy .
- 2 Contemporary Education in India B.Ed, Second Year Sem III-Telugu Academy
3. Philosophical Perspectives of Education B.Ed First Year Sem-1-Neel Kamal

pppp) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

q) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension

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Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

- (q) Editorship of Journals

F. Any other information

Awarded as Best District Manager for implementing the Women Empowerment programmes.

Dr.T.Sumalini

SELF APPRAISAL REPORT 2017

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : Syeda Sophia
- b) Address (Residential) : 11-3-887, first floor, Aashiana apts, new mallepally, hyd 500001. Ph. No. : 9848130307
- c) Designation : Asst Professor.
- d) Department : Ghulam Ahmed College of Education.
- e) Date of Birth : 12th May 1972.
- f) Area of Specialization : Psychology & Education.

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	Karnataka state board	Eng, hindi, kannada, math, sci, social.	1987	First Division
Higher Secondary or Pre-degree	Gulbarga university	Math, physics, chemistry , biology & eng	1989	First Division
Bachelor's Degree (s)	Gulbarga university	Home sci, botany, zoology.	1992	First Division
Master's Degree (s) in Education M.Sc Psychology	Osmania university Madras University	Phi, psy, research, curriculu m devt, statistics, school mgnt.	2007 2009	First Division First Division
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)	“A study of oral communication skills of secondary school students of private & government schools” “A study of teacher freezing of government & privates secondary schools” “Attitude of teachers towards ICT training in secondary schools” “Relationship between meta cognitive ability and academic achievement of secondary school students”	Osmania university
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

SELF APPRAISAL REPORT 2017

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Quality concerns in teacher education, Suicidal tendencies among adolescence. Hamstech faculty.	Osmania university and Nizam college Hamstech	Hyd – 29th and 30th July 2016, 5th and 6th October, 2016, 12 th Jan 2016

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)	B.Ed., Osmania university, Ghulam Ahmed College of Education.	4 yrs
v) P.G. (M.A./ M.Sc., etc.)	M.Ed., Osmania university, Ghulam Ahmed College of Education.	2 yrs
vi) M.Phil		
vii) Any other		

Total Teaching Experience : ____12____

a) Under-graduate (Pass) : ____4____

b) Under-graduate (Hons): _____

c) Post-graduate : ____2____

viii) Innovations/Contributions in Teaching

- a) Design of Curriculum - (yes)
- b) Teaching methods - (yes)
- c) Laboratory experiments - (yes)
- d) Evaluation methods - (yes)
- e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc. - (yes)

SELF APPRAISAL REPORT 2017

f) Remedial Teaching / Student Counseling (academic) - (yes)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.- conducted workshops
and orientation programs for students, teachers & parents.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution – Ghulam Ahmed College of Education.

b) Co-curricular Activities – organized programs in arts, crafts, sports, literary, etc.

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities) – organised cultural events and sports.

d) Students Welfare and Discipline – organized environmental awareness programs.

e) Membership/Participation in Bodies/Committees
on Education and National Development

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f) Professional Organization of Teachers.

E. (a) Membership of Professional Bodies, Societies etc.

(b) Editorship of Journals

F. Any other information

Syeda Sophia
(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) General Information

a) Name : Teenat Fatima

b) Address (Residential) : Noorkhan Bazaar, Charminar.

Ph. No. : 8686015431

c) Designation : Asst.Professor

d) Department : English

e) Date of Birth : 12-8-1972

f) Area of Specialization : English

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School	SSC Board of Secondary Edn.	English, Science, Maths, Social studies	1988	I
Higher Secondary or Pre-degree	Intermediate , Board of Intermediate	Civics, Economics , Commerce	1990	II
Bachelor's Degree (s)	B.Com. Dr.B.R.Am bedkar, Open University	Commerce	1995	II
Master's Degree (s)	B.Ed. Osmania University	English, Social studies	1997	I with Distinction
Research Degree (s)	M.Ed. Osmania University		1999	I
Other Diploma / Certificates etc.	M.A. English External, Osmania University	English	2004	II

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

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ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
Two Year Teacher Education Curriculum :Practices and Reflections of Stakeholders.	Department of Education, Osmania University, T.S.	Department of Education, OU, Hyderabad T.S. On 29th & 30th July, 2016.

SELF APPRAISAL REPORT 2017

A State Level Seminar on the theme, 'Exploring the mystical world of Research'	Ghulam Ahmed college of Education	GACE 22 nd to 24 th April, 2016.

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : _____

a) Under-graduate (Pass) : _____

b) Under-graduate (Hons): _____

c) Post-graduate : _____

viii) Innovations/Contributions in Teaching

qqqq) Design of Curriculum

rrrr) Teaching methods

ssss) Laboratory experiments

tttt) Evaluation methods

uuuu) Preparation of resource material

Including books, reading materials,
Laboratory manuals etc.

vvvv) Remedial Teaching / Student Counseling (academic)

g) Any Other

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- ix) Extension Work/Community Service
 - r) Please give a short account of your contribution to:
 - i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
 - b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity
- D. Participation in Corporate Life:
- Please give a short account of your contribution to :
- a) College/University/Institution
 - b) Co-curricular Activities- **Helped in organizing literary activities like quiz, debates, extempore talk, just a minute, etc.**
 - c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
 - d) Students Welfare and Discipline
 - e) Membership/Participation in Bodies/Committees
on Education and National Development
 - f) Professional Organization of Teachers.

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E. (a) Membership of Professional Bodies, Societies etc.

(r) Editorship of Journals

F. Any other information

(Signature of the Teacher)

SELF APPRAISAL REPORT 2017

TEACHER APPRAISAL REPORT

i) **General Information**

- a) Name : Dr. P. Vijayalaxmi
b) Address (Residential): H.No. 8-34, Gowthamnagar, Dilsuknagar, Hyderabad-5000060.
Mob: 9491878842 Designations: Associate Professor
c) Department : Education
d) Date of Birth : 23rd December 1958
e) Area of Specialization :

A) **Academic Qualifications**

Exam Passed	Board/ University	Subjects	Year	Division/Gra de Merit etc.
High School	ssc	Telugu English Hindi Mathematics General Science Social Studies	1973	II
Higher Secondary or Pre-degree	Intermedia te	English,Telugu,B otany,Zoology,Ph ysics,Chemistry	1975	second
Bachelor's Degree (s)	B.Sc.	English Telugu Botany Zoology Chemistry	1979	First
	B.Ed.	Edl.Philosophy Edl. Psychology Recent trends in Education School Administration Meyhodology of teaching Biological Sciences Methodology of teaching English	1983	First

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		Audiovisual Education		
Master's Degree (s)	M.Sc. M.Ed.	Botany Education	1981 1984	First First
Research Degree (s)	Ph.D.	Education	1999	
Other Diploma / Certificates etc.	NET	Education	2000	

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.	Performance of coached candidates vis-à-vis uncoached candidates at Eamcet	Osmania
Post-Doctoral		
Publications (give a list separately)	Publications list attached	
Research Guidance (give names of students guided successfully)		
Training (please specify)		

BOOKS PUBLISHED

1. PEDAGOGY OF BIOLOGICAL SCIENCES FOR TELUGU ACADEMY.
2. Self Instructional Material to the B.Ed. Programme FOR Dr. BRAOU - Dept. of Education

C) Seminars, Conferences, Symposia Workshops etc. Attended

Name of the Seminar/ Conference/	Name of the Sponsoring Agency	Place and Date
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Symposia Workshop, etc.		
Participated in orientation programme on writing of textbook on Environmental Education.- Issues and concerns	Telugu Academy	02.12.2016
Participated in orientation programme on preparation of Self Instructional Material to the B.Ed. programme	Dr. BRAOU	23.08.2016

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. B.Ed.	Panineeya Mahavidyalaya college of Education Ghulam Ahmed College of Education	15 years 16+years
v) P.G. M.Ed.	Anwar ul uloom college of Education Ghulam Ahmed College of education	1 year 16+years
2vi) M.Phil		
vii) Any other		

Total Teaching Experience: 31+years

a) Under-graduate 31+years

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c) Post-graduate : 16+years

viii) Innovations/Contributions in Teaching

www) Design of Curriculum Participated: participated in B.Ed.
&M.Ed. Curriculum design

xxxx) Teaching methods : Participated in seminars and workshops

yyyy) Laboratory experiments

zzzz) Evaluation methods : Participated in seminars and workshops

aaaaa) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.

bbbbb) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

s) Please give a short account of your contribution to:

i) Community work: Resource person for Community project.

Participated in community work with B.Ed. and M.Ed students.

ii) National Literacy Mission: Participated in Adult Education Programmes

b) Positions held/Leadership role played in organizations linked with Extension Work and National Service Scheme (NSS), or NCC or any other similar activity:
Participated in NSS programmes.

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

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- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.
- E. (a) Membership of Professional Bodies, Societies etc.**

(s) Editorship of Journals

F. Any other information

P. Vijaya Laxmi

(Signature of the Teacher)

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ANNEXURES

Annexure 1: A BRIEF NOTE ON THE TEACHER EDUCATION SCENARIO IN TELANGANA STATE 2015-16

Telangana is a new State carved out by Parliament of India on 02/06/2014 as a 29th State by Andhra Pradesh Reorganization bill 2014.

Teacher education and school education have a symbiotic relationship. Development in both these sectors mutually reinforce the concerns necessary for the qualitative improvement of the entire spectrum of education.

Education is an important instrument for bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. The quality, competence and character of teachers and their professional preparation depends on the quality of teacher preparation program. Teacher education is an integral part of the educational system.

The Teacher Education institutions in the State of Telangana in the year 2015-16 are as follows- 212 DEd. Colleges(under SCERT), 189 B.Ed colleges, 12 MEd colleges under Universities like Osmania, Kakatiya, Palamur, Satavahana, Mahatma Gandhi. Teacher Education courses are offered in Distance mode in BRAOU ,The English and Foreign languages university, Moulana Azad national Urdu university .

For admissions, a common Entrance Test, designated as Telangana State Education Common Entrance Test (TSEd.CET) is conducted by the convener TSEd.CET on behalf of the TSCHE for admission in to B.Ed course. Admissions are made on the basis of ranking assigned to the candidates in the CET. Rule of reservation and all other regulations of state Government are followed for admissions. Candidates should qualify UG course for concerned methodology with required percentage of marks (for open 50% & for reserved categories 40%) to take admission.

The Two year B.Ed and MEd programme, started from the academic year 2015-17, has brought a paradigm shift from the conventional teacher-centric to learner-centric curriculum with a special emphasis on enhancing professional capacities(EPC's) to create reflective practitioners.

In Telangana, the responsibility of designing curriculum for the B.Ed programme is laid with the affiliating universities. Among all the universities which are undertaking B.Ed programme, Osmania University took lead and conducted two curriculum framing workshops and designed the two year B.Ed curriculum effect from 2015-16 based on NCTE core curriculum. Practicum in present B.Ed curriculum includes seminars, discussions, assignments, observations, science clubs, projects, field experience, etc. **It also provides space for Enhancement of Professional Capacities (EPCs) and also provides an enriched experience to prepare teachers with professionalism through micro teaching & reflective teaching at the institutional level and 20 weeks(120 days) of internship in school.**

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With regards to the Evaluation System, theory exams are conducted by the affiliated university after each Semester. Performance of the candidate is assessed by the Credits earned. Theory 1 credit@ 1 hour/week, Practicum 1 credit@ 2 hour/week, Internship 1 credit @ week. Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) are considered to award the Degree.

The NCTE recognizes these private colleges as per the terms and conditions laid down at the time of approval. Inspection is organized by NCTE and affiliating University to permit a college and more stress is laid on the infrastructure , physical amenities (prior to the approval) and the quality of human resource.

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Annexure 2: Institutional academic calendar and Time table

Academic Calendar:

GHULAM AHMED COLLEGE OF EDUCATION B. Ed. Almanac- 2015-17 BATCH.

I YEAR- I Semester 2015-16				
Month	Dates	Curricular Activities	No. of working days	Cum. working days
SEPT 2015 (4 days)	26 27-29 30	Induction Program; Theory Classes Allotment of Mentors	4 Theory	4 Theory
OCTOBER 2015 (21 days)	1-24 25-30	Theory classes Engagement: In General papers- Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work. Seminar Paper presentation P-1	21 Theory	25 Theory
NOVEMBER 2015 (23 days)	2-24 25-30	Theory classes Engagement: In General papers- Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work. Seminar Paper presentation P-2	23 theory	48 theory
DECEMBER 2015 (23 days)	1-7 8-29 21	Internship Phase-1 Observation of regular school teachers, Familiarizing with school. Theory classes Engagement: In General papers- Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work. Orientation on Reflective Journal	16 theory 8 Practicum	64 Theory 8 Practicum

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	22	Orientation on E port folio		
	23-24	Internal Assessment Test -1		
	24-29 30 31	Seminar Paper presentation P-3 Orientation on EPC-1 Self Development EPC-1 Self Development.		
JANUARY 2016 (24 days)	1-12 13-24 25-30	EPC-1 Self Development. Theory classes and Field engagement Seminar Paper presentation P-4	15 Theory 9 Practicum	79 Theory 17 Practicum
FEBRUARY 2016 (5 days)	1-4	Theory classes and Field engagement Co Curricular Activities. Pre Final Exams	4 theory	83 Theory 17 Practicum
	4 February	Last Day of Instruction – Semester - I		
	8-17 18-19	Theory examinations - Semester – I Practical Exam EPC-1		
Total number of working days			100 days	

GHULAM AHMED COLLEGE OF EDUCATION B. Ed. Almanac- 2015-17 BATCH.				
I YEAR- II Semester 2015-16				
Month	Dates	Curricular Activities	No. of working days	Cum.working days
March 2016 13 days	15to 31	Theory classes and Field engagement	13 Theory	13 Theory
April 2016 21 days	1 to 16 18-23 25-30	Theory classes and Field engagement Micro teaching @ 2 lessons Method- I Micro teaching @ 2 lessons Method- II Co Curricular Activities	9 Theory 12 Practicum	22 Theory 12 Practicum

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May 2016 June 2016	1 to 30 1 to 15	Summer Vacation		
June 2016 13 days	16 17 to 23 24 to 30	Theory classes and Field engagement Reflective teaching @ 2 lessons -Method I Reflective teaching @ 2 lessons -Method II	1 theory 12 Practicum	23 Theory 24 Practicum
July 2016 23 days	1 to 2 4 to 24 25 to 30	EPC2 – ICT Mediation in Teaching Learning Theory classes and Field engagement Internal Assessment tests Seminar Paper presentation	21theory 2 Practicum	44 Theory 26 Practicum
August 2016 23 days	2 to 4 5 to 31	Theory classes and Field engagement Internship – Phase – II @ 10 lessons (Method I / II) & Reflective Journal; Research-based Report (Action Research); Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (SMCs), PTA meetings and other school records; e- portfolio, CCE.	3 theory 20 Practicum	47 Theory 46 Practicum
September 7 days	1- 6 7 – 9	Internship – Phase – II-contd.. Theory classes and Field engagement Pre Final Exams	3 Theory 4 Practicum	50 Theory 50 Practicum
	9 th	Last Day of Instruction – Semester - II		
	13 th	13 th onwards Theory examinations - Semester – II		100 days

GHULAM AHMED COLLEGE OF EDUCATION

Banjara Hills, Hyderabad
B. Ed. Two year (2015 - 2017)

Second year - Semester - III 2016 - 2017 Almanac

Month	Dates	Curricular Activities	No. of working days	Cumulative Working Days
October 2016 (18 days)	3 - 31	Theory & Practicum EPC – 3 – Drama & Art in Education EPC – 2 – ICT Mediation in Teaching – Learning Engagement: In General papers- Seminars, Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work.	9 Theory 9 Practicum	9 Theory 9 Practicum
November 2016 (24 days)	1 – 16 17 - 30	Theory & Practicum EPC – 3 – Drama & Art in Education EPC – 2 – ICT Mediation in Teaching – Learning Internship - Phase III Internal Assessment test	6 Theory 6 Practicum 12 Practicum	15 Theory 27 Practicum
December 2016 (24 days)	1- 31	Internship - Phase III – In schools Contd..	24 Practicum	15 Theory 51 Practicum

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January 2017 (23 days)	1 – 25 27 - 31	Internship - Phase III – In schools Contd.. Examinations – Practicum	19 Practicum	15 Theory 70 Practicum 4 Examinations
February 2017 (11Days)	1 – 14 15 - 18	Examinations – Practicum Theory Examinations Last day of Semester – III – 14 February 2017	11 Examinations	15 Theory 70 Practicum 15 Examinations
Total				100 Days

GHULAM AHMED COLLEGE OF EDUCATION
Banjara Hills, Hyderabad
B. Ed. Two year (2015 - 2017)

Second year - Semester - IV 2016 - 2017 Almanac

February 2017 (7 days)	20 – 25 27-28	Theory classes Engagement: In General papers- Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work. Seminar Paper presentation	7 Theory	7 Theory
March 2017 (24 days)	1 - 31	Internship in schools. – Phase IV	24 Practicum	7 Theory 24 Practicum
April 2017 (22 days)	1 – 3 4 – 27 28-30	EPC – 2 Theory Engagement: In General papers- Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work. Seminar Paper presentation Co Curricular Activities	2 Practicum 20 Theory	27 Theory 26 Practicum
1 – 31 May & 1- 9 June 2017		SUMMER VACATION		
June 2017 (16 days)	12 – 28 29-30	Theory Classes Engagement: In General papers- Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work. Seminar Paper presentation Co Curricular Activities Internal Assessment Test	16 Theory	43 Theory 26 Practicum
July 2017 (25 days)	1 – 15 16 – 31 st	EPC – 4 Theory Classes Engagement: In General papers- Projects / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and any other field based work.	11 Practicum 14 Theory	57 Theory 37 Practicum

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August 2017 (6 Days)	1- 8	Examinations – Practicum – EPC – 2 & EPC – 4 Last day of Semester – IV – 8 August 2017 Theory examination – 9 August 2017 onwards.		57 Theory 37 Practicum 6 Examinations
Total				100 days
	Grand total	Semester – III & IV		200 days

Time Table:

M.ED - I SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10a m</u>	<u>EDN-01</u> <u>Philosophy of Education</u> <u>ST</u>	<u>EDN-01</u> <u>Philosophy of Education</u> <u>NS</u>	<u>EDN-01</u> <u>Philosophy of Education</u> <u>ST</u>	<u>EDN-01</u> <u>Philosophy of Education</u> <u>NS</u>	<u>EDN-01</u> <u>Philosophy of Education</u> <u>ST</u>	<u>EDN-01</u> <u>Philosophy of Education</u> <u>NS</u>
<u>10-11a m</u>	<u>EDN-02</u> <u>Sociology of Education</u> <u>Nu</u>	<u>EDN-02</u> <u>Sociology of Education</u> <u>ST</u>	<u>EDN-02</u> <u>Sociology of Education</u> <u>NU</u>	<u>EDN-02</u> <u>Sociology of Education</u> <u>ST</u>	<u>EDN-02</u> <u>Sociology of Education</u> <u>ST</u>	<u>EDN-02</u> <u>Sociology of Education</u> <u>NU</u>
<u>11-12p m</u>	<u>EDN-03</u> <u>Psychology of Learning And Development</u> <u>NA</u>	<u>EDN-03</u> <u>Psychology of Learning And Development</u> <u>SO</u>	<u>EDN-03</u> <u>Psychology of Learning And Development</u> <u>NoR</u>	<u>EDN-03</u> <u>Psychology of Learning And Development</u> <u>NA</u>	<u>EDN-03</u> <u>Psychology of Learning And Development</u> <u>SO</u>	<u>EDN-03</u> <u>Psychology of Learning And Development</u> <u>NoR</u>
<u>12-1pm</u>	<u>EDN-04</u> <u>Research Methods In Education</u>	<u>EDN-04</u> <u>Research Methods In Education</u>	<u>EDN-04</u> <u>Research Methods In Education</u> <u>RC</u>	<u>EDN-04</u> <u>Research Methods In Education</u> <u>RC</u>	<u>EDN-04</u> <u>Research Methods In Education</u>	<u>EDN-04</u> <u>Research Methods In Education</u> <u>VL</u>

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	<u>VL</u>	<u>VL</u>			<u>RC</u>	
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>2-3pm</u>	<u>EDN-05</u> <u>Communication Skills in English</u> <u>RS, LH</u>	<u>EDN-05</u> <u>Communication Skills in English</u> <u>RS, LH</u>	<u>EDN-05</u> <u>Communication Skills in English</u> <u>RS, LH</u>	<u>EDN-05</u> <u>Communication Skills in English</u> <u>RS, LH</u>	<u>EDN-07</u> <u>Self Development and Professionalism</u> <u>HS,HB</u>	<u>EDN-07</u> <u>Self Development and Professionalism</u> <u>HS,HB</u>
<u>3-4pm</u>	<u>EDN-07</u> <u>Self Development and Professionalism</u> <u>NA</u>	<u>EDN-07</u> <u>Self Development and Professionalism</u> <u>NA</u>	<u>EDN-06</u> <u>Expository Writing</u> <u>NoR , TF</u>	<u>EDN-06</u> <u>Expository Writing</u> <u>NoR, TF</u>	<u>EDN-06</u> <u>Expository Writing</u> <u>NoR, TF</u>	<u>EDN-06</u> <u>Expository Writing</u> <u>NoR, TF</u>

Subjects: EDN – 01-Philosophy of Education; EDN – 02 Sociology of Education; EDN – 03 - Psychology of Learning and Development; EDN – 04 Research methods in Education; EDN – 05 - Communication Skills In English; EDN – 06 Expository Writing; EDN – 07 Self Development and Professionalism

Staff Members :

<u>NS</u>	<u>Dr.N.Saroja</u>
<u>VL</u>	<u>Dr.P.Vijayalaxmi</u>
<u>ST</u>	<u>Dr.T.Sumalini</u>
<u>NoR</u>	<u>Mrs.Noor Askari</u>
<u>RA</u>	<u>Mr.Raziuddin Ahmed</u>
<u>LH</u>	<u>Ms.Lubna Hussaini</u>
<u>AU</u>	<u>Ms.Ashraf Unnisa</u>
<u>SO</u>	<u>Mrs.Syeda Sophia</u>

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M.ED - II SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10am</u>	<u>EDN-08</u> <u>Curriculum development</u> <u>NU</u>	<u>EDN-08</u> <u>Curriculum development</u> <u>ST</u>	<u>EDN-08</u> <u>Curriculum development</u> <u>NU</u>	<u>EDN-08</u> <u>Curriculum development</u> <u>ST</u>	<u>EDN-08</u> <u>Curriculum development</u> <u>NU</u>	<u>EDN-08</u> <u>Curriculum development</u> <u>ST</u>
<u>10-11am</u>	<u>EDN-09</u> <u>Psychological Testing</u> <u>NA</u>	<u>EDN-09</u> <u>Psychological Testing</u> <u>NoR</u>	<u>EDN-09</u> <u>Psychological Testing</u> <u>SO</u>	<u>EDN-09</u> <u>Psychological Testing</u> <u>NA</u>	<u>EDN-09</u> <u>Psychological Testing</u> <u>NoR</u>	<u>EDN-09</u> <u>Psychological Testing</u> <u>SO</u>
<u>11-12pm</u>	<u>EDN-10</u> <u>Statistics in Education</u> <u>ST</u>	<u>EDN-10</u> <u>Statistics in Education</u> <u>RC</u>	<u>EDN-10</u> <u>Statistics in Education</u> <u>VL</u>	<u>EDN-10</u> <u>Statistics in Education</u> <u>ST</u>	<u>EDN-10</u> <u>Statistics in Education</u> <u>RC</u>	<u>EDN-10</u> <u>Statistics in Education</u> <u>ST</u>
<u>12-1pm</u>	<u>EDN-11</u> <u>Pre-service and In-service Teacher Education</u> <u>VL</u>	<u>EDN-11</u> <u>Pre-service and In-service Teacher Education</u> <u>NS</u>	<u>EDN-11</u> <u>Pre-service and In-service Teacher Education</u> <u>RS</u>	<u>EDN-11</u> <u>Pre-service and In-service Teacher Education</u> <u>NS</u>	<u>EDN-11</u> <u>Pre-service and In-service Teacher Education</u> <u>VL</u>	<u>EDN-11</u> <u>Pre-service and In-service Teacher Education</u> <u>NS</u>
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>2-3pm</u>	<u>EDN-12</u> <u>Dissertation – I</u> <u>RC,HB</u>	<u>EDN-12</u> <u>Dissertation – I</u> <u>NU,HB</u>	<u>EDN-12</u> <u>Dissertation – I</u> <u>VL,HB</u>	<u>EDN-12</u> <u>Dissertation – I</u> <u>NU,HB</u>	<u>EDN-13</u> <u>Internship – I</u> <u>ST,AU</u>	<u>EDN-13</u> <u>Internship – I</u> <u>VL,LH</u>
<u>3-4pm</u>	<u>EDN-13</u> <u>Internship – I</u>	<u>EDN-13</u> <u>Internship – I</u>	<u>EDN-13</u> <u>Internship – I</u> <u>NA,AU</u>	<u>EDN-13</u> <u>Internship – I</u>	<u>EDN-13</u> <u>Internship – I</u>	<u>EDN-13</u> <u>Internship – I</u>

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	<u>NS,LH</u>	<u>NS,LH</u>		<u>NA,AU</u>	<u>NS,LH</u>	<u>NA,AU</u>
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Subjects: EDN – 08 Paper - VIII Curriculum development, EDN 09 Paper - IX Psychological Testing, EDN 10 Paper - X Statistics in Education, EDN 11 Paper - XI Pre-service and In-service Teacher Education, Second EDN 12 (a) Paper - XII Dissertation – I : (Research Proposal &, Tool Designing), EDN 13 (a) Paper - XIII Internship – I (Teacher Education Institutions and Field Work)

Staff Members :

<u>NS</u>	<u>Dr.N.Saroja</u>
<u>VL</u>	<u>Dr.P.Vijayalaxmi</u>
<u>ST</u>	<u>Dr.T.Sumalini</u>
<u>NoR</u>	<u>Mrs.Noor Askari</u>
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<u>LH</u>	<u>Ms.Lubna Hussaini</u>
<u>AU</u>	<u>Ms.Ashraf Unnisa</u>
<u>SO</u>	<u>Mrs.Syeda Sophia</u>

2015-17 M.ED III SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10am</u>	<u>EDN-14</u> <u>Economics of Education</u> <u>HS</u>	<u>EDN-14</u> <u>Economics of Education</u> <u>NS</u>	<u>EDN-14</u> <u>Economics of Education</u> <u>HS</u>	<u>EDN-14</u> <u>Economics of Education</u> <u>NS</u>	<u>EDN-14</u> <u>Economics of Education</u> <u>HS</u>	<u>EDN-14</u> <u>Economics of Education</u> <u>NS</u>
<u>10-11am</u>	<u>EDN-15</u> <u>Educational Management and Leadership</u> <u>RA</u>	<u>EDN-15</u> <u>Educational Management and Leadership</u> <u>VL</u>	<u>EDN-15</u> <u>Educational Management and Leadership</u> <u>RA</u>	<u>EDN-15</u> <u>Educational Management and Leadership</u> <u>VL</u>	<u>EDN-15</u> <u>Educational Management and Leadership</u> <u>RA</u>	<u>EDN-15</u> <u>Educational Management and Leadership</u> <u>VL</u>
<u>11-12pm</u>	<u>EDN-16</u> <u>Perspectives, Research and Issues in</u>	<u>EDN-16</u> <u>Perspectives, Research and Issues in</u>	<u>EDN-16</u> <u>Perspectives, Research and Issues in</u>	<u>EDN-16</u> <u>Perspectives, Research and Issues in</u>	<u>EDN-16</u> <u>Perspectives, Research and Issues in</u>	<u>EDN-12b</u> <u>(Dissertation)</u> <u>NU,LH</u>

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	<u>Teacher education</u> <u>NoR</u>	<u>Teacher education</u> <u>RS</u>	<u>Teacher education</u> <u>NoR</u>	<u>Teacher education</u> <u>SO</u>	<u>Teacher education</u> <u>RS</u>	
<u>12-1pm</u>	<u>EDN-17</u> <u>Secondary Teacher Education</u> <u>NS</u>	<u>EDN-17</u> <u>Secondary Teacher Education</u> <u>NA</u>	<u>EDN-17</u> <u>Secondary Teacher Education</u> <u>VL</u>	<u>EDN-17</u> <u>Secondary Teacher Education</u> <u>HS</u>	<u>EDN-17</u> <u>Secondary Teacher Education</u> <u>SO</u>	<u>EDN-12b</u> <u>(Dissertation)</u> <u>ST,AU</u>
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>2-3pm</u>	<u>EDN-17</u> <u>Secondary Teacher Education</u> <u>SO</u>	<u>EDN-18</u> <u>Academic Writing</u> <u>RS,LH</u>	<u>EDN-18</u> <u>Academic Writing</u> <u>RS,LH</u>	<u>EDN-18</u> <u>Academic Writing</u> <u>RS,LH</u>	<u>EDN-16</u> <u>Perspectives, Research and Issues in Teacher education</u> <u>SO</u>	<u>EDN-12b</u> <u>(Dissertation)</u> <u>VL,AU</u>
<u>3-4pm</u>	<u>EDN-13b</u> <u>(Internship)</u> <u>ST,AU</u>	<u>EDN-13b</u> <u>(Internship)</u> <u>ST,AU</u>	<u>EDN-13b</u> <u>(Internship)</u> <u>ST,LH</u>	<u>EDN-13b</u> <u>(Internship)</u> <u>ST,LH</u>	<u>EDN-18</u> <u>Academic Writing</u> <u>RS,LH</u>	<u>EDN-12b</u> <u>(Dissertation)</u> <u>RC,RA</u>

EDN – 14 Economics of Education, EDN – 15 Educational Management and Leadership, EDN –16 I Perspectives, Research and Issues in Teacher education
Specialization – B: Secondary Education
EDN – 17 Secondary Teacher Education, EDN 18 Paper - XVIII Academic Writing
EDN 12 (b) Dissertation – II Administration of Tools and Collection of Data, EDN – 13 (b) Internship - II

<u>NS</u>	<u>Dr.N.Saroja</u>
<u>VL</u>	<u>Dr.P.Vijayalaxmi</u>
<u>ST</u>	<u>Dr.T.Sumalini</u>
<u>NoR</u>	<u>Mrs.Noor Askari</u>
<u>RA</u>	<u>Mr.Raziuddin Ahmed</u>
<u>LH</u>	<u>Ms.Lubna Hussaini</u>

SELF APPRAISAL REPORT 2017

<u>AU</u>	<u>Ms.Ashraf Unnisa</u>
<u>SO</u>	<u>Mrs.Syeda Sophia</u>

M.ED IV SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10a m</u>	<u>EDN-19</u> <u>Environmental Education: Issues & Concerns</u> <u>SO</u>	<u>EDN-19</u> <u>Environmental Education: Issues & Concerns</u> <u>HS</u>	<u>EDN-19</u> <u>Environmental Education: Issues & Concerns</u> <u>RA</u>	<u>EDN-19</u> <u>Environmental Education: Issues & Concerns</u> <u>NA</u>	<u>EDN-19</u> <u>Environmental Education: Issues & Concerns</u> <u>RA</u>	<u>EDN-19</u> <u>Environmental Education: Issues & Concerns</u> <u>NA</u>
<u>10-11a m</u>	<u>EDN-20</u> <u>Inclusive Education at Elementary and Secondary level</u> <u>NA</u>	<u>EDN-20</u> <u>Inclusive Education at Elementary and Secondary level</u> <u>SO</u>	<u>EDN-20</u> <u>Inclusive Education at Elementary and Secondary level</u> <u>NS</u>	<u>EDN-20</u> <u>Inclusive Education at Elementary and Secondary level</u> <u>NS</u>	<u>EDN-24</u> <u>Assessment in Education at Secondary level</u> <u>NU</u>	<u>EDN-24</u> <u>Assessment in Education at Secondary level</u> <u>NU</u>
<u>11-12p m</u>	<u>EDN-21</u> <u>Secondary Education in India - Status, Issues and Concerns</u> <u>VL</u>	<u>EDN-21</u> <u>Secondary Education in India - Status, Issues and Concerns</u> <u>VL</u>	<u>EDN-21</u> <u>Secondary Education in India - Status, Issues and Concerns</u> <u>VL</u>	<u>EDN-21</u> <u>Secondary Education in India - Status, Issues and Concerns</u> <u>RA</u>	<u>EDN-21</u> <u>Secondary Education in India - Status, Issues and Concerns</u> <u>NoR</u>	<u>EDN-21</u> <u>Secondary Education in India - Status, Issues and Concerns</u> <u>VL</u>
<u>12-1pm</u>	<u>EDN-22</u> <u>Curriculum at Secondary level</u> <u>ST</u>	<u>EDN-22</u> <u>Curriculum at Secondary level</u> <u>RS</u>	<u>EDN-22</u> <u>Curriculum at Secondary level</u> <u>HS</u>	<u>EDN-22</u> <u>Curriculum at Secondary level</u> <u>NU</u>	<u>EDN-23</u> <u>ICT in Education at Secondary level</u> <u>RC</u>	<u>EDN-23</u> <u>ICT in Education at Secondary level</u> <u>HS</u>
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>

SELF APPRAISAL REPORT 2017

<u>2-3pm</u>	<u>EDN-23</u> ICT in Education at Secondary level <u>HS</u>	<u>EDN-23</u> ICT in Education at Secondary level <u>HS</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>RC,RA</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>RC,RA</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>RC,RA</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>RC,RA</u>
<u>3-4pm</u>	<u>EDN-24</u> Assessment in Education at Secondary level <u>RC</u>	<u>EDN-24</u> Assessment in Education at Secondary level <u>NU</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>(NU,LH</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>NU,LH</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>NU,AU</u>	<u>EDN-12C</u> Dissertation – III Dissertation – IV <u>NU,AU</u>

EDN 19 -Environmental Education: Issues & Concerns

EDN – 20- Inclusive Education at Elementary and Secondary level

Concerns Core Special – B: Secondary

EDN 21 -Secondary Education in India - Status, Issues and Concerns Specialization –B: Secondary

EDN 22 - Curriculum at Secondary level

EDN 23 - ICT in Education at Secondary level

EDN – 24-Assessment in Education at Secondary level

EDN – 12 (C) Dissertation – III Draft Report – (Pre-submission)

Dissertation – IV: Final Report

<u>NS</u>	<u>Dr.N.Saroja</u>
<u>VL</u>	<u>Dr.P.Vijayalaxmi</u>
<u>ST</u>	<u>Dr.T.Sumalini</u>
<u>NoR</u>	<u>Mrs.Noor Askari</u>
<u>RA</u>	<u>Mr.Raziuddin Ahmed</u>
<u>LH</u>	<u>Ms.Lubna Hussaini</u>
<u>AU</u>	<u>Ms.Ashraf Unnisa</u>
<u>SO</u>	<u>Mrs.Syeda Sophia</u>

SELF APPRAISAL REPORT 2017

B.ED - I SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10a m</u>	<u>EDN-01</u> <u>Philosophical</u> <u>Perspectives of Edn</u> <u>ST</u>	<u>EDN-01</u> <u>Philosophical</u> <u>Perspectives of Edn</u> <u>NS</u>	<u>EDN-01</u> <u>Philosophical</u> <u>Perspectives of Edn</u> <u>NU</u>	<u>EDN-01</u> <u>Philosophical</u> <u>Perspectives of Edn</u> <u>HS</u>	<u>EDN-01</u> <u>Philosophical</u> <u>Perspectives of Edn</u> <u>ST</u>	<u>EDN-01</u> <u>Philosophical</u> <u>Perspectives of Edn</u> <u>NU</u>
<u>10-11a m</u>	<u>EDN-02</u> <u>Sociological</u> <u>Perspectives of Edn</u> <u>RZ</u>	<u>EDN-02</u> <u>Sociological</u> <u>Perspectives of Edn</u> <u>DL</u>	<u>EDN-02</u> <u>Sociological</u> <u>Perspectives of Edn</u> <u>VL</u>	<u>EDN-02</u> <u>Sociological</u> <u>Perspectives of Edn</u> <u>NS</u>	<u>EDN-02</u> <u>Sociological</u> <u>Perspectives of Edn</u> <u>VL</u>	<u>EDN-02</u> <u>Sociological</u> <u>Perspectives of Edn</u> <u>DL</u>
<u>11-12p m</u>	<u>EDN-03</u> <u>Psychology of Childhood</u> <u>& Adolescence</u> <u>NA</u>	<u>EDN-03</u> <u>Psychology of Childhood</u> <u>& Adolescence</u> <u>SO</u>	<u>EDN-03</u> <u>Psychology of Childhood</u> <u>& Adolescence</u> <u>NoR</u>	<u>EDN-03</u> <u>Psychology of Childhood</u> <u>& Adolescence</u> <u>NA</u>	<u>EDN-03</u> <u>Psychology of Childhood</u> <u>& Adolescence</u> <u>SO</u>	<u>EDN-03</u> <u>Psychology of Childhood</u> <u>& Adolescence</u> <u>NoR</u>
<u>12-1pm</u>	<u>EDN-04</u> <u>I -Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>I -Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>I -Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>I -Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>I -Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>I -Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>2-3pm</u>	<u>EDN-05</u> <u>(II Method)</u> <u>(Languages,</u>	<u>EDN-05</u> <u>(II Method)</u> <u>(Languages,</u>	<u>EDN-05</u> <u>(II Method)</u> <u>(Languages,</u>	<u>EDN-05</u> <u>(II Method)</u> <u>(Languages,</u>	<u>EDN-05</u> <u>(II Method)</u> <u>(Languages,</u>	<u>EDN-05</u> <u>(II Method)</u> <u>(Languages,</u>

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	<u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>Physical Science)</u> <u>RS,Na.S, RZ</u>
<u>3-4pm</u>	EDN-06 (EPC I) <u>Self Development</u> (Communicative English, <u>Life Skills & Yoga</u>) <u>Rs, NA, HS</u> <u>QA,TF,SH</u>	EDN-06(EPC I) <u>Self Development</u> (Communicative English, <u>Life Skills & Yoga</u>) <u>Rs, NA, HS</u> <u>HA ,ZU</u>	EDN-06 (EPC I) <u>Self Development</u> (Communicative English, <u>Life Skills & Yoga</u>) <u>Rs, NA, HS</u> <u>QA,TF,SH</u>	EDN-06 (EPC I) <u>Self Development</u> (Communicative English, <u>Life Skills & Yoga</u>) <u>Rs, NA, HS</u> <u>HA ,ZU</u>	EDN-06 (EPC I) <u>Self Development</u> (Communicative English, <u>Life Skills & Yoga</u>) <u>Rs, NA, HS</u> <u>QA,TF,SH</u>	EDN-06 (EPC I) <u>Self Development</u> (Communicative English, <u>Life Skills & Yoga</u>) <u>Rs, NA, HS</u> <u>HA ,ZU</u>

Staff Members:

<u>1</u>	<u>Dr.Vibha Asthana</u>	<u>VA</u>
<u>2</u>	<u>Dr.Najma Unnisa</u>	<u>NU</u>
<u>3</u>	<u>Mrs.Nisy Asokan</u>	<u>NA</u>
<u>4</u>	<u>Mr.Sana Ahmed Syed</u>	<u>SA</u>
<u>5</u>	<u>Mrs.Rafiya Sultana</u>	<u>RS</u>
<u>6</u>	<u>Mr.Syed Hamza Ali</u>	<u>HA</u>
<u>7</u>	<u>Mrs.Sd.Tabinda Quratul Ayen</u>	<u>QA</u>
<u>8</u>	<u>Mrs.Teenat Fatima</u>	<u>TF</u>
<u>9</u>	<u>Ms.Najma Sultana</u>	<u>NAJ</u>
<u>10</u>	<u>Mrs.Shaik Habeeba Sultana</u>	<u>HS</u>
<u>11</u>	<u>Mr.Rajib Chakraborty</u>	<u>RC</u>
<u>12</u>	<u>Mrs.Sidra Hasan</u>	<u>SH</u>
<u>13</u>	<u>Mr.Mohd.Zabihuddin</u>	<u>ZU</u>
<u>14</u>	<u>Dr.D.Lalita</u>	<u>DL</u>

SELF APPRAISAL REPORT 2017

B.ED - II SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10am</u>	<u>EDN-04</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>	<u>EDN-04</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Mathematics , Social Sciences,</u> <u>Biological Science)</u> <u>RC,HS,NU</u>
<u>10-11am</u>	<u>EDN-05</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Languages,</u> <u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>EDN-05</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Languages,</u> <u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>EDN-05</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Languages,</u> <u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>EDN-05</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Languages,</u> <u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>EDN-05</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Languages,</u> <u>Physical Science)</u> <u>RS,Na.S, RZ</u>	<u>EDN-05</u> <u>Pedagogy of a School Subject – (I/II Method)</u> <u>(Languages,</u> <u>Physical Science)</u> <u>RS,Na.S, RZ</u>
<u>11-12pm</u>	<u>EDN-08</u> <u>Assessment for Learning</u> <u>VL</u>	<u>EDN-08</u> <u>Assessment for Learning</u> <u>NA</u>	<u>EDN-08</u> <u>Assessment for Learning</u> <u>RC</u>	<u>EDN-08</u> <u>Assessment for Learning</u> <u>VL</u>	<u>EDN-08</u> <u>Assessment for Learning</u> <u>RC</u>	<u>EDN-08</u> <u>Assessment for Learning</u> <u>NA</u>
<u>12-1pm</u>	<u>EDN-09</u> <u>Microteaching & Reflective teaching(I/II Method)</u> <u>RC,HS,NU,</u> <u>SO,SH</u>	<u>EDN-09</u> <u>Microteaching & Reflective teaching(I/II Method)</u> <u>RC,HS,NU,</u> <u>SO,SH</u>	<u>EDN-09</u> <u>Microteaching & Reflective teaching(I/II Method)</u> <u>RC,HS,NU,</u> <u>SO,SH</u>	<u>EDN-09</u> <u>Microteaching & Reflective teaching(I/II Method)</u> <u>RC,HS,NU,</u> <u>SO,SH</u>	<u>EDN-09</u> <u>Microteaching & Reflective teaching(I/II Method)</u> <u>RC,HS,NU,</u> <u>SO,SH</u>	<u>EDN-09</u> <u>Microteaching & Reflective teaching(I/II Method)</u> <u>RC,HS,NU,</u> <u>SO,SH</u>
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>2-3pm</u>	<u>EDN-10</u>	<u>EDN-10</u>	<u>EDN-10</u>	<u>EDN-10</u>	<u>EDN-10</u>	<u>EDN-10</u>

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	<u>Microteaching & Reflective teaching(I/II Method)</u> <u>RS,NAJ, RA,</u> <u>QA,TF</u>	<u>Microteaching & Reflective teaching(I/II Method)</u> <u>RS,NAJ, RA,</u> <u>QA,TF</u>	<u>Microteaching & Reflective teaching(I/II Method)</u> <u>RS,NAJ, RA,</u> <u>QA,TF</u>	<u>Microteaching & Reflective teaching(I/II Method)</u> <u>RS,NAJ, RA,</u> <u>QA,TF</u>	<u>Microteaching & Reflective teaching(I/II Method)</u> <u>RS,NAJ, RA,</u> <u>QA,TF</u>	<u>Microteaching & Reflective teaching(I/II Method)</u> <u>RS,NAJ, RA,</u> <u>QA,TF</u>
<u>3-4pm</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC,HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC ,HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching -Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching -Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC,HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching -Learning</u> <u>RC, HA ,ZU</u>

Staff Members:

<u>1</u>	<u>Dr.Vibha Asthana</u>	<u>VA</u>
<u>2</u>	<u>Dr.Najma Unnisa</u>	<u>NU</u>
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<u>5</u>	<u>Mrs.Rafiya Sultana</u>	<u>RS</u>
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<u>7</u>	<u>Mrs.Sd.Tabinda Quratul Ayen</u>	<u>QA</u>
<u>8</u>	<u>Mrs.Teenat Fatima</u>	<u>TF</u>
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<u>11</u>	<u>Mr.Rajib Chakraborty</u>	<u>RC</u>
<u>12</u>	<u>Mrs.Sidra Hasan</u>	<u>SH</u>
<u>13</u>	<u>Mr.Mohd.Zabihuddin</u>	<u>ZU</u>

SELF APPRAISAL REPORT 2017

B.ED - III SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10am</u>	<u>EDN-14</u> <u>SCHOOL ORGANIZATION AND MANAGEMENT</u> <u>VL</u>	<u>EDN-14</u> <u>SCHOOL ORGANIZATION AND MANAGEMENT</u> <u>HS</u>	<u>EDN-14</u> <u>SCHOOL ORGANIZATION AND MANAGEMENT</u> <u>NS</u>	<u>EDN-14</u> <u>SCHOOL ORGANIZATION AND MANAGEMENT</u> <u>VL</u>	<u>EDN-14</u> <u>SCHOOL ORGANIZATION AND MANAGEMENT</u> <u>NS</u>	<u>EDN-14</u> <u>SCHOOL ORGANIZATION AND MANAGEMENT</u> <u>HS</u>
<u>10-11am</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>
<u>11-12pm</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>
<u>12-1pm</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>	<u>EDN-15 (EPC 3)</u> <u>DRAMA & ART IN EDUCATION</u> <u>SO NoR</u> <u>QA,TF,SH</u>
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>2-3pm</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u>	<u>EDN-11 (EPC2)</u> <u>ICT Mediation in Teaching - Learning</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u>

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	<u>RS,NAJ, RZ</u>	<u>RS,NAJ, RA</u>	<u>RS,NAJ, RA</u>	<u>RS,NAJ, RA</u>	<u>RS,NAJ, RA</u>	<u>RS,NAJ, RA</u>
<u>3-4pm</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>

Staff Members:

<u>1</u>	<u>Dr.Vibha Asthana</u>	<u>VA</u>
<u>2</u>	<u>Dr.Najma Unnisa</u>	<u>NU</u>
<u>3</u>	<u>Mrs.Nisy Asokan</u>	<u>NA</u>
<u>4</u>	<u>Mr.Sana Ahmed Syed</u>	<u>SA</u>
<u>5</u>	<u>Mrs.Rafiya Sultana</u>	<u>RS</u>
<u>6</u>	<u>Mr.Syed Hamza Ali</u>	<u>HA</u>
<u>7</u>	<u>Mrs.Sd.Tabinda Quratul Ayen</u>	<u>QA</u>
<u>8</u>	<u>Mrs.Teenat Fatima</u>	<u>TF</u>
<u>9</u>	<u>Ms.Najma Sultana</u>	<u>NAJ</u>
<u>10</u>	<u>Mrs.Shaik Habeeba Sultana</u>	<u>HS</u>
<u>11</u>	<u>Mr.Rajib Chakraborty</u>	<u>RC</u>
<u>12</u>	<u>Mrs.Sidra Hasan</u>	<u>SH</u>
<u>13</u>	<u>Mr.Mohd.Zabihuddin</u>	<u>ZU</u>

B.ED - IV SEMESTER – 2015-17

	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>9-10am</u>	<u>EDN-16</u> <u>HEALTH & PHYSICAL EDUCATION</u> <u>SO</u>	<u>EDN-16</u> <u>HEALTH & PHYSICAL EDUCATION</u> <u>HS</u>	<u>EDN-16</u> <u>HEALTH & PHYSICAL EDUCATION</u> <u>NoR</u>	<u>EDN-16</u> <u>HEALTH & PHYSICAL EDUCATION</u> <u>SO</u>	<u>EDN-16</u> <u>HEALTH & PHYSICAL EDUCATION</u> <u>HS</u>	<u>EDN-16</u> <u>HEALTH & PHYSICAL EDUCATION</u> <u>NoR</u>

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<u>10-11am</u>	<u>EDN-17</u> <u>CONTEMPORARY EDUCATION IN INDIA</u> <u>ST</u>	<u>EDN-17</u> <u>CONTEMPORARY EDUCATION IN INDIA</u> <u>RA</u>	<u>EDN-17</u> <u>CONTEMPORARY EDUCATION IN INDIA</u> <u>RS</u>	<u>EDN-17</u> <u>CONTEMPORARY EDUCATION IN INDIA</u> <u>ST ST</u>	<u>EDN-17</u> <u>CONTEMPORARY EDUCATION IN INDIA</u> <u>RA</u>	<u>EDN-17</u> <u>CONTEMPORARY EDUCATION IN INDIA</u> <u>RS</u>
<u>11-12pm</u>	<u>EDN-18</u> <u>INCLUSIVE PRACTICES</u> <u>NA</u>	<u>EDN-18</u> <u>INCLUSIVE PRACTICES</u> <u>NOR</u>	<u>EDN-18</u> <u>INCLUSIVE PRACTICES</u> <u>SO</u>	<u>EDN-18</u> <u>INCLUSIVE PRACTICES</u> <u>NA</u>	<u>EDN-18</u> <u>INCLUSIVE PRACTICES</u> <u>NoR</u>	<u>EDN-18</u> <u>INCLUSIVE PRACTICES</u> <u>SO</u>
<u>12-1pm</u>	<u>EDN-19</u> <u>ENVIRONMENTAL EDUCATION : ISSUES AND CONCERNS</u> <u>SO</u>	<u>EDN-19</u> <u>ENVIRONMENTAL EDUCATION : ISSUES AND CONCERNS</u> <u>VL</u>	<u>EDN-19</u> <u>ENVIRONMENTAL EDUCATION : ISSUES AND CONCERNS</u> <u>SO</u>	<u>EDN-19</u> <u>ENVIRONMENTAL EDUCATION : ISSUES AND CONCERNS</u> <u>VL</u>	<u>EDN-19</u> <u>ENVIRONMENTAL EDUCATION : ISSUES AND CONCERNS</u> <u>SO</u>	<u>EDN-19</u> <u>ENVIRONMENTAL EDUCATION : ISSUES AND CONCERNS</u> <u>VL</u>
<u>1-2pm</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>2-3pm</u>	<u>EDN-20</u> <u>GUIDANCE AND COUNSELLING</u> <u>NU</u>	<u>EDN-20</u> <u>GUIDANCE AND COUNSELLING</u> <u>NS</u>	<u>EDN-20</u> <u>GUIDANCE AND COUNSELLING</u> <u>NA</u>	<u>EDN-20</u> <u>GUIDANCE AND COUNSELLING</u> <u>NU</u>	<u>EDN-20</u> <u>GUIDANCE AND COUNSELLING</u> <u>NS</u>	<u>EDN-20</u> <u>GUIDANCE AND COUNSELLING</u> <u>NA</u>
<u>3-4pm</u>	<u>EDN-21(EPC 4)</u> <u>REFLECTIVE READING</u> <u>NoR</u> <u>QA,TF,SH</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-21(EPC 4)</u> <u>REFLECTIVE READING</u> <u>NoR</u> <u>QA,TF,SH</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>	<u>EDN-21(EPC 4)</u> <u>REFLECTIVE READING</u> <u>NoR</u> <u>QA,TF,SH</u>	<u>EDN-11 (EPC 2)</u> <u>ICT Mediation in Teaching - Learning</u> <u>RC, HA ,ZU</u>

Staff Members:

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<u>3</u>	<u>Mrs.Nisy Asokan</u>	<u>NA</u>
<u>4</u>	<u>Mr.Sana Ahmed Syed</u>	<u>SA</u>
<u>5</u>	<u>Mrs.Rafiya Sultana</u>	<u>RS</u>

SELF APPRAISAL REPORT 2017

<u>6</u>	<u>Mr.Syed Hamza Ali</u>	<u>HA</u>
<u>7</u>	<u>Mrs.Sd.Tabinda Quratul Ayen</u>	<u>QA</u>
<u>8</u>	<u>Mrs.Teenat Fatima</u>	<u>TF</u>
<u>9</u>	<u>Ms.Najma Sultana</u>	<u>NAJ</u>
<u>10</u>	<u>Mrs.Shaik Habeeba Sultana</u>	<u>HS</u>
<u>11</u>	<u>Mr.Rajib Chakraborty</u>	<u>RC</u>
<u>12</u>	<u>Mrs.Sidra Hasan</u>	<u>SH</u>
<u>13</u>	<u>Mr.Mohd.Zabihuddin</u>	<u>ZU</u>

Annexure 3: Syllabus

B.Ed. Curriculum

(For Regular Mode)

With effect from the Academic year 2015-16



Faculty of Education

Osmania University, Hyderabad

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PROLOGUE

Country wide a serious thinking is going on for the last several years on professionalism in teacher preparation. There are debates, serious discussions and arguments on various issues related to teacher preparation and duration of course. After 1986 there is no policy on teacher education. Verma committee created a dent with its recommendations for professionalization of teacher education with two years rigorous training of pre-service teachers based on the philosophy of National curriculum framework 2005 and 2009 to prepare a professional and humane teacher.

NCTE two year B.Ed programme has brought a paradigm shift from conventional teacher centric to learner centric curriculum. This programme intends to create teachers as reflective practitioners.

Present curriculum designers scaffold the rigour of the framework which has made a comprehensive coverage of theory and field engagement with the child, school and community. Main focus is on three broad areas: Perspectives in education, Curriculum and pedagogic studies and Engagement with the field. It has brought a unique amalgamation of holistic perspectives by creating space for inter-disciplinary approach with themes cutting across the curriculum.

Special impetus is given to enhance professional capacities of student teachers (EPC's) to create professionalism in the preparation. The mode of transaction consisted of varied dimensions to learn through case studies, group presentations, project discussions, reflective documentations, workshops, tutorials and so on. Keeping in view a reflective eye to restore the innovative ideas and also considering the local needs by involving experts from Telangana state universities, Osmania University took lead and conducted two workshops - one with state-wide experts and the other with Colleges of Education affiliated to Osmania University and designed the curriculum. Department level core committee made rigorous exercise, deliberated, discussed on curriculum right from the structure to that of framing curriculum.

The unique features of this curriculum are:

- Themes cutting across the curriculum
- Reflective practices
- Inclusion
- Gender
- CCE
- Creditisation
- Semesterization
- e-Portfolio assessment
- interdisciplinary approach

This curriculum created a space for introspecting oneself, emerging into reflective, autonomous, acceptable, empathetic, creative humane teacher with integrity to become a responsible citizen and lead the nation towards a progressive developed nation.

Members of Core Committee: Appointed by Dean, Faculty of Education, O.U.

Prof. K. S. Sudheer Reddy
Prof. C. Madhumathi
Prof. A. Ramakrishna
Prof. M. Sakku Bhavya
Prof. D. Balaramulu
Prof. T. Mrunalini – Coordinator

Faculty of Education
Osmania University, Hyderabad

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Rules and Regulations of B.Ed. Course Osmania University, Hyderabad With effect from the Academic Year 2015 – 16

All the rules and regulations, herein after, specified should be read as a whole for the purpose of interpretation.

I. Admission

A candidate for admission to two year (4 – semesters) B.Ed. Course has to qualify at the Education Common Entrance Test (Ed.CET) conducted by the Telangana State Council of Higher Education, Government of Telangana for the concerned academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

II. Curriculum Transaction

Curriculum includes theory, engagement and practicum. Engagement includes seminars, discussions, assignments, case studies, field experience, etc. It also provides space for Enhancement of Professional Capacities (EPCs). This curriculum also provides an enriched experience to prepare teachers with professionalism through microteaching, & reflective teaching at the institutional level and 20 weeks (120 days) of internship in the school.

Semesters	Theory + Field engagement	Practicum			Total no. of days
		EPC	Internship	Micro & Reflective teaching	
First	83	11	06	-	100
Second	50	2	24	24	100
Third	17	17	66	-	100
Fourth	61	15	24	-	100
Grand total	211	45	120	24	400

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III. STRUCTURE OF B. Ed. COURSE – 2015 – 16

Semester – I

A. Theory

EDN – 01 - Paper - I	Philosophical Perspectives of Education
EDN -02 – Paper – II	Sociological Perspectives of Education
EDN-03 – Paper – III	Psychology of Childhood and Adolescence
EDN-04- Paper – IV(a)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)
EDN-05-Paper – V (a)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)

B. Practicum

EDN 06 (EPC1) – Paper - VI &	Self Development (Communicative English, Life Skills Yoga)
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C. Internship – Phase I: 1 week

EDN-07-Paper-VII (a) Teaching)	Observation Record (Observation of Regular Teachers
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Semester – II

A. Theory

EDN-04-Paper-IV (b)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)
EDN-05-Paper-V (b)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)
EDN-08-Paper-VIII	Assessment for Learning

B. Practicum

EDN-09-Paper-IX	Microteaching & Reflective Teaching (I / II Method)
EDN-10-Paper-X	Microteaching & Reflective Teaching (I / II Method)
EDN 11 (EPC2) – Paper -XI (a)	ICT Mediation in Teaching – Learning

C. Internship – Phase II: 4 weeks

EDN-12-Paper-XII (a)	Teaching Practice-Period plan Record (10 lessons) (I / II Method)
EDN-13-Paper-XIII (a)	Teaching Practice-Period plan Record (10 lessons) (I / II Method)

Semester – III

A. Theory

EDN-14-Paper-XIV	School Organization and Management
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B. Practicum

EDN 11 (EPC2) – Paper -XI (b)	ICT Mediation in Teaching – Learning
EDN-15 (EPC 3) – Paper-XV	Drama & Art in Education

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C. Internship – Phase III: 11 weeks

EDN-12-Paper-XII (b) Method)	Teaching Practice-Period plan Record (30 lessons) (I / II
EDN-13-Paper-XIII (b) Method)	Teaching Practice-Period plan Record (30 lessons) (I / II
EDN-12-Paper-XII (c)	Practical Examination – Final Lesson (I / II Method)
EDN-13-Paper-XIII (c)	Practical Examination – Final Lesson (I / II Method)

Semester – IV

A. Theory

EDN-16-Paper-XVI	Health & Physical Education
EDN-17- Paper – XVII	Contemporary Education in India
EDN-18-Paper –XVIII	Inclusive Practices
EDN-19 -Paper-XIX	Environmental Education: Issues and Concerns
EDN-20 -Paper-XX	* Electives:
	1. Peace Education
	2. Practical ethics
	3. Guidance and counseling
	4. Entrepreneurship Training
	5. Tribal Education
	6. Classroom Management & Organization
	7. Disaster Management Education

B. Practicum

EDN 21-(EPC 4) Paper-XXI	Reflective Reading
EDN 11-Paper- XI (c)	ICT Mediation in Teaching – Learning

C. Internship – Phase IV: 4 weeks

EDN-07-Paper VII (b)	Reflective Journal
	Research-based Report (Action Research)
	Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (SMCs), PTA meetings and other school records e- portfolio, CCE

Engagement: Seminar, Project / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and fieldwork.

EDN 11 (EPC2) – Paper - XI: ICT Mediation in Teaching – Learning: Spread across 2, 3 & 4 Semesters of 12, 36 & 12 periods respectively to facilitate its integration with Pedagogy during Internship.

Paper VII, XII, XIII – deals with School internship and related field experience

* A minimum of 20 students should be there to offer any elective.

Theory 1 credit @ 1 hour/week

Practicum 1 credit @ 2 hours/week

Internship 1 credit @ week.

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IV. CREDITS OF THE COURSE B.Ed. 2015 - 16

Semester - I		Credits		
A. Theory		Theory	Practicum	Total
EDN – 01 Paper - I	Philosophical Perspectives of Education	4	1	5
EDN – 02 Paper - II	Sociological Perspectives of Education	4	1	5
EDN – 03 Paper - III	Psychology of Childhood and Adolescence	4	1	5
EDN – 04 Paper - IV(a)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)	4	1	5
EDN – 05 Paper -V (a)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)	4	1	5
Sub-total		20	5	25
B. Practicum				
EDN 06 (EPC1) – Paper - VI	Self Development (Communicative English, Life Skills & Yoga)		2	
C. Internship – Phase I: 1 week				
EDN 07 – Paper - VII (a)	Observation Record (Observation of Regular Teachers Teaching) & Visit to different Institutions		1	
Sub-total			3	
Total		Theory + Practicum		28
A. Theory		Semester – II		
EDN – 04 Paper - IV (b)	Pedagogy of a school subject (I / II Method) (Mathematics , Social Sciences, Biological Science)	4	1	5
EDN – 05 Paper - V(b)	Pedagogy of a school subject (I / II Method) (Languages, Physical Science)	4	1	5
EDN – 08 Paper - VIII	Assessment for Learning	4	1	5
Sub total		12	3	15
B. Practicum				
EDN 09 – Paper - IX	Microteaching & Reflective Teaching (I / II Method)		1	
EDN 10 – Paper - X	Microteaching & Reflective Teaching (I / II Method)		1	
EDN 11 (EPC2) – Paper -XI(a)	ICT Mediation in Teaching - Learning			
C. Internship –Phase II: 4 weeks				
EDN 12 – Paper - XII (a)	Teaching Practice – Period plan Record (10 lessons)		2	
EDN 13 – Paper - XIII (a)	Teaching Practice – Period plan Record (10 lessons)		2	
Sub-total			8	
Total		Theory + Practicum		23
A. Theory		Semester - III		
EDN – 14 Paper - XIV	School Organization and Management	4	1	5
Sub-total		4	1	5
B. Practicum				
EDN 11 (EPC2)	ICT Mediation in Teaching - Learning			

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– Paper - XI(b)				
EDN-15 (EPC 3) - Paper-XV	Drama & Art in Education		2	
C. Internship –Phase III: 11 weeks				
EDN 12 – Paper - X II(b)	Teaching Practice – Period plan Record (30 lessons)		5.5	
EDN 13 – Paper - XIII (b)	Teaching Practice – Period plan Record (30 lessons)		5.5	
Sub-total			13	
Total	Theory + Practicum			18
A. Theory Semester - IV				
EDN – 16 Paper – XVI	Health & Physical Education	2	1	3
EDN – 17 Paper – XVII	Contemporary Education in India	4	1	5
EDN – 18 Paper – XVIII	Inclusive Practices	2	1	3
EDN – 19 Paper – XIX	Environmental Education: Issues and Concerns	2	1	3
EDN – 20 Paper – XX	* Electives 1. Peace Education 2. Practical ethics 3. Guidance and counseling 4. Entrepreneurship Training 5. Tribal Education 6. Classroom Management & Organization 7. Disaster management Education	2	1	3
Sub-total		12	5	17
B. Practicum				
EDN 21 (EPC4) – Paper - XXI	Reflective Reading		2	
EDN 11 Paper – XI(c)	ICT Mediation in Teaching - Learning		2	
C. Internship – Phase IV: 4 weeks				
EDN 07 – Paper - VII (b)	Reflective Journal Research-based Report (Action Research) Community experience – based Report (Awareness camps, Rallies & Field Trips; School Management Committees (Monitoring), PTA meetings and other school records e-Portfolio; and CCE		4	
Sub-total			8	
Total	Theory + Practicum			25

	<i>Theory</i>	<i>Practicum</i>	<i>Total Credits</i>
Semester - I	20	8	28
Semester - II	12	11	23
Semester - III	5	13	18
Semester - IV	17	8	25
Grand Total	54	40	94

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Field Engagement: Seminar, Project / Discussions / Field based stories / study circles / Science clubs / Forums / Observations of Society, School, home on various issues and fieldwork.

EDN 11 (EPC2) – Paper - XI: ICT Mediation in Teaching – Learning: Spread across 2, 3 & 4 Semesters of 12, 36 & 12 periods respectively to facilitate its integration with Pedagogy during Internship.

Paper VII, XII, XIII – deals with School internship and related field experience

* A minimum of 20 students should be there to offer any elective.

Internship 1 credit @ week.

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V. SCHEME OF INSTRUCTION – B.Ed. Course

Syllabus Ref. No.	Subject	Instructional Days	Scheme of instruction		Grand total hours
			Hours per week	Total hours	
A. Theory Semester - I					
EDN – 01	Paper I	16.66	6	100	
EDN-02	Paper II	16.66	6	100	
EDN-03	Paper III	16.66	6	100	
EDN-04	Paper IV(a)	16.66	6	100	
EDN-05	Paper V (a)	16.66	6	100	
Sub-total		83	30	500	
B. Practicum					
EDN 06(EPC1)	Paper - VI	11	3.84	64	
C. Internship – Phase I: 1 week					
EDN 07 –	Paper - VII (a)	6	2.16	36	
Sub-total		17	6	100	
Total	Theory + Practicum	100	36	600	600
A. Theory Semester – II					
EDN – 04	Paper - IV (b)	16.66	6	100	
EDN – 05	Paper - V(b)	16.66	6	100	
EDN – 09	Paper - IX	16.66	6	100	
Sub-total		50	18	300	
B. Practicum					
EDN 09 –	Paper - IX	12	4.32	72	
EDN 10 –	Paper - X	12	4.32	72	
EDN 11(EPC2)	Paper - XI(a)	2	0.72	12	
C. Internship – Phase II: 4 weeks					
EDN 12 – a	Paper - X II(a)	12	4.32	72	
EDN 13 – a	Paper - XIII(a)	12	4.32	72	
Sub-total		50	18	312	
Total	Theory + Practicum	100	36	600	600
A. Theory Semester - III					
EDN – 14	Paper - XIV	16.66	6	100	
Sub-total		16.66	6	100	
B. Practicum					
EDN 11(EPC2)	Paper - XI(b)	6	2.24	37	
EDN 15 (EPC3)	Paper – XV	11	4	67	
C. Internship – Phase III: 11 weeks					
EDN 12 – b	Paper - XII (b)	33	11.88	198	
EDN 13 – b	Paper - XIII (b)	33	11.88	198	
Sub-total		83	29.84	500	
Total	Theory + Practicum	100	36	600	600
A. Theory Semester - IV					
EDN – 16	Paper – XVI	16.66	6	100	
EDN – 17	Paper – XVII	11.11	4	66	
EDN – 18	Paper – XVIII	11.11	4	66	
EDN – 19	Paper – XIX	11.11	4	66	
EDN – 20	Paper – XX	11.11	4	66	
Sub-total		61	22	364	
B. Practicum					
EDN 21 (EPC4)	Paper - XXI	11	3.84	64	
EDN 11(EPC2)	Paper – XI(c)	2	0.87	14	
C. Post – Internship –Phase IV: 4 weeks					

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EDN 08	Paper - VIII (b)	26	9.48	158	
Sub-total		39	14	236	
Total	Theory + Practicum	100	36	600	600

	<i>Days</i>	<i>Hour / week</i>	<i>Hours / semester</i>
Semester - I	100	36	600
Semester - II	100	36	600
Semester - III	100	36	600
Semester - IV	100	36	600
Grand Total	400		2400

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VI. SCHEME OF EXAMINATION

Syllabus Ref. No.	Subject	Hours of Exam.	Marks		Total
			Univ. Exam	Int. Exam	
Theory Semester - I					
EDN – 01	Paper I	3	70	30	100
EDN-02	Paper II	3	70	30	100
EDN-03	Paper III	3	70	30	100
EDN-04	Paper IV(a)	3	70	30	100
EDN-05	Paper V (a)	3	70	30	100
Sub-total			350	150	500
Practicum					
EDN 06(EPC1)	Paper - VI	1 ½	35	15	50
Internship – Phase I: 1 week					
EDN 07 –	Paper - VII (a)			50	50
Sub-total					100
Total	Theory + Practicum				600
Theory Semester – II					
EDN – 04	Paper - IV (b)	3	70	30	100
EDN – 05	Paper - V(b)	3	70	30	100
EDN – 08	Paper - VIII	3	70	30	100
Sub-total					300
Practicum					
EDN 09 –	Paper - IX			50	50
EDN 10 –	Paper - X			50	50
Internship – Phase II: 4 weeks					
EDN 12 – a	Paper - X II(a)		25	25	50
EDN 13 – a	Paper - XIII(a)		25	25	50
Sub-total					200
Total	Theory + Practicum				500
Theory Semester - III					
EDN – 14	Paper - XIV	3	70	30	100
Sub-total					100
Practicum					
EDN 15(EPC3)	Paper – XV	1 ½	35	15	50
Internship – Phase III: 11 weeks					
EDN 12 – b	Paper - XII (b)		75	75	150
EDN 13 – b	Paper - XIII (b)		75	75	150
EDN 12 – c	Paper - XII (c)		50		50
EDN 13 – c	Paper - XIII (c)		50		50
Sub-total					450
Total	Theory + Practicum				550
Theory Semester - IV					
EDN – 16	Paper – XVI	1 ½	35	15	50
EDN – 17	Paper – XVII	3	70	30	100
EDN – 18	Paper – XVIII	1 ½	35	15	50
EDN – 19	Paper – XIX	1 ½	35	15	50
EDN – 20	Paper – XX	1 ½	35	15	50
Sub-total					300
Practicum					
EDN 21 (EPC4)	Paper - XXI	1 ½	35	15	50
EDN 11(EPC2)	Paper – XI(c)	1 ½	35	15	50
Post – Internship –Phase IV: 4 weeks					
EDN 07	Paper - VII (b)				

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	1. Reflective Journal		25		
	2. Action Research Report		25		
	3. Community experience based Report		25		
	4. PTA & SMCs meeting report		25		
	5. e-Portfolio		25		
	6. CCE Record				150
Sub-total					250
Total	Theory + Practicum				550

	<i>Theory</i>	<i>Practicum</i>	<i>Total marks</i>
Semester - I	500	100	600
Semester - II	300	200	500
Semester - III	100	450	550
Semester - IV	300	250	550
Grand Total	1200	1000	2200

VII. a. Working Hours / Instructional Hours

1. Every college is expected to work for 6 hours a day. In other words, a working day should be of minimum 6 hours duration in a six-day working week i.e. 36 hours per week.

2. The timings of the institution / college shall be from

- a. Forenoon Session: 10.00 a.m. to 1.00 p.m. or 9.00 a.m. to 1.00 p.m.
- b. Afternoon Session: 2.00 p.m. to 5.00 p.m. or 2.00 p.m. to 4.00 p.m.

3. The college should not run B.Ed. Programme on shift system basis and the working hours of the college should be a minimum of 6 hours in a day. Any deviation from this rule may lead to the dis-affiliation and cancellation of recognition by the University, State Government and NCTE

b. Infrastructure, Instructional facilities and Faculty

The above shall be implemented as per NCTE norms, 2014 referred in the document under sections 5.1 Academic faculty; 5.2 Qualifications; 5.3 Administrative and professional staff; 6.1 Infrastructure; 6.2 Instructional and 6.3 other amenities.

VIII. Selection of Methods of Teaching

i. Every candidate is expected to select two methods of teaching under B.Ed. Course.

The method-I shall be based on the subject the candidate has studied in Degree (eligibility) course and also to appear in that subject in the entrance examination.

ii. Method-II also shall be based on the subject that the candidate studied in Degree (eligibility) course and will be allotted by the institute where the candidate is seeking admission. In case of BCA & BBA candidates, the

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selection of methodology subject shall be based on their Intermediate (+2) study as per Ed.CET norms.

In case of English Method-I, selection of second method shall be based on the subject pursued at the Intermediate level.

In case of Engineering Graduates, Mathematics and Physical Science are offered as Methodology subjects.

Note:

- i. No candidate is allowed to select two language methods.
- ii. Candidate may select one Language and one Non-language method of teaching or she / he may select any two Non-language methods under the course.

IX. General Rules for Examination

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidate, shall forward the applications online to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Tickets online with the photograph of the candidate, to the Principal of the College of Education. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate by affixing a photograph (attested by the Principal) before he/she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. 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.

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6. A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the semester / year of the examination, the subjects in which he/she was examined and the class/division/grade in which he/she was placed.
7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one-degree course through regular mode in O.U.
8. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination notwithstanding the fact that new subjects may have been introduced or the group of subjects has been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
9. Whenever a course or a scheme of examination in O.U changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.
10. Candidates will be allotted to B.Ed. course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including rules of reservation.
11. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
12. The programme of instruction, examination and vacation shall be notified by the Osmania University.
13. The medium of instruction shall be English.
14. Osmania University examinations shall be held as prescribed in the scheme of the examination.
15. The course of study shall consist of class lectures, tutorials, workshops, Internship, engagement with the field, practicum & record work.
16. The Osmania University examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in the two methods of teaching opted by the candidate. Practicum is examined by two jury members (one internal and one external examiner) which will be conducted as per the schedule notified by the Controller of Examinations, OU.
17. Principal of the College of Education should depute their teachers for examination work as and when assigned by the Osmania University. Examination work

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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.

X. Rules of Attendance

1. 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 teaching examination both in theory and practical.
2. A regular course of study in Osmania University means attendance not less than 80% in teaching /instructional period and 90% of attendance during the period of internship of the B.Ed. programme. 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 approved by the Principal of the College of Education. A monthly consolidated attendance 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 and Chairman, Board of Studies in Education.
3. **For the students who are continuously absent for ten days or more, three notices will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.**
4. The students who fail to maintain 40% to 70% of attendance is not eligible for seeking readmission as per OU rules in vogue.
5. 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 colleges or any other government or quasi-government agency.
6. Attendance shall be reckoned from the date of admission to the course in Osmania University.

XI. Award of Class/Division/Grade

<u>Division</u>	<u>% of Marks</u>	<u>Grade</u>
Outstanding	: 85% and above	O
First Class with Distinction	: 70% and above but less than 84%	A+
First Class	: 60% and above but less than 69%	A
Higher Second Class	: 55% and above and less than 59%	B+
Second Class	: 50% and above and less than 55%	B
Pass Division	: 40% and above but less than 49%	C
Fail	: Less than 40%	F

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Minimum Pass marks in Theory Papers : 40%

Minimum Pass marks in Practical

Examinations /Field based reports / Records : 50%

Note: Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for *Rank Certificates / Gold Medals / Prizes*

Credits, Grade Letter, Grade Points, Credit Points

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to a course.

Grade Letter is an index to indicate the performance of a student in a particular Course (Paper). It is the transformation of actual marks secured by a student in a Course/Paper. It is indicated by a Grade Letter O, A+, A, B+, B, C, F. There is a range of marks for each Grade Letter.

Grade Point is weightage allotted to each grade letter depending on the marks awarded in a course/paper.

Credit Points number of credits assigned for the paper multiplied by grade point secured for that course / paper

Award of Grades

Range of % of Marks	Theory		Practicum	
	Grade Letter	Grade Point	Grade Letter	Grade Point
85 to 100	O	10	O	10
70 to 84	A+	9	A+	9
60 to 69	A	8	A	8
55 to 59	B+	7	B+	7
50 to 54	B	6	B	6
40 to 49	C	5	-	-
Less than 40	F	-	-	-

Semester Grade Point Average (SGPA)

Credit Points for the paper = No. of Credits assigned for the paper x Grade Point secured for that course/Paper.

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.

Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'C' grade in all the Papers)

SGPA = $\frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester-1}}$

Cumulative Grade Point Average (CGPA)

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points (CPTs) in all the semesters by the total number of credits in all the Semesters. The final result at the end of all the semesters is declared in the form of CGPA.

Note: CGPA is calculated only when the candidate passes in all the papers of all the semesters.

Ex: Faculty of Education

CGPA =

$$\frac{[\text{SGPA of I Semester} \times \text{Total Credits of I Sem}] + [\text{SGPA of II Semester} \times \text{Total Credits of II Sem}] + [\text{SGPA of III Semester} \times \text{Total Credits of III Sem}] + [\text{SGPA of IV Semester} \times \text{Total Credits of IV Sem}]}{\text{Total Credits of I Semester} + \text{Total credits of II Semester} + \text{Total credits of III Semester} + \text{Total credits of IV Semester}}$$

Note: The result of the successful candidates shall be classified as follows:

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- | | | |
|------|----------------------------------|-------------------------|
| i. | First Division with Distinction: | CGPA from 9.00 to 10.00 |
| ii. | First Division: | CGPA from 8.00 to 8.99 |
| iii. | Second Division with 55% | CGPA 7.00 |
| iii. | Second Division: | CGPA from 6.00 to 6.99 |
| iv. | Pass Division: | CGPA from 5.00 to 5.99 |

Example

Semester – I

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-I	5	60	A	8	5 x 8 = 40
Paper-II	5	50	B	6	5 x 6 = 30
Paper-III	5	70	A+	9	5 x 9 = 45
Paper-IV a	5	60	A	8	5 x 8 = 40
Paper-V a	5	45	C	5	5 x 5 = 25
Paper-VI	2	50	B	6	2 x 6 = 12
Paper-VII a	2	55	B+	7	2 x 7 = 14
Total	29				206

Total Credit Points: 206

Total Credits: 29

$$\text{SGPA} = \frac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}} = 206 / 29 = 7.1$$

Total Credits in the Semester -1

SGPA for Semester-1 = 7.1

Example

Semester –II

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-IV b	5	70	A+	9	5 x 9 = 45
Paper-V b	5	50	B	6	5 x 6 = 30
Paper-VIII	5	60	A	8	5 x 8 = 40
Paper-IX	2	55	B+	7	2 x 7 = 14
Paper- X	2	50	B	6	2 x 6 = 12
Paper- XII a	2	50	B	6	2 x 6 = 12
Paper- XIII a	2	55	B+	7	2 x 7 = 14
Total	23				167

Total Credit Points: 167

Total Credits: 23

$$\text{SGPA} = \frac{\text{Total Credit Points in the II - Semester}}{\text{Total Credits in the II - Semester}} = 167 / 23 = 7.26$$

Total Credits in the II - Semester

SGPA for II - Semester = 7.26

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Example

Semester –III

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper-XIV	5	70	A+	9	5 x 9 = 45
Paper-XV	2	50	B	6	2 x 6 = 12
Paper- XII b	4.5	60	A	8	4.5 x 8 = 36
Paper- XIII b	4.5	50	B	6	4.5 x 6 = 27
Paper- XII c	1	60	A	8	1 x 8 = 8
Paper- XIII c	1	50	B	6	1 x 6 = 6
Total	18				134

Total Credit Points: 134

Total Credits: 19

$$\text{SGPA} = \frac{\text{Total Credit Points in the III - Semester}}{\text{Total Credits in the III - Semester}} = 134 / 18 = 7.44$$

Total Credits in the III - Semester

SGPA for III - Semester = 7.44

Example

Semester –IV

Course/paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Paper- XVI	3	70	A+	9	3 x 9 = 27
Paper-XVII	5	50	B	6	5 x 6 = 30
Paper-XVIII	3	60	A	8	3 x 8 = 24
Paper- XIX	3	55	B+	7	3 x 7 = 21
Paper- XX	3	55	B+	7	3 x 7 = 21
Paper- XXI	2	50	B	6	2 x 6 = 12
Paper- XI c	2	55	B+	7	2 x 7 = 14
Paper – VII b	4	55	B+	7	4 x 7 = 28
Total	25				177

Total Credit Points: 177

Total Credits: 25

$$\text{SGPA} = \frac{\text{Total Credit Points in the IV - Semester}}{\text{Total Credits in the IV - Semester}} = 177 / 25 = 7.08$$

SGPA for IV - Semester = 7.08

CGPA: Example: Faculty of Education

I Semester:	Total CPTs	=	206;	Total Credits	=	29
II Semester:	Total CPTs	=	167;	Total Credits	=	23
I Semester:	Total CPTs	=	134;	Total Credits	=	18
II Semester:	Total CPTs	=	177;	Total Credits	=	27

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$$\text{CGPA} = \frac{206 + 167 + 134 + 177}{29 + 23 + 18 + 25} = 684 / 95 = 7.2$$

XII. Improvement of Division / Grade

1. When a candidate has passed in one or more papers/subjects in the first attempt in the regular examinations(s) conducted by the University for his/her batch, paper-wise improvement is permissible only in those papers.
2. A candidate is permitted to appear for paper-wise improvement only once in the immediately following examination.
3. A candidate who wishes to improve his/her overall performance may be permitted to do so if he/she appears in the immediate next regular examination conducted by the University.
4. Regular examination means an examination conducted at the end of the academic year for which the candidates were admitted and had undergone instruction.
5. A candidate appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of class/division.

XIII. Appearance and Reappearance for the Examination

1. Candidates who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed. course.
2. Candidates who have a minimum 80% attendance in Theory & 90% attendance in Practicum / Internship are alone eligible to appear Theory & Practical examination respectively.
3. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper(s) in which he/she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.
4. **In case workshops, Internship, practicum & record work are not completed, the candidates will not be permitted to appear for the semester-end examination / final practical examination only after completing such practical work after seeking admission (re-admission) to B.Ed. as a casual student and producing thereafter, certificates of completion in the required areas.**
5. 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,

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will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

XIV. Teaching Faculty as Mentors

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 for practicum, Internship and his overall participation in the B.Ed. programme. Each mentor will be allotted a maximum of 15 student teachers 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 report prepared by student-teachers and conduct of practicum 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.

XV. Microteaching, Reflective Teaching and Internship

1. The candidates are expected to complete 2 microteaching lessons (choosing any two from different microteaching skills) in each Method before going for Internship.
2. The candidates are expected to take two period plans for duration of 20 minutes for their peer group as a part of their Reflective Teaching.
3. The candidates are expected to observe the demonstration lessons undertaken by the Faculty of the college in the school.
4. Every candidate shall have to undergo an internship of 20 weeks (120 working days) in a cooperating school as "Intern". During this period, the candidate shall be attached to a school (within a radius of 10KM of the college) and he/she shall have to undertake duties & responsibilities on par with regular school teacher in all the school activities. During this period, the candidate shall teach 80 period plans covering 40 period plans from each of the methodology subject respectively (40 + 40) in the school, under the supervision of the trained subject teachers in the school who are referred to here as "Supervising Teachers". During the Internship period, the concerned lecturers of the Colleges of Education will stay in the schools in turns and observe the lessons, Guide & monitor all internship related activities of each student along with the supervising teachers and appraise the student work. A Certificate of satisfactory work by the Head Master of the cooperating school shall be a pre-requisite for the candidate to appear for the final practical examination.
5. The teaching staff of the Colleges of Education will give demonstration lessons in the concerned methodology subjects at the cooperating schools as and when

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necessary, in addition to the demonstration lessons given at the beginning of Internship, for the guidance of student-teachers.

6. In case, Internship is not completed, the candidate shall appear for the subsequent examinations in the Final Practical Examination only after completing the Internship by seeking fresh admission to B.Ed. in this regard and producing thereafter, certificates of completion of internship.
7. The final practical examination of each candidate will be conducted by two examiners – one internal and one external.
8. The Colleges of Education will have the discretion of not sending candidates for the final examination, both in Theory and Practical, in case their Practicum & Record Work is not satisfactory and those candidates who fail in the University Practical Examination & Record work also have to seek fresh admission in the subsequent semester(s) to complete their Practicum or Record Work as mentioned in the scheme of examination.
9. Internship is of 20 weeks (120 days) duration and conducted across four Semesters as per the instruction schedule.
10. All the records shall be written strictly by the candidates in their own handwriting.

NOTE:

Differently-abled students (Hearing impaired; visually impaired & orthopedically impaired): The differently-abled students shall complete all the Practicum which includes Internship, Records, EPCs and other field engagement on par with normal students.

XVI. Guidelines for School Head Masters / Head Mistresses

The Head Masters/Mistresses of Cooperating Schools are expected to:

1. Maintain the attendance of B.Ed. student teachers both for the forenoon and afternoon.
2. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the period plan books of the candidates.
3. Instruct all the B.Ed. students to stay in the school from morning first bell to evening last bell.
4. Instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.
5. Assign any activity 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,

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school management committees (SMCs), field trips, excursions and all other regular activities of the school and school based research activities.

6. Sign on the practicum and record work carried out by the students in the school.

XVII. Transitory Provisions: Promotion, Re-admission Rules & Maximum Time for Completion of Course:

Rules of promotion are as under:

Sl. No.	Semester	Conditions to be fulfilled for Promotion	
1.	From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.	
2.	From Semester-II to Semester-III	a) Undergone a Regular Course of Study of Semesters I and – II b) The number of backlogs if any, of Semester – I and II taken together, shall not exceed 50% of the total number of papers / subjects prescribed for Semesters – I and II.	
		No. of papers / subjects prescribed for Semesters - I and II	No. of backlogs permitted
		7 / 8	4
		9/10	5
		11/ 12	6
		13 / 14	7
		15 / 16	8
		17 / 18	9
3	From Semester-III to Semester-IV	Undergone a Regular Course of Study of Semester-III and registered* for the Semester-III examination.	

* Registration means obtaining a Hall Ticket for the said examination.

The procedure to be followed for granting readmission to the students in the following cases:

- (1) A student who did not put in the required attendance in a semester/year of a course and thus detained
- (2) A student after completing a semester did not continue their studies in the next immediate semester on personal /health grounds but desired to continue his/her studies after a short break;
- (3) A student who has put in 40% of attendance in a Semester and not registered for the examination can take re-admission in the same semester without appearing for the entrance examination.
- (4) Candidates who, after completing a semester of the course but taken T.C to join some other course and come back to continue the earlier course.

In all the above cases, readmission is permissible provided they are within the period of double the duration of the course (i.e., Four years). Further, the approval of the university has to be obtained in respect of those students who take TC to join some other course and come back for readmission in the same college

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All the readmissions including such of those students, who take TC and come back, shall be granted by the Principals of the concerned colleges directly subject to the fulfillment of the following conditions stipulated by the University.

- 1) they should have been promoted to next semester in which they are seeking readmission.
- 2) they should join the course within 4 weeks in case of semester system from the date of commencement of classes
- 3) they should be able to complete the course within the double the duration of the course (i.e., Four years) from the year of their original admission.
- 4) they should pay the readmission fee as prescribed by the University

NOTE: No readmission shall be made after the cutoff date (4th week in a 16 week semester) under any circumstances. The cutoff date for granting readmission shall be reckoned from the date of commencement of classes for different courses as per the almanac communicated by the University every year.

- 5) In the normal course of time a candidate is expected to complete B.Ed. Degree Course within two years (Four Semesters) from the date of admission.
- 6) Whenever the syllabus is revised, the candidate reappearing shall be allowed for B.Ed. Degree examinations according to the old syllabus upto 4 years from the time of his/her admission.
- 7) The four-semester two -year course should be completed by a student within double duration of the normal course period (i.e. 4 years).

XVIII. Pattern of Theory Question Papers

There are two Patterns of Theory Examinations – one with a duration of 3 hours for 70 marks; the other with a duration of 1 ½ hours for 35 marks. The question paper comprises two sections:

In 70 marks paper, Section A – consists of 8 very short answer type questions out of which a candidate is expected to answer any five questions. Each question carries 4 Marks. Total marks for Section – A is 20 marks. **Section B** – consists of eight essay type of questions, out of which a candidate is expected to answer any five questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 50 marks.

Similarly, for 35 marks paper, Section A – consists of 5 very short answer type questions, out of which a candidate is expected to answer any three questions. Each question carries 5 Marks. Total marks for Section – A is 15 marks. **Section B** – consists of Four Essay type of questions, out of which a candidate is expected to answer any two questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 20 marks.

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XIX. Conduct of Practicum Examinations

Each of the Practicum papers (EPCs) has examinations for 35 marks each and final practical examination (final lesson) for 50 marks. Details of the conduct of examination are given in respective papers.

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Model Question Paper

Paper-I (EDN- 01) Philosophical Perspectives of Education

Time: 3 Hours

Max. Marks: 70

PART – A = 5 x 4 = 20 Marks)

Note: Answer any five questions in about one page each from the following eight questions. Each question carries 4 marks.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

PART-B (5 x 10 = 50 Marks)

Note: Answer any Five essay questions in about three pages each from the following eight questions. Each question carries 10 Marks.

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiners may give questions from Practicum.

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Model Question Paper

Paper- XV (EDN-15)
Health & Physical Education

Time: 1 ½ Hours

Max. Marks: 35

PART – A = 3 x 5 = 15 Marks)

Note: Answer any three questions in about one page each from the following five questions. Each question carries 5 marks.

- 1.
- 2.
- 3.
- 4.
- 5.

PART-B (2 x 10 = 20 Marks)

Note: Answer any two essay questions in about three pages each from the following four questions. Each question carries 10 Marks.

- 6.
- 7.
- 8.
- 9.

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiners may give questions from Practicum.

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Semester - I

PAPER-I (EDN-01)

Philosophical Perspectives of Education

Theory

Internal Assessment: 30 Marks

External Assessment: 70

Objectives:

Credits: 4 +1

Total marks: 100

The student teachers will be able to:

1. Examine the epistemological basis of education
2. Understand the theory of knowledge
3. Understand various learner-centric curricular perspectives.
4. Examine the basis of education in a social context
5. Understand the link between school and social progress
6. Understand educative processes
7. Understand the evolution of disciplines and knowledge and school subjects
8. Understand the theory of content and framing curriculum

Content:

Unit-I: Examining the Epistemological Basis of Education:

1. Nature of human nature: need for a broad theory of human nature, discussion of mind and body problem, original nature, social basis of human nature, modifiability of human nature, freedom of will, super natural nature.
2. Critical understanding of the difference between: knowledge and skill, teaching and training, knowledge and information, reason and belief,
3. Theory of knowledge –problems of knowledge, truth, ways of knowing, notions of truth .validation of knowledge –pramanas- from eastern connotation, pratyaksha, Anumana, upamana, sabda. From western connotation-perception, inference, comparison, testimony.
4. Other kinds of knowledge emerged from various subjects- practical knowledge, community knowledge, intuitive or tacit knowledge.

Unit II: Examining Philosophical basis of education in a social context.

1. Philosophical perspectives of learning- activity theory of learning, -Gandhi, Tagore
2. Discovery theory of learning-Dewey
3. Dialogue and theory of learning- Plato/Buber/Freire
4. Context of universalism, nationalism, and secularism with respect to Ambedkar, Jyothi Rao Phule and Jiddu Krishnamurthy.

Unit III: School and social progress

1. Conservative functions of school,
2. Progressive functions of school
3. Natural functions of school
4. School and revolutionary change
5. Indoctrination, Academic freedom, liberty of teacher, freedom of learner and learning
6. India and ancient school- academic freedom and progress of children –humanism and humanistic value training

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Unit-IV: Educative process-understanding disciplines and knowledge.

1. Educational aims, debates on the nature of the curriculum, selection of the curriculum-interest, discipline and duty, interest and effort.
2. Reflecting on the nature and role of disciplinary knowledge in the school curriculum.
3. Emergence of various disciplinary areas like language, math, science, social science
4. Disciplinary knowledge and schema of school curriculum
5. Understanding the theory of 'content' selection of content, framing syllabus, to enable the learner to construct knowledge on their own, how dominant people play a role in the process of designing curriculum.
6. The process of acquisition of language across curriculum
7. Reflecting on the paradigm shift from discipline centered to learner centered curriculum.

Unit-V –Professional ethics and humanization of education

1. A special ethic for education, principal dimensions and applications of professional ethics, as per NCTE: Commitment to profession, learner, society, achievement of the excellence of the learner, and human values.
2. Critical understanding of Child rights and positive discipline,
3. Human rights and humanization of curriculum transaction.
4. Educational values-scope, kinds of values subjective vs. objective, hierarchy of values.
5. Indian constitution –citizenship value training to create an egalitarian society.

Engagement:

1. Debates and Discussion on the nature of human nature.
2. Various sources of knowledge, discuss on how to acquire knowledge.
3. Collecting ideal practices from school like Siv Sivani, Bharatiya vidya Bhavan.
4. Interviewing some retired teachers with high values, personal discipline on values, present state of education.
5. Personal Interviews and Reporting about purpose of life and purpose of education: Teachers, Community Leaders, Religious Leaders, Political Leaders, Scientists, Women, Adolescents, Children etc.
6. Reading, Understanding, Reflections on Stories, Prominent Personalities & Religious Texts and Seminar Presentations.
7. Review of Schools of Philosophy & Presentation: Understanding about the relationship between Ideologies and Aims of Education.
8. Field Visits and Report writing: Educational Institutions based on practicing various philosophies like Ramakrishna Math, Rishi Valley School, Sri Aurobindo schools, Missionary schools etc. And Voluntary Organizations, UNICEF, MV Foundation.
9. Exhibitions and Documents about philosophers, institutes, display of photographs, preparing albums etc.
10. Collection from the news-papers, Magazine, Websites about good educational practices.
11. Collection of scholarly articles published and quotations related to education.
12. Preparation of quotation boards to display in the college premises.
13. Workshop – VITAL – Value Integrated Teaching and Learning – Lessons.

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Semester – I

PAPER-II (EDN-02)

Sociological Perspectives of Education

Theory

Credits 4 +1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives

The student teachers will be able to:

1. understand the sociological perspectives of education
2. develop understanding about socialization, culture and education
3. Become aware about education as a social process, its role in the process of socialization.
4. Understand the dynamics of Social change.
5. Develop sensitivity towards concept of equality and equity through education.
6. acquaint with contemporary issues in education

Content:

UNIT – 1 Introduction to sociology of education.

12 Hours

1. Introduction to Sociology
2. Sociology of Education: Meaning, definition, nature and scope.
3. Relationship between sociology and education.
4. Sociology as a foundation of education and its implications to education.

UNIT- 2 Social Processes of Education

15 Hours

1. Social Process: The process and forms of social interaction
2. Socialization: Meaning, Process, Emergence of self, and Resocialization.
3. Methods of socialization:-
 - a. selective exposure
 - b. modeling
 - c. identification
 - d. positive reinforcement
 - e. negative reinforcement
 - f. nurturance
4. Social agencies of Education: Home, peer group, school and community.
5. Culture: Meaning, Characteristics of Culture; cultural lag, Cultural conflict, cultural ambivalence, cultural tolerance and its implications to education. Relationship between Culture and Education.

UNIT – 3 Social Change and Education

15 Hours

1. Social Change: Meaning and Factors of Social Change. Role of education and teachers in relation to social change.

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2. Modernization: Meaning and Attributes of Modernization and role of education in Modernization
3. Social Stratification and education
4. Democracy and Education

UNIT- 4 Equalization of educational opportunities

15 Hours

1. Equality: Concept of equality, Constitutional provisions for equality
2. Equalization of educational opportunities among SC, ST, Girls and the differently Abled.
3. Equity: Measures taken by Central and State Government in the Equalization of Educational opportunities
4. Gender issues and girl child education: International, National and Regional Interventions; Millenium Development Goals of UNO, KGBV's, Kishore Balika Yojana, Bangaruthalli Padhakam.

UNIT – 5: Contemporary issues in education

20 hours

1. Economics of Education:
 - a. Meaning & scope;
 - b. Education as Human Capital; and
 - c. Education –Human Resource Development
2. National and Emotional integration:
 - a. concept and meaning;
 - b. Role of school in promoting National Integration
3. International understanding:
 - a. concept and meaning;
 - b. Role of teacher and school in International understanding
4. Peace education:
 - a. Concept, meaning and nature;
 - b. Role of school in promoting peace Education
5. Liberalization, Privatization and Globalization in Education

Engagement

1. Group discussion on implications of sociology of education
2. Critical reflections on relationship between society and education
3. Explore mass media as a social agency of education
4. Debate on implications of contemporary education system on society
5. Campus visit to explore spaces of social learning.
6. Working in archives, collecting oral histories, performing one's art for a public audience.
7. Data tables of sociological, historical, cultural events to reflect on their significance as change events.
8. Collecting real life incidents, anecdotes, stories and experiences of children related to gender, class, caste, marginalization, deprivation, unawareness and exploitation. Reflecting over the issues.

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Semester - I

PAPER-III (EDN-03)

Psychology of Childhood and Adolescence

Theory

Credits: 4 +1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives;

The student teachers will be able to:

1. Understand about children of different age groups
2. Observe and interact with children from diverse socio-economic and cultural backgrounds
3. Understand how social-political realities construct different childhoods
4. Explore children's lived contexts: family, schools, neighborhoods & community

Content:

Unit 1: Understand the Nature and Development of a learner: Child and Adolescent

1. Learner as a developing individual, Stages of development
2. Psycho-social entity of an individual
3. Developmental characteristics of a child and an adolescent: Physical, Cognitive, Social, Emotional, Moral & Language
4. Understanding of how different socio-political realities construct different childhoods
5. Influence of child's lived contexts of family, schools, neighborhoods & community as development of childhoods & adolescents

Unit 2: Understanding differences in Learners: Childhood & Adolescence

1. Influence of environment on childhood and adolescence in social development.
2. Exploring causes for individual differences in addressing children
3. Understanding differently abled learners in the classroom and adopting inclusive practices
4. Representation of Gender, Class, poverty in Media and assumptions on childhood and adolescents.

Unit 3: Understanding Childhoods

1. Children in difficult circumstances – Multiple childhoods
2. Self-concept, self-esteem, self-image, attitude, aptitude, skills and competencies
3. Learning styles in children
4. Understanding children from Multiple Intelligence Perspective – Howard Gardner
5. Emotional Intelligence – Daniel Goleman

Unit 4: Perspectives on learning

1. Learning as a process and an outcome

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2. Types of learning: Factual, Associations, Conceptual, Procedural, Generalizations, Principles, Rules, Attitudes, Values and Skills
3. Pedagogic principles for organizing learning – Behaviouristic (Skinner), Cognitive (Piaget) and Humanistic (Maslow, Carl Rogers)
4. Constructivist approach in learning (Vygotsky)
5. Factors influencing learning – Hereditary, Environment and Pedagogic factors

Unit 5: Learning environment: Issues & Concerns

1. Individual vs. Group learning – study habits, self-learning, learning to learn skills
2. Teacher-centric and learner-centric environment and challenges
3. Collaborative learning and cooperative learning
4. Resources for learning – inquiry & problem-solving approaches in learning
5. Creativity on inclusive learning environment – individual autonomy, flexibility to address diverse needs

Mode of transaction:

Discussions, Seminars, presentations, Projects, field experiences, Cases studies, Explorations, Inquiry.

Engagement:

1. Students should visit children's places to understand the home, social, cultural background and influence on the childhood and adolescence.
2. Study children in difficult circumstances identifying some cases & observing and reporting (Child laborers, street children, orphan children, parent exploited children, emotionally disturbed children, abused children, migrant children, poverty stricken children, child trafficking, drug-abused, socially backward, economically backward, malnourished children)
3. Observe child-rearing practices of children from diverse backgrounds
4. Observe parenting styles, learning styles and report.
5. Observe the dietary habits of children in different circumstances and Gender disparities.
6. Observe children living of difficult circumstances and report any one case and discuss and present in the classroom.
7. Interview Children & collect stories from them, their home/ family stories, parent's stories, study habit related stories.
8. Observe various classrooms and the curriculum transaction and learning styles in children.
9. Observe classroom practices: Teaching styles, disciplinary practices, Teacher language and treatment of children in the classroom and report.
10. Collect the interests and likes of children of different age groups – 12 to 15 years.
11. Collect the daily routine of children and dietary habits in children.

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12. Collect the views of children about television programmes, characters, stories – what they like? Why they like? What are their suggestions? What are the popular TV programmes?
13. What are the perception of children on Media, Cinemas, family, Parents, Teachers' characters.

References:

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Semester – I		
PAPER-IV (EDN-04 a)		
Method I / II - Pedagogy of Mathematics		
Theory		Credits: 4 +1
Internal Assessment: 30 Marks		
External Assessment: 70		Total marks: 100

Objectives:

The student teachers will be able to:

1. Understand the nature of Mathematics
2. Appreciate the Mathematical concepts
3. Understand the values of teaching Mathematics
4. Understand the processes of learning Mathematics
5. Explore various perspectives in understanding objectives of teaching Mathematics
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

1. Nature and Scope of Mathematics

1. Mathematics: Meaning and Definition
2. Nature of Mathematics: Utility, originality, abstractness, truthfulness, logical conclusions, Nature of verification , aesthetics, co- existence of Provision, Inclusive and Deductive reasoning , and correlation, Identifying Mathematical patterns
3. Scope of Mathematics
 - i. Use of Mathematics in daily life
 - ii. Difficulties in using mathematics
 - iii. Unsolved problem in mathematics

2. Mathematics and Society

1. Exploring mathematical language from children's experiences
2. Appreciating dialogue among peer-group
3. Unfolding child's math abilities (Activities, Live Experiences, Tasks)
4. History of Mathematics and contributions of Mathematicians: Pythagoras, Euclid, Aryabhatta, Bhaskaracharya-II, Ramanujan, Hypatia, Hertha Marks Ayrton

3. Aims of Learning Mathematics

1. Aims of Learning Mathematics
2. Knowledge and Understanding through Mathematics
3. Relating Mathematics Education to Natural and Social Environment, Technology and Society, Gender & Mathematics, Mathematics for Inclusion.
4. Imbibing the Values through Mathematics Teaching
5. Development of Problem Solving Skills

4. Learning objectives of Mathematics

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives

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3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Mathematics

5. Pedagogical Shift in Mathematics

1. Pedagogical Shift:
 - i. Mathematics as Fixed Body of Knowledge to the Process of Constructing Knowledge
 - ii. Nature of Mathematics
 - iii. Knowledge
 - iv. Learners, learning and teachers
 - v. Assessment
 - vi. Mathematics curriculum and scientific inquiry
 - vii. Scientific method to Mathematics as inquiry
2. Democratizing Mathematics Learning: Critical pedagogy and role of teachers
3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Mathematics curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Seminar presentations on Life and contributions of Mathematicians.
3. Collecting stories and sociopolitical context of discovering Math concepts.
4. Collecting pictures and resources related to different concepts in Mathematics, Mathematicians & creating Collage & Albums
5. Visiting children involved in helping parents during Marketing – understanding Mathematics, Calculations in done by children.
6. Observe & inquire the process of learning by children from different backgrounds & record your observations.

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Semester – I
PAPER-IV (EDN-04 a)
Method I / II - Pedagogy of Biological Sciences

Theory
Internal Assessment: 30 Marks
External Assessment: 70

Credits: 4 +1

Total marks: 100

Objectives:

The student teachers will be able to:

1. Understand the nature of Biological science
2. Appreciate the Biological science concepts
3. Understand the values of teaching Biological science
4. Understand the processes of learning Biological science
5. Explore various perspectives in understanding objectives of teaching Biological science
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

Unit 1: Nature of science

1. What is Science?
2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge, Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative; Tentative nature of scientific theories, Science promotes skepticism; scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and Science as a Process of constructing knowledge
3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of Biological science, such as Structure and Function, Molecular aspects, interaction between living and non-living, Biodiversity, etc)
4. An Illustration of How Science Works, How children learn Science?

Unit 2: Science and Society

1. Biological science and society
2. Biological science for environment, Biological science for health, Biological science for peace, Biological science for equity – Gender and Science, Science for Inclusion
3. Need and Significance of History of Science in teaching Science – Historical development perspective of science
4. Some Eminent Biologist's contributions & reflection on society – William Harvey, Lamarck, Charles Darwin, S.N. Bose, M.S. Swaminathan, Birbal Sahni, Rosalind Franklin, Elizabeth Blackburn, Gertrude B. Elion
5. Recent Advancement and Research in Biological Science

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Unit 3. Aims of Learning Biological Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular science, its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Biological Science Education to Physical Science and Social Environment, Technology and Society and Environment.
7. Imbibing the Values through Science Teaching, Feynman's Perspective of Science values.
8. Development of Problem Solving Skills

Unit 4. Learning objectives of Biological science

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives, Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Biological Science

Unit 5. Pedagogical Shift in Biological Science

1. Pedagogical Shift:
 - a. Biological Science as Fixed Body of Knowledge to the Process of Constructing Knowledge
 - b. Nature of Biological Science
 - c. Knowledge
 - d. Learners, learning and teachers,
 - e. Assessment
 - f. Science curriculum and scientific inquiry
 - g. Scientific method to Science as inquiry
2. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers

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3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. New Discoveries & findings (Nobel Laureates, Stem Cells, Cancer cloning, HIV/AIDS, Epidemics, Chicken Guinea, Dengue, Swine Flu, Ebola, Anthrax)
3. Diagnosis & Preventive Measures of Epidemics
4. Medical Service, Government & NGO role
5. Planning and conducting awareness programmes/ Camps / Rallies.
6. Application of New technologies in the field of Biological Sciences – Collecting such examples & sharing.
7. List out the names of medicinal plants and their medicinal value
8. Participating in Eco-clubs in the practicing schools.
9. Hands-on-experience through Visits to botanical gardens and fields
10. Visits to scientific & research institutions – IICT, CCMB, NIN, ICRISAT, NACO AIDS – Write a report. Share with a peer group.
11. Plan for a biodiversity project in practicing school.

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Semester – I
PAPER-IV (EDN-04 a)

Method I / II - Pedagogy of Social Sciences

Theory

Credits: 4 +1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. Understand the areas of Social science
2. Appreciate the Social science concepts
3. Understand the values of teaching Social sciences
4. Understand the processes of learning Geography and Economics
5. Explore various perspectives in understanding objectives of teaching Social science
6. Empower in content and pedagogy
7. Analyse various approaches to curriculum designing in Social science
8. Develop ability to explore various learning resources to teach social sciences

Content:

Unit 1: Social sciences as an Integrating Area of Study: Context and Concerns

1. Meaning, Nature and Scope of Social Sciences: Major Social Sciences disciplines in Schools.
2. What is 'social' about various Social Sciences?
3. Uniqueness of disciplines vis-a-vis interdisciplinary
4. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
5. Contributions of Some Eminent Social Scientists– Christopher Columbus, Max Weber, Karl Marx, Chanakya, Amartya Sen, Mother Teresa

Unit 2. Aims and Objectives of Learning Social Sciences

1. Aims of Learning Social Science
2. Imbibing the Values through Social Science Teaching
3. Meaning of Learning Objectives
4. Developing Learning Objectives, Features of well-developed learning objectives
5. Anderson and Krathwohl's Taxonomy
6. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating
7. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
8. Learning Objectives in the Constructivist Perspective
9. Academic Standards in Social Sciences

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Unit 3. School Curriculum and Resources in Social Sciences

1. Curriculum development Process
2. National Curriculum Framework 2005.
3. National Curriculum Framework 2009.
4. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
5. Recommendations of NCF-2005 and APSCF-2011 on Social Sciences Curriculum- National focus Group position paper on Social Sciences and State position paper (2011) on Social Sciences
6. Syllabus – Selection and Organization of Content in School Subject
7. Teacher as Curriculum Developer – Localized curriculum, Place for local knowledge resources for the curriculum.
8. Moving from Textbook to Teaching-learning Materials, Going beyond Textbook.
9. People as Resource: Significance of Oral Data, Types of Primary and Secondary Sources; Data from field, Textual materials, Journals, magazines, Newspapers, Encyclopedia And Dictionaries
10. Dale's Cone of Experience- Using the Cone of Experience – Teaching aids & Digital Resources

Unit 4. Teaching-Learning of Geography - Space, Resources and Development

1. Meaning, Nature and Scope of Geography: Current Trends
2. Teaching and Learning Major Themes and Key Concepts in Geography
3. Developing Skills in Geography
4. Teaching Strategies in Geography

Unit 5. Teaching-Learning of Economics – State, Market, and Development

1. Meaning, Nature and Scope of Economics: Current Trends
2. Key Concepts in Economics
3. Classification of Economic system
4. Developmental Issues in Economics
5. Teaching- Learning Methods in Economics
6. Teaching-Learning Materials

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic. Plan for suitable teaching learning material, working models and resources.
2. Reading the contributions of Social scientists and presenting seminars.
3. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
4. Visiting Social sciences related Research Institutes & Organizations.
5. Students should prepare Maps related to different concepts in Geography, History & Political Science.

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Semester – I
PAPER-V (EDN-05 a)
Method I / II - Pedagogy of Physical Sciences

Theory

Credits: 4 +1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. Understand the nature of Physical science
2. Appreciate the Physical science concepts
3. Understand the values of teaching Physical science
4. Understand the processes of learning Physical science
5. Explore various perspectives in understanding objectives of teaching Physical science
6. Develop logic behind pedagogical shift
7. Empower in content and pedagogy

Content:

Unit 1. Nature of science

1. What is Science?
2. Nature of Science- Science as a particular way of looking at nature, Science as a rapidly expanding body of knowledge Science as an interdisciplinary area of learning, Science as a truly international enterprise, Science as always tentative, Tentative nature of scientific theories, Science promotes skepticism; Scientists are highly skeptic people, Science demands perseverance from its practitioners, Science as an approach to investigation and as a Process of constructing knowledge
3. Scientific Method: Observation, inquiry, hypothesis, experimentation, data collection, generalization (Teacher educator will illustrate each taking examples from specific contents of science / physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics, etc)
4. An Illustration of How Science Works, How children learn science?

Unit 2. Science and Society

1. Physical science and society-
2. Physical science for environment, Physical science for health, Physical science for peace, Physical science for equity – Gender and Science, Science for Inclusion.
3. Need and Significance of History of science in teaching science – Historical development perspective of Science.

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4. Contributions of Some Eminent Scientists– Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Niels Bohr, C.V. Raman, Louis Victor de Broglie, Bimla Buti, Venkataraman Ramakrishnan, APJ Abdul Kalam, Marie Curie.

Unit 3. Aims of Learning Physical Science

1. Aims of Learning Science
2. Knowledge and Understanding through Science
3. Nurturing Process Skills of Science
4. Development of Scientific Attitude and Scientific Temper- Respect for evidence, Open-mindedness, Truthfulness in reporting observations, Critical thinking, Logical thinking, Skepticism, Objectivity, Perseverance – Notion of Popular Science – Its importance and involvement of science teacher.
5. Nurturing the Natural Curiosity, Creativity and Aesthetic Sense
6. Relating Physical Science Education to Natural and Social Environment, Technology, Society and Environment.
7. Imbibing the Values Through Science Teaching – Feynman's Perspective of Science values
8. Development of Problem Solving Skills

Unit 4. Learning objectives of physical science

1. Meaning of Learning Objectives, Is learning objectives external?
2. Developing Learning Objectives, Features of well-developed learning objectives
3. Anderson and Krathwohl's Taxonomy
4. Writing Learning Objectives, Remembering, Understanding, Applying, Analysing, Evaluating, Creating
5. Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages
6. Learning Objectives in the Constructivist Perspective
7. Academic Standards in Physical Science

Unit 5. Pedagogical Shift in Physical Science

1. Pedagogical Shift:
 - a. Science as Fixed Body of Knowledge to the Process of Constructing Knowledge
 - b. Nature of Science
 - c. Knowledge
 - d. Learners, learning and teachers,
 - e. Assessment
 - f. Mathematics curriculum and scientific inquiry
 - g. Scientific method to Mathematics as inquiry

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2. Democratizing Science Learning: Critical Pedagogy- Critical pedagogy and role of teachers
3. Pedagogical Shift: Planning Teaching-Learning Experiences- Planning teaching-learning: Before shift, Planning teaching-learning: After shift, Planning teaching-learning: Examples
4. Pedagogical Shift: Inclusion- Science curriculum, Diversity in class, Approaches, Information and Communication Technology (ICT), Professional development
5. Content-cum-methodology: Meaning, Concept & Nature
6. Steps to Content-cum-methodology
7. Steps to Pedagogical Analysis
8. Content and Teaching Skills

Engagement:

1. Students should review the school textbooks from class VI to X and acquaint with all the topics and activities covered under each topic.
2. Plan for suitable teaching learning material, working models and resources.
3. Reading the contributions of Physicists and presenting seminars.
4. How the revised Bloom's Taxonomy different from earlier Taxonomy? Discuss.
5. Visiting science related Research Institutes & Organizations.

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Semester – I

PAPER-V (EDN-05 a)

Method I / II - Pedagogy of English

Theory

Credit:4 +1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

1. To enable teacher trainees with the various aspects of the B. Ed Programme with special reference to the nature of the language skills & language items to be developed, practiced, and evaluated.
2. To acquire information on current directions in English language teaching.
3. To identify and be sensitive to the proficiency, interests and needs of learners.
4. To develop an appreciation of the role of English in both academics and life.
5. To develop creativity among learners

Content:

Unit 1: Language around Us:

1. Nature of English Language as a means of communication and thinking.
And its importance in human life
2. Philosophy of Language Learning-Linguistic, Social, Academic demands
3. Language acquisition versus Language learning
4. Factors affecting language learning : Physical, Psychological and social factors
5. Role of Language in Life: Cultural, Social, Emotional and Intellectual Development

Unit 2. Development of English language in India

1. Development of Language Policy in India: NPE(MIL), Three - Language Formula and NCF2005, NCF 2009.
2. Status of English in India as a Second Language and as a Global language.
3. From Translation to Collaboration in Language learning
4. Language learning theories
5. Multilingualism in ELT

Unit 3. Phonetics of English

1. The different speech organs and their role.
2. The individual Sounds - Vowels and Consonants - their place and manner of articulation - The cardinal vowel scale.
3. The concept of the phoneme and the allophone.
4. Stress - Words Stress and sentence Stress - Strong and weak forms.
5. Intonation - Four basic patterns of intonation in English.

Unit 4. Vocabulary and Grammar in Context

1. Word Formation(Prefix, Suffix, Compounding)
2. Synonyms, Antonyms, Homophones, Homonyms, Phrasal Verbs, Idioms.
3. Prescriptive Grammar, Descriptive Grammar, Pedagogical Grammar
4. Elements of a sentence
5. Classification of phrases and clauses based on structure and functions
6. Auxiliary System (Tenses, Modals, Perfective and Progressive aspects)
7. Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, agreement)

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8. Reported Speech
9. Degrees of Comparison
10. Figures of Speech

Unit 5. Understanding Language and Producing Discourses

1. Listening Skills: a) listening process, factors conducive to listening, sub skills of listening, Listening comprehension, Analyzing supra segmental features(as discussed in 3.4 &3.5),
b) Tasks for Developing listening skills
 2. Speaking Skills: factors of good speaking abilities, sub skills of speaking, Present language using supra segmental features
b) Tasks for Developing speaking skills
 3. Reading Skills: Types of Reading, Sub skills of reading, Practicing Critical Reading
b) Tasks for Developing Reading skills
 4. Writing Skills: Types of Writing, Sub skills of writing, Creative Writing
b)Tasks for Developing Writing skills
 5. Integration of Skills - Creative expressions in Speaking and Writing
- Engagement:
1. Listen to Videos& audios and Developing Skits and presenting Conversations / Dialogues in different situations & Writing diary, letters, notice expressing opinions and ideas.
 2. Seminars and debates on position of English language in India
 3. Discussion on position papers on language, NCF 2005
 4. Listen to phonetics and practice. Record while pronouncing and observe sounds with the guidance of teacher educators.
 5. Vocabulary games – practice exercises to develop language proficiency.

References:

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Semester – I

PAPER-V (EDN-05 a)

Method I / II - Pedagogy of Telugu

Theory

Credit:4 +1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

బి.యిడి. కోర్సు లక్ష్యాలు

రెండు సంవత్సరాల కోర్సు పూర్తయ్యేసరికి భాషోపాధ్యాయులు కింద అంశాలను అర్థం చేసుకొని నైపుణ్యాలు సాధిస్తారు.

- భాష ఆవశ్యకత, భాష - సమాజ సంబంధాలను అర్థంచేసుకొంటారు.
- తెలుగు భాష పరిస్థితి, స్వాతంత్ర్యం కంటి ముందు, తర్వాత, అధికార భాషగా తెలుగు, వ్యవహార భాష, మాధ్యమంగా తెలుగు భాష మొదలగు విషయాల గురించి అర్థం చేసుకొంటారు.
- తెలుగు సాహిత్యం గురించి, సాహిత్య అధ్యయనం ఆవశ్యకత గురించి, దాని ప్రయోజనాల గురించి అర్థం చేసుకొంటారు. భాషా బోధనలో సాహిత్యాన్ని వినియోగిస్తారు.
- పిల్లలు భాషను గ్రహించే విధానం, భారతీయ, పాశ్చాత్య దృక్పథాలను అర్థంచేసుకొంటారు. దీన్ని తరగతి గదుల్లో అన్వయిస్తారు.
- తెలుగు భాషా బోధనోద్దేశాలను, తరగతి వారీగా సాధించాల్సిన సామర్థ్యాలను అర్థంచేసుకొని, వాటిని సాధించడానికి అవసరమైన వ్యూహాల పట్ల సామర్థ్యాన్ని సాధిస్తారు.
- భాషోపాధ్యాయుల సన్నద్ధత ఆవశ్యకత గ్రహిస్తారు. వార్షిక, పాఠ్య పీరియడ్ ప్రణాళికలను రాస్తారు. వీటి ఆధారంగా బోధించే సామర్థ్యాన్ని అలవర్చుకొంటారు.
- భాషాభివృద్ధికి తోడ్పడే కార్యక్రమాలను తెలుసుకొని అమలుపరుస్తారు.
- వివిధ వ్యవహారాలపై వారీగా వ్యూహాలను తెలుసుకొని అమలుపరుస్తారు.
- మూల్యాంకనానికి సంబంధించిన వివిధ భావనలను అర్థం చేసుకొంటారు. నిరంతర సమగ్ర మూల్యాంకనం ఆవశ్యకతను, సంగ్రహణాత్మక, నిర్మాణాత్మక మూల్యాంకనాలను అర్థంచేసుకొని అమలు పర్చగల్గుతారు.
- సామర్థ్యాల వారీగా కేటాయించిన భారత్వాల ప్రకారం ప్రశ్నప్రశ్నాల తయారీ, జవాబు ప్రశ్నాలను సూచికల ఆధారంగా దిద్దే సామర్థ్యాన్ని పొందుతారు.
- భాషోపాధ్యాయుడు తన వృత్తి తన అభివృద్ధిని సంబంధించిన వివిధ కార్యకలాపాలను, పరామర్శ గ్రంథాలను తెలుసుకొని వినియోగించగల్గుతారు.
- ఆధునిక సాంకేతిక పరిజ్ఞానం ఆవశ్యకతను గుర్తించి, బోధనలో వినియోగించగలుగుతారు.
- అచరణాత్మక కృత్యాలను అమలుపరచడం ద్వారా తమకున్న ఆపోహలను తొలగించుకొంటారు. భాష గురించి, భాషాభ్యసనం గురించి, పిల్లల గురించి, భాషా వాచకాలను గురించి, బోధనాభ్యసన ప్రక్రియల గురించి ఆధునిక దృక్పథాలను అలవర్చుకొంటారు.

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I. భాష - అవశ్యకత - స్వభావం - సమాజం - ప్రయోజనాలు :

- భాష యొక్క అవశ్యకత - భాష స్వభావం - భాషోత్పత్తి - ధ్వనులు ధ్వని ఉత్పత్తి స్థానాలు - మానవ భాష - జంతువులభాష తేడాలు - భాష ప్రయోజనాలు - భాష నిర్మాణం - ప్రపంచ భాషల వర్గీకరణ - భాష గుర్తింపు - భాష ఒక మాధ్యమం - విషయం - భాష మరియు లింగ - త్రిభాషా సూత్రం, భాష మరియు సమాజం, సమాజంలోని వివిధ వర్గాలు భాష, భాష - నాగరికత - సంస్కృతి, భాష మరియు అక్షరత్వం, - బహుభాషలు / బహుభాషిత్వం.

II. తెలుగు భాష తీరు తెన్నులు ఇతర భాషల ప్రభావం :

- స్వాతంత్ర్యానికి పూర్వపు తెలుగు భాష, స్వాతంత్ర్యానంతర కాలంలో తెలుగు భాష, నిత్య వ్యవహారంలో తెలుగు భాష - తానన భాష - గ్రాంథిక భాష - వ్యవహారిక భాష - మాందలికాలు - ప్రామాణిక భాష Vs వ్యవహారిక భాష - తెలుగు భాష - సంస్కృతం, తెలుగు - ఉర్దూ, తెలుగు - ఆంగ్లం తెలుగు - పోర్చుగీస్, కన్నడం ఇతర భాషలు, భాషోద్భవం - తెలుగు భాష ప్రస్తుత పరిస్థితి, యునెస్కో అధ్యయనం, ప్రసార మాధ్యమాల్లో తెలుగు భాష - భాష పరిరక్షణ చేపట్టాల్సిన చర్యలు - పరిసరాల్లోని భాషలు - పాఠశాలల్లో భాష - పాఠశాలేతర వ్యవహారాల్లో భాష - పాఠ్యాంశంగా భాష - మాతృభాష - మాధ్యమభాష - ప్రాధాన్యతలు - పరిమితులు - బహుభాష విభిన్న సంస్కృతుల తరగతిలో తెలుగు భాష.

III. తెలుగు సాహిత్య అధ్యయనం అవశ్యకత ప్రయోజనాలు :

- తెలుగు సాహిత్యం - ప్రాచీన, ఆధునిక ప్రక్రియలు.
- తెలంగాణ సాహిత్యం - బాల సాహిత్యం మొ. వాటి అధ్యయనం అవశ్యకత ప్రయోజనాలు, కవులు, రచయితలు, శైలులు.
- జరిపెంటి కృష్ణమూర్తి ప్రాచీన సాహిత్య అధ్యయనం ఆధారంగా ఈ యూనిట్ వ్రాయాలి.

పిల్లలు - భాష :

- పిల్లలు భాషను ఎలా నేర్చుకొంటారు. పిల్లలకున్న భాషా సామర్థ్యం - పిల్లలు నేర్చుకోవటం గురించి ఆపోహలు వాస్తవాలు పిల్లలు భాషానియమాలను గ్రహించే తీరు - తాత్త్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు, భాష - ఆలోచన, భాషాజ్ఞాన నిర్మాణం, భాష - అభివ్యక్తి, సృజనాత్మకత - ఉపాధ్యాయుల పాత్ర.

IV. తెలుగు భాష బోధనోద్దేశాలు, సాధించాల్సిన సామర్థ్యాలు :

- పాఠశాల విద్యలో తెలుగును ఒక ముఖ్యమైన విషయంగా ఎందుకు నేర్పబోవాలి.
- ప్రాథమిక స్థాయి బోధనోద్దేశాలు - మాధ్యమిక / ఎలిమెంటరీ స్థాయి బోధనోద్దేశాలు ఉన్నత స్థాయి బోధనోద్దేశాలు.
- భాషా బోధన ద్వారా సాధించాల్సిన సామర్థ్యాలు / విద్యాసామర్థ్యాలు.
- సామర్థ్యాల వారీగా వ్యూహాలు - వినడము అర్థం చేసుకోవడము ప్రతిస్పందించడము - ధారాళంగా చదవడం అర్థం చేసుకోవడం.
- ఆలోచించి ఆశ్చర్యకానంతో మాట్లాడడం - స్వీయరచన.
- సృజనాత్మక వ్యక్తీకరణ - పదజాల వినియోగం - ప్రశంస - భాషించాలి.

V. భాష - ఆధునిక దృక్పథము నూతన భాషావాచకాలు :

- భాషను నేర్చడము అంటే ఏమిటి? - గతంలో భాషను బోధించిన విధానం వీటి పరిణామాలు.
- భాషా బోధన ఆధునిక దృక్పథం - ఆలోచింపచేయటము వ్యక్తీకరించడము.
- తప్పులు వెతకటానికి బదులు తప్పులు సరిదిద్దే వ్యూహాలు అమలుపరచడం వివరించడానికైంక బదులు స్వయం అభ్యయనం చర్యలు.
- నూతన తెలుగు వాచకాలు వాటి తాత్త్విక నేపథ్య సూత్రాలు.
- పాఠ్య పుస్తకాలలోని ప్రత్యేకత - పాఠ్య పుస్తకాలను ఎలా ఉపయోగించాలి.

ఆచరణాతలప్రజ్ఞ కృత్యాలు - నివేదికలు (Practicum)

PART - A

- 1) 3 సంవత్సరాల పిల్లలు మాట్లాడే కొన్ని వాక్యాలను సేకరించండి. వాటిని రాయండి. వీటిలో ఇమిడియున్న వ్యాకరణ సూత్రాలు వివరించండి - వీటిని పిల్లలు ఎలా గ్రహించారు విశ్లేషించండి.
- 2) డి.వి. / ఎఫ్.ఎమ్. రేడియో చానెల్స్‌లోని యాంకర్‌లు లేదా జాకీలు మాట్లాడే భాషను పరిశీలించండి.
వ్యావహారిక భాషకు - వీనికి మధ్య గల సామ్యభేదాలు విశ్లేషించండి. వీటి వలన చోటుచేసుకొనబోయే పరిణామాలను ఊహించండి. భాషాపాఠ్యాంశాలుగా మనము దేవట్టవలసిన చర్యలు తెల్పండి.
- 3) తెలంగాణా రాష్ట్రములోని ప్రముఖ కవులు / రచయితల్లా మిమ్మల్ని ప్రభావితం చేసిన వారెవరు? వారి ఒక రచనను చదివి దానిపై నివేదికను వ్రాయండి.
- 4) 2 1/2 సంవత్సరాల నుండి 3 సంవత్సరాల పిల్లలు మాట్లాడే తీరును పరిశీలించండి. వారు మాట్లాడే పదాలు / వాక్యాలు నమోదుచేయండి.
వీటిలో మిమ్మల్ని ఆశ్చర్యానికి గురిచేసిన అంశాలేమున్నాయి.
పిల్లలు వాడే పదజాలాన్ని వారు ఎలా గ్రహించి ఉంటారు? దీని ఆధారంగా ఒక నివేదికను తయారుచేయండి.
- 5) 6 నుండి 10వ తరగతి పాఠ్యపుస్తకాలలో పడేసి ఒక దానిని ఎంపిక చేసుకొని దీనితో సాధించవలసిన సామర్థ్యాలను చదవండి. వ్రాయండి. ఏదైనా ఒక సామర్థ్యాన్ని పెంపొందించటానికి పాఠాల వారీగా ఇచ్చిన అభ్యాసకృత్యాలు రాయండి. వాని స్వభావాన్ని తెల్పండి. వీటిని తరగతి గదిలో ఉపాధ్యాయులు ఎట్లు నిర్వహిస్తున్నారో పరిశీలించి నివేదిక వ్రాయండి.

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ఉపాధ్యాయ విద్య - తెలుగు - బోధన వ్యూహాలు (Mode of Transantion)

- 1) ఉపన్యాసము - చర్చ
- 2) Power Point Presentation - చర్చ
- 3) జట్టు పనులు - ప్రదర్శన - చర్చ
- 4) సెమినార్
- 5) కార్యశాలలు (Workshops)
- 6) వుస్తక పరచం - నివేదిక సమర్పణ
- 7) సమీక్ష - ప్రదర్శన
- 8) జట్టు బోధన (Group Teaching)
- 9) ప్రశ్నోత్తర పద్ధతి
- 10) మేథోమథనము - మో.వి.
- 11) ICT ఆధారిత బోధన

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ప్రచురణ సంస్థల పేర్లు		
క్ర.సం.	సంస్థపేరు	వెబ్సైట్ పేరు
1.	విజయవాడి పబ్లికేషన్స్, చిత్తూర్ డిస్ట్రిక్ట్, హైదరాబాద్	
2.	ఎమెస్కో పబ్లికేషన్స్, హైదరాబాద్	
3.	వికలాంగ్ర పబ్లిషింగ్ హౌస్, హైదరాబాద్	
4.	ప్రజాశక్తి బుక్ హౌస్, హైదరాబాద్	
5.	అన్వేషి (తూడిసి బుక్స్) - బేల్ట్ ప్రమ ది మార్టిన్స్ ఏ సీరిస్ ఆఫ్ 8 బుక్స్)	http://www.anveshi.org/content/view/172/99
6.	భారత్ జ్ఞాన్ విజ్ఞాన్ సమితి (బిజిఎయస్)	www.bgws.org
7.	సెంటర్ ఫర్ లర్నింగ్ రిసోర్సెస్	www.clirindia.net/materials/childrenbooks.html
8.	చందమామ ఇండియా	www.chandamama.com
9.	చిల్డ్రన్ బుక్ ట్రస్ట్	www.childrenbooktrust.com
10.	ఎకలవ్య	http://eklavya.in
11.	ఇండియా బుక్ హౌస్	www.ibhworld.com
12.	జన్రేతన	http://janchetnaa.blogspot.com
13.	కరాడి బేల్ట్ కంపెనీ	www.karaditales.com
14.	కథ, న్యూఢిల్లీ	www.katha.org
15.	మెక్మిలన్ పబ్లిషర్స్	http://international.macmillan.com
16.	నేషనల్ బుక్ ట్రస్ట్	www.nbtindia.org.in
17.	నేషనల్ కౌన్సిల్ ఆఫ్ ఎడ్యుకేషనల్ రీసర్చ్ అండ్ ట్రైనింగ్	www.ncert.nic.in
18.	నవనీత్ ప్రకాశన్ కేంద్ర, అహ్మదాబాద్, గుజరాత్	—
19.	పీసియమ్ చిల్డ్రన్స్ మాగజైన్	www.pcmmagazine.com
20.	ప్రథమ్ బుక్స్	www.prathambooks.org
21.	పుస్తక్ మహల్	www.pustakmahal.com
22.	రూమ్ టు రీడ్	www.roomtoread.org
23.	ద లర్నింగ్ ట్రీ స్టోర్	http://www.tlree.com
24.	తులిక బుక్స్	www.tulikabooks.com

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పరామర్శ గ్రంథాలు

1.	Kadambinisharma & Tripat Teteja	: Teaching of Language and linguistics commonwealth publishers.
2.	U. K. Singh & K N. Sudarshan	: Language Education D.P.H. Publishar
3.	Dr. Santhosa Areekkuzhigil	: Instructional Approaches Neelkamal Publication (HW)
4.	Santhosh Sharma	: Constructional Approach to Teaching & Learning NCERT - 2006.
5.	NCERT	: Teaching Reading a Challenge
6.	డా॥ దహగాం సాంబమూర్తి	: తెలుగు బోధన పద్ధతులు - నీల్కమల్ ప్రచురణ
7.	డా॥ శివరత్నం డా॥ సాంబమూర్తి	: తెలుగు బోధన పద్ధతులు (Bord) తెలుగు అకాడమీ
8.	Cameron, L(2001)	: Teaching Languages to young learners
9.	NCERT	: Natinoal Curriculam Frame Work (2005)
10.	NCERT	: Language Teaching Position Papers
11.	SCERT (AP)	: State _____ Frame Work (2011)
12.	SCERT (AP)	: Language Teaching Position Paper (2011)
13.	Butler A and Turbill J (1984)	: Towards Reading - Writing in class room corewell - unversity - Newyork
14.	_____ Girl (1994)	: Teaching writing - Ma _____
15.	డా॥ పోరంకి దక్షిణామూర్తి	: భాష ఆధునిక దృక్పథం - నీల్కమల్ ప్రచురణ
16.	డా॥ భద్రరాజుకృష్ణమూర్తి	: భాష - సమాజం - సంస్కృతి - నీల్కమల్ ప్రచురణ
17.	డా॥ డి.యస్.సుబ్రహ్మణ్యం	: ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు - తెలుగు విశ్వవిద్యాలయం
18.	Noam _____	: _____ structure
19.	Aitchinson	: Teach your self linguistics
20.	చేకూరి రామారావు	: తెలుగు వాక్యం : తెలుగు విశ్వవిద్యాలయం.
21.	డా॥ డి.చంద్రశేఖర రెడ్డి	: పిల్లలభాష - మీడియాహౌజ్
22.	డా॥ బి.సాంబమూర్తి	: విద్యా మూల్యాంకనం - నీల్కమల్ ప్రచురణ
23.	డా॥ డి.చంద్రశేఖర రెడ్డి	: మనభాష - మీడియాహౌజ్ ప్రచురణ
24.	డా॥ దహగాం సాంబమూర్తి	: తెలుగు భాషా సాహిత్య దర్పణం (రూపాలు, ప్రక్రియలు, ధోరణులు) - నీల్కమల్ ప్రచురణ
25.	కె.వి.వి.యల్.నరసింహారావు	: భాషాబోధన - భాషాశాస్త్రం - నీల్కమల్ ప్రచురణ

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భాషాభ్యాసానికి సంబంధించిన కొన్ని వెబ్‌సైటులు

- 1) http://www.bbc.co.uk/schools/magickey/adventures/dragon_game.shtml is a game that helps learn about a question and a question mark.
- 2) <http://www.proteacher.com/cgi.bin/outside/site.cgi?id=4731> External=<http://www.sdcoe.k12.ca.us/actbank/sorganiz.htm> Etoriginal=<http://www.proteacher.com/070037.shtml> title=Graphic%20organizers contains well-delineated writing standards, level wise.
- 3) <http://www.lessonplanspage.com/LAK1.htm> contains a whole host of ideas for language activities
- 4) <http://www.OP97.org/fcyber/jack/puzzles/puzzles.html> has easy, medium and hard jigsaw puzzles that are based on fairy tales.
- 5) <http://www.youtube.com/watch?v=2LVNi-FPEuY> has a video of the panchatantra story about the doves in a hunter's net (collective strength) in Hindi.
- 6) <http://www.darsie.net/talesofwonder/> contains Folk and Fairy Tales from around the world.
- 7) <http://www.thepromisefoundation.org/TPFL1RH.pdf> is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.
- 8) <http://www.rubybridges.org/story.htm> contains the inspiring story of Ruby Bridges and her teacher.
- 9) <http://puzzlemaker.discoveryeducation.com/> allows the user to create and print customized word search, criss-cross, match puzzles, and more using his/her own word lists.
- 10) <http://gem.win.co.nz/mario/wsearch/wsearch.php> allows you to generate your own word maze/ word search puzzle.
- 11) http://georgemcgurn.com/articles/reading_for_pleasure.html has a good article on reading for pleasure.
- 12) <http://www.atozteacherstuff.com/pages/374.shtml> for a lovely idea on getting children excited about reading.

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- 13) <http://lesl.about.com/od/vocabularylessonplans/a/characteradj.htm> for an excellent activity that develops and broadens knowledge of character adjective vocabulary.
- 14) <http://www.scholastic.com/ispy/play/for> a set of award winning puzzles and games that allow children to discover word associations, word play and themes help them build important learning skills including reading.
- 15) [http://www.readwritethink.org/materials/in the bag/index, html](http://www.readwritethink.org/materials/in%20the%20bag/index.html) for an interactive game that builds vocabulary.
- 16) <http://www.sacred.texts.com/hin/ift/index.htm> has links to indian fairy tales.
- 17) <http://primary.naace.co.uk/activities/BigBooks/index.htm> has audio-e-books for kids.
- 18) <http://www.vrml.k12.la.us/krause/Reading.htm> for slide shows that excite a childr to read.
- 19) <http://www.thepromisefoundation.org/TPFLtkb.pdf> is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.
- 20) <http://www.thepromisefoundation.org/TPFRdk.pdf> is report of a study on Reading difficulties in Kannada, useful for languages researchers in indian language.

हिन्दी भाषा का शिक्षण का पाठ्यक्रम (दो वर्ष)

पाठ्यक्रम के विशेष उद्देश्य :

1. भाषा के अलग-अलग भूमिकाओं को जानना।
2. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
3. भाषा के स्वरूप और व्यवस्था को समझना।
4. स्कूल की भाषा, बच्चों को भाषा और समझ के बीच के संबंध को जानना।
5. भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेता होना।
6. भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना।
7. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
8. भाषा और साहित्य के संबंध को जानना।
9. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
10. भाषायी बारीकियों के प्रति संवेदनशील होना।

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11. अनुवाद के महत्व और भूमिका को जानना।
12. विद्यार्थियों की सृजनात्मक क्षमता को पहचानना।
13. बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना।
14. विद्यालयीय स्तर पर हिन्दी भाषा का स्थान व महत्व जानना।
15. वैश्वीकरण के दौर में हिन्दी भाषा का महत्व व शिक्षण को समझना।
16. भाषा के मूल्यांकन की प्रक्रिया को जानना।
17. साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना।
18. भाषा सीखने के सृजनात्मक दृष्टिकोण को समझना।

इकाई—प्रथम

कुल अंक 100

I. भाषा की भूमिका

- भाषा क्या है?
- भाषा की प्रकृति?

1.1 समाज में भाषा

1.2 विद्यालय में भाषा

1.3 विविध भाषिक प्रयुक्तियां, बहुभाषिक कक्षा शिक्षक—शिक्षार्थी

- अन्य भाषा के रूप में हिन्दी शिक्षण के उद्देश्य
- हिन्दी भाषा का अध्ययन विद्यालयीय पाठ्यक्रम में दो रूपों में किया जाता है।

1. मातृभाषा के रूप में
 2. राजभाषा के रूप में
- प्रथम भाषा एवं द्वितीय भाषा के शिक्षण उद्देश्यों में अंतर।

1.4 संविधान ओर शिक्षा समितियों के रिपोर्ट में भाषा, भाषाओं की स्थिति (धारा 343–351, 350(1))

1.5 कोटारी कमीशन (64 से 66) राष्ट्रीय शिक्षा नीति—1986 पी.ओ.ए. 1992, राष्ट्रीय पाठ्यचर्या—2005 (भाषा अध्ययन)।

गतिविधि :

- ध्वाटे समूह में बांटकर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा।
- विज्ञान, समाज विज्ञान और गणित की कक्षा छः से सात की किताबों से कुछ अंश चुनकर निम्नलिखित बिन्दुओं को ध्यान में रखते हुए विश्लेषण करिए।
- विभिन्न भाषी प्रयुक्तियों को कैसे प्रस्तुत किया गया है।
- उस अंश में प्रयुक्त भाषा विषय संबंध में भाव स्पष्ट करने में कहाँ।
- क्या यह भाषा सीखने में सहारा है।

कक्षा शिक्षण के दौरान

- बच्चे अपनी भाषा के बारे में जानकारी दें।
- शिक्षण की एक कक्षा प्रविधि तैयार करें।

परियोजना कार्य

- भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना।
- ग्यारहवीं, बारहवीं कक्षा की किताबों में लिंग और शांति संबंधी बिन्दुओं की सूची तैयार करें।
- किन्हीं पांच स्कूलों का दौरा – त्रिभाषा सूत्र क्या स्थिति है?

इकाई – द्वितीय

II. हिन्दी भाषा की स्थिति और भूमिका

2.1 हिन्दी भाषा की भूमिका

2.2 स्वतंत्रता से पहले, बाद

2.3 हिन्दी के विविध रूप

2.4 अंतर्राष्ट्रीय स्तर पर हिन्दी, ज्ञान की भाषा के रूप में हिन्दी

- वैश्वीकरण और हिन्दी
- क्षेत्रीय भाषाएँ और हिन्दी

2.5 पढ़ने-पढ़ाने की चुनौतियाँ

सूचना और संप्रेषण के युग में हिन्दी को पढ़ने और पढ़ाने की चुनौतियाँ।

प्रशिक्षण के दौरान

- सामूहिक चर्चा
- विषय पर परिचर्चा का आयोजन

कक्षा – शिक्षण के दौरान

- बच्चों की भाषा का जायजा लें – विविध रूपों पर एक रिपोर्ट तैयार करें।

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- रोजमर्रा की जिंदगी में प्रयोग होने वाली क्रियाओं की आधार पर सूची बनाएँ।

परियोजना कार्य

- इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें।
- 10 व्यक्तियों के हस्ताक्षर करें, इस साक्षात्कार के आधार पर हिन्दी की स्थिति पर एक रिपोर्ट लिखें।
- हिन्दी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका आलेख पाठ करें।
- हरेक विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करें।

इकाई – तृतीय

भाषा शिक्षण पर एक दृष्टि

- 3.1 हिन्दी में विज्ञान, गणित, समाज, कला सब कुछ है पर ये विषय स्वयं हिन्दी या भाषा नहीं है।
- 3.2 भाषा सीखने सिखाने की विभिन्न दृष्टियाँ – भाषा अर्जन और अधिगम का दार्शनिक।
- 3.3 सामाजिक और मनोवैज्ञानिक आधार समग्र भाषा दृष्टि भाषा सीखने-सिखाने की बहुभाषिक दृष्टि (जानहुई, ब्रूनर, जे. प्याजे, डाक. वायगात्स्की, चॉम्स्की आदि)।
- 3.4 भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी)
- 3.5 भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनके विश्लेषण।
- 3.6 व्याकरण अनुवाद प्रणाली प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/ अन्तर्अनुशासनात्मक), सम्प्रेषणात्मक प्रणाली।

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गतिविधि

- “मातृभाषा और भाषा” विषय पर छोटे समूह में चर्चा करें।

कक्षा शिक्षण

- भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।

परियोजना कार्य

- विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।

इकाई – चतुर्थ

भाषा का स्वरूप

- 4.1 भाषायी व्यवहार के विविध पक्ष : नियमबद्ध व्यवस्था के रूप में भाषा।
- 4.2 भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में) हिन्दी की बोलियाँ वाक तथा लेखन।
- 4.3 भाषायी व्यवस्थाएँ : सार्वभौमिक व्याकरण की संकल्पना।
- 4.4 अर्थ की प्रकृति तथा संरचना वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ।
- 4.5 स्वनिम विज्ञान और रूप विज्ञान (उपयुक्त उदाहरण देकर पढ़ाए जाएँगे)।

गतिविधि/कक्षा शिक्षण के दौरान

- “लिखित और मौखिक भाषा में अंतर” विषय पर समूह में चर्चा।

इकाई – पंचम

भाषायी दक्षताएँ

- 5.1 संदर्भ में भाषा – संदर्भ में व्याकरण और संदर्भ में शब्द।
- 5.2 भाषायी दक्षताएँ सुनना बोलना – पढ़ना और लिखना।
- 5.3 सुनना और बोलना।
- 5.4 पढ़ना – पठन गहन विस्तृत पठन, आलोचनात्मक पठन, थिसारस, शब्दकोश और इन्साईक्लोपीडिया का उपयोग/महत्व।
- 5.5 लिखना-लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार)।
- 5.6 भाषा शिक्षण में उच्चारण – शिक्षण का महत्व
- 5.7 वर्तनी का महत्व
- 5.8 उच्चारण और वर्तनी संबंधी शिक्षण प्रक्रिया।

गतिविधि

- सभी भाषायी कौशलों के सीखने से संबंधित 4-4 गतिविधियां तैयार करें और उनकी कक्षा शिक्षण के दौरान प्रयोग करें।

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- पढ़ने के कौशल विकास को ध्यान में रखते हुए छः हिन्दी के विद्यार्थी के लिए तीन गतिविधियां प्रयोग करें।
- विद्यार्थी कक्षा छः से आठ के हिन्दी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और समूह में चर्चा करें।

परियोजना कार्य

- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियां तैयार करें।

عثمانیہ یونیورسٹی
ڈپارٹمنٹ آف ایجوکیشن
نصاب برائے پیچلر آف ایجوکیشن (بی ایڈ) کورس
تعلیمی سال 16 - 2015 سمسٹر نظام
I - SEMESTER

~ اغراض و مقاصد:

- اس کورس کی تکمیل کے بعد تربیتی اساتذہ میں یہ قابلیت پیدا ہوگی کہ وہ
- زبان کے مختلف رول کو سمجھ سکیں
- زبان اور ادب کے تعلق کو سمجھ سکیں
- زبان کے مختلف رجسٹرز کو سمجھ سکیں
- اپنے طالب علموں میں تخلیقی صلاحیتوں کو فروغ دینے کے قابل بن سکیں
- تدریس زبان میں ترجمہ کے رول اور اس کی اہمیت و افادیت کو سمجھ سکیں
- مستند و اول غیر ادبی متوں کا جائزہ لے سکیں اور اسکے ذریعے بصیرت و استحسان ادب کو فروغ دے سکیں۔
- زبان کی تدریس و اکتساب میں تعمیری طرز رسائی کو سمجھ سکیں
- طالب علموں کیلئے عملی مشاغل کو فروغ دے سکیں
- گھر کی زبان، اسکول کی زبان کی اہمیت کو سمجھ سکیں اور تعلیم میں مادری زبان کے کردار کو سمجھ سکیں۔
- کمرہ جماعت میں تدریسی آلات بشمول سمعی و بصری آلات، کمپیوٹر، انٹرنیٹ وغیرہ کے استعمال کے قابل بن سکیں
- کمرہ جماعت میں کثیر لسانی حکمت عملیوں کو رو بہ عمل لانے کے قابل بن سکیں
- لسانی چانچ اور اندازہ قدر کی مختلف تکنیکوں سے واقف ہو سکیں
- عصر حاضر کے امور جیسے حق تعلیم برائے اطفال، تعلیم انس، تعلیم ماحولیات وغیرہ کے تعلق سے حساسیت پیدا کریں
- تکنیکی لباب کی ضرورت و افادیت سے واقف ہو سکیں۔

تدریس زبان (اُردو)
کورس کا خاکہ حصہ اول برائے سمسٹر اول
یونٹ (1-5)

یونٹ (۱) زبان کا کردار

(۱) زبان اور معاشرہ: زبان اور صنف، زبان اور شناخت، زبان اور قوت اظہار زبان اور طبقہ

(۲) اسکول اور زبان: گھر کی زبان اور اسکول کی زبان، افہام و تفہیم کی زبان، اکتساب میں زبان کی مرکزیت، نصاب پر محیط زبان، زبان اور تعمیر علم، زبان بحیثیت اسکولی مضمون، زبان بحیثیت ذریعہ تعلیم، ذریعہ تعلیم کی حیثیت سے زبان کا تنقیدی جائزہ، کثیر لسانی کمرہ جماعت، کثیر تمدنی آگاہی اور تدریس زبان۔

(۳) دستوری مراعات اور لنگوئج ایجوکیشن کی پالیسیاں: ہندوستان میں مختلف زبانوں کا موقف، دستور ہند میں زبان سے متعلق مراعات اور پالیسیاں (دفعہ 343, 350 A, 351) ”کوٹھاری کمیشن (66-1964) نئی تعلیمی پالیسی (1986) پروگرام آف ایکشن (1992)

(۴) قومی نصابی ڈھانچہ (2005) ہندوستان میں اُردو کا موقف بحیثیت زبان اول، دوم اور سوم عملی مشاغل:-

- ہندوستانی زبانوں کی تدریس پر مقالہ خصوصاً اُردو زبان کی تدریس کے حوالے سے
- ریڈیو ٹیلی ویژن پر نشر ہونے والے اشتہارات کا تجزیہ زبان اور صف کی اساس پر
- جماعت ششم تا ہفتم کی سائنس، سماجی علوم اور ریاضی کی درسی کتب سے چند استباسات لیں
اور درج ذیل تجزیہ کریں

- (i) زبان کے مختلف رجسٹرز (رجسٹر سے مراد کسی مخصوص شعبہ علم میں استعمال ہونے والے ذخیرہ الفاظ کا مجموعہ) کو کس طرح متعارف کروایا گیا ہے۔
- (ii) کیا زبان کے ذریعے عنوان کے معانی پوری طرح واضح ہوئے ہیں؟
- (ii) کیا زبان متعلم دوست ہے؟
- (iv) کیا زبان بہت زیادہ تکنیکی ہے؟
- (v) کیا زبان اکتساب زبان میں معاون ہے؟
- مذکورہ بالا امور پر ایک تجزیاتی رپورٹ تحریر کریں

پروجیکٹ:

- دستور ہند میں پیش کردہ: زبانوں کے موقف ہر ایک رپورٹ لکھیں
- کوٹھاری کمیشن، نئی تعلیمی پالیسی اور پروگرام آف ایکشن کے تحت بنائی گئیں لسانی پالیسیوں پر ایک رپورٹ لکھیں
- اپنے اطراف و اکناف میں واقع کوئی پانچ اسکول کا دورہ کریں اور ان اسکولوں میں سہ لسانی فارمولہ پر کس طرح عمل آوری ہو رہی ہے جائزہ رپورٹ تیار کریں

مشقی تدریس:

- طلباء سے گفتگو کر کے معلوم کیجئے کہ وہ کون کون سی زبانیں بولتے ہیں۔ اُردو کے کمرہ جماعت میں کثیر لسانیت کو بحیثیت ایک حکمت عملی استعمال کرنے کا منصوبہ تیار کریں
- اُردو کی نصابی کتب برائے جماعت ششم یا بارہویں میں شامل عنوانات اور مشاغل کی درج ذیل پر مبنی فہرست تیار کریں

(i) زبان اور صنف

(ii) زبان اور امن

درسی کتب میں ان امور کو کس طرح ظاہر کیا گیا ہے رپورٹ تیار کریں

یونٹ II : ہندوستان میں اُردو زبان کا موقف

(۱) ہندوستان میں اُردو زبان کا موقف و کردار تقسیم ہند سے قبل اور بعد
(۲) اُردو کی مختلف اقسام: اُردو بحشیث زبان علم، اُردو بحشیث زبان اول دؤم اور سوم اردو بین الاقوامی سطح پر
تدریس اُردو اور اکتساب اُردو میں درپیش چیلنجز، ریاست تلنگانہ، ریاست آندھرا پردیش مجیس اُردو کے موقف کا
تقابلی جائزہ۔

مشاغل:

- اُردو کے کردار اور آزاد ہندوستان میں اسکی اہمیت پر گہری مباحثہ
- عنوان ”جب الفاظ نا کام ہوتے ہیں تو جنگ چھڑتی ہے“ پر بحث کا انعقاد
- اس یونٹ میں دیئے گئے عنوانات کو مد نظر رکھتے ہوئے سوالنامہ تیار کیجئے
اور دس افراد سے انٹرویو لئے کر ایک رپورٹ بعنوان ”ہندوستان میں اُردو زبان کا موقف“ تیار کیجئے
پراجیکٹ:

اپنے اطراف و اکناف کے کوئی پانچ اسکولوں کا دورہ کیجئے اور معلوم کیجئے
(i) اُردو کو کس سطح سے ملکہعارف کروایا جا رہا ہے
(ii) کمرہ جماعت میں کونسی درسی کتابیں استعمال ہو رہی ہیں
یونٹ III تدریس زبان کا جائزہ:

۱ زبان کی تدریس کی مختلف طرز رسائیاں زبان کی تدریس و اکتساب کے مختلف نظریات فلسفیانہ، سماجی اور نفسیاتی
بنیادیں برائے حصول زبان اور اکتساب زبان استقرائی و استخراجی طرز رسائیاں تعمیری طرز رسائی، کثیر لسانی طرز
رسائی (جان ڈیوی، برونز پیاجے، ویگولسکی، جوسکی) تدریس زبان کے تعلق سے ہندوستانی خیالات (پانچنی، کانٹا
پرشاد، کشوری داس وغیرہ)

۲ تدریس زبان کے طریقہ کار کی جانچ کا تنقیدی جائزہ
قواعد و ترجمہ کا طریقہ، راست طریقہ، فطری طریقہ، ہی ولسانی طریقہ، ترسیلی طریقہ وغیرہ

مشاغل

”مادری زبان اور دیگر زبان“ پر مباحث منعقد کیجئے

پراجکٹ:

اکتساب زبان کے مختلف طریقوں کی خوبیوں اور خامیوں کا تقابلی مطالعہ منتهی تدریس ”زبان کے کمرہ جماعت میں تعمیریت“ کو مد نظر کرکے ہوئے کوئی چار مشاغل کی تیاری

یونٹ IV : زبان کی نوعیت:

زبان کے مختلف زاویے۔ لسانی تغیرات، مخارج، صوتیاتی نظام علم صرف و نحو، معنویات، جملوں کی ساخت، آفاقی قواعد کا تصور

مشاغل:

بول چال اور تحریر کی زبان میں فرقہ ”کے موضوع پر مباحثہ منعقد کیجئے

یونٹ V۔ لسانی مہارتوں کی تحصیل:

(۱) سیاق و سباق میں قواعد۔ سیاق و سباق میں ذخیرہ الفاظ

(۲) زبان کی بنیادی مہارتوں کی تحصیل: سننا، گفتگو کرنا، پڑھنا، لکھنا

۔ سننا اور گفتگو کرنا سننے اور گفتگو کرنے کی ذیلی مہارتیں، کوشش ان مہارتوں کو فروغ دینے کے وسائل اور طریقہ کہانی کوئی، مکالمہ کوئی موقع کے لحاظ سے گفتگو، کرداری پینٹس کننی (رول پلے) تصاویر، لنگوٹج لیبارٹریز و دیگر ملٹی میڈیا ذرائع

۔ پڑھنا: بڑھنے کی ذیلی مہارتیں۔ مطالعہ کی اہمیت، بلند خوانی اور خاموش خوانی، مطالعہ کی عادت، فرنیٹک، انسائیکلو پیڈیا اور تھسارز کو استعمال کرنے کی مہارت

۔ لکھنا: تحریر کے مراحل، لکھنے کا عمل، رسمی وغیرہ رسمی تحریریں جیسے شاعری، مختصر کہانی خط نگاری، ڈائری لکھنا، مضامین، رپورٹ، مکالمے، اشتہار۔

مشاغل:

- اُردو کی درسی کتابوں سے قواعد کی کوئی دس مثالیں اکٹھا کیجئے اور ایک گز ہی مباحثہ منعقد کیجئے۔

منتقلی تدریس:

- سننے، بولنے، پڑھنے اور لکھنے کے کوئی پانچ مشاغل تیار کیجئے
- جماعت ششم کے طلباء کے پڑھنے کی صلاحیت کو فروغ دینے کوئی تین مشاغل تیار کیجئے۔

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Semester-I &II

MARATHI

PAPER-V(a & b)

उद्देश्य

- ✓ मराठी भाषेचा आशय व महत्व समजण्यास मदत करणे .
- ✓ मराठीच्या उद्दिष्टांचे उपयोजन करण्यास मदत करणे .
- ✓ मराठी भाषेच्या विविध अंगाच्या अध्यापन पद्धतींचे आकलन होण्यास मदत करणे .
- ✓ मराठी भाषेचा अध्ययन-अध्यापन विषयक दृष्टिकोन विकसित होण्यास मदत करणे .
- ✓ मराठीच्या पाठ्यपुस्तकाचे परीक्षण करण्याची क्षमता विकसित करणे .
- ✓ मराठीच्या आदर्श शिक्षकाच्या गुणविशेषांच्या अनुषंगाने स्वयं मूल्यांकन करण्याची क्षमता विकसित करणे
- ✓ मराठीच्या सातत्यपूर्ण व सर्वकप मूल्यामापन कार्यपद्धतीचे आकलन होण्यास मदत करणे .
- ✓ मराठीच्या पूरक अध्ययन-अध्यापन विषयीचे आकलन होण्यास मदत करणे .
- ✓ भाषा अध्यापनाची तत्वे व सूत्रांचा मराठीच्या अध्यापनात वापर करण्यास मदत करणे .
- ✓ मराठी भाषेद्वारे सृजनशीलतेचा विकास करण्याचा दृष्टिकोन विकसित करणे .
- ✓ मराठी भाषा अध्यापकपुढील विविध आव्हानांचे ज्ञान होण्यास मदत करणे .

मराठी शिक्षण

घटक १	मातृभाषा मराठी
१.१	मातृभाषा मराठी स्वरूप, महत्व, सद्यःस्थिती
१.२	मातृभाषा मराठीचा अन्य विषयांशी समवाय (भाषा व इतर विषय)
१.३	मातृभाषा मराठीची वैशिष्ट्ये
१.४	मातृभाषा अध्यापन महत्व
१.५	मातृभाषा उद्दिष्टे, स्पष्टीकरण, तत्वे व सुत्रे
घटक २	मातृभाषा मराठी अध्यापनाच्या पद्धती
२.१	कथन व व्याख्यान पद्धती
२.२	नाट्यीकरण पद्धती
२.३	उद्गामी – अवगामी पद्धती
२.४	प्रश्नोत्तर पद्धती
२.५	चर्चापद्धती
२.६	रसग्रहण पद्धती
२.७	प्रकल्प पद्धती
२.८	संरचना (Structural Approach)
घटक ३	आशययुक्त अध्यापन
३.१	आशययुक्त अध्यापन संकल्पना व स्वरूप
३.२	आशययुक्त अध्यापनाचे महत्व
३.३	गद्य, पद्य, व्याकरण अध्यापन
घटक ४	पाठनियोजन
४.१	पाठ नियोजन महत्व, गरज व प्रकार
४.२	शैक्षणिक तंत्रज्ञान अध्यापन पद्धती
४.३	प्रतिमान अध्यापन पद्धती

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- ४.४ मूल्य व पर्यावरण - अध्यापन पद्धती
- ४.५ गट अध्यापन पद्धती
- ४.६ मातृभाषा अध्यापन - शैक्षणिक साधने
- घटक ५ आशययुक्त अध्यापन कार्यवाही
 - ५.१ मराठी भाषेची संरचना
 - ५.२ अभ्यासक्रम संकल्पना, स्वरूप व रचना प्रकार
 - ५.३ पाठयक्रमाचे विश्लेषण
 - ५.४ पाठयपुस्तकाचे विश्लेषण व मूल्यमापन
 - ५.५ आशय विश्लेषणाचे महत्त्व, स्वरूप, पायऱ्या
 - ५.६ अध्यापन पद्धती निवड व महत्त्व
 - ५.७ अध्यापन पद्धतीनुसार पाठटाचण
- घटक ६ मराठी भाषा आशय, गाभाघटक व मूल्ये
 - ६.१ गाभाघटक अर्थ, उद्दिष्टे व उपयोजन
 - ६.२ महाराष्ट्र शासनाने निर्धारित केलेले दहा गाभाघटक
 - ६.३ मूल्ये, अर्थ, उद्दिष्टे व उपयोजन
 - ६.४ महाराष्ट्र शासनाने शालेय अभ्यासक्रमात समाविष्ट केलेली दहा मूल्ये
- घटक ७ मातृभाषेचा अध्यापक व सहशालेय उपक्रम
 - ७.१ मातृभाषेच्या अध्यापकाची भूमिका
 - ७.२ मातृभाषा अध्यापकाची गुणवैशिष्ट्ये
 - ७.३ मातृभाषा मराठी विषय सहशालेय उपक्रमांचे महत्त्व व कार्यवाही
- घटक ८ मातृभाषा मराठी मूल्यमापन
 - ८.१ मूल्यमापन संकल्पना व स्वरूप
 - ८.२ मूल्यमापन साधने (लेखी, मौखिक परीक्षा) लेखी परीक्षा - प्रश्न प्रकार
 - ८.३ कसोटी (चाचणी)

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- १) नैदानिक कसोटी
- २) प्राविण्य कसोटी
- ३) उपचारात्मक अध्यापन

संदर्भ ग्रंथ	<ol style="list-style-type: none">१. अकोलकर ग. वि. पाटणकर ना. वि. मराठीचे अध्यापन, व्हीनस प्रकाशन, पुणे (१९७७)२. करकरे शां. ग., देशमुख बळवंत : मातृभाषेचे अध्यापन, नलिनी प्रकाशन, नागपूर (१९६८)३. करवीकर (डॉ.) सुरेश : मराठी अध्यापन पद्धती, फडके प्रकाशन, कोल्हापूर (१९९६)४. कुंडले (डॉ.) म. बा. : मराठीचे अध्यापन, श्री विद्या प्रकाशन, पुणे ३० (१९९१)५. गवस राजन : मराठीचे आज्ञायुक्त अध्यापन, मेहता पब्लिशिंग हाउस, पुणे (१९९५)६. पाटील लीला : मराठीचे अध्यापन आणि मूल्यमापन, व्हीनस प्रकाशन, पुणे (१९९४)७. आहरे मीना : मातृभाषा मराठीचे आज्ञायुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे (२००८)८. घोरमोडे (डॉ.) कला : मराठी अध्यापन पद्धती, विद्या प्रकाशन, नागपूर (२००८)९. दाते (डॉ.) सुपमा, भानगावकर मुलभा : मराठीचे अध्यापन, पिंपळापुरे पब्लिशर्स, नागपूर (२००८)१०. पवार ना. ग. : मातृभाषा मराठीचे आज्ञायुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे (२००८)
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Semester - I

PAPER-VI (EDN-06) EPC 1

Self Development (Communicative English, Life Skills & Yoga)

Practicum

Credit:2

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Explore ways of understanding one's self
2. Develop skills required to practice yoga
3. Understand the importance of yoga for peaceful human life
4. Develop ability to communicate
5. Understand intricate issues related to various skills of communication
6. Develop life skills to deal with various situations in life

Content

Unit 1: Yoga and Self development

1. Understanding the importance and benefits of Yoga in human life.
2. Misconceptions about yoga practice.
3. Asana – Classification, Precautions, Benefits of practicing asana
4. Different types of Pranayama & Benefits
5. Different types of Meditation & Benefits
6. Practice of yoga for an integrated personality
7. Therapeutic value of yoga
8. Regular practice of Yoga for happy & healthy integrated personality

Unit 2: Communicative English

1. *Conversation Skills:*
Listening :to practice listening; Listening to Radio; audio lectures; News,
Exercises: discussions, Radio interviews and so on.
2. *Speaking:* Events & situations
Exercises: Speaking topics related to: home; school; college; classroom; market; shopping mall; restaurant and so on. Friends & employee of the company; Describing pictures; mobiles; pollution; politics; quality of education; and so on. Narrating an event.
Story-telling; debates / elocution on given topics.
One minute speaking instantly on a topic.
Conversation, dialogue, role play; Drama and so on.
3. *Reading:* Newspaper articles; advertisements related to recruitment; admission / entrance notifications; stories, education related articles, fiction, novels and so on. Books; reading passages; reading dictionary; playing vocabulary games; Scramble; Exploring websites and collecting relevant information; reading mails.
4. *Writing:* Sending e-mails; posting on face book & whatsapp; writing resume online & offline to schools, colleges & other organizations.

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Writing about family; selected small themes.

Note: All these activities can be planned by integrating them with life skill activities.

Unit 3: Life Skills

1. Importance of Life Skills for a balanced complete human being
2. Life Skills
 - a. Self Awareness
 - b. Empathy
 - c. Interpersonal Relationship and Friendships
 - d. Conflict Management
 - e. Time management
 - f. Goal setting
 - g. Coping with pressure and standing strong
 - h. Decision making
 - i. Critical thinking
 - j. Creative thinking
3. What is the importance of life skills
4. Benefits of life skills
5. Practice of life skills for a successful life

Mode of transaction:

Lecture cum demonstration, seminar presentations, self practicing and sharing the benefits with the group. Displaying the pictures, viewing videos, practicing and participation in the individual and group activities

Engagement:

1. Each student has to participate actively and conduct activities related all the language skills. It should become their regular practice not only in the allotted slot but also during their routine schedule.
2. They should listen carefully and try to understand and imitate and use all the vocabulary and converse with everybody .likewise speaking reading and writing a regular concerted effort should be made by each and every student to acquire the skills with adequate practice.
3. Each student has to learn yoga asana, pranayama, meditation through practice after experts demonstration and training in a one week workshop. All the students should practice everyday & share their experiences & benefits / insights.
4. Each student has to participate and conduct activities in group covering all the life skills and understand the importance life skill in creating a happy and peaceful life without any conflicts. After each activity, they should reflect on their experiences.
5. Various incidences, classroom, hostel, library, play field, laboratory, etc. should be created & a conversation on the theme should be conducted.
6. Students should speak about their family, friends, hobbies, interests, books they read & stories & life stories, oral histories related to their village / district.

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Format for Reporting the Life Skills activities

S.No.	Activity undertaken	Individual/Group	Skills identified	Your role in it	Learning outcomes
1.					
2.					
3.					
4.					
5.					

Note: Mentors should integrate life skills with communicative skills to enable the student to learn together.

References:

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2. <http://www.joe.org/joe/2004june/rb6.php>
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4. Coveys – 7 habits of most successful people
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7. WHO – Module on life skills
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9. Bharathiya Yog Sansthan (Regd) (1968) Asan & Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
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14. Sivananda Swami (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
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EDN 06 – Self Development

Time: 1 ½ hours

Practical Examination

Max. Marks: 35

- I. Each student teacher has to record the activities conducted in yoga. Communicative English and life skills and should record the reflection of their learning outcomes and other aspects. They should be in the form of e-portfolio. It will be evaluated by internal and external examiners for 15 marks.
- II.
 - a. The recorded e-Portfolio should be reviewed by the external examiner and 5 marks are awarded.
 - b. Student teachers have to demonstrate the asanas; pranayamas & meditation and other related activities and write the therapeutic value of each one of them and their self-reflections. *10 marks*
 - c. Examiner will give any two activities related to communication (Listening, speaking, reading and writing skill). *10 marks.*
 - d. Examiner will give Two activities related to Life skills and the same may be demonstrated & should record reflections in a written form. *10 marks*

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Semester I, II, III & IV

Paper VII – (EDN – 07 a & b)

Internship – 20 weeks – 120 days in 4 Phases

B.Ed. School Internship program - 20 weeks

<i>Semester</i>	<i>No of weeks</i>	<i>Phase</i>
Semester-I	1-week	Internship phase - I
Semester-II	4-weeks	Internship phase - II
Semester-III	11-weeks	Internship phase - III
Semester-IV	4-weeks	Internship phase - IV

	SEMESTER – I Internship Phase – I One week (01)
Days /Weeks	Projects / Activities /tasks/period plans/field engagement/etc.
1-day	Pre-internship- workshop- sensitization and preparation of students to develop ownership towards school internship. Feeling of my school
5-days	Observing regular teachers all through and noting all minute details and reporting about teacher and teaching-reflections and learning through observation.-a format will also be provided for guidance and self observations other than the format can also be recorded in detail
	Semester II - Internship Phase II - Four weeks (04)
Three days	Visit to different Institutions - Visiting schools under various managements and organizations-State board,CBSE,Navodaya,Army,Model,KGBV,Residential,Corporation-Sc/ST,BC, resource centres, SIET, and their libraries
Two-days	Demonstration of period plans by teacher educators in cooperating schools. Showing some excellent model plans to inspire student teachers. Familiarization with school text books 6-10- respective methods Writing letters to the HM/Principal, class teacher- for permission and showing interest, familiarity and humility to learn about the good things from the school and spend quality time in school.
One day	Orientation to school teachers-at the allotted schools / college on internship and familiarization with new guidelines and students activities.
Two -days	Work shop on preparation for school internship and preparing period plans – preparing teaching –learning material, procuring learning resources and aids for internship and other activities. Setting up teaching learning centre with resources (TLC) prepared at work shop and other material-at least 5

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	aids in each method and one working model. Two period plans in each method should be corrected by the respective method teachers before the commencement of teaching in school. No student should teach without the approved period plan and related aids.
One day	Approaching school HM with formal letter from the college along with in charge teacher educator- meeting, communicating/negotiating with HM.
Fifteen days	Teaching at allotted schools- 10-period plans in each pedagogy subject
	Student teachers should join at assembly-introduce themselves-to school, children, teachers and all other members in the school. Make their presence felt by everybody with participation. Some devotional song or any other activity to begin their journey to make a difference in the school
Semester –III Internship Phase - III Eleven Weeks –(11)	
Eleven weeks	30-period plans in each pedagogy subject -(5-ict integrated, 5-plans with-innovative methods ,remaining 20 constructivist period plans out of which 2 periods have be based on VITAL (Value Integrated Teaching And Learning) orientation.
	Acquainting with school and making school map -resources mapping and making a map and displaying conspicuously till the end of internship. land, water, energy, , greenery, building, material, waste bins etc.
	Preparing a data base of school children with basic details and preparing analytical report, To know the children's family background to facilitate teaching effectively and conduct other activities.
	Visiting children's homes-motivating parents
	Planning community surveys, concerts, exhibitions, yoga, English language enrichment programs
	Rallies, camps, clubs activities
	Recording all activities with reflection-recording in reflective journal
	Organizing teaching aids ,science, social science ,language exhibitions, conducting games, sports, various clubs activities, conducting competitions
	A wall may be reserved for each club and display activities regularly in the School. Students may video graph and store the images and works to display all the events at school.
	Student teachers are not a burden, they are resource to a school- student teachers will assist a regular teacher in correcting children's work, guiding and conducting activities for children, taking up remedial classes for children who lag behind the schedule for any reason, pooling resources for teaching and learning ,preparing teaching aids, recording innovative practices of school and popularizing. Conducting mock sessions-parliament,

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	<p>assembly, celebrating important days –environment, science, health, national, historic, etc. Preparing a list of important day's list and painting on a wall to get noticed. Maintaining and updating school records. Planning budget. Popularizing children enrolment and retention and helping teachers from facing absenteeism.</p> <p>By the end of internship student teachers will be able to acquaint with all the duties and functions of a regular teacher develop passion for teaching and love for children and a positive attitude to help children to learn and commitment to teaching.</p>
Semester- IV- Internship Phase - IV Four weeks (4)	
Eighteen days	Research based reporting-full time participation in school activities associated with school from morning to evening
	Conducting PTAs, SMCs, Stories, local area surveys, PTA meetings, SMC meetings Reports, planning school activities along with the regular teachers, school budget, participating in all school activities along with the regular teachers. preparing timetables ,planning scholastic and non-scholastic activities and conducting as per schedules, academic auditing procedures.
	Planning all types of surveys, clubs and forums, rallies, campaigns - science clubs, forums, eco-clubs, literary clubs, study clubs, language clubs, sports clubs, PTA associations, SMC meetings, forums, rallies, campaigns, awareness programs, and field based stories and identifying cases, problems for action research. etc. planning remedial programs
19 th to 23 rd day	Finalization of SMCs & PTAs document
	Finalization of community experience-based Report
	Finalization of Action research based report
	Finalization of reflective journal and e-portfolio-assessment, CCE Oral stories, stories related to the place, and so on.
24 th Day	Thanks giving program –acknowledging Principal/HM, Teachers, students in the assembly and followed by Thanks giving letters, Acknowledging supervisors and principals for their cooperation and guidance. Leave the school with a feeling of accomplishment & spiritual feeling of self – contentment. Keeping a record in the school with student teacher's details which will be continued in school from year to year.

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Semester – I

PAPER-VII (EDN-07 a)

Observation Record

Practicum

Credits: 1

Internal Assessment: 50 Marks

Total marks: 50

Every student teacher has to observe 5 lessons of a regular teacher working in school. This is a component of Pre-internship so that the intern would get acquaintance with the nature of teaching duties. The format for recording their observations is given below:

Proforma of Evaluation

Name of the Teacher:

Name of the School:

Subject:

Class:

Medium:

Period:

Date:

S.No.	Aspects	Criteria	Rating
I. Period plan & Preparation	Statement of Academic standards	<ul style="list-style-type: none">• Appropriateness• Attainability• Adequacy• Clarity	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
	Selection of topic	<ul style="list-style-type: none">• Adequacy• Organization• Relevance• Accuracy• Richness (Depth)	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Selection of activity	<ul style="list-style-type: none">• Appropriateness• Adequacy• Effectiveness• Originality (Novelty)• Variety	
	Teaching aids	<ul style="list-style-type: none">• Appropriateness• Innovation (Originality)	
	Previous knowledge	<ul style="list-style-type: none">• Relevance• Sufficiency	
	Output procedure	<ul style="list-style-type: none">• Structuring• Accuracy• Brevity	

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	Evaluation	<ul style="list-style-type: none"> • Suitability of the tool • Continuity sequence • Comprehensiveness 	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
II. Execution	Subject competence Teacher behavior)	<ul style="list-style-type: none"> • Accuracy • Relevance to the need of the situation • Richness (Depth) 	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Communication	<ul style="list-style-type: none"> • Expression • Language • Speech • Voice (Modulation, Audibility) 	1 2 3 4 5 6 7 8 9 Marks awarded out of 15
	Questions & Answers Questions (Teacher behavior) Answers	<ul style="list-style-type: none"> • Simple • Precise • Relevant • Thought provoking • Distribution Effective dealing with pupils answers	1 2 3 4 5 6 7 8 9 Marks awarded out of 10
	Class management	<ul style="list-style-type: none"> • Interaction • Cooperativeness • Handling of pupils • Sympathy • Budgeting of time 	1 2 3 4 5 6 7 8 9 Marks awarded out of 20
	Participation of students	<ul style="list-style-type: none"> • Active • Minimum • Passive • Suitable to situation 	1 2 3 4 5 6 7 8 9 Marks awarded out of

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			10
	Use of aids	<ul style="list-style-type: none"> • Handling • Effectiveness 	1 2 3 4 5 6 7 8 9 Marks awarded out of 5
	Teacher	<ul style="list-style-type: none"> • Appearance • Movements • Manners 	1 2 3 4 5 6 7 8 9 Marks awarded out of 10

Note: Example for figural conversion of rating: Aspect – Communication , Rating = 4, Maximum marks for the aspect is 15; Marks awarded $4 / 9 \times 15 = 6.6$ If there is no scope for the use of teaching aids in lesson, the marks may be added to methods of teaching i.e., $10 + 5 = 15$.

Signature of the Teacher Educator

Reflect and Narrate your Experiences

1. What did I observe the best in the Teacher?
2. What do I want Teacher to continue?
3. What do I feel needs to be changed in teaching in the classroom?
4. How do children enjoy teaching in a classroom?
5. What did I learn from the classroom teaching?
6. How do I want to teach?
7. Am I capable of teaching now?
8. What to do, if I need to teach effectively?
9. What are the issues which I need to attend to teach effectively?
10. Am I confident to teach? How do I plan to teach effectively?

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Semester - II

PAPER – IV (EDN-04 b)

Method I / II - Pedagogy of Mathematics

Theory

Credits: 4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. Analyse various approaches to curriculum designing in Mathematics
2. Develop critical reflections on position papers on Mathematics
3. Develop insights into curriculum frameworks
4. Design relevant approaches and strategies in learning Mathematics
5. Utilize community resources in teaching Mathematics
6. Devise various plans strategically for the academic programme
7. Plan and utilize various resources suitable for teaching –learning Mathematics
8. Develop skills to devise tools for assessment.

Content:

Unit 6. School Curriculum in Mathematics

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCF-2005 and APSCF-2011 on Mathematics Curriculum- National focus Group position paper on Mathematics and State position paper (2011) on Mathematics
5. Trends of Mathematics Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the Textbook
7. Print Resources- Textbooks, Popular Mathematics book, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer- Localized curriculum, Place for Artisans, Knowledge Systems in Curriculum, Local Innovators and Innovative practices in Mathematics.

Unit 7. Approaches and Strategies for Learning Mathematics

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Approaches and Strategies for Learning Mathematics- Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies

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4. Constructivist Approach – State developed Model of Teaching Mathematics Strategies
5. 5 E Learning Model
6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitations of collaborative learning approach
7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps
9. Experiential Learning- Abilities of an experiential learner

Unit 8. Community Resources and Laboratory

1. Learning Resources from Immediate Environment
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit
3. Pooling of Learning Resources
4. Improvisation of Apparatus
5. Mathematics Kits
6. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work
7. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

Unit 9. Planning for Teaching-learning of Mathematics

1. Why Planning Teaching-Learning?
2. Planning - An Example: Annual Plan, Unit Plan, Lesson Plan, Period plan
3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)
4. Identification and Organisation of Concepts for teaching -learning of Mathematics (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability)
5. Elements of a Mathematics Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them; Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment; Extended learning/assignment
6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organizing Activities in Mathematics
8. Planning Laboratory Work – State commitments in Organizing Laboratory work – Textbook orientation
9. Planning ICT Applications in teaching learning of Mathematics

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Unit 10. Tools and Techniques of Assessment for Learning: Mathematics

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment
(B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning
(C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,
(D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,
(E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position Papers NCF, 2005 & SCF, 2011.
3. Prepare rubrics for various aspects of assessment.
4. Visit your college mathematics laboratory & set up the laboratory with resources as per the new curriculum
5. Prepare a Mathematics Kit to enable the teacher to use in the classroom teaching covering different concepts with local material.
6. Identify lessons suitable for digital lessons & innovative lessons.
7. Prepare different period plans.
8. How do you plan CCE?
9. Take a marks list & convert them into grades.

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Semester – II
PAPER – IV (EDN – 04 b)

Method I / II - Pedagogy of Social Sciences

Theory

Credit:4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. Design suitable approaches and strategies to teach Social Sciences
2. Develop insights into historical perspectives of History and Political science
3. Utilize community resources in teaching
4. Devise various plans strategically for the academic programme
5. Plan and utilize various resources suitable for teaching –learning
6. Develop skills to devise tools for assessment.

Content:

Unit 6. Approaches and Strategies for Learning Social Sciences

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Constructivist Approach- State developed Strategies for Teaching Social Science.
4. 5 E Learning Model
5. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach
6. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
7. Planning - An Example: Annual Plan, Lesson Plan, Period plan (SCERT format)
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps

Unit 7. Teaching-Learning of History

1. Continuity and Change over Time and Historical Construction
2. Historical Methods
3. Social Formations in History
4. Select Issues of Social Change in Indian History
5. Pedagogical Concerns Regarding Social History

Unit 8. Teaching-Learning of Political Science, Democracy and Development

1. What is Politics?
2. Constitutional vision for a Democratic India; The Working of the Government
3. Society and Political Processes
4. Teaching-Learning Strategies
5. Teaching-Learning Materials

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Unit 9. Community Resources and Social Sciences Laboratory

1. Learning Resources from Immediate Environment; Pooling of Resources
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit – Tourism as Pedagogic Experience
3. Social Sciences Kits
4. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organizing laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Cartography
5. Handling Hurdles in Utilization of Resources – Overcoming Underutilization of Resources

Unit 10. Tools and Techniques of Assessment for Learning: Social Sciences

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment
(B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning
(C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,(D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,(E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Subject specific group discussions, Mock parliament
3. Visit to Telangana State assembly; Zill Parishad and Gram Panchayat.
4. Visit to Historical places; Museums.
5. Prepare a Kit to teach various concepts of Social Sciences with locally available materials.
6. Arrange college laboratory with the material suitable to the new curriculum.
7. Collect Youtube lectures for any five topics of your choice.
8. Collect resources from internet to teach any five lessons
9. Prepare any five working models.
10. Visit any two places of Tourist Importance and write your reflections.
11. Prepare any five improvised teaching aids.

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Semester – II

PAPER – IV (EDN – 04 b)

Method I / II - Pedagogy of Biological Sciences

Theory

Credits: 4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. Analyze various approaches to curriculum designing in Biological science
2. Develop critical reflections on position papers on Biological science
3. Develop insights into curriculum frameworks
4. Design relevant approaches and strategies in learning Biological science
5. Utilize community resources in teaching Biological science
6. Devise various plans strategically for the academic programme
7. Plan and utilize various resources suitable for teaching –learning Biological science
8. Develop skills to devise tools for assessment.

Content:

Unit 6. School Curriculum in Biological Science

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCF-2005 and APSCF-2011 on Science Curriculum-National focus Group position paper on Science and State position paper (2011) on Science
5. Trends of Science Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the Textbook.
7. Print Resources- Textbooks, Popular science books, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer- Localized curriculum – Place for Artisans Knowledge systems in curriculum, Local Innovators and Innovative practices of Science.

Unit 7. Approaches and Strategies for Learning Biological Science

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Approaches and Strategies for Learning Biological Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies
4. Constructivist Approach- State developed model of Science Teaching Strategies.

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5. 5 E Learning Model
6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach
7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps
9. Experiential Learning- Abilities of an experiential learner

Unit 8. Community Resources and Laboratory

1. Learning Resources from Immediate Environment
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit
3. Pooling of Learning Resources
4. Improvisation of Apparatus
5. Science Kits
6. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Safety in laboratories
7. Handling Hurdles in Utilization of Resources.- Addressing under utilization of resources.

Unit 9. Planning for Teaching-learning of Biological science

1. Why Planning Teaching-Learning?
2. Planning - An Example: Annual Plan, Lesson Plan, Period plan
3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)
4. Identification and Organisation of Concepts for teaching -learning of Biological science (Structure and Function, molecular aspects, interaction between living and non-living, biodiversity, etc)
5. Elements of a Biological Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment
6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organising Activities in Biological Science
8. Planning Laboratory Work – State Commitments in organizing experiments – Textbook orientation.
9. Planning ICT Applications

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Unit 10. Tools and Techniques of Assessment for Learning: Biological Sciences

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment
(B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning
(C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,
(D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,
(E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position papers – NCF 2005 & SCF 2011.
3. Collect any two innovations in science teaching from the local practices / artisans/ households - to show the local knowledge system.
4. Discussions on historical lessons in science history & write your reflections
5. Discussion on various learning resources from the locally available resources.
6. Prepare any two working models for science concepts of high school science.
7. Collect any five Youtube lectures suitable to the concepts of high school science.
8. Organize your college laboratory with all the learning resources & material to suit the new curriculum
9. Collect any five lectures from internet on topics related to high school science.
10. Prepare rubrics for assessment.

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Semester – II

PAPER – V (EDN – 05 b)

Method I / II - Pedagogy of Physical Sciences

Theory

Credit:4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. Analyse various approaches to curriculum designing in Physical science
2. Develop critical reflections on position papers on Physical science
3. Develop insights into curriculum frameworks
4. Design relevant approaches and strategies in learning Physical science
5. Utilize community resources in teaching Physical science
6. Devise various plans strategically for the academic programme
7. Plan and utilize various resources suitable for teaching –learning Physical science
8. Develop skills to devise tools for assessment.

Content:

Unit 6. School Curriculum in Physical Science

1. History of Development of Curriculum Framework
2. Curriculum Framework, Curriculum and Syllabus
3. From Subject-centred to Behaviourist to Constructivist Approach, to Curriculum Development.
4. Recommendations of NCF-2005 and APSCF-2011 on Science Curriculum-National focus Group position paper on Science and State position paper (2011) on Science
5. Trends of Science Curriculum / Syllabus
6. Moving from Textbook to Teaching-learning Materials, Going beyond the textbook.
7. Print Resources- Textbooks, Popular science book, Journals and magazines
8. Dale's Cone of Experience- Using the Cone of Experience
9. Teacher as Curriculum Developer – Localized curriculum, place for Artisans knowledge systems in curriculum, local Innovators and Innovative Practices of science.

Unit 7. Approaches and Strategies for Learning Physical Science

1. Scenario from 1950–1980
2. Post 1980 Scenario
3. Approaches and Strategies for Learning Physical Science-,Difference between approach and strategy, Different approaches and strategies of learning, Selecting appropriate approach and strategy, Essential components of all approaches and strategies
4. Constructivist Approach – Science teaching strategies – State developed model.

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5. 5 E Learning Model
6. Collaborative Learning Approach (CLA)-, Steps of collaborative approach, Ensuring meaningful learning through CLA, Ways of applying collaborative learning approach, Limitation of collaborative learning approach
7. Problem Solving Approach (PSA)- Steps in problem solving approach, Teacher's role in problem solving approach, Problem solving approach: an example
8. Concept Mapping- Phases of the concept mapping, Uses of concept maps
9. Experiential Learning- Abilities of an experiential learner

Unit 8. Community Resources and Laboratory

1. Learning Resources from Immediate Environment (Natural pH indicators, Soaps and detergents, Baking soda, Washing soda, Common salt, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Interconversion of one form of energy to other, Propagation of waves in Solid, Liquid and Gas)
2. Using Community Resources- Bringing community to the class, Taking class to the community: Field visit
3. Pooling of Learning Resources
4. Improvisation of Apparatus
5. Some Inexpensive Sources of Chemicals
6. Science Kits
7. Laboratory as a Learning Resource- Approaches to laboratory work, Planning and organising laboratory work, Working in group in the laboratory, Motivating students to maintain the regular record of laboratory work, Safety in laboratories, Chemistry laboratory, Physics laboratory
8. Handling Hurdles in Utilization of Resources – Addressing under utilization of resources.

Unit 9. Planning for Teaching-learning of physical science

1. Why Planning Teaching-Learning?
2. Planning - An Example: Annual Plan, Lesson Plan, Period plan
3. Inquiring for Planning Lesson Design (Transaction of Lesson SCERT model)
4. Identification and Organisation of Concepts for teaching -learning of science / physics and chemistry (Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation)
5. Elements of a Physical Science Lesson- Learning objectives and key concepts, Pre-existing knowledge, Teaching-learning materials and involving learners in arranging them, Introduction, Presentation/Development, Assessment : Acceptable evidences that show learners understand (i) Determining learning evidences (ii) Planning of the acceptable evidences of learning for assessment Extended learning/assignment

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6. Making Groups-Why group learning? Facilitating formation of groups
7. Planning and Organising Activities in Physical Science
8. Planning Laboratory Work – State commitments in organizing experiments – Textbook orientation.
9. Planning ICT Applications

Unit 10. Tools and Techniques of Assessment for Learning: Physical Science

1. Test, Examination, Measurement, Assessment and Evaluation
2. Continuous and Comprehensive Evaluation (CCE)- Educational assessment and educational evaluation, Performance-based assessment: A flexible way of school based assessment
3. Assessment Framework, (A) Purpose of assessment
(B) Learning Indicators (LI) ,(B).(1) Types of indicators,(B).(2) Illustrations : Learning Indicators (LI), (i) Assessment of activity,(ii) Assessment of presentation, (iii) Assessment of group work, (iv) Assessment of collaborative learning
(C) Tools and Techniques of Assessment, (C).(1) Written test,(C).(2) Project work,(C).(3) Field trips and field diary,(C).(4) Laboratory work, (C).(5) Interview/Oral test(C).(6) Journal writing,(C).(7) Concept mapping,
(D) Recording and Reporting,(D).(1) Measurement of students' achievements,(D).(2) What is grading system?(D).(3) Measurement of process skills,(D).(4) Measurement of attitudes,(D).(5) Portfolio: Its role in evaluating students' performance,
(E) Reflecting Process,(E).(1) Assessment as a reflected process, (E).(2) Assessment as a reflecting process
4. Assessment of Learning of Students With Special Needs

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Seminar presentations on Position papers – NCF 2005 & SCF 2011.
3. Collect any two innovations in science teaching from the local practices / artisans/ households - to show the local knowledge system.
4. Discussions on historical lessons in science history & write your reflections
5. Discussion on various learning resources from the locally available resources.
6. Prepare any two working models for science concepts of high school science.
7. Collect any five Youtube lectures suitable to the concepts of high school science.
8. Organize your college laboratory with all the learning resources & material to suit the new curriculum
9. Collect any five lectures from internet on topics related to high school science.
10. Prepare rubrics for assessment.

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Semester – II

PAPER – V (EDN – 05 b)

Method I / II - Pedagogy of English

Theory

Credit:4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

1. To practice learner centered methods and techniques in the classroom.
2. To enable teacher trainees to use technology to enrich language teaching.
3. To facilitate the effective use of learning resources.
4. To encourage continuous professional development.
5. To develop an appreciation of the role of English in both academics and life.
6. To develop creativity among learners

Content:

Unit 6 .Approaches, Methods and Techniques of Teaching English

1. Concept of approach ,methods, techniques
2. A Survey of Methods of Teaching English: Grammar Translation Method, Direct Method, Dr. West's Method and Bilingual Method
3. Structural and Situational Approach in Teaching of English
4. Communicative Approach in Teaching of English
5. Constructivist approach and Collaborative Approach and Eclectic Approaches
6. Remedial, Reflective and Reciprocal approaches in English teaching

Unit 7. Planning the Classroom Transaction

1. Academic standards, Competencies, and Discourses.
2. Annual Plan, Lesson Plan, Period plan in Teaching English,
3. Developing Teaching Learning Material
4. Micro Teaching: concept, phases, Plans for in Microteaching
5. Developing Period Plan for the Lesson (Face sheet, Pre-Reading, Reading, Post-Reading, written Discourse, Grammar, Vocabulary, Study-skills,)
6. Guiding Project Work. and reporting ,
7. Study Skills - Note Making and Note Taking, using SQ3R and Graphic Organizers
8. Reference Skills - Use of Dictionary, Thesaurus and Encyclopedia
9. Use of library as knowledge center
Activities in Teaching of English: Situationalisation, Dramatization, Language Games, Role Play, Soliloquy, Integration of English with other subjects, Integration of English with School Activities, English Language Club, Simulation, Poster Making, Paper Folding, Field Trips, Holding Discussions / Conversations, Documentation.
10. Information Communication Technology in English Language Teaching

Unit 8. Professional Growth of English teacher

1. Concept of Teacher development: And its need
2. Qualities of an English Teacher
3. Concept of Self-development as an English Teacher
4. NCFTE Recommendations for Professional growth and competence
5. Self appraisal of the teacher

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Unit 9. Curriculum development

1. Curriculum and Syllabus
2. Curriculum Design - Principles of Curriculum Construction
3. Philosophy and guiding principles for the development of English text books with reference to NCF2005, SCF 2011, NCFTE, RTE, The Position Papers
4. Syllabus designing and Text book development process
5. Reviewing Present English text books

Unit 10. Evaluation

1. The concept of Evaluation and Types of Evaluation: Diagnostic, Formative and Summative
2. Linking Evaluation with the concept of CCE
3. Meaning and significance of CCE in English.
4. Preparation CCE Record, Blue Print of a Question Paper
5. Analysis and Interpretation of Test Scores
6. Identifying learning difficulties and dealing with language Difficulties of the learner

Engagement:

1. Students should be guided to fill in all the formats related to Internship (Observation, e-Portfolio, Microteaching, Reflective teaching, CCE, Reflective journal).
2. Identify and list language (English) related errors common among students.
3. Dealing with Language Learning Difficulties in Language
4. Prepare a list of idioms, proverb in English
5. Write a report on current practices of assessment and evaluation at the secondary level.
6. Prepare a newsletter on the basis of your school experience programme (hand written).
7. Reading passages and analysing them to learn vocabulary and pedagogical grammar

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బి.యిడి. కోర్సు లక్ష్యాలు

రెండు సంవత్సరాల కోర్సు పూర్తయ్యేసరికి ఛాత్రోపాధ్యాయులు కింద అంశాలను అర్థం చేసుకొని నైపుణ్యాలు సాధిస్తారు.

- ♦ భాష, ఆవశ్యకత, భాష - సమాజ సంబంధాలను అర్థంచేసుకొంటారు.
- ♦ తెలుగు భాష పరిస్థితి, స్వాతంత్ర్యం కంటే ముందు, తర్వాత, అధికార భాషగా తెలుగు, వ్యవహార భాష, మాధ్యమంగా తెలుగు భాష మొదలగు విషయాల గురించి అర్థం చేసుకొంటారు.
- ♦ తెలుగు సాహిత్యం గురించి, సాహిత్య అధ్యయనం ఆవశ్యకత గురించి, దాని ప్రయోజనాల గురించి అర్థం చేసుకొంటారు. భాషా బోధనలో సాహిత్యాన్ని వినియోగిస్తారు.
- ♦ పిల్లలు భాషను గ్రహించే విధానం, భారతీయ, పాశ్చాత్య దృక్పథాలను అర్థంచేసుకొంటారు. దీన్ని తరగతి గదుల్లో అన్వయిస్తారు.
- ♦ తెలుగు భాషా బోధనోద్దేశాలను, తరగతి వారీగా సాధించాల్సిన సామర్థ్యాలను అర్థంచేసుకొని, వాటిని సాధించడానికి అవసరమైన వ్యూహాల పట్ల సామర్థ్యాన్ని సాధిస్తారు.
- ♦ భాషోపాధ్యాయుల సన్నద్ధత ఆవశ్యకత గ్రహిస్తారు. వార్షిక, పాఠ్య, పీరియడ్ ప్రణాళికలను రాస్తారు. వీటి ఆధారంగా బోధించే సామర్థ్యాన్ని అలవర్చుకొంటారు.
- ♦ భాషాభివృద్ధికి తోడ్పడే కార్యక్రమాలను తెల్పుకొని అమలుపరుస్తారు.
- ♦ వివిధ వ్యవహారాల వారీగా వ్యూహాలను తెల్పుకొని అమలుపరుస్తారు.
- ♦ మూల్యాంకనానికి సంబంధించిన వివిధ భావనలను అర్థం చేసుకొంటారు. నిరంతర సమగ్ర మూల్యాంకనం ఆవశ్యకతను, సంగ్రహణాత్మక, నిర్మాణాత్మక మూల్యాంకనాలను అర్థంచేసుకొని అమలు పర్చగల్గుతారు.
- ♦ సామర్థ్యాల వారీగా కేటాయించిన భారత్యాల ప్రకారం ప్రశ్నపత్రాల తయారీ, జవాబు పత్రాలను సూచికల ఆధారంగా దిద్దే సామర్థ్యాన్ని పొందుతారు.
- ♦ భాషోపాధ్యాయుడు తన వృత్తి తన అభివృద్ధి యొక్క సంబంధించిన వివిధ కార్యకలాపాలను, పరామర్శ గ్రంథాలను తెల్పుకొని వినియోగించగల్గుతారు.
- ♦ ఆధునిక సాంకేతిక పరిజ్ఞానం ఆవశ్యకతను గుర్తించి, బోధనలో వినియోగించగలుగుతారు.
- ♦ ఆచరణాత్మక కృత్యాలను అమలుపరచడం ద్వారా తమకున్న అపోహలను తొలగించుకొంటారు. భాష గురించి, భాషాభ్యుసనం గురించి, పిల్లల గురించి, భాషా వాచకాలను గురించి, బోధనాభ్యుసన ప్రక్రియల గురించి ఆధునిక దృక్పథాలను అలవర్చుకొంటారు.

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VI. భాషాభ్యసనం - బోధన పద్ధతులు - విమర్శనాత్మక విశ్లేషణలు :

- పద్ధతి, వ్యూహం అంటే... ఎందుకు? ప్రయోజనాలు, పరిమితులు.
- పిల్లల భాగస్వామ్యపద్ధతులు, ఆవశ్యకత, ప్రయోజనాలు.
- భాషాబోధనలో జ్ఞాన నిర్మాణవాద ఉపగమాలు.
- భాషాబోధన - అభ్యసనాలు - భారతీయుల దృక్పథం (పాఠిని - పఠంజలి - కాత్యాయనుడు మొదలగువారు)
- భాషాబోధన - అభ్యసనాలు - పాశ్చాత్య దృక్పథాలు (డ్యూమే, సియాజీ - బోనర్ - పైగోటస్క్వి, బామ్స్లీ)
- ప్రారంభంలో భాష నేర్పడం - అక్షర పద్ధతి - పద పద్ధతి - పూర్ణ పద్ధతి.
- భాషాబోధన - క్రీడా పద్ధతులు - కృత్యాధార పద్ధతులు.
- గద్యబోధన - పద్ధతులు (కథాకథనం, నాటకీకరణ, సంభాషణ, ప్రశ్నోత్తర పద్ధతి, చర్చపద్ధతి, విశ్లేషణ, వ్యాఖ్యాన పద్ధతులు).
- పద్యబోధన పద్ధతులు (పూర్ణ / ఖండ / వ్రాతపరీక్ష / తాత్పర్య... పద్ధతులు)
- వ్యాకరణ బోధన : అనుమానుపపత్తి, నిగమోపపద్ధతి.
- భాగస్వామ్య పద్ధతులు : జట్టుపనులు, అన్వేషణలు, మేధోమధనం... మొదలగునవి.
- తరగతి గది అన్వయం.

VII. భాషా వ్యవహార రూపాలు - పాఠ్య బోధనా వ్యూహాలు :

- భాషలోని విభిన్న ప్రక్రియలు / వ్యవహార రూపాలు : వివిధ ప్రక్రియలలోని పాఠాలలోని బోధనా వ్యూహాలు (కథ, కథానిక, వ్యాసం, ఆత్మకథ, లేఖలు, నాటికలు మొదలగునవి). పైన తెలిపిన వివిధ ప్రక్రియలకు చెందిన పాఠాలను పరిచయం చేసి వాటికి అనువైన వివిధ బోధనా వ్యూహాలను వివరించాలి.
- మరికొన్ని వ్యూహాలు : ప్రదర్శనలు, నాటకీకరణలు, చర్చలు, జట్టుపనులు, సెమినార్, చదివి సమీక్షించడం, టిగ్ సా పద్ధతి, KWC విధానం వ్యాఖ్యానం మొదలగునవి.
- భాషా సామర్థ్యాల సాధన - వ్యూహాలు :
 - శ్రవణం / భాషణం / పఠనం / లేఖనం / సృజనాత్మకత : అంటే? ఎందుకు? ఎలా? దోషాలు / వ్యూహాలు / కృత్యాలు / పాఠ్యపుస్తకాల పరిశీలన / తరగతి గది అన్వయం.

VIII. ఉపాధ్యాయుల తయారీ - ప్రణాళికలు - వార్షిక - పాఠ్య పీరియడ్ :

- పరిశీలనా పత్రం.

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- ఉపాధ్యాయుల తయారీ అవశ్యకత : ప్రణాళికలు వాటి అవశ్యకత, వార్షిక ప్రణాళిక, పాఠ్య ప్రణాళిక, పీరియడ్ ప్రణాళికలోని సోపానాల వివరణ, నమూనా ప్రణాళికలు (నూతన పాఠ్య పుస్తకాలలోని ఎస్.సి.ఇ.ఆర్.టి. వారు సిద్ధీకరించిన నమూనాలో రూపొందించాలి).
- పాఠ్య బోధనా పరిశీలనా పత్రం నమూనాపై అవగాహన.

భాషాభివృద్ధి కార్యకలాపాలు వనరులు - సంస్థలు :

- పాఠశాలలో భాషాభివృద్ధి కార్యక్రమాలు : గోడపత్రిక, తయారీ పాఠశాల పత్రిక తయారీ, సాంస్కృతిక కార్యకలాపాలు, బాల సభ, బాల కవి సమ్మేళనం, బోధనాసామగ్రి, భాషా మేళ, భాషా ప్రాజెక్ట్ పనులు, సభానిర్వహణ మొదలగునవి. వ్యాసరచన, వక్రత్వ పోటీ

వనరులు : గ్రంథాలయ పుస్తకాలు, పత్రికలు, రిఫరెన్సు పుస్తకాలు.

సంస్థలు : భాషా సంఘాలు, డైట్, ఎస్.సి.ఇ.ఆర్.టి., తెలుగు విశ్వవిద్యాలయ అధికారభాషా సంఘం, తెలుగు అకాడమీ.

IX. భాషాభ్యుదయము - సి.సి.ఇ. నిరంతర సమగ్ర మూల్యాంకనం :

- నిరంతర సమగ్ర మూల్యాంకనము వాటి అవశ్యకత భావనలు అవగాహన, పరీక్షల సంస్కరణలు - నిర్మాణాత్మక మూల్యాంకనము, సాధనాల నిర్వహణ విధానం - సంగ్రహణాత్మక మూల్యాంకనం -
- ప్రశ్నా పత్రాల తయారీ సూచనలు, తరగతి వారీగా భారతాలు నమూనా ప్రశ్న పత్రాలు జవాబు పత్రాలు దిద్దటానికి సూచనలు.

X. భాషా ఉపాధ్యాయుడు వృత్తిపరమైన అభివృద్ధి :

- భాషా ఉపాధ్యాయుల సాధారణ విశిష్ట లక్షణాలు - భాషా ఉపాధ్యాయుడి సన్నద్ధత - ప్రవర్తన - భాషా వినియోగం.
- పిల్లల భాషా అభివృద్ధి భాషా ఉపాధ్యాయుని పాత్ర.
- పూర్వబోధన నైపుణ్యాల సాధన - బోధనలో వినియోగం - భాషా ఉపాధ్యాయుల జవాబుదారీతనం - పనితీరు సూచికలు.
- వృత్తిపరమైన అభివృద్ధి అనగా - వృత్తిపర అభివృద్ధికి తోడ్పడే కార్యక్రమాలు స్వయం గ్రంథాలయ నిర్వహణ, అంతర్జాల వినియోగం - ఉన్నత విద్యను అభ్యసించడం, పరిశోధనా కార్యక్రమాలలో పాల్గొనడం - పుస్తక సమీక్షలు రాయడం సారస్వత సంఘాలలో సభ్యులుగా ఉండి వాటి కార్యక్రమాలలో పాలుపంచుకోవటం.

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PART - B

- 1) 6 నుంచి 10వ తరగతి వరకు ఏదైనా ఒక తరగతికి వెళ్లి అక్కడ భాషోపాధ్యాయుడు తెలుగును బోధించే విధానాన్ని పరిశీలించండి. ఇది భాషా బోధన ఉద్దేశ్యాలకు అనుగుణంగా ఉన్నదా లేదా విశ్లేషించండి.
- 2) నూతన తెలుగు వాచకాలలో ఏదేని ఒక తెలుగు వాచకాన్ని ఎంపిక చేసుకోండి. గతంలోని పాఠ్యపుస్తకాలకు దీనికి గల తేడాను రాయండి. ఈ నూతన వాచకాలకు సంబంధించిన కీలక సూత్రాలను తెల్పుతూ ఉదాహరణలతో వివరించండి.
- 3) 6 నుంచి 10వ తరగతి వరకు తెలుగు వాచకాలను పరిశీలించండి. ఏయే ప్రక్రియలు ఉన్నాయి. ప్రక్రియల వారీగా పాఠాల పేర్లను వ్రాయండి. ఏదైనా ఒక ప్రక్రియకు సంబంధించిన పాఠాన్ని ఎంపికచేసుకొని దీనిని బోధించే వ్యూహాలను రాయండి.
- 4) ఏదైనా ఒక పాఠానికి పాఠ్యప్రణాళికను, ప్రతిపీరియడ్‌కు సంబంధించిన పీరియడ్ ప్రణాళికను వ్రాసి ప్రదర్శించండి.
- 5) మీ సమీపములోని ఒక పాఠశాల కాంప్లెక్స్‌కు వెళ్లండి. అక్కడ భాషోపాధ్యాయులకు సంబంధించిన కార్యకలాపాలను పరిశీలించండి. ఇది ఎంత వరకు భాషోపాధ్యాయులకు ఉపయోగపడుతుందో నివేదిక వ్రాసి ప్రదర్శించండి.
- 6) భాషా సామర్థ్యాల వారీగా నమూనా ప్రశ్నలను తయారుచేయండి. ఏదైనా ఒక తరగతికి బ్లాప్‌పింట్ ఆధారంగా ప్రశ్నాపత్రం రూపొందించి ప్రదర్శించండి.

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ఉపాధ్యాయ విద్య - తెలుగు - బోధన వ్యూహాలు (Mode of Transantion)	
1) ఉపన్యాసము - చర్చ	
2) Power Point Presentation - చర్చ	
3) జట్టు పనులు - ప్రదర్శన - చర్చ	
4) సెమినార్	
5) కార్యశాలలు (Workshops)	
6) పుస్తక పఠనం - నివేదిక సమర్పణ	
7) సమీక్ష - ప్రదర్శన	
8) జట్టు బోధన (Group Teaching)	
9) ప్రశ్నోత్తర పద్ధతి	
10) మేథోమధనము - మోవి	
11) ICT ఆధారిత బోధన	

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ప్రచురణ సంస్థల పేర్లు

క్ర.సం.	సంస్థ పేరు	వెబ్ సైట్ పేరు
1.	విజయవాణి పబ్లికేషన్స్, చిత్తూర్ డిస్ట్రిక్ట్, హైదరాబాద్	
2.	ఎమెస్కో పబ్లికేషన్స్, హైదరాబాద్	
3.	వికలాంగ పబ్లిషింగ్ హౌస్, హైదరాబాద్	
4.	ప్రజాశక్తి బుక్ హౌస్, హైదరాబాద్	
5.	అన్వేషి (తూడిసి బుక్స్) - టేల్స్ ఫ్రమ్ ది మార్జిన్స్ ఏ సీరిస్ ఆఫ్ 8 బుక్స్)	http://www.anveshi.org/content/view/172/99
6.	భారత్ జ్ఞాన్ విజ్ఞాన్ సమితి (బిజిఎస్)	www.bgws.org
7.	సెంటర్ ఫర్ లర్నింగ్ రిసోర్సెస్	www.clirindia.net/materials/childrenbooks.html
8.	చందమామ ఇండియా	www.chandamama.com
9.	చిల్డ్రన్ బుక్ ట్రస్ట్	www.childrenbooktrust.com
10.	ఏకలవ్య	http://eklavya.in
11.	ఇండియా బుక్ హౌస్	www.ibhworld.com
12.	జన్మేతన	http://janchetnaa.blogspot.com
13.	కరాడి టేల్స్ కంపెనీ	www.karaditales.com
14.	కథ, న్యూఢిల్లీ	www.katha.org
15.	మెక్మిలన్ పబ్లిషర్స్	http://international.macmillan.com
16.	నేషనల్ బుక్ ట్రస్ట్	www.nbtindia.org.in
17.	నేషనల్ కౌన్సిల్ ఆఫ్ ఎడ్యుకేషనల్ రీసర్చ్ అండ్ ట్రైనింగ్	www.ncert.nic.in
18.	నవనీత్ ప్రకాశన్ కేంద్ర, అహ్మదాబాద్, గుజరాత్	-
19.	పీసీఎమ్ చిల్డ్రన్స్ మాగజైన్	www.pcmmagazine.com
20.	ప్రథమ్ బుక్స్	www.prathambooks.org
21.	పుస్తక్ మహల్	www.pustakmahal.com
22.	రూమ్ టు రీడ్	www.roomtoread.org
23.	ద లర్నింగ్ ట్రీ స్టోర్	http://www.tltree.com
24.	తులిక బుక్స్	www.tulikabooks.com

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పరామర్శ గ్రంథాలు

1.	Kadambinisharma & Tripat Teteja	: Teaching of Language and linguistics commonwealth publishers.
2.	U. K. Singh & K N. Sudarshan	: Language Education D.P.H. Publishar
3.	Dr. Santhosa Areekkuzhigil	: Instructional Approaches Neelkamal Publication (HW)
4.	Santhosh Sharma	: Constructional Approach to Teaching & Learning NCERT - 2006.
5.	NCERT	: Teaching Reading a Challenge
6.	డా॥ దహ్మగాం సాంబమూర్తి	: తెలుగు బోధన పద్ధతులు - నీలకమల్ ప్రచురణ
7.	డా॥ శివరత్నం డా॥ సాంబమూర్తి	: తెలుగు బోధన పద్ధతులు (Bord) తెలుగు అకాడమీ
8.	Cameron, L(2001)	: Teaching Languages to young learners
9.	NCERT	: Natinoal Curriculum Frame Work (2005)
10.	NCERT	: Language Teaching Position Papers
11.	SCERT (AP)	: State _____ Frame Work (2011)
12.	SCERT (AP)	: Language Teaching Position Paper (2011)
13.	Butler A and Turbill J (1984)	: Towards Reading - Writing in class room corewell - university - Newyork
14.	_____ Girl (1994)	: Teaching writing - Ma _____
15.	డా॥ పోరంకి దక్షిణమూర్తి	: భాష ఆధునిక దృక్పథం - నీలకమల్ ప్రచురణ
16.	డా॥ భద్రరాజుకృష్ణమూర్తి	: భాష - సమాజం - సంస్కృతి - నీలకమల్ ప్రచురణ
17.	డా॥ డి.యస్. సుబ్రహ్మణ్యం	: ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు - తెలుగు విశ్వవిద్యాలయం
18.	Noam _____	: _____ structure
19.	Aitchinson	: Teach your self linguistics
20.	చేకూరి రామారావు	: తెలుగు వాక్యం : తెలుగు విశ్వవిద్యాలయం
21.	డా॥ డి. చంద్రశేఖర రెడ్డి	: పిల్లలభాష - మీడియాహౌజ్
22.	డా॥ బి. సాంబమూర్తి	: విద్యా మూల్యాంకనం - నీలకమల్ ప్రచురణ
23.	డా॥ డి. చంద్రశేఖర రెడ్డి	: మనభాష - మీడియాహౌజ్ ప్రచురణ
24.	డా॥ దహ్మగాం సాంబమూర్తి	: తెలుగు భాషా సాహిత్య దర్శనం (రూపాలు, ప్రక్రియలు, ధోరణులు) - నీలకమల్ ప్రచురణ
25.	కె.వి.వి.యల్. నరసింహారావు	: భాషాబోధన - భాషాశాస్త్రం - నీలకమల్ ప్రచురణ

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భాషాభ్యాసానికి సంబంధించిన కొన్ని వెబ్‌సైటులు

- 1) http://www.bbc.co.uk/schools/magickey/adventures/drogon_game.shtml is a game that helps learn about a question and a question mark.
- 2) <http://www.proteacher.com/cgi-bin/outside/site.cgi?id=4731> External=<http://www.sdcoe.k12.ca.us/actbank/sorganiz.htm> Etoriginal=<http://www.proteacher.com/070037.shtml> title=Graphic%20organizers contains well-delineated writing standards, level wise.
- 3) <http://www.lessonplanspage.com/LAK1.htm> contains a whole host of ideas for language activities
- 4) <http://www.0P97.org/ftcyber/jack/puzzles/puzzles.html> has easy, medium and hard jigsaw puzzles that are based on fairy tales.
- 5) <http://www.youtube.com/watch?v=2LVNi-FPEuY> has a video of the panchatantra story about the doves in a hunter's net (collective strength) in Hindi.
- 6) <http://www.darsie.net/talesofwonder/> contains Folk and Fairy Tales from around the world.
- 7) <http://www.thepromisefoundation.org/TPFL1RB.pdf> is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.
- 8) <http://www.rubybridges.org/story.htm> contains the inspiring story of Ruby Bridges and her teacher.
- 9) <http://puzzlemaker.discoveryeducation.com/> allows the user to create and print customized word search, criss-cross, match puzzles, and more using his/her own word lists.
- 10) <http://gem.win.co.nz/mario/wsearch/wsearch.php> allows you to generate your own word maze/word search puzzle.
- 11) http://georgemcgurn.com/articles/reading_forpleasure.html has a good article on reading for pleasure.
- 12) <http://www.atozteacherstuff.com/pages/374.shtml> for a lovely idea on getting children excited about reading.

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- 13) <http://esl.about.com/od/vocabularylessonplans/a/characteradj.htm> for an excellent activity that develops and broadens knowledge of character adjective vocabulary.
- 14) <http://www.scholastic.com/ispy/play/> for a set of award winning puzzles and games that allow children to discover word associations, word play and themes help them build important learning skills including reading.
- 15) <http://www.readwritethink.org/materials/in-the-bag/index.html> for an interactive game that builds vocabulary.
- 16) <http://www.sacred.texts.com/hin/ift/index.htm> has links to indian fairy tales.
- 17) <http://primary.naace.co.uk/activities/BigBooks/index.htm> has audio-e-books for kids.
- 18) <http://www.vtml.k12.la.us/krause/Reading.htm> for slide shows that excite a child to read.
- 19) <http://www.thepromisefoundation.org/TPFLtkb.pdf> is report of a study on Learning to Read in Bengali, useful for language researchers in Indian languages.
- 20) <http://www.thepromisefoundation.org/TPFRdk.pdf> is report of a study on Reading difficulties in Kannada, useful for languages researchers in indian language.

भाग – दो

इकाई – छः

भाषा साहित्य और सौंदर्य-प्रथम

- 6.1 सृजनात्मक भाषा के विविध रूप – साहित्य के विविध रूप को जानना।
- 6.2 स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना।
- 6.3 अनुवाद कला और सौंदर्य में भाषा
- 6.4 स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता।
- 6.5 अनुवाद का महत्व और जरूरत, सृजनात्मक अभिव्यक्ति के रूप में हिन्दी अनुवाद।

प्रशिक्षण के दौरान

- एक ही विषय पर किन्हीं तीन अखबारों के संपादकीय की भाषा पर बातचीत कर उनकी विषय प्रस्तुति को रेखांकित करें।
- एक ही अंश के तीन अनुवाद को पढ़ें और अपनी भाषा में नया अनुवाद प्रस्तुत करें।

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- समूह में बंटकर मीडिया लेखन के तीन अलग-अलग नमूनों (फीचर, रिपोर्ट, लेख) को इकट्ठा कर उसमें समानता और अंतर को ध्यान में रखते हुए चर्चा करें।
- अखबार की किसी के आधार पर संवाद लिखना।

कक्षा शिक्षण

- पानी से संबंधित पाठ पढ़ाने के बाद जल चक्र की जानकारी देना, पानी की बचत पर बातचीत जल की तरल अवस्था से ठोस अवस्था का हल्का होने के कारण का पता लगाने का कार्य करवाना।

इकाई – सात

भाषा साहित्य और सौंदर्य – द्वितीय

- 7.1 साहित्यिक अभिव्यक्ति के विविध रूप : कविता को पढ़ना-पढ़ाना।
- 7.2 गद्य की विविध विधाओं को पढ़ना-पढ़ाना।
- 7.3 नाटक को पढ़ना-पढ़ाना, समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य)।
- 7.4 हिन्दी के विविध विधाओं के आधार पर गतिविधियों का निर्माण।
- 7.5 कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

गतिविधि

- कहानी का समूह द्वारा विश्लेषण
- रचना की समीक्षा और चर्चा।
- कविता वाचन की गतिविधि के द्वारा कक्षा में समझना।
- निबंध पर विद्यार्थियों के अनुभव बटोरना।
- समूह में एक ही विषय पर अलग-अलग विधाओं की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण।

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- वर्तमान काल साहित्य की समीक्षा।
- अपनी मनपसंद तीन कहानियों की समीक्षा।

कक्षा शिक्षण

- स्वतंत्र रूप से कुछ लिखने को कहे।
- रचना को जाने कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को सुनकर)।
- नाटक या उपन्यास पढ़वाने के बाद चर्चा करना।

परियोजना कार्य

- भाषा शिक्षण को लेकर आने वाली कठिनाई पर क्रियात्मक शोध।
- स्थानीय कलाकार/कवि/लेखक से साक्षात्कार
- जोड़ते हुए उसके शिक्षण

गतिविधि

- अपनी मनपसंद कविताओं का संकलन तथा उन पर एक लेख।
- हिन्दी की किन्हीं दो महिला/बाल पत्रिकाओं की समीक्षा।

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- समिति संसाधनों में ऑडियो/वीडियो कार्यक्रम के कक्षा में इस्तेमाल की योजना बनाना।
- अपने क्षेत्र में प्रचलित लोक कथा, लोक गीतों का समूह में बंटकर संकलन तैयार करना।

कक्षा शिक्षण

- चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना।
- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना।
- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार पत्र का विकास करवाना।

इकाई – आठ

पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण

- 8.1 पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं।
- 8.2 पाठ्यचर्या और पाठ्यक्रम एक पाठ्य सामग्री अनेक पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध।
- 8.3 पाठ्यक्रम को बच्चों के अनुरूप ढालना।
- 8.4 शोधकर्ता के रूप में शिक्षक
- 8.5 हिन्दी शिक्षण में पाठ्यपुस्तकों एवं सहायक पुस्तकों का महत्व, स्वरूप एवं उनकी रचना प्रक्रिया
- 8.6 हिन्दी पाठ्यपुस्तक के गुण, रूपात्मक पद और प्रस्तुतीकरण और स्वरूप।
- 8.7 हिन्दी शिक्षक के गुण एवं अपेक्षाएं
 - शिक्षक के गुण
 - हिन्दी शिक्षक से अपेक्षाएं

गतिविधि

- नवीन पाठ्यचर्या की समीक्षा (समूह कार्य)।

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- संगोष्ठी आयोजित करें।

परियोजना कार्य

- विभिन्न राज्यों के हिन्दी के पाठ्यक्रम का विश्लेषण
- अपनी मनपसंद कहानियों का संकलन तथा उनसे संबंधित लेख।
- 6–12 कक्षा की हिन्दी की पाठ्यपुस्तक का तुलनात्मक अध्ययन।

इकाई – नवम्

सहायक शिक्षण सामग्री

- 9.1 प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएं, अखबार कक्षा पुस्तकालय आदि।
- 9.2 आईसीटी दृश्य-श्रव्य सामग्री, रेडियो, टेलीविजन फिल्में।
- 9.3 भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशीलताएँ, गोष्ठी आदि)।
- 9.4 इंटरनेट और हिन्दी शिक्षण सहायक सामग्री।
- 9.5 हिन्दी शिक्षण और गतिविधियां बैंकिंग क्रियाशीलता।
- 9.6 हिन्दी शिक्षण में पाठ्य सहगामी क्रियाएँ एवं उनकी उपयोगिता।
 - उपयोगिता एवं महत्व
 - पाठ्यचर्या सहगामी क्रियाएँ
- 9.7 कवि जयन्ती, काव्य ज्ञान, कवि सम्मेलन, वाद-विवाद प्रतियोगिता, काव्य गोष्ठी एवं साहित्य गोष्ठी, कवि दरबार, अभिनय, नाटक, अंत्याक्षरी इत्यादि।

गतिविधि

- कक्षा 6 से 10 तक किसी एक कविता का चयन करके उस पर एक पाठ्य सहगामी गतिविधि तैयार करें।

इकाई – दस

आंकलन की भूमिका और महत्व

- 10.1 भाषा विकास की प्रगति का आंकलन : सतत् और समग्र मूल्यांकन
- 10.2 स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन पोर्टफोलियो।
- 10.3 प्रश्नों का स्वरूप, प्रश्नों के आधार बिन्दु – समस्या समाधान संबंधी प्रश्न, सृजनात्मकता चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न।
- 10.4 गतिविधि और टास्क, खेल प्रश्न, बहुविकल्पी।
- 10.5 फीडबैक (विद्यार्थी, अभिभाषक और अध्यापक) और रिपोर्ट।

गतिविधि

- 10-12 कक्षा पिछले तीन वर्षों की समीक्षा करें।
- एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जबावों पर समूह में चर्चा करें।
- 6-12 पाठ्यपुस्तक में से ऐसे दस प्रश्न छांटें जिनमें भाषा मूल्यांकन का सृजनात्मक रवैया परिलक्षित होता है।

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कक्षा शिक्षण

- कक्षा छः के किसी बच्चे के प्रथम त्रैमासिक आंकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना।?
- सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियां सुझाना।

परियोजना

- उच्च प्राथमिक स्तर पर आंकलन एवं मूल्यांकन मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें।
- एनसीईआरटी द्वारा प्रकाशित आंकलन स्रोत पुस्तिका भाषा हिन्दी पढ़ें तथा इसमें आए आंकलन संबंधी क्रियाकलापों को कक्षा 6–12 के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें।

(शेक दादन)

लेक्चरर

अल-मदीना कॉलेज ऑफ एजुकेशन
सलीमनगर, एम.नगर

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संदर्भ ग्रंथ :

1. केशव प्रसाद 1975 हिन्दी भाषा शिक्षण प्रकाशन गणपति राय एवं सन्स
2. शत्रुघ्न प्रसाद सिंह 1964 हिन्दी शिक्षण प्रकाशन : दिल्ली पुस्तक सदन
3. रामशकल पांडे 1977 हिन्दी शिक्षण प्रकाशन : विनोद पुस्तक मंदिर
4. पाठक एवं त्यागी 1983 सफल शिक्षण कला प्रकाशन : विनोद पुस्तक मंदिर
5. भाई योगेन्द्रजीत 1985 हिन्दी भाषा शिक्षण
6. उदयवीर सक्सेना 1983 हिन्दी शिक्षण प्रकाशन : विनोद पुस्तक मंदिर
7. दिनेशन चन्द्र भारद्वाज 1985 हिन्दी भाषा शिक्षण
8. रवीन्द्रनाथ श्रीवास्तव 1989 भाषा शिक्षण
9. सफाया रघुनाथ 1988 हिन्दी शिक्षण विधि
10. कान्ता रानी मंजूषा – तुलनात्मक व्याकरण
11. आर.ए. शर्मा – तकनीकी शिक्षण

1. हिन्दी भाषा शिक्षण – भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर, आगरा
2. हिन्दी शिक्षण – केशव प्रसाद, विनोद पुस्तक मंदिर, आगरा

II SEMESTER

تدریس زبان (اُردو)

حصہ دوم

یونٹ VI زبان ادب اور استھان ادب-I

اردو زبان کی مختلف تخلیقی شکلیں۔ ادب کی مختلف اصناف کو سمجھنا۔

اسکولی نصاب میں ادب ضرورت اہمیت اور موزونیت۔

اسکولی نصاب میں میڈیا کا کردار۔

ترجمہ: ضرورت و اہمیت ترجمہ نحثیت ایک تخلیقی سرگرمی۔

مشاغل:

☆ مختلف اخبارات سے ادارتی اقتباسات ایک ہی موضوع پر حاصل کیجئے۔

اور ان کی زبان اور پیشکش پر مباحثہ رکھئے۔

☆ کوئی دو ترجمہ کے اقتباسات لیجئے، پڑھئے اور پھر انہیں اپنی زبان میں ترجمہ کیجئے۔

☆ تاریخ سے متعلق کوئی ایک تخلیقی تحریر لیجئے اور اہم واقعات پر ایک فلو چارٹ تیار کیجئے

منشی تدریس: اپنی پسند کے کوئی ایک عنوان پر کسی بھی قسم کی تخلیقی تحریر قلمبند کیجئے

نوٹ VII: زبان ادب اور استھان ادب-II

☆ اُردو ادب کی مختلف اصناف کا تعارف کی تدریس: شاعری، نثر، ڈرامہ

☆ اُردو زبان کی مختلف ادبی اصناف کا تعارف

☆ کلاسیکی اُردو ادب اور جدید اُردو ادب

☆ نثری اسباق کا منصوبہ بنانا

۔ اسکول کی مختلف سطحوں پر ڈرامہ کی نینٹیس کٹی

مشاغل:

۔ اپنی پسند کی کوئی دو کہانیوں پر تبصرہ کیجئے

۔ کوئی ایک مقامی شاعر/شاعری کا انٹرویو لیجئے

۔ انگریزی میں ہندوستانی لوک کہانیوں (ترجمہ شدہ) کو جمع کیجئے

۔ اپنے اسکول کے تجربہ کے پروگرام پر مبنی ایک نیوز لیٹر تیار کیجئے

منشی تدریس: کوئی ایک تخلیقی تحریر کو منتخب کیجئے مثلاً نظم یا کہانی اور اس کیلئے تدریسی حکمت عملی تیار کیجئے
(ایف) مختلف سطحوں کیلئے (ب) مختلف سطحوں پر دیہی تحریر کی تقسیم (ج) اسی تحریر کو مصنوعی ضروریات کے حامل طلباء کو تدریس دے

ایکشن ریسرچ:

۔ اُردو زبان میں عام طور پر ہونے والی غلطیوں کی فہرست تیار کریں

۔ اُردو کے محاورات اور ضرب الامثال کی فہرست تیار کریں

یونٹ VIII تدوین نصاب

نصاب (Curricular) خاکہ نصاب (Syllabus) اور درسی کتاب کیلئے باہمی تعلق کو سمجھنا

۔ مواد متن کا انتخاب: سرگرمیوں اور مشقوں کو تیار کرنا، کمرہ جات کے اکتساب کو باہر کی دنیا سے جوڑنا تدوین

نصاب کے اصول نیشنل کریکولم فریم ورک 2005 اسفیف کریکولم فریم ورک 2011 نیشنل کریکولم فریم ورک

ایجوکیشن 2009 اور حق برائے تعلیم کے حوالے سے تدوین نصاب کے رہنمایانہ اصول

۔ اُردو کی درسی کتاب کی تیاری کے اصول

۔ اُردو کی موجودہ درسی کتابوں کا تنقیدی جائزہ

مشاغل:

- کوئی دو ریاستوں میں تیار کر دے کوئی ایک جماعت (ششم یا ہفتم) کی اردو کی درسی کتب کا تقابلی جائزہ کیجئے
- ریاست تلنگانہ کیلئے اردو کی درسی کتاب کی تدوین کا خاکہ تیار کیجئے

پراجکٹ:

- اپنی پسند کے نظموں اور کہانیوں کو جمع کیجئے

یونٹ IX : تدریسی واکتائی آلات و توضیحات:

- پرنٹ میڈیا، میگزین، اخبارات، کلاس لائبریریاں، اطلاعی و تریسی تکنالوجی سمعی و بصری آلات مشمول CALL پروگرام، ریڈیو، ٹیلی ویژن، فلم، ہم نصابی سرگرمیوں کی منصوبہ بندی (مباحثہ و کشاپ، سمینار وغیرہ) لنگویج لیب وغیرہ۔

مشاغل:

- اردو زبان کی تدریس کے تعلق سے سمعی و بصری آلات کی فہرست تیار کیجئے
- خصوصی ضروریات کے حامل طلباء کے لئے مختلف اقسام کے تدریسی آلات تیار کیجئے
- بچوں کی زبان کے عنوان پر ورکشاپ / سمینار کا نفرنس منعقد کیجئے

پراجکٹ:

- اسکولی میگزین کا خاکہ بنائیے
- بچوں کے عصری ادب کا جائزہ لیجئے
- خواتین سے متعلقہ کوئی دو میگزینوں پر تبصرہ کیجئے

پونٹ X اندازہ قدر۔ اسکی اہمیت اور کردار

- (۱) زبان کے فروغ کا اندازہ قدر، مسلسل جامع جانچ، تعین قدر کی تکنیکس زبانی تحریری، پورٹ فولیو، خود کار تعین قدر، ہم جماعت ساتھیوں کا تعین قدر، گروپ تعین قدر
- (۲) سوالات کی اقسام
- (۳) پرچہ سوالات کی تیاری اور بلو پرنٹ
- (۴) موصولہ نشانات کا تجزیہ اور تشریح

عملی مشاغل:

- طبقہ و سلطانیہ میں رائج اندازہ قدر کی مختلف تکنیکوں پر نوٹ لکھئے
- پچھلے تین سال کے درجہ تقسیم کے امتحانی پرچوں کا تنقیدی جائزہ لیجئے
- اُردو کی کئی ایک درسی کتاب (جماعت ششم، ہفتم) سے ایک پرچہ سوالات (۱۰۰) نشانات کیلئے تیار کیجئے

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Semester I, II, III & IV

Paper VII – (EDN – 07 b)

Practicum

Credit:4

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 150

Evaluation:

A jury of two examiners (one mentor and other teacher) will be appointed by the Principal of the college. The jury will evaluate the work done by the student teachers related to Paper 07 b related activities (Reflective journal; e-Portfolio; Community experience based report; Action research report; PTA & SMCs meeting report and CCE record). Each activity / report / record has to be evaluated for 25 marks.

I. Reflective Journal - Internship 20 weeks (120 days) – 25 marks

All the student teachers should write their reflections day wise after introspecting and viewing thoroughly their insights and realistic feelings that they get out of various experiences they undergo during internship of 20 weeks (120 days). It should reflect every days reflections of students. They may even record the images or any other kind of representation they like may go into their reflections. Students should give the abstract in the following format and the detailed description may be added below:

S.no.	week/month/year	Activities	Reflections	Future promise to act/revise
1	Week/month/2015	Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				
-				
-				
-				
20				

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Detailed day wise narratives, pictures, stories, events, situations, incidences that made a dent in your personality and material, any other to say and record a document. What transformation it brought in you? What promise you made after the experience, how you experienced contentment after the activity?

II. Electronic Portfolio Assessment – 25 marks

All the students should compile the works done during internship program all through 120 days. What is that I liked the most, to say it is the excellent work I could perform and also some things to share with everybody? These things for instance a student must have prepared a good teaching aid, drama, observation, assembly activity, a rally, pictures or work done displayed in the school. Students should capture all the images electronically and create a digital e-portfolio to visualize the real field realities to understand the interwoven aesthetics hidden in the works done. It shows the creativity & ingenuity of the students and ingenuity of the student's and their presence. All the excerpts they think good and their peer group feel it is well done such of the works can also be placed in the portfolio. Also student should show other works in a separate folder for the consumption of faculty to adjudicate the best from their point of view.

This kind of compilation leads to self reflection, self analysis, self –judgment and self image and self confidence. It gives space for more transparency and visibility to the self and also to the teacher, parent and community. Some of the best e-portfolios can be placed on the college websites to motivate other teachers and student-teachers. They also improve the skills of documentation, visualization of the work done to the self and others. Students develop skills and learn by sharing with others. This generates thinking self questioning and self motivation and a zeal to work. Colleges' can select the best portfolios to encourage the quality of students work.

Resources for creating effective teaching portfolios:

- a. PDF documents – Electronic version of the documents are prepared on the Adobe acrobat software which is easy to store and share them with others.
- b. Databases – Tracking students' work is possible with FileMaker Pro. With this database, teacher can catalogue work and produce profiles across group of students.
- c. Multimedia authoring software – Hyper Studio is one of the early software while many teachers use advanced ones such as MS PowerPoint, Macromedia Director or eZedia's eZediaQTl.
- d. Videos – Generally the videos in digital form have great flexibility and provide interactive elements displaying the elements of the portfolio.
- e. Websites – Sharing the portfolios easily is possible when they are placed on the internet as they have audio and video presentations. These are available on the website – <http://electronicportfolios.com/portfolios/bookmarks.html#vendors>.
- f. Ready-made software packages – My ePortfolio is available Learning Quest while Learner profile can be accessed on Sunburst websites which are of database nature to build the portfolios with fields to attach files of written or video products.

Steps in creating e-Portfolio for Internship and whole course:

The manner in which electronic portfolios are created and used is given below:

- i. *Determining the portfolio requirements:* The essential aspects to consider here are - products, media for use and criteria. These are available on many of the rubrics for evaluating the quality of portfolio.

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Student teachers can create a layout creatively & present by utilizing different resources provided below to create their own e-Portfolios for assessment. There is no fixed sequence; the student teacher has freedom to organize, theoretically, chronologically, event-wise, category-wise. This would enable each student to present their portfolios as per their criteria, interest & creativity.

- ii. *Creating the structure:* Different sections of the portfolio are presented on the medium by choosing the PowerPoint or other software.
Students can design the sequence of their e-portfolio as per their work and quality of their work and the aspects they would like to present from the beginning to the end. Any unique experiences students want to highlight, such as lesson Plans, aids, reflections, children's' responses, teacher appreciation, classroom presentations, learning, and so on can form a part of their e-portfolios.
- iii. *Adding and linking components:* The media and products created need to be added to structure the portfolio.
Since e-portfolio is open & flexible to keep on adding & enhancing till they present for the final adjudication, it not only gives a grade / score but a kind of self-reflection and a great sense of achievement and accomplishment. When they look back it is great to see & share.
- iv. *Monitoring the products and receiving feedback periodically:* Products are reviewed by teachers to find out if criteria are met.
Student teachers can have an opportunity for self monitoring & feedback from friends, peer group, school, supervisors, and mentors at the college / teacher educators to enhance the presentation and assessment.
- v. *Reflecting on the products and make necessary revisions:* Components of the portfolio are modified based on the feedback.
Each and every item presented can be rated on a ten-point scale & rate where the student's work stands and at the end of the each item that he / she places in the e- portfolio, record your reflections on it.

Student teachers can share their e-portfolios in group & place them at their college's website for review.

This e-portfolio makes a student teacher to not only reflect on their work transparently, but also helps them to learn many skills of compilation, pooling resources, organization, presentation and also technological skills and various e-resources, software, Open Education Resources and so on.

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The steps in the creation and the use of electronic teaching portfolios are schematically represented as shown below:

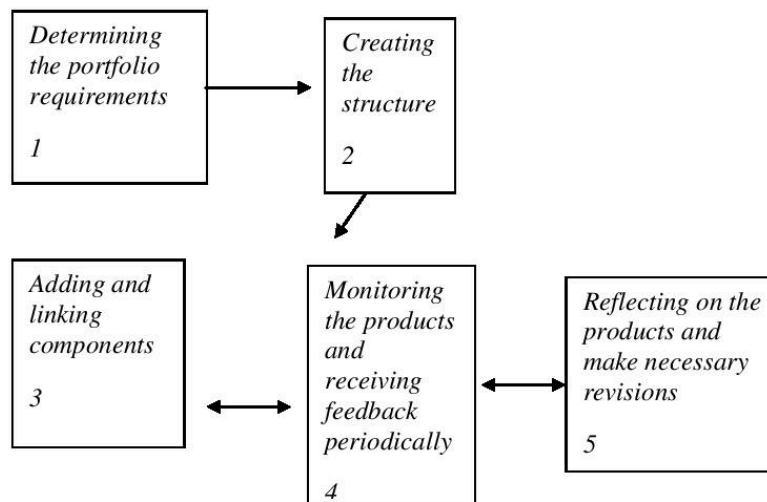


Figure .1: Creation and use of Electronic Teaching Portfolio

III. CCE Record - 25 marks

- Details of CCE
- Details of Formative Assessment
- Details of Assessment
- Weightage Tables (Competency wise, Difficulty level, Types of Questions etc.,)
- Question Paper Details
- Question Paper

A. Formative Assessment

Name of the Child	Child Participation	Written Works	Project Works	Slip Test	Total	Grade
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- Scoring Sheet/ Recording Format

B. Summative Assessment

Name of the Child	C1	C2	C3	C4	C5	C6	Total	Grade
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C. Final Result

Name of the Child	Formative	Summative	Total	Grade
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- Analysis Tables (Formative, Summative -Competency Wise)
- Statistical Tables
- Learning Gaps
- Strategies/Remedial for Improvement
- Conclusion

CONTINUOUS COMPREHENSIVE EVALUATION

SUMMATIVE ASSESSMENT:

- Testing tools: Written Exam for 100 marks.
- Questions should be given on Academic Standards.
- Types of Questions: Essay type, Short answer type, Very short answer type and Objective type

Weightage table

Sl. No	Academic Standard	Essay type	Short Answer	Very Short Answer	Objective Type	Weightage percentage	Total Marks
1.	Conceptual Understanding	2q (10m) T: 20m 2 out of 4	2q(5m) T: 10m 2 out of 4	5q(1m) T: 5m	10q(1/2m) T: 5m	40%	40m
2.	Reading the Text , understanding and interpretation	1q.(10m) T: 10m				10%	10m
3.	Information skills	1q(10m) T: 10m	1q(5m) T:5m			15%	15m
4.	Responding on social issues and questioning	1q(10m) T: 10m 1 out of 2				10%	10m
5.	Mapping skills	1q(10m) Drawing and pointing	5q(1m) Reading T: 5m			15%	15m

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		T: 10m					
6.	Appreciation and Sensitivity	1q(10m) T: 10m 1 out of 2				10%	10m

Total: 100m

Grading:

91 – 100m A+ 90 – 71m A 70 -51m B+ 50 -41m B 0 – 40m C

IV. Community Based Activity / Programme - 25 marks

Objectives: To sensitize the student teachers towards community issues and develop organic relations with community.

Format:

S. No.	Activity / Programmes undertaken	Group / Individual	Learning outcome
1.			
2.			
3.			
4.			
5.			

Write a narrative about each activity / Programme listed above.

1. Planning the activity / programme
2. Organization of the activity / programme
3. Conducting the activity / programme – process / procedure
4. Narrate along with your experiences, feelings and reflections.

Note:

1. Add photographs and related material wherever necessary
2. At least one individual and one group activity should be undertaken by every student.
3. There is no restriction to number of activities.

V. Action Research - 25 marks

Each Student teacher should identify one action research area / topic related to classroom problems and report as per the format given below:

Format :

1. Title page - Topic for the study

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2. Problem identified for the action research
3. Introduction – Definition & Steps in Action Research
4. Objectives of the action research
5. Causes for the problem
6. Formulation of Action hypotheses
7. Planning Intervention Strategy & Implementation
8. Collection of data
9. Analysis of data
10. Verifying the action hypotheses
11. Results
12. Your reflections

VI. PTA & SMCs meeting report (Group activity) – 25 marks

Report separately for SMC & PTA meetings as per the guidelines given below:

1. Preparing circular and informing parents / SMC members
2. Planning for the meeting
3. Recording the Attendance of the members
4. Organizing the meeting
5. Recording the minutes of the meeting
6. Your reflections

S. No.	Role played by each member	Learning outcome	Reflections
1.			
2.			
3.			
4.			
5.			
--			

Prepare minutes of the meeting and circulate to the members.

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Semester – II

PAPER- VIII (EDN- 08)

Assessment for Learning

Theory

Credit: 4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
2. become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
3. get exposure to different kinds and forms of assessment that aid student learning;
4. use of a wide range of assessment tools, and learn to select and construct these appropriately;
5. evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Content

Unit 1: Overview of Assessment and Evaluation

1. Perspective on assessment and evaluation of learning in a constructivist paradigm
2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
3. Purpose of assessment in a 'constructivist' paradigm:
 - i. Engage learners' minds in order to further learning in various dimensions.
 - ii. Promote development in cognitive, social and emotional aspects.
4. Developing distinctions between the terms
 - i. assessment, evaluation, test, examination, measurement
 - ii. formative and summative evaluation
 - iii. continuous and comprehensive assessment
5. Understanding notions of 'Subject-based Learning' in a constructivist Perspective

UNIT 2: Dimensions to consider for Assessment

1. Dimensions and levels of learning
2. Retention/recall of facts and concepts; Application of specific skills
3. Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
4. Meaning-making propensity; Abstraction of ideas from experiences;
5. Seeing links and relationships; Inference; Analysis; Reflection
6. Originality and initiative, Collaborative participation, Creativity, Flexibility
7. Contexts of assessment- Subject-related, Person-related

Unit 3: Teacher Competencies in Evolving Appropriate Assessment Tools

1. Visualizing appropriate assessment tools for specific contexts, Content, and student
2. Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
3. Evolving suitable criteria for assessment
4. Organizing and planning for student portfolios and developing rubrics for portfolio assessment
5. Using assessment feedback for furthering learning

Unit 4: Examination System: Reforms

1. Place of marks, grades and qualitative descriptions
2. Examination for social selection and placement
3. Introducing flexibility in examination-taking requirements
4. Improving quality and range of questions in exam papers school-based credits
5. Examination management
6. Role of ICT in examination

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Unit 5: Data Analysis, Feedback and Reporting

1. Statistical tools, Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
2. Graphical representation of results.
3. Feedback as an essential component of formative assessment
4. Use of assessment for feedback; For taking pedagogic decisions
5. Types of teacher feedback (written comments, oral); Peer feedback
6. Developing and maintaining a comprehensive learner profile
7. Purposes of reporting: To communicate
8. Progress and profile of learner
9. Basis for further pedagogic decisions
10. Reporting a consolidated learner profile.

Mode of transaction:

Discussion, lecture, field experience, debates, seminars, projects

Engagement:

1. Critical review of current evaluation practices and their assumptions about learning and development;
2. Explore alternative modes of certification.
3. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders
4. Entrance tests and their influence on students and school system.
5. De-linking school-based assessment from examinations: Some possibilities and alternate practices.
6. Critically review the Examination reform efforts in India based on various commissions and committees.
7. Critically read and reflect on the 'National Focus Group Position Paper on Examination Reform'.

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Semester – II

Paper – IX / X (Paper 09 / 10) Microteaching & Reflective Teaching

Microteaching (Method I / II)

Practicum

Credit:2

Internal Assessment: 25 + 25 Marks

Total marks: 50

Each student teacher has to teach 2 skills / sessions. It is a peer group teaching each of 6 minutes duration. Each session focuses on a specific behavior / skill of teaching.

Student teachers have to write micro lesson plans and observe peer micro lessons as per the proforma given below:

1. Lesson Plan Format
 2. Microteaching Preparation Form
 3. Teaching Evaluation Form – Teacher Educator
 4. Microteaching Evaluation Form – Peer observers / Student teachers
 5. Microteaching Self – Analysis Form – Practicing Student teacher
 6. Learner Satisfaction Form.
- Marks / Grades are awarded on the basis of the proformas 3, 4 & 5.

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LESSON PLAN FORMAT - Format -1

Teacher: _____ Date: _____

Course Title: _____

Topic: _____

Instructional objective(s): _____

Focusing activity:

Content	Instructional Procedures
	a. b. c. d. e. f.

Closure:

Evaluation procedure:

Instructional materials:

Notes and comments:

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MICROTEACHING PREPARATION FORM Format - 2

Name of the teacher: _____ Date: _____

Course Title: _____

Use this form for preparation of your lesson. Prepare a copy for your instructor.

1. Concept to teach: _____

2. Skill(s) or behavior(s) to demonstrate: _____

3. Specific instructional objective(s): _____

4. Focusing activity:

5. Instructional procedure:

6. Closure:

7. Audiovisual materials and equipment needed:.

8. Notes and comments:

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TEACHING EVALUATION FORM Format - 3

Teacher: _____ Date: _____

Subject: _____ Tape No.: _____

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5	4	3	2	1	0	Lesson preparation
5	4	3	2	1	0	Focusing activity
5	4	3	2	1	0	Closure
5	4	3	2	1	0	Subject-matter knowledge

Lesson Presentation

5	4	3	2	1	0	Audience contact
5	4	3	2	1	0	Enthusiasm
5	4	3	2	1	0	Speech quality and delivery
5	4	3	2	1	0	Audience involvement
5	4	3	2	1	0	Verbal behaviors
5	4	3	2	1	0	Nonverbal behaviors
5	4	3	2	1	0	Use of questions and questioning techniques
5	4	3	2	1	0	Directions and pacing
5	4	3	2	1	0	Use of reinforcement
5	4	3	2	1	0	Use of aids and materials

Comments:

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MICROTEACHING EVALUATION FORM

Format - 4

Name of the teacher: _____ Date:

Subject: _____ Tape No.:

Rate the teacher trainee on each skill area. Code: 5 or 4, mastery of skill demonstrated; 3 or 2, some skill refinement needed; or 1 or 0, much skill refinement needed.

Organization of Lesson

5 4 3 2 1 0 Lesson preparation

5 4 3 2 1 0 Focusing activity

5 4 3 2 1 0 First skill/Behavior

5 4 3 2 1 0 Second skill/Behavior

5 4 3 2 1 0 Closure

5 4 3 2 1 0 Subject-matter knowledge

Comments:

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MICROTEACHING SELF-ANALYSIS FORM Format - 5

Name of the teacher: _____

Date: _____

Concept taught: _____

Roll No.: _____

Replay the DVD of your microteaching session as needed to collect data for the following items. Analyze the collected data and draw conclusions with respect to the behavior addressed in each item.

1. Teacher talk versus student talk. Set up a small chart as follows:

Teacher talk: _____

Student talk: _____

Silence or confusion: _____

2. As you view your microteaching tape, place a tally on the chart to represent who was talking approximately every 3 seconds. If no one was talking or if many people were talking simultaneously, then place a tally in the silence or confusion category. When you have finished, count the number of tallies in each category as well as the total number of tallies in the categories teacher talk and student talk combined. Use the following formulas to determine the percentage of teacher talk and student talk:

$$\text{Percentage of teacher talk} = \frac{\text{Tallies in teacher talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

$$\text{Percentage of student talk} = \frac{\text{Tallies in student talk category}}{\text{Total tallies in teacher talk + student talk categories}} \times 100$$

2. Filler words. Record the filler words or sounds ("okay," "you know," or "uh") and the number of times each was used:

3. Questions. Record the number of questions asked:

Convergent: _____

Divergent: _____

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4. Student names. Record the number of times students are addressed by name':

5. Pauses. Record the number of times pauses are used to give students time to think:

6. Reinforcement. Record the number of times reinforcement is used:

Verbal Reinforcement: _____

Nonverbal Reinforcement: _____

7. Sensory channels. Record the number of times students are required to change sensory channels:

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LEARNER SATISFACTION FORM

Format - 6

Teacher: _____ Date: _____

Subject: _____ Tape No.: _____

1. During the lesson, how satisfied were you as a learner (Rate your satisfaction by placing an X on the following scale)?

Very satisfied

Satisfied

Very unsatisfied

<.....,.....,..... -----, -----, ----->

2. What would have increased your satisfaction?

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Semester – II

Paper – IX / X (Paper 09 / 10) Microteaching & Reflective Teaching

Reflective Teaching (Method I / II)

Practicum

Credit:2

Internal Assessment: 25 + 25 Marks

Total marks: 50

The objective of reflective teaching is to equip and empower the student teachers with the skills, competencies required to handle a real classroom. Period plan is prepared with all the required procedures and practiced before their peers and teacher educators. Peer group act as students and also give feedback. Student teachers will develop clear understanding & competencies to transact curriculum in a desirable procedure by practicing in a simulated situation.

Each student teacher has to teach 2 sessions of 20 minutes duration of each session. It is a peer group teaching. Each session focuses on whole teaching behaviours.

The format of lessons for Reflective Teaching is similar to the Period plan used in the school. Formats are given below:

1. Period Plan
2. Teaching Evaluation Form – Teacher Educator
3. Teaching Evaluation Form – Peer observers / Student teachers
4. Teaching Self – Analysis Form – Practicing Student teacher

Marks / Grades are awarded on the basis of proformas 2, 3 & 4 from Microteaching.

Period Plan - Format (For all Subjects) - Format - 1

I. Name of the Lesson :

II.No. of the Period ... Duration/ Time :

III.Teaching Item/ Topic/ Sub Topic :

IV.Expected Learning Out comes/ Competencies : 1. 2. 3.

V. Teaching Learning Strategies

Steps	Teacher Activity	Black Board Work	TLM
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VI.Evaluation

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Semester – II, III & IV

PAPER-XI (EDN-11) EPC 2
ICT Mediation in Teaching Learning

Practicum

Credit:2

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teacher s will be able to:

1. Develop the competencies defined in national policy on ICT
2. Understand the capacities to handle today's and tomorrow's technologies.
3. Utilize ICT tools, software applications and digital resources
4. Integrate ICT into teaching-learning process
5. Participate in activities of teacher networks

Content:

Unit 1: Conceptual Framework for ICT Mediation in teaching learning

12 Hours

1. Objectives of ICT mediation in teaching – learning
2. Underlying principles guiding ICT mediation in teaching – learning
3. Constructivist possibilities for student teachers
4. Policy on ICT mediation in teaching – learning
5. Competencies defined in the National Policy on ICT in School Education – Basic, Intermediate & Advanced
6. Capacities to handle today's and tomorrow's technologies –
 - i. Connecting with the world
 - ii. Connecting with each other
 - iii. Creating with ICT
 - iv. Interacting with ICT
 - v. Possibilities in Education
 - vi. Reaching out and Bridging Divides

Unit 2: Organizing Learning through ICT

36 Hours

1. Accessing the Web; Familiarity with the ICT environment; Working with data; e-mail and web based forums.
2. Internet as a Learning Resource – Documenting different types of websites to show possibilities for personal learning; Web based learning objects, simulations & Tutorials; Participating in forums for identifying learning resources, teaching-learning ideas; Software applications and tools as and for using teaching learning resources; Evaluating internet resources in terms of relevance, ease of use and context.

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3. Digital story telling; Combining media to tell a story – scripting; Creating photo essays and video documentation as a source of information and a learning process.
4. Data analysis – Look at data, read, and make meaning; Graphs; Exploring sources of data, Evaluation of Data; Communicating data and data analysis.
5. Framework for creation of learning resources – Concept mapping; Developing a topic for a classroom; learning outcomes; Activity based learning.

Unit 3: ICT for Teaching – Learning

12 Hours

1. Curriculum analysis to determine content (what do I need to teach and what do I need to know); Determine the resources for teaching-learning; Determine appropriate ICT infusion and design a learning plan for a given topic: Identify and add metadata for ICT resources that can be used.
2. Exploring ICT for teaching-learning, curriculum analysis to determine methods of transacting (how do I teach it); Using appropriate hardware (CD / DVD, projectors, Interactive white boards and so on); Classroom organization for ICT infused lessons (teacher led instruction, self-learning and group activities)
3. ICT for evaluation – Evaluation of ICT for Evaluation – purposes and techniques of evaluation, scope of ICT for evaluation.
4. Gaming environments for education – range and scope.
5. Online communities – analyzing interactions; Sharing thoughts and ideas – blogs, forums and mailing lists; Collaborative creations – online documents & wiki as collective.
6. Role of ICT in educational administration and management – role of information management, process and tools; creating databases for educational administration.
7. First generation ICT models – technology driven; Second generation ICT models – Pedagogy driven.

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EDN 11 – ICT Mediation in Teaching Learning

Time: 1 ½ hours

Practical Examination

Max. Marks: 35

I. Each student should place the following from the works done in EPC 2 in an e-portfolio for assessment (Internal assessment enhanced work) for 15 marks:

1. Create an e-mail id and create a group and a blog.
2. Five digital lessons in each methodology – 5 +5.
3. Database of school allotted to the student using MS Access.
4. Preparing timetables of the school
5. Select and download 5 YouTube lectures related to the methodologies.

II. The above work should be enhanced by the students to present before the jury for assessment for 15 marks.

- a. Preparation of one digital lesson - 10 marks.
- b. Internet Resources related tasks – 10 marks.

Note: Jury includes one internal examiner and one external examiner.

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Semester - III
PAPER - XIV (EDN- 14)
School Organization and Management

Theory

Credit:4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives

This course will enable the student teachers to:

1. understand the basic concepts of educational management.
2. understand different components of school management.
3. realize the multifaceted role of a teacher/head teacher.
4. understand and appreciate the process of becoming an effective teacher.
5. realize the importance and goals of secondary education in India.
6. imbibe and internalize right attitudes and values with respect to issues related to equity and equality in education.
7. get a holistic view of quality in education and the agencies concerned with quality assurance.
8. develop an understanding of population concepts and the multi-dimensional nature of population education.
9. understand the concept of environmental education and the role of school in the context of sustainable development.

Content:

Unit 1. Introduction to school organization and Management

1. Meaning and Definition, Scope of School Organization and management
2. Inter relationship between school management, administration and organization
3. Aims, objectives and functions of school management
4. Types and principles of school management
5. Schools under different managements
 - i. Central Government schools a) Navodaya Vidyalyayas b) Kendriya Vidyalayas c) Railway schools d) Sainik schools e) National Open Schools
 - ii. State Government schools—a) Residential schools-TSSWRS;TSTWRS;TSBCWRS; TSRSS b) Day Scholar schools c) Open schools f) Municipal Schools g) Local Schools – Zilla parishad & Mandal Parishad schools
 - iii. Private – Aided and unaided schools

Unit 2. School as an organization

1. Meaning, definition and functions of a school
2. Role of the headmaster as an academican and administrator
3. Qualities and competencies of teacher and professional ethics &Code of Conduct.
4. Recommendations of various committees on professional development of teachers
5. Action Research: Academic, Administration, Teacher & Classroom

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Unit 3. Institutional planning

1. Characteristics of institutional planning
2. Management and Administrative elements of school
3. Management of Material & Human Resources
4. School plant – location, building classroom, furniture, Sanitation and other Essentials
5. School resources – a) Library b) laboratory c) Hostels
6. Mobilization of resources – grants in aid, school budget
7. School time tables – master time table, subject –wise time table, teacher-wise time table; school records and registers (Academic and Administrative)

Unit 4. Universalization of Secondary Education.

1. Constitutional Provisions, policies and programmes of secondary education.
2. Current status and problems of secondary education with special reference to:
 1. Girl child education; Inclusive education; Vocationalisation of education
3. Right to Education Act 2009 – Role of School in its implementation
4. Policies and practices in teacher education
5. Equality in education – gender and marginalized groups.

Unit 5. Quality in Education

1. Quality – meaning and definition
2. Tools and techniques of quality control in education / institutional evaluation
3. Quality assurance in Education S.S.A. & RMSA, RUSA
4. Regulatory Bodies in Quality Assurance in Education / NAAC, NCTE, NBA, RCI, AICTE and Quality Council
5. National knowledge commission and University Education

Engagement:

- 1 Visit different types of schools & write a report on the Status of basic amenities available in schools and curriculum transaction in schools.
- 2 Write a small report on professional ethics & code of conduct observed among present teachers in schools & teacher education institutions.
- 3 Write a critical report on the teacher & student attendance in colleges of Education & provide some suggestions.
- 4 Prepare different time tables & critically observe the same in the school & write a report.
- 5 Collect the recommendations given by various commissions on professional development of teachers and critically view its implications.
- 6 What are the funds provided by various funding agencies? What are their contributions to the development of quality of higher education? Critically write a report.
- 7 Reflect on the research conducted by SSA. And write a report.
- 8 How do you think NAAC is ensuring external & internal quality at higher education?

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Semester – III
PAPER – XV EDN – 15 EPC 3
Drama and Art in Education

Practicum

Credit:2

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

To enable the student teachers to:

1. Develop an awareness and appreciation of various art forms and their cultural and draw linkages between various art forms
2. Appreciate cultural and learning diversity in the classroom and community through sensitization through arts
3. Develop a sense of "how learning happens" and the applicability of the arts in creating learning situations contextually in schools
4. Involve local artist resources in the classroom and bring multiple stakeholders of education together into the classroom
5. Discover their own artistic preferences through exposure to a variety of materials and various means of art communication (verbal and non-verbal)
6. To understand the value of team work and group

Content:

UNIT 1: AESTHETICS and ARTS (THEORY)

1. Meaning and concepts of Arts and aesthetics
2. Knowledge of Indian Arts and Artists – (Classical, folk and contemporary)
3. Knowledge of Indian Craft Traditions
4. Visual Arts ,Performing Art forms and their educational implications
5. Indian festivals and its artistic significance.

UNIT 2: VISUAL ARTS AND CRAFTS

1. Experimentation with different materials of Visual Art, such as rangoli ,pastel, poster, pen and ink, materials, clay, Nirmal paintings of Adilabad, Golkonda style of paintings, Nakashi painting
2. Exploration and experimentation with different methods of Visual Arts, like Painting, block printing, collage, clay modelling, paper cutting and folding.
3. Display of Art works

UNIT 3: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY

1. Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry: Folk songs set tune for 'T' struggle, Bathukamma festivities, cultural sites of Telangana
2. Viewing/listening to live and recorded performances of Classical and Regional Art forms : Oggukatha, Sarada kala, Perini sivathandavam, Mathuri dance

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3. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach :Bonalu, sammakka saralamma jatara, Edupayala
4. Display of organizing skills for a performance/presentation by the Student teacher :
Stage decoration, organizing a cultural event, anchoring /compeering a programme

Mode of Transaction:

Workshops; demonstration- cum- lecture; Role-play; Resource lectures.

1. Working on theme-based projects on various art forms to understand the value of integrating various Arts and Craft forms;
2. Textbook analysis to identify topics to integrate Art forms in classroom transaction.
3. Exploring various sources of art forms and sharing with the peer group
4. Documentation of the processes of any one Art or Craft form with the pedagogical basis (weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.)
5. Designing the art and craft products,
6. Managing resources, including raw materials, its marketing, problems they face, to make them aware of these aspects.
7. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths /Social Sciences/Languages etc.) while integrating different art forms
8. Organising talent shows in their interest areas of art.: Telangana cuisine
9. Arranging shows on dance ,music concerts, folk art forms, mime and drama
10. Visual displays on art forms and artists, musical instruments.
11. Field visits to National and state level art academies, universities, colleges.
12. Visit places of arts/see performances/exhibitions/art and craft fairs/local craft bazaars.
13. Artists and artisans may be invited for demonstrations and interactions from the community.
14. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area.
15. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

Internal assessment:

Each student teacher has to complete the following for internal assessment (15 marks):

1. List any five topics suitable to integrate drama and art from the respective pedagogy.
2. Select any one topic of your choice and prepare a role play.
3. Select locally available material suitable to prepare teaching learning material – to depict fine art forms – puppetry, nail art, rangoli, etc.
4. Performing arts: Choose dance, theatre, or puppetry and prepare a lesson.
5. Visual arts: Collect locally available visual arts and crafts and interview any one artist and report.
6. The best tasks done by the student shall be placed on the e-Portfolio.

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EDN – 15 Drama and Art in Education

Time: 1 ½ Hours

Practical Examination

Max. marks: 35

1. The internal assessment tasks placed on e-portfolio can be enhanced and presented before the external examiner. – 5 marks
2. Integrate visual arts and prepare a lesson. – 10 marks
3. Using craft forms prepare teaching learning material to a topic of your choice. – 10 marks
4. Integrate performing art forms and prepare a lesson.- 10 marks.

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Semester – III

PAPER – XII / XIII (EDN – 12 c / 13 c)

Practical Examination (Final Lesson) – Method I & II

[Method I & II – @50 Marks]

Objectives

This Practical Examination (Final Lesson) will enable the student teachers to:

1. Exhibit their teaching competencies in the classroom
2. Be assessed by the examiners to certify the student teachers' teaching competencies

Course Content

Every student teacher shall prepare a period plan and teaching aids based on the topics listed for the high school. Practical examination schedule shall be prepared by the examination branch in consultation with the Dept. of Education. This schedule contains the subject – wise Internal & External examiners, Unit Coordinators, Chief Coordinators and the list of students scheduled for each sitting in a school.

Unit Coordinators shall supervise in the smooth conduct of the practical examinations as per the schedule. Head Master / Head Mistress of the school shall be appointed as Coordinator.

Evaluation

The student teacher will be permitted to appear for the practical examination (final lesson) only after completing the course practicum & internship. The practical examination of teaching a lesson of each candidate will be conducted by two independent examiners – one internal and one external.

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Semester – IV

PAPER – XVI (EDN – 16)

Health and Physical Education

Theory

Credit:2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Understand the concept of holistic health
2. Understand the importance of yoga and sports for holistic health
3. Develop positive attitude towards healthy nutrition practices
4. Develop clarity on health problems, safety measures, hazards
5. Develop sensitivity, motivation and skills to develop fitness & right health practices.

Content:

Unit 1: Importance of Health, Food and safety.

1. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
2. Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunization and first aid
3. Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
4. Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

Unit 2: Physical Wellbeing

1. Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self- defence activities
2. Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
3. Yogic practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayam*
4. Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Unit 3: Human body, development of integrated well being.

1. Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills

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2. Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sportsmanship; Need for diet planning; Food and water; Safety and laws.
3. Games and Sports—athletics, games, rhythmic activities and gymnastics
4. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
5. Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Engagement:

1. One day observation at a hospital and interact with patients and staff. Write a report.
2. Observe one day a hospital and enquire with people their daily routine.
3. Record the most prevalent diseases people suffer from.
4. Visit any two colleges and interview students about their participation in games and sports.
5. Conduct games in the school.
6. Conduct yoga camps & competitions.
7. Plan sports meet and plan activities & prepare a programme sheet.
8. Survey & collect common communicable diseases in you locality & suggest remedy for the same.
9. Interview doctors & find out the details of sexual and sex-related diseases & measures.
10. Plan for regular training in sports.
11. Each student should do regular yoga practice.
12. Regular yoga practice at home & sharing experiences in college.

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WEBSITES

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2. Approach to Adolescents: UNESCO's Objective, www.un.org.in/jinit/unesco.pdf
3. Culture and Adolescent Development, www.ac.wvu.edu
4. Future of Mid-day Meals, www.hinduonnet.com
5. Health Needs of Adolescents in India, www.icrw.org
6. History of Games and Sports in India, www.indianmirror.com
7. J. Niti, Teens, www.boloji.com/wfs/wfs008.htm
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9. Kumar Anant, 'Poverty and Adolescent Girl Health', www.bihartimes.com
10. National School Health Strategies and Mega Country Health Promotion Network, www2.edc.org/hhd/who/ind_natlstrat.htm
11. Parents and Children, www.aarogya.com
12. Patel, Andrews et al, 'Gender, Sexual Abuse and Risk Behaviors in Adolescents: A Cross- Sectional Survey in Schools in Goa, India, www.who.int
13. PH@ a Glance: Adolescent Nutrition, wbi0018.worldbank.org
14. Physical Education, Yoga and Health Education, [http:// diet.pon.nic.in](http://diet.pon.nic.in)
15. Problem of Adolescent Learners, www.ncert.nic.in
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Semester - IV

PAPER- XVII - EDN - 17

Contemporary Education in India

Theory

Credit:4 + 1

Internal Assessment: 30 Marks

External Assessment: 70

Total marks: 100

Objectives:

The student teachers will be able to:

1. Engage with studies on Indian Society and education
2. Analyze social issues
3. Engage with diverse communities, children and schools
4. Understand diversity, inequality and marginalization in Indian context.
5. Understand policy frameworks & public education in India.

Content:

Unit- 1: An overview of Education in India – Ancient, Medieval and Pre-independent India.

1. Understand the concept & functions of education
2. Discuss critically the major systems of education during ancient period: Residential schools, Gurukula, Vedic schools, Jaina & Buddha educational practices
3. Critical understanding on socio-political context of education during Medieval period: Pataskala's, Madarsas, Maktabas, Monitorial system
4. Understand the politically dominant colonial influence on the system of education – Missionary English education
5. Tracing historical experiments on Indigenous experiences: Jyothibha Rao Phule

Unit-2: Diversity, Inequality, Marginalization in Indian Social Context

1. Critical study of Indian Constitution to understand the Fundamental Rights & Duties of citizens
2. Directive principles of State policy
3. Constitutional values and aims of Education
4. Critical understanding of inequality, discrimination & marginalization in Indian social context as impediments for constitutional promise (freedom, justice, equality & fraternity)
5. Exploration of social evils to achieve Universalization of elementary education

Unit-3 : Status of Education in Indian Society

1. Exploring the educational status, issues and concerns of Dalits, Tribes & Women
2. University Education Commission – Higher Education Perspective
3. Secondary Education Commission – Vocationalization of Education

4. Indian Education Commission (1964 – 66) as a Comprehensive Commission and its major recommendations – Planned Industrialization
5. National Policy on Education, NPE (1986) and Programme of Action, POA (1992) – Major recommendations
6. Review on POA, Janardhan Reddy Committee, Ramamurthy Committee and Yashpal Committee

Unit- 4: Policy Frameworks for Public Education in India & Educational Interventions

1. Nationalists critique on colonial education and experiments
2. Universalization of Elementary Education – Nayee Taleem; Sayaji Rao Gaikwad; UEE & EFA
3. Indian Education System – Different levels, Pre-primary, Primary, Secondary, Higher Secondary and Higher Education
4. Discourses on RTE Act and the status of implementation
5. APPEP, DPEP as interventions for quality education
6. SSA & RMSA – Universal secondary education and Quality concerns & Research

Unit 5: Language Policy, Three Language Formula, Multilingual Debates – contemporary Education – Economic support

1. Liberalization and Globalization in Education
2. Pedagogic and curricular changes in 1990 to 2000's – Shift to child-centric pedagogies
3. Mid Day Meal Programme- Role of Legislation to ensure nutrition & a space for children to live together
4. Public Private Stratification of Education – KG to PG Free Education; KG to PG debates in Telangana; English Medium of Instruction
5. Fee structure & Reimbursement
6. National Policy of Education, 2015: At school level; Higher Education level – Themes and Discussions.

Engagement

1. The student teachers will appraise and trace out the emergence of nationalistic and indigenous educational interventions made by Jyotiba Phule, Gokhale along with regional popular educationists such as Bhagya Reddy Verna, Madapati Hanumantha Rao.
2. Indigenous Educational Practices in Telangana in the Contemporary times
3. Institutional Study visits to Maktabas, Madrasas & other organizations
4. Conducting Interviews veterans in different fields like Education, Art & Archeology
5. Studies on vocationalization of Education
6. Readings on historical texts like collecting history of Telangana educators
7. Visit to various research libraries
8. Visit to Pranganas, Anganwadis, Village primary Schools, child labourers, Marginalized groups – Educational status & parental occupation

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9. National movements
10. Historical documents, policy texts
11. Bridge courses, room to read
12. Innovations from the field
13. Debate / Seminar on framework of Indian constitution
14. Documenting classroom interactions,
15. Prep. Of child profiles, case studies, case stories
16. Reading policy documents like reports of commission, recommendation
17. Review of paper New, articles, Editorials, reflective, critiques on government programmes, policy documents
18. Preparation of a child profile profiles of 1st year learner / School Child / Special Child / Socially backward child
19. S.E.S of neighborhood community

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Semester – IV
PAPER- XVIII – (EDN – 18)
Inclusive Practices

Theory

Credit:2+ 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Understand the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education
2. Understand the national & key international policies & frameworks facilitating inclusive education
3. Develop skills in adapting instructional strategies for teaching in mainstream classrooms
4. Understand the inclusive practices & its relation to good teaching
5. Understand strategies for collaborative working and stakeholders support in implementing inclusive education.

Content:

Unit 1. Introduction to Inclusive education

1. Marginalization vs. Inclusion: Meaning and definition
2. Changing practices in Education of children with Disabilities: Segregation, Integration and Inclusion
3. Diversity in classrooms: Learning styles, Linguistic & Socio-cultural Multiplicity
4. Principles in Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
5. Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

Unit 2: Policies & Frameworks facilitating Inclusive education

1. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education For All (1990)
2. International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD), 2006.
3. International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework for Action (2002)

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4. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curriculum Framework (2005), national policy for Persons with Disabilities (2006)
5. National Acts & Programmes: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Supports and Collaborations for Inclusive Education

1. Stakeholders of Inclusive education & their responsibilities
2. Advocacy & Leadership for Inclusion in Education
3. Family support & Involvement for Inclusion
4. Community involvement for inclusion
5. Resource mobilization for Inclusive education.

Engagement:

1. Collect a list of inclusive schools from Department of school education and map their area.
2. Visit inclusive schools and observe practices and report
3. Observe classroom transaction in any inclusive classroom
4. Prepare a blueprint to create an inclusive school
5. Critically review the policy documents and write about the recommendations related to inclusion:
 - i. NPE, 1986
 - ii. CRC UNESCO, 1989
 - iii. UN convention on Rights of Persons with Disabilities , UNESCO, 2006
 - iv. RTE Act, GOI, 2009
 - v. UNESCO, 2009 – Policy guidelines on inclusion in education.
6. Make a collage on an inclusive school
7. Interview some teachers working at inclusive schools and report the practices.
8. Assess and prepare Five children's profiles.
9. List out barrier free environment related structures.
10. Interact with parents, Teachers from regular school and collect feedback on initiating an inclusive school.

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14. (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
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Semester – IV

PAPER – XIX (EDN – 19)

Environmental Education: Issues and Concerns

Theory

Credit:2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Understand environmental education and the link between environmental education and climate change
2. Appreciate the role of environmental education in promoting clean and green schools and communities
3. Understand scarcity of natural resources
4. Understand the concept and strategies of sustainable resource use
5. Understand the school level environment protection

Content

Unit 1: Understanding Environment, Weather, Climate, Agriculture & Health

1. Concepts: Temperature, rainfall, wind speed, wind direction, clouds, monsoons in India
2. Cold Wave, Fog, Snow Storms, Hailstorm, Thunderstorm, Dust storm, Heat Wave, Tropical Cyclones and Tidal waves, Floods, Heavy Rain, landslides and Droughts.
3. Conservation agriculture for sustainable land use, Mitigate soil and water loss through runoff with suitable control measures
4. Hot and cold weather, unseasonal and irregular rains causing diseases, infection, loss of life, vulnerable areas, vulnerable groups
5. Health risks, control measures for food and water-borne, and vector-borne diseases effect on infrastructure to face natural disasters.

Unit 2: Environmental issues

1. Global warming, effects on melting ice caps, greenhouse effect,
2. Earth as a greenhouse, role of carbon, fossil fuels, carbon in and out of living things
3. Ozone layer depletion, Climate change causes - human and natural, mitigation and adaptation, effect on animals, plants, insects and humans
4. Energy conservation, reduce, reuse, recycle material, energy and water
5. Planting and biodiversity conservation, climate change and disasters.

Unit 3: Environmental pollution, Ecosystem & Human Impacts on Environment

1. Biotic: flora, fauna and microbes in a given ecosystem, Abiotic: air, water and soil. Vegetation, microclimate and biodiversity
2. Agriculture, Industry, Transportation
3. Water Bodies and Forestry. Mitigation methods
4. Mission Kakatiya - Water Bodies and Haritha Haram - Plantation
5. Food, Consumption, Recreation, Housing and Indoor temperature and Green Buildings

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Engagement

	Environmental Issues	Mode of Transaction & Engagement
1	Haritha Haram: Tree-planting and Tree Survival Monitoring	Let the students plant a sapling under Haritha Haram Programme and monitor its growth every week for one year. Students are asked to adopt a tree in and around the school/Residence and maintain a tree diary to note their periodical observations on tree ecology: Birds, Flowers, Fruits, Insects and Seasonal Changes in Leaves. Explain the medicinal values and importance of trees in eco system.
2	Mission Kakatiya: Community-Based Water Body Monitoring:	Take the students to a water body which is being covered for restoration under Mission Kakatiya. Let students test the water quality and estimate the water quantity by taking the length, breadth, depth and calculate the water holding in the area.
3	Schools raising awareness about mosquito breeding sites	Identifying the stagnant water in the school which causes the development of larva which leads to mosquitoes Identify the sources(fresh water or used water) of stagnant water and work on it Schools raise awareness about mosquito breeding sites, eliminating standing water.
4	School gardening programmes supporting nutrition.	Motivate the students to grow different plants in school premises ask them to use only organic manure. Plant those trees which yield fruits and vegetables to feed the school Students
4	Project works to the students	Ask the students to make projects on biodiversity, pollution and deforestation and come out with options through group discussion, role plays and presentations Students in school adopted at least one environmentally-friendly behaviour at home and make a presentation on it.
5	Biodiversity handbook	Student is asked to observe the Biodiversity in the school/Parks/Nearby Water bodies and maintain a record which is to be updated once in a month. Maintain the biodiversity handbook(register) of their Town/City/State/Country

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6	Carbon footprint	As carbon footprint is a measure of the impact our activities have on the environment, and in particular climate change. It relates to the amount of greenhouse gases produced in our day-to-day lives through burning fossil fuels for electricity, heating and transportation. Based on this students are asked to develop projects on this topic and implement it in the school campus and observe it in regular intervals and project developed by senior students to be explained to their juniors
7	Climate change handbook:	Create a folder on climate change and human health Students are asked to involve their family members by asking them what the weather was like at their age when they were of your age, and compare it Record the difference between climate and weather Ask the students to analyse the reasons for climate change and solutions to overcome it
8	Global warming:	Students are asked to develop the projects on Global Warming and implement the project in the school. To stress the issue update the information once in 3 months like as follows: Gradual increase, observed or projected, in global surface temperature. Consequences of the enhanced greenhouse effect, which is induced by anthropogenic emissions of greenhouse gases into the atmosphere. Greenhouse effect: A term describing the role the earth's atmosphere plays in insulating and warming the earth's surface. Without this effect the earth would be a frozen planet with an average temperature on the surface of about -18°C (about 0°F)
9	Field trips	Provide opportunities for Students to interact with their environment through field trips like visiting community parks, nearby water bodies, Sanctuaries, National Parks, and Organic Fields. After-school they are allowed to develop projects on research and action projects, and to practically apply what they have learned.
10	Climate adoption	Have to be take up the project which are focused on climate science, mitigation and adaptation. Adaptation research focuses on understanding how the world will respond to a warmer future, moderating the damage, and exploring opportunities. Specific topics have included crops, pests, birds, corral, and human health. Ask the students to observe the behaviour of the animals , birds and

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		their pets depending on the climate changes and maintain a record of it and which is to updated once in 3months (Season change)
11	Impacts of climate change on health	We need to ask the students to identify the impacts of climate change on human body and how it would affect the water bodies the Extreme weather events such as cyclones, floods and droughts which diminish the water resources, causing increased malnutrition, waterborne diseases such as diarrhea, and vector-borne diseases such as malaria.
12	Activities	Ask the students to make posters and slogans on Impact and effects of climate change on human body, solid waste surveys, and local food production.
14	Community Projects:	Students are asked to observe and listen to community debates, interviews of professionals and politicians in a newspaper and maintain a record of that. Observing laying of water carrying pipes for a new water system.
15	Surrounding Mapping	Mapping the surrounding pollution and the traffic jams Students can develop maps that identify dangerous and safe locations in their community, best routes for safe evacuation, and environmental hazards such as garbage, quicksand and wells. Maps can also show locations of play areas and highlight different types of play.
16	Item rating and card sorting.	Boys and girls can make clear judgments about the quality of their environment by rating the features that are important to them, individually or as a group. Many techniques can be used, from card sorting, using markers or stickers to other conventional rating methodologies
17	Drawings	Asking Students to draw pictures of things is tricky and should be used carefully. Adults usually do not interpret Students' drawings accurately without help. Students themselves should explain their drawings and annotate them.

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Semester – IV

Paper – XX – Electives – EDN- 20 a
Peace Education

Theory

Credit:2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Understand the relevance of Peace Education and its connection to inner harmony.
2. Understand individual & social relationships based on constitutional values.
3. Reflect on attitudes that generate conflicts at personal & social levels.
4. Learn skills & strategies to resolve conflicts.

Content:

Unit 1: Foundations of Peace:

1. Pre-requisites to peace in the society: Compassionate, ethical decision-making, intercultural and cultural harmony
2. Responsible citizenship, respect for secular and democratic ideals based on non-violence
3. Respect for differences - socio-economic, gender and life style in harmony with sustainable development.
4. Approaches to peace education
5. Peace Prize winners: The Dalai Lama, Malala Yousafzai & Sathiyarth Prakash

Unit 2: Understanding conflicts, underlying personal-social Processes and mediation, and transformation of conflict

1. Peace contexts; underlying assumptions, processes and imperatives; Peace is a dynamic reality. It involves acknowledgement and Redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society.
2. Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society.
3. Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global
4. Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.
5. Developing capabilities for mediation and conflict transformation:
 - i. Skills and strategies needed for conflict resolution
 - ii. Listening to the conflicting parties
 - iii. Awareness of own identity, cultural underpinning, and communication skills
 - iv. Awareness of context of the conflict

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- v. Commitment to mediate
- vi. Looking for alternative strategies and creative solutions to overcome/transform conflicts.

Unit 3: Critical pedagogy of peace education

1. Challenging the traditional models of learning to constructivist approaches in teaching
2. Rethinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision-making;
3. Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
4. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level;
5. Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems
6. Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills.

Engagement:

1. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Approaches to peace education – case studies of local and international.
3. Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
4. Film clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like – Doha debates, Sadako, etc.
5. Preparation of collage from newspapers, etc. to highlight issues and challenges to peace or positive response to them.
6. Developing an action plan for peace in school and local community.
7. Visiting websites on peace education to become familiar with National and International Initiatives, approaches and strategies of peace, case studies of conflict in the region.
8. Guest lectures from Yoga and Peace Organizations.

References:

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Semester – IV
Paper – XX – Electives – EDN- 20 b
Guidance and Counseling

Theory

Credit:2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The Student teachers will be able to:

1. understand the concept of Guidance & counseling and its nature and scope.
2. extend services for Educational, vocational and personal guidance.
3. acquaint with the organizational aspects of guidance services.
4. acquaint with the tools and techniques of guidance services.
5. diagnose the problems of children and to extend guidance and counselling services.
6. acquaint with service agencies of guidance and counselling centres.

Content:

Unit - 1: Introduction to guidance and counseling

1. Guidance – Concept, need and principles
2. Counseling – Concept, need and principles.
3. Counseling approaches – directive and Non-Directive; Group and individual counselling.
4. Characteristics of good counselor and counselling.
5. Role of the Teacher in guidance and counselling.

Unit –2 : Types of guidance in Schools

1. Types of guidance –Educational, Vocational and Personal.
2. Educational guidance – nature, scope, curricular choices, and problems of Students related to Educational guidance.
3. Vocational guidance – nature, scope, approaches to career guidance, Employment trends and vocational guidance, Vocationalization of Secondary Education.
4. Personal guidance – nature, scope, problems of Students which need personal guidance, Role of counseling personal guidance.
5. Factors influencing choice of course and vocation-Interest, Aptitude, Intelligence, personality and family background.

Unit - 3: Organization of guidance Programme and Tools &Techniques of Guidance

1. Principles for organizing guidance programme
2. Guidance services – Orientation, pupil inventory, occupational information, Counselling, placement and follow-up services.
3. Personnel in the guidance programme-Counselor, career and teacher.

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4. Organization of School guidance Programme-Pre-requisites, planning and guidance activities.
5. Evaluation of guidance programme.
6. Tools & Techniques of Guidance: Standardized & Non-standardized
7. Non-Standardised Techniques- Questionnaire, Observation, Sociometry Autobiography, rating scales, anecdotal record, case study, cumulative record and interviews.
8. Standardised tools-Aptitude, Achievement, Interest and personality tests
9. Role of standardised and Non-Developing Students profile and providing guidance.

Engagement:

1. Development of Non-Standardised tools.
2. Field visit to various agencies of guidance and counseling centers and study its Organizational structure, functions and achievements.
3. Development of Students profile by using Standardised and Non-Standardised tools and techniques.
4. Workings in the Guidance/Counseling center i.e., take up one case and prepare a report under the guidance of professional in the center.
5. Conducting awareness programmes and submitting a report on Educational Vocational and personal guidance/Counseling services to Secondary/Intermediate/Degree Students.

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Semester - IV

Paper – XX – Electives – EDN- 20 c
Entrepreneurship Training

Theory

Credit:2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Develop the skills to initiate their own enterprise
2. Understand the processes involved in establishing own educational institutions
3. Understand the policy & procedures involved in initiating an enterprise
4. Devise various programmes & strategies to run an enterprise successfully.

Content:

Unit- 1: Entrepreneurship

1. Concept, Nature of Entrepreneurship
2. Significance of Entrepreneurship
3. Essential skills of Entrepreneurship

Unit - 2: Entrepreneurship Training for Teachers

1. The entrepreneurial teacher
2. Teacher education for entrepreneurship education
3. Implications – A new role for teachers

Unit - 3: Delivering skills of entrepreneurship

1. Teachers as facilitators of learning: Mentorship Programs
2. Continuing Professional Development: Engaging the Local Enterprise, Community, role of the school and local community
3. School level support at the local level school to school networks can be developed to exchange good practices and increase quality and participation in entrepreneurship education.

Engagement:

1. Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
2. Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation
3. Critically review the Education Acts Code of different States and reflect.
4. If you are given a chance to open your school – Narrate your ideologies.

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5. Prepare a proposal to start your own school following State Government Rules.
6. Prepare guidelines for a Successful Mentor.
7. Write your strategies to mobilize community children to your school.
8. Suggest various modes of publicity for the Institutional enrolment.
9. Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.

References:

1. Buame, S, (2000) *Entrepreneurial and Innovative Management*, School of Administration
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Semester – IV
Paper – XX – Electives – EDN- 20 d
Classroom Management and Organization

Theory

Credit: 2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers 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. Know the required physical resources and classroom environment
5. Understand the role of teachers to create a congenial school climate.

Unit- 1: Classroom Organization and Management

1. Classroom organization – Meaning and purpose
2. Classroom arrangement different types of seating, technology integration – OHP, smart board, check board, unit board, and multimedia.
3. Characteristics of School climate – Learner friendly, inclusive, conclusive
4. Classroom management with different types of students – Leader, Follower, passive
5. Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations. Child Rights Violation & Legal consequences

Unit- 2: Physical Facilities

1. Physical space in a school – toilets, classroom, building, open space, classroom space, plays area.
2. Infrastructure – furniture suitable to classrooms, library, laboratory, sports and staff and administrative block.
3. Resources and material – labs, sports, teaching, general facilities water, drinking and other utility.
4. Management and maintenance of physical and material resources to optimize access to teaching organize and implement instructions.
5. Sharing resources – school complex.

Unit- 3: Management and Coordination of School Function:

1. Planning - year plan, timetables, school calendar, Day to day schedules, notices, circulars, announcements, staff meeting, exam etc.
2. Monitoring – Allotment of duties and responsibilities of teaching non-teaching staff, Autonomy and Accountability

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3. Conducting activities & Documentation – staff meetings, events, programmes, SMC's and Documentation – Minutes, events, bills, programmes, academic and other documents.
4. School community relationships and parent – teacher relationships.
5. Leadership styles of HM & teachers; Approaches to professional development of a teacher; Perspective planning and coordination with authorities for support; Accountability and self assessment of teachers and feedback mechanisms.
6. Conducive school environment – team work, transparency, self – esteem among Headmaster, teachers and students.
7. Strategies to manage: Classroom, behavioural problems, Time - time allocation, instructional time, engaged time and Academic learning time.

Engagement:

1. Observe the classrooms in different types of schools & write a report on the classroom arrangement with different resources.
2. Explore & enlist various physical and academic resources essential for an ideal functioning of a school.
3. Envision a learner friendly classroom & school and write about its climate.
4. Visit any e-classroom & write about it.
5. Observe any one school complex and write about the resources sharing done and write a brief report about it.
6. Interview different teachers and identify different types of students in the classrooms & explore the strategies used by the teachers.
7. Observe few classrooms and record the time management of teachers with respect to total time slot, instruction time, engaged time & academic learning time:

Classroom No.	Instruction time (Minutes)	Engaged time (Minutes)	Academic learning time (Minutes)	Total time (Minutes)	Remarks

References:

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Semester – IV
Paper – XX – Electives – EDN- 20 e
Disaster Management Education

Theory

Credit: 2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

1. To provide an overview of Disaster Management as a multidisciplinary subject area
2. To create awareness on the Disaster Management cycle (Preparedness, Prevention/Investigation, Response, Rehabilitation and Recovery)
3. To develop understanding about disaster response, relief, rehabilitation & reconstruction

Content:

UNIT – 1: Introduction to Disaster Management

1. Concept and definitions of Disaster; Types of Disaster – natural and man-made disasters
2. Consequences of Disaster; Overview of Disaster scenes world over, in India and Telangana Understanding of Disaster cycle of natural disasters; prevention, preparedness, mitigation, search, rescue, relief, rehabilitation and reconstruction
3. Role of education in Disaster management
4. India Disaster Report: Government policy

UNIT – 2: Disaster Preparedness

1. Vulnerability profile of India
2. Approaches/Initiatives of Government of India in strengthening, preparedness; revamping civil defense, fire services and home guards; CBDP
3. Role of NGOs
4. Role of Corporate sector
5. Forecasting and Early warning

UNIT – 3: Disaster Response

1. Search and Rescue; evacuation
2. Temporary relief camps; sectoral concerns in health, safe drinking water, sanitation, community kitchen
3. Rehabilitation; physical, social, economic and psychological aspects
4. Reconstruction; role of enforcement of techno-legal regime with illustrations
5. Human resource management/ Capacity development

Engagement

I. Case Studies in Disaster Management

1. Visit the Institutions such as NGRI, NIRD and prepare a list of natural disaster-prone areas in India & Telangana.

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2. Conduct a study (interview officials & people) about the consequences of natural disasters and prepare a comprehensive report with a list of pictures/ photographs and clippings showing the damage caused by disasters

II. Educational design in Disaster Management, learning & instructional materials

1. Celebration of landmark days such as IDNDR day to create awareness among school children about the different aspects of disaster management
2. Study the role of any one of the Newspapers of your locality and write a report as to how it is contributing in awareness raising, education & opinion building to save human lives and protect property

References:

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Semester – IV

Paper – XX – Electives – EDN- 20 f Practical Ethics

Theory

Credit: 2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Understand the importance of practical ethics to human life
2. Visualize the strength of morality in making humane personality
3. Appreciate the beauty of pro-social behaviour in building human relations
4. Judge business ethics
5. Judge the need for higher education ethics

Content:

Unit 1: Understanding Practical Ethics

1. Meaning and Nature of Ethics
2. Postulations of Ethics
3. Basic presuppositions of Morality
4. Moral ideals & Moral dilemmas
5. Moral behaviour and Higher education Ethics

Unit 2: Pro-social Behaviour – Social & Individual Ethics

1. Understanding the concept of Pro-social behaviour
2. Social behaviour – Truthfulness, non-violence, compassion, non-stealing, chastity, cooperation, collaboration, coordination, continuance & tolerance
3. Personal – cleanliness, continuance, self-study, contentment & devotion to God
4. Future vision – Commitment towards society, environment and parents

Unit 3: Business Ethics

1. Promoting Ethical culture at workplace
2. Ethical leadership and decision making
3. Whistle blowing
4. Corporate governance
5. Social responsibility of business and Ethical training.

Engagement:

1. Prepare some questions on day to day ethics
2. Write a list of Habits or moral decisions

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3. Conduct self- analysis when in crisis, value clarification approach – Lewis Ruth.
4. Observe and interview students & teachers and write about their academic honesty & intellectual integrity
5. Explore Pancha mahavratas of Jain Philosophy & practice to yourself in day to day life & write your reflections.
6. Observe and interview some animal rearing persons and explore the compassion, empathy & equality observed in their habits.
7. Reflect on Indian Arishadvargas / Kleshas, Kama, kroda, moha, mada, mastheryas and analyse your behaviour everyday.
8. Analyse the concept of Dharma in Indian society and critically write your views on Varnashrama Dharma's relevance in harmonious life.

References:

1. John Mckenzie, (1992) MA, The Religious Quest of India Hindu Ethics, A Historical, Ethical Press, Essay, Oxford University Press.
2. Peter Singer (1993), Practical Ethics, Cambridge University.

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Semester – IV

Paper – XX – Electives – EDN- 20 g Tribal Education

Theory

Credit: 2 + 1

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. understand the concept of Tribes and their status.
2. acquire a deeper understanding of Tribal Welfare programmes in India & A.P.
3. develop insights into the growth and development of Tribal Education in India & A.P.
4. understand the issues and trends in contemporary Tribal Society.
5. gain practical experience to students in Tribal Education Programmes.
6. explore the research areas in Tribal Education.

Content:

Unit- 1: Introduction Tribal Education

1. Understanding the concept of Tribe
2. International initiatives for the development of Tribes.
3. United Nations Declaration on the Rights of Tribal People.
4. Historical perspectives of Tribal Education in India
5. Educational Challenges of Tribal Children.

Unit – 2: Tribal Education in India with special reference to Andhra Pradesh

1. Constitutional Safeguards and Provisions related to Tribes
2. Development of Tribal Educations in Andhra Pradesh - Higher Education; Secondary Education and Primary Education
3. Tribal Educational Institutions - APTWREI Society (Gurukulam) and ITDA
4. Ethnographic profile of Tribes in Andhra Pradesh
5. Recent Trends & Issues in Tribal Education.

Unit - 3: Tribal Education and Women Empowerment

1. Tribal Women in Andhra Pradesh
2. Educational Status of Tribal Women in Andhra Pradesh
3. Developmental Programmes for Tribal Women
4. Empowerment of Tribal Women – Governmental interventions
5. Role of NGOs/Voluntary Organizations for promoting tribal education
6. Thrust Areas of Research in Tribal Education and Research studies in Andhra Pradesh on Issues related to Tribal Education.

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Engagement:

1. Student teachers should teach atleast one tribal adult to become literate.
2. Each student shall organize and participate in literacy or other development awareness programmes in tribal settlements
3. Visit ashram/tribal welfare residential school/tribal welfare department / ITDA and write a report on its functions.
4. Write a report on Bridge School Programmes in Tribal settlement/village/area/neighbor hood
5. Write a report on Sarva Shiksha Abhiyan Programmes in tribal areas

References:

1. Ananda, G. (2000) Educating Tribals (An Ashram School Approach) Common Wealth Publishers, New Delhi.
2. Adinarayana Reddy.P & Umadevi..P (2005) Tribal Women Education, constraints and strategies, the Associated Publications, Ambala
3. Alka Saxena, (2002) Dynamics of Tribal Education, Rajat Publications, New Delhi
4. APREIS (1995), Evaluation Study of A.P. Residential Schools for Scheduled Tribes, TCR & T1 TW, Department, Hyderabad and SCERT, Hyderabad
5. Devendra Thakur, Thakur D.N. (1995), Tribal Education, Deep & Deep Publications, New Delhi
6. Desai, A.R. (1978) Rural Sociology in India, Popular Prakashan, Bombay
7. Manmatha Kundu (1990) Cultural Anthropology and Tribal Education, Amar Prakashan, Ashoka vihar, New Delhi.
8. Note on GURUKULAM (2005), A.P. Tribal Welfare Residential Educational Institutions Society, Tribal Welfare Department, Govt. of A.P. Hyderabad.
9. Nadeem Hasnain (2009) Tribal India, Palaka Prakashan, New Delhi.
10. Parvathamma. C (1984) Scheduled Castes and Tribes. A Socio-Economic survey. Ashish Publishing House, New Delhi.
11. Performance Budget (2005-2006) Department of Tribal welfare, Govt. of A.P.
12. Sujatha, K. (1994) Educational Development Among Tribes, A Study of Sub-plan areas in Andhra Pradesh, South Asian Publishers Pvt. Ltd. New Delhi & NIEPA, New Delhi.
13. Sharma K R (1991) Educational Life Style of Tribal Students, Classical Publishing company, New Delhi.
14. Shah B.V. Shah, K.B (2002) Sociology of Education, Rawat Publications, Jawahar Nagar, Jaipur, India.
15. Tribes and Tribal Areas of Andhra Pradesh (Basic Statistics) (2005) Tribal Cultural Research and Training Institute, Tribal Welfare Department, Govt. of A.P.
16. Uttam Kumar Singh, Nayak.A.K.(1977), Tribal Education, Common Wealth Publishers Ansari Road, New Delhi.
17. Verma. M.M. (1996) Tribal Development in India, Mittal Publications, New Delhi.
18. Kurukshetra, Journal on Rural Development Block. No.4, 1st floor, Gruhakalpa Complex, M.J.Road, Nampally, Hyderabad.
19. Vijay Kumar (2000) Tribal Welfare and Development in India.
20. Nishi K Dixit (2006) Racial Identity and Rights of Tribes and Tribals, Vista International Publishing House, Delhi.
21. Behura N.K.& Nilakantha Panigrahi (2006) Tribals and the Indian Constitution, Rawat Publications, New Delhi.

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22. Sah D.C. & Yatindra Singh Sisodia (2004) Tribal Issues in India, Rawat Publications, New Delhi.
23. Narwani G.S. (2004), Tribal Law in India Rawat Publications, New Delhi.
24. Deepak Kumar Behera & Georg Pfeffer (2005), Contemporary Society Tribal Studies, Concept Publishing Company, New Delhi.
25. Devendra Thakur & Thakur D.N (2009) Tribal Life in India. Deep and Deep Publications, New Delhi.
26. Chudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.
27. Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.
28. Kagan, T.S. (2000): Worldwide Diversity and Human Rights. Orient Longman Pvt Ltd., New Delhi.
29. Ogbu, J.U. (1978): Minorities, education and caste. Academic Press, New York.
30. Reissman, F. (1962): The Culturally deprived child. Harper and Raw Publishers, New Delhi.
31. Sadavinich, A.R. (2007): Sociology of Education. Routledge, New York.

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Semester – IV

PAPER – XXI EDN – 21 EPC 4

Reflective Reading

Practicum

Credit: 2

Internal Assessment: 15 Marks

External Assessment: 35

Total marks: 50

Objectives:

The student teachers will be able to:

1. Develop interest in reading texts related to traditions
2. Comprehend the treasure in the tradition related texts.
3. Develop skills to reflect on reading
4. Develop insights into ideological texts and appreciate
5. Develop sensitivity towards ideologies
6. Develop taste for leisure time reading
7. Get inspiration from readings

Content:

Unit- 1: Reflections on Reading

1. Understanding the process of reflective reading: Learning through reflection, valuing reflection, setting the tone for reflection, guiding student reflection, modeling reflection, teaching students how to reflect.
2. Gibbs' (1988) reflective cycle
3. Techniques of reflective reading-SQ3R-survey, question-read, recite and review.
4. Strategies of reflective reading-making connections, understanding inferences.
5. Metacognitive process of Reading and meaning making

Unit- 2: Reflections on different ideological texts.

1. Indicators of Text comprehension: Retelling, Summarizing, Answering, Predicting, Commenting & Discussing.
2. What insights does a student develop by reading?
3. Texts- on feminist, leftist and rightist ideologies
4. Texts related to Indian History
5. Religious texts, classical works of great authors- Shakespaere, Tagore, Aurobindo, Vivekananda complete works, Jataka stories.

Unit 3: Reflections on popular texts.

1. Novels
2. Fiction

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3. Life stories of scientists, philosophers, great personalities- Abdul Kalam , Amartya Sen.
4. Biographies and Autobiographies.
5. Popular science texts, policy documents, Reports, Plan documents

Engagement:

Group tasks, individual tasks.

1. Each student has to read the texts at home and reflect in the class room and also record the same as a document. Teachers should guide them.
2. Texts are suggested and provided to read and reflect by following different techniques (SQ3R), Gibbs, etc.

References:

1. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content texts*. Psychology Press.
2. Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

Assessment:

Internal assessment:

1. Read any two traditional texts of wisdom and write your reflections and share them with the peer group.
2. Select any two texts with different ideology & write your reflection and share with the peer group.
3. Read any two novels / fiction/ biographies, etc. and write your reflection and share with the peer group.

Note: The above three tasks should be documented for internal assessment and to present before the examination.

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EDN – 21 Reflective Reading

Time: 1 ½ Hours

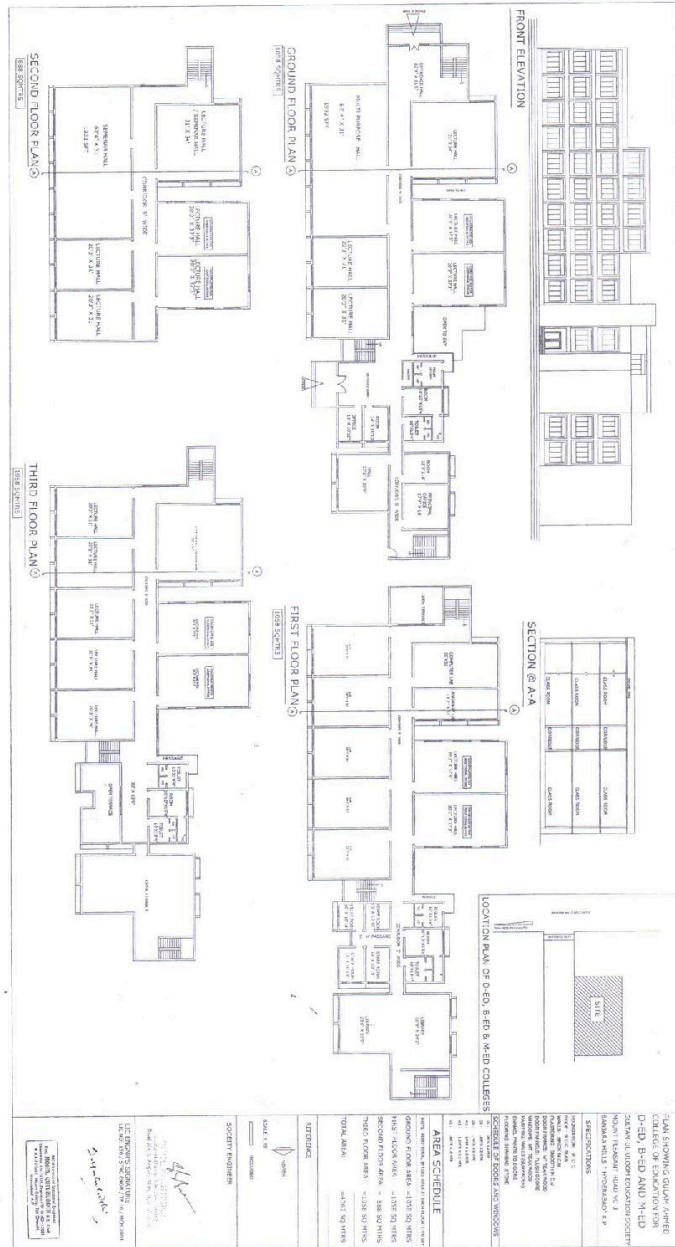
Practical Examination

Max. Marks: 35

1. Marks should be awarded by the external examiner to the document prepared during the course work.
2. Read following traditional text and write your reflections. – 10 marks
3. Read the text / article based on an ideology & write your reflections. – 10 marks
4. Read a chapter from a novel / fiction/ biography, etc. and write your reflections – 10 marks.

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Annexure 4: Master Plan of the Institution



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Annexure 5. Sample of student feedback on curriculum and faculty, if any FEEDBACK REGARDING THE B.ED. CURRICULUM

Please give your opinion about the Curriculum of the B.Ed. Course on the 5 point scale given below.

1. The new curriculum of B.Ed and M.Ed. course is rich in content and modified enough to meet the demands of the students and the society.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

2. The present curriculum attempts to affirm both quality and excellence by including what is essential for all students throughout the nation.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

3. The new curriculum includes all the known areas that provide learners with the basis for coping with change and for understanding and analyzing the vents and trends that impact on society.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

4. The changed curriculum allows the learners to obtain a unified view of the knowledge and an indepth meaning of the subjects as well as the pedagogy.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

5. The present curriculum allows the students to obtain mastery of teaching skills.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

6. The present curriculum imparts requisite practical skills for functioning in an increasingly dynamic community.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

7. The present curriculum is soundly organized and gives the equal weight age to the content, skill and the objectives of the affective domain.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

8. The present curriculum furnishes students with opportunities to learn about problem- solving, health maintenance, inter- personal communications and purpose of life.

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Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

9. The new curriculum has enough variety to allow for the individual differences in terms of abilities, interest and the needs.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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10.. The changed curriculum develops sensitivity and helps in internalization of right attitude with respect to equality and equity through education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

11. The present curriculum acquaints the students with right attitudes and values in contemporary issues in education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

12. The new curriculum develops ability to plan, explore and utilize various learning resources.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

13. The new curriculum develops life skills to deal with various situations in life.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

14. The new curriculum develops skills to devise various tools for assessment.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

15. The changed curriculum provides enough opportunities to develop creativity.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

16. The internship program provides insight and realistic feeling about teaching.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

17. The new curriculum gives the students a realistic, comprehensive and dynamic view of assessment.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

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18. The reflective teaching equips and empowers the student trainees with the skills and competencies required to handle real classroom situations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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19. The present curriculum develops an awareness of various cultural and art forms of Telangana region.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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20. The present curriculum develops insight into the growth and development of tribal education in India.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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21. The new curriculum develops an understanding of inclusive practices and its relation to good teaching.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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22. The new curriculum develops an understanding of the climate change, scarcity of natural resources and protection of environment and strategies of sustainable resources and disaster management.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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23. The new curriculum develops an understanding of peace education and its connection to harmony.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

24. The changed curriculum acquaints the students with the various types of guidance services .

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

25. The new curriculum develops the skills in student teachers to initiate their own enterprise.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

26. The new curriculum helps the students to visualize the strengths of morality in making a humane personality.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

27. The new curriculum sensitizes the students towards human rights education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

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28. The new curriculum helps in developing the communication skills of the students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

29. The changed curriculum empowers the student trainees with professionalism and professional competencies.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

30. The new curriculum develops insight into the process of curriculum development.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

31. The new curriculum develops skills of construction, development and interpretation of psychological tests in students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

32. The new curriculum develops skills in designing relevant research tools, in applying appropriate statistical techniques to undertake research in future.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

33. The new curriculum creates an awareness about the structure of pre-service teacher education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

34. The new curriculum develops an understanding of educational reforms adopted in India recently.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

35. The new curriculum gives a comprehensive view of the various aspects of elementary and secondary education. The new curriculum develops skills in the students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

36. The changed curriculum provides enough knowledge to integrate ICT in teaching learning process.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

37. The changed curriculum will help to develop efficient teachers for the future generations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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38. The action research and dissertation work give a basic idea to the students about research.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

39. CCE helps in the evaluation of those skills which cannot be tested through written exams.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

40. CCE helps in attaining quality improvement in teacher education.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-----------------------	--------------	----------------	-----------------	--------------------------

STUDENT FEEDBACK ON FACULTY

COURSE: B.Ed. / M.Ed.

Semester / Year

Name of the Teacher:

Please rate the teacher on the following attributes using four point scale.

1. Command over the subject content

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

2. Expression of the subject.

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

3. Confidence

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

4. Sincerity and commitment

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

5. Integration of the subject with the environment to provide a broader perspective.

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

6. Ability to use technology

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Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

7. Effort in preparing the students for Internship

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

8. Rapport with the students

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

9. Professional zeal

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

10. Completion of the syllabus

Very Good	Good	Satisfactory	Unsatisfactory
-----------	------	--------------	----------------

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Annexure 6. Audited income-expenditure statement for the previous financial year

GHULAM AHMED COLLEGE OF EDUCATION (Sultan-Ul-Uloom Education Society)						
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31ST MARCH, 2016						
EXPENDITURE			INCOME			
2014-2015	2015-2016	2014-2015	2015-2016	(Amount in Rupees)		
8,011,570.00	7,803,435.00	5,125,000.00	3,454,000.00	3,454,000.00		
1,487,325.50	1,644,118.00	5,114,000.00	Less: Reimbursed to the students	300,000.00		
224,744.54	414,832.18	609,000.00	Special Fee			
		6,000.00	Less: Reimbursed to the students			
		603,000.00				
		127,500.00	OTHER RECEIPTS:			
		17,020.00	Sale of Forms			
		1,769,000.00	TC/BC Fee			
			Miscellaneous Receipts			
			INTEREST FROM BANK:			
			On Fixed Deposit			
			On Savings Bank Accounts			
			Excess of Expenditure over Income			
9,723,640.04	9,862,385.18	9,723,640.04	TOTAL			

AS PER OUR REPORT ANNEXED


BOARD OF GOVERNORS:

For M BHASKARA RAO & CO
CHARTERED ACCOUNTANTS
V K MURANDHAR
(PARTNER)

PLACE: HYDERABAD
DATE: 29 SEP 2016

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Annexure 7. A copy of the latest recognition order issued by NCTE

<p>राष्ट्रीय अध्यापक शिक्षा परिषद (भारत सरकार का एक विधिक संस्थान) दक्षिण क्षेत्रीय समिति</p>	 NCTE	<p>National Council for Teacher Education (A Statutory Body of the Government of India) Southern Regional Committee</p>		
<p>F.No/SRC/NCTE/APS00191/B.Ed/ AP/2015/ 65828 Date: 29/05/2015</p>				
<p>TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4</p>				
<p>ORDER</p>				
<p>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.</p>				
<p>2. AND WHEREAS, the institution, Ghulam Ahmed College of Education, P.No.8-2-249, Shaikapet, Banjara Hills, Hyderabad, Andhra Pradesh has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed, which require additional facilities.</p>				
<p>3. AND WHEREAS, on scrutiny it is found that SRC in its 250th meeting had decided to withdraw the recognition of the institution. The Hon'ble High Court in W.P.M.P.No. 34083 of 2013 in W.P.No. 27499 of 2013 has suspended the operation of the decision taken in 250th meeting of SRC.</p>				
<p>4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 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. 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>				
<p>5. NOW THEREFORE, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to Ghulam Ahmed College of Education, P.No.8-2-249, Shaikapet, Banjara Hills, Hyderabad, Andhra Pradesh for conducting B.Ed programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-16 subject to submission of revalidated FDRs of the enhanced value in joint account with the SRC before 30 June, 2015 and fulfilment of the conditions mentioned at II & III herein before 31.10.2015.</p>				
<p>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.</p>				
<p>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.</p>				
<p>...Contd...P/2</p>				
<table border="0" style="width: 100%;"><tr><td style="width: 50%;">ज्ञान भारती कैम्पस रोड, नागरभावी, सामने नेशनल लॉ स्कूल, बेंगलूर - ५६० ०७२ Phone : 080-23185669/70/72 Fax : 080-23185673</td><td style="width: 50%; text-align: right;">Jnana Bharathi Campus Road, Opp. National Law School, Nagarabhavi, Bangalore - 560 072. E-mail : srcrc@ncte-india.org / srcncte2012@gmail.com Website : http://www.srcncte.in</td></tr></table>			ज्ञान भारती कैम्पस रोड, नागरभावी, सामने नेशनल लॉ स्कूल, बेंगलूर - ५६० ०७२ Phone : 080-23185669/70/72 Fax : 080-23185673	Jnana Bharathi Campus Road, Opp. National Law School, Nagarabhavi, Bangalore - 560 072. E-mail : srcrc@ncte-india.org / srcncte2012@gmail.com Website : http://www.srcncte.in
ज्ञान भारती कैम्पस रोड, नागरभावी, सामने नेशनल लॉ स्कूल, बेंगलूर - ५६० ०७२ Phone : 080-23185669/70/72 Fax : 080-23185673	Jnana Bharathi Campus Road, Opp. National Law School, Nagarabhavi, Bangalore - 560 072. E-mail : srcrc@ncte-india.org / srcncte2012@gmail.com Website : http://www.srcncte.in			

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8. The institution 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;
- 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 and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

Note : The issue of this order is subject to result of the writ petition ,W.P.No. 27499 of 2013 filed by the institution before the Hon'ble High Court of Judicature at Hyderabad

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,
Ghulam Ahmed College of Education,
P.No.8-2-249,Shaikapet,
Banjara Hills,
Hyderabad,
Andhra Pradesh

Copy to:

1. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Education Secretary, In-charge of Higher Education Department, 'J' Block, 3rd Floor, Secretariat Building Hyderabad-500022, Andhra Pradesh.
3. The Registrar, **Osmania University, Tarnaka, Hyderabad – 500053, Andhra Pradesh**
4. The Secretary/ Correspondent, **Sultan-Ul-Uloom Educational Society, 'Mount Pleasant' 8-2-249, Road No. 3, Banjara Hills, Hyderabad – 500 034**
5. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi – 110 002.
6. Office Order file/institution file.

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Annexure 8. University results for previous academic year

GHULAM AHMED COLLEGE OF EDUCATION

B.Ed., Results – 2015-17 Batch

Semester	Students Appeared	Students Passed	% of Pass	No. of students who secured Semester Grade Point Average [SGPA]					No. of Students Promoted
				5-5.99	6-6.99	7-7.99	8-8.99	9-10	
I	97	84	86.6	nil	1	21	59	4	13
II	97	88	90.7	nil	nil	5	43	40	9

GHULAM AHMED COLLEGE OF EDUCATION

M.Ed., Results – 2015-17 Batch

Semester	Students Appeared	Students Passed	% of Pass	No. of students who secured Semester Grade Point Average [GPA]					No. of Students Promoted
				5-5.99	6-6.99	7-7.99	8-8.99	9-10	
I	42	41	97.6	nil	6	13	21	Nil	1

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Annexure 9. Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching Schools

FEED BACK ON PRACTICE TEACHING PROGRAM OF THE B.Ed COURSE

FOR SCHOOL SUPERVISORS/ TEACHERS:

Please give your opinion about the PRACTICE TEACHING PROGRAM of the B.Ed. Course by answering the questions given below.

1. Did the students come prepared to the school for practice teaching? Yes/ No
2. Could you supervise all the Period Plans of the students of your Methodology? Yes/ No
3. Was the performance of your students satisfactory? Yes/ No
4. Did the students go well prepared to the classes? Yes/ No
5. Did they follow all the steps in the Period Plans? Yes/No
6. Was ICT incorporated in teaching by the trainee teachers? Yes/ No
7. Were the VITAL (value based) period plans implemented successfully in the classrooms? Yes/ No
8. Were the Digital lesson plans implemented successfully in the classrooms? Yes/ No
9. Did the students co operate with the school authorities? Yes/ No
10. Was the class room management satisfactory ? Yes/ No
11. Did the students have a good personality? Yes/ No
12. Was the language used by the student teachers satisfactory? Yes/ No
13. Did they use appropriate evaluation techniques? Yes/ No
14. Were their lessons supervised regularly by school teachers? Yes/ No
15. Was the duration of the practice teaching program sufficient? Yes/ No
16. Did the students prepare teaching aids for all the Lessons? Yes/ No
17. Did the school authorities co-operate with the students? Yes/ No
18. Was the pre internship observation of lessons of experienced teachers helpful to trainee teachers? Yes/ No
19. Did the students complete Micro Teaching satisfactorily? Yes/ No
20. Did the students face problems in following the Continuous Comprehensive Evaluation? Yes/ No
21. Did the students plan co-curricular activities for school children? Yes/ No
22. Did the students complete Action Research project effectively in the school? Yes/ No
23. Did the students organize Awareness camps, Rallies & Field Trips under Community experience activities? Yes/ No

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24. Is knowledge of School Management Committees (SMCs), PTA meetings and other school records beneficial to the student teachers? Yes/ No

25. Suggestions for improving the Practice teaching program:

26. Any other suggestions:

FEED BACK ON PRACTICE TEACHING PROGRAM OF THE B.Ed COURSE

For B.Ed Students - Peers

Please give your opinion about the Practice Teaching Program taken up by you in school this year.

1. Was the duration of the practice teaching program sufficient? Yes/ No
2. Did you get sufficient time to prepare Period Plans? Yes/ No
3. Did you prepare teaching aids for all the Periods? Yes/ No
4. Were your Period Plans corrected by the methodology lecturers? Yes/ No
5. Did the school authorities co-operate with you? Yes/ No
6. Did you plan co-curricular activities for school children? Yes/ No
7. Was ICT incorporated in teaching by you? Yes/ No
8. Were the VITAL (value based) period plans implemented successfully in the classrooms? Yes/ No
9. Were the Digital lesson plans implemented successfully in the classrooms? Yes/ No
10. Did you co operate with the school authorities? Yes/ No
11. Was the class room management satisfactory ? Yes/ No
12. Was appropriate language used by you in the classroom? Yes/ No
13. Did you use appropriate evaluation techniques? Yes/ No
14. Were your lessons supervised regularly by school teachers? Yes/ No
15. Was the pre internship observation of lessons of experienced teachers helpful to you? Yes/ No
16. Did you complete Micro Teaching satisfactorily? Yes/ No
17. Was Reflective Teaching useful? Yes/ No
18. Did you face problems in following the Continuous Comprehensive Evaluation? Yes/ No
19. Did you complete Action Research project effectively in the school? Yes/ No
20. Did you organize Awareness camps, Rallies & Field Trips under Community experience activities? Yes/ No

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21. Is knowledge of School Management Committees (SMCs), PTA meetings and other school records beneficial to the student teachers? Yes/ No
22. Maintaining an e-portfolio is beneficial to the students? Yes/ No
23. List down the problems you faced during practice teaching program

24. Suggestions for improving the Practice teaching program:

25. Any other suggestions:

FEED BACK ON PRACTICE TEACHING PROGRAM OF THE B.Ed COURSE

FOR TEACHER EDUCATORS:

Please give your opinion about the PRACTICE TEACHING PROGRAM of the B.Ed. Course by answering the questions given below.

1. Did you get sufficient time to prepare students for practice teaching? Yes/ No
1. Could you correct all the Period Plans of the students of your Methodology? Yes/ No
2. Was the performance of your students satisfactory? Yes/ No
3. Did the students go well prepared to the classes? Yes/ No
4. Did they follow all the steps in the Period Plans? Yes/No
5. Was ICT incorporated in teaching by the trainee teachers? Yes/ No
6. Were the VITAL (value based) period plans implemented successfully in the classrooms? Yes/ No
7. Were the Digital lesson plans implemented successfully in the classrooms? Yes/ No
8. Was the class room management satisfactory? Yes/ No
9. Did the students have a good personality? Yes/ No
10. Was the language used by the student teachers satisfactory? Yes/ No
11. Did they use appropriate evaluation techniques? Yes/ No
12. Were their lessons supervised regularly by school teachers? Yes/ No
13. Was the duration of the practice teaching program sufficient? Yes/ No
14. Did the students prepare teaching aids for all the Lessons? Yes/ No
15. Did the school authorities co-operate with the students? Yes/ No

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16. Was the pre internship observation of lessons of experienced teachers helpful to trainee teachers? Yes/ No
17. Did the students complete Micro Teaching satisfactorily? Yes/ No
18. Was Reflective teaching beneficial to the trainee teachers? Yes/ No
19. Did the students face problems in following the Continuous Comprehensive Evaluation? Yes/ No
20. Did the students plan co-curricular activities for school children? Yes/ No
21. Did the students complete Action Research project effectively in the school? Yes/ No
22. Did the students organize Awareness camps, Rallies & Field Trips under Community experience activities? Yes/ No
23. Is knowledge of School Management Committees (SMCs), PTA meetings and other school records beneficial to the student teachers? Yes/ No
24. Maintaining an e- portfolio is beneficial to the students? Yes/ No
25. Suggestions for improving the Practice teaching program:
26. Any other suggestion:

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DECLARATION BY THE HEAD OF THE INSTITUTION

D. Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.



Signature of the Head of the institution with seal:

V. K. Sharma
Ghulam Ahmed
College of Education
Road No. 3, Banjara Hills
Hyderabad-34.

Place:

Date: