



# Role Of The Practice Of Excellence Strategies Implemented In The Andhra University Affiliated College For The Two Year B. Ed. Programme –A Review

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**Abstract:** The Planning, preparation and implementation process of the B.Ed. Programme has always been recognized as crucial dynamics for quality improvement and quality assurance to the policymakers, curriculum designers, academicians and stakeholders. Teacher education Programme encompasses a wide array of components including curriculum design, faculty qualifications, teaching methodologies, assessment techniques, infrastructure, learning environment, teaching- learning materials and available resources for the improvement of education. As a professional course B.Ed. Programme inculcates: 1) Attributes-personal integrity, human sensitivity and academic competency are some of the basic qualities 2) Knowledge-intends to bring professionalism in teaching and teacher education by building a common base for the profession. These include different types of knowledge for professional development like- theoretical knowledge, practical knowledge, content knowledge, explicit knowledge, pedagogical knowledge, culturally relevant knowledge, application knowledge etc. 3) Effectiveness-includes teaching strategies, approaches and methods developed to make classroom events meaningful for concretizing effectiveness 4) Outcome-the outcome of teacher education has become a serious topic for analysis nowadays. Outcomes should clearly state –What would be the benefits of a teacher education Programme? What the teacher will do for the self and the society? How do the teachers effectively apply cognitive, conative and psychomotor domain aspects to bring reforms in education? Justice Verma Committee and Supreme Court verdict, and recommendations of the NCTE regulations, the duration of the teacher education Programme has been extended from a period of one year to two years effective from the academic batch 2015-2016. Activity components were extended related to school internship, community participation, established connected links with health & physical education, cultural, art- related cultural and performing participation activities, constructive learning and their reflection were added to the curricula of the course for all- round development of the B.Ed. Students. The Vision of

establishment of a Placement Cell in teacher education institutions to enhance various skills, give guidance and show various sources of job opportunities, developing associations with teacher recruitment agencies for placement of the B.Ed. Students make this Programme a successful entity in the Private and Government Sectors. Hence, this paper is a review of the challenges, issues, concerns, practice of excellence strategies implemented and the outcome of the two year B.Ed. Programme in Andhra University affiliated college.

Keywords: B.Ed. Programme, teacher education Programme, NCTE, attribute, effectiveness, quality assurance, quality improvement

## Introduction

The National Council for Teacher Education has defined teacher education as – A Programme of education, research and training of persons to teach from pre-primary to higher education level. This is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein, encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education deals directly with the prospective teachers helping and preparing them to deal with the challenges and issues in shaping and nurturing the future generation. “It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation....academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals”. (National Curriculum Framework, 2005. p.1).The National Knowledge Commission (NKC) 2006-2009, has rightly observed that “Teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers”. (National Knowledge Commission Report to the Nation 2006-2009, 2009, p. 44).Since the teacher plays a very important role in the entire education process; teacher education Programme is very crucial subjected to the improvement in both quantity and quality of education. Most of the educationally concerned people talks about the quality education- The quality of school education is highly dependent on the quality of teachers and the quality of teachers is dependent on the quality of B.Ed. Programme. Institutions offering B.Ed. Programme perform a significant function of providing teaching and learning experiences, holistic development, and academic staff members in the institutions play an important role to bring about this transformation among the student teachers. Hence the institutions with B.Ed. Programme plays important role in maintaining quality concern for the outcome as secondary school teachers from their institutions that reflect their educational contribution to the society.

National Council for Teacher Education (NCTE) 1998 curriculum framework was the first to recommend an extension in the time duration of B.Ed. program to two years and NCERT implemented it first in 1999 through introducing two year B.Ed. programs in all its five Regional Institutes of Education i.e., at Ajmer, Bhopal, Bhubaneswar, Mysore, and Shillong. Justice Verma Commission (JVC) report 2012 appointed by the Government of India at the behest of the Honourable Supreme Court of India, NCTE revisited its regulations, norms and standards for various teacher education programs and notified new Regulations on 1st December, 2014. The new Regulations to translate the vision of JVC as to enhance the status of teacher education provided an increment in the duration of the B.Ed. and M.Ed. programs from one year to two years. It was a hasty judgment, but this quality improvement vigour was welcomed by the universities and colleges as they implemented it. Programme got implemented with effect from 2015-2016 and have created mixed responses among teacher education institutions, teacher educators and student teachers as the impact on accepting this change from one year to two years B.Ed. Programme was challenging. The two-year B.Ed. program has the intrinsic responsibility for the holistic development of the student teachers for enhancing professional

competencies, pedagogical teaching, learning and reflective teaching to prepare professional and humane teachers. This requires great amount of planning and proper organization.

NCTE turned the B Ed course into a two-year Programme, review of the report from the various states: Ahmedabad(2016); academicians said that the demand for the course has reduced and the managements of the institutions contended that half the seats in this Programme remained vacant after the course was extended from one year to two years. Jaipur(2016);The counselling process for admission and filling seats were being counselled for more than six months with repeated counselling schedules. Maharashtra(2016);The demand for teacher training B.Ed. course has dipped in the past years as 70 % seats were remaining vacant and the reason behind fall in B.Ed. aspirants is increase in the duration of the Programme decreased the duration in job opportunity of the students and the student teachers don't want to wait for two years .

National Education Policy 2020 acknowledges the importance of Teachers and Teacher Education in building a great nation. Teachers are to 'pass on their knowledge, skills, and ethics optimally to students'. The status of Teachers in our present society is unfortunately dropped. "The quality of training, recruitment, deployment, service conditions and empowerment of teachers is not where it should be, and consequently, the quality and motivation of teachers does not reach the standards where it could be. The high respect for teachers and the high status of teaching profession must be revived and restored for the very best to be inspired to enter the profession, for teachers to be well-motivated and empowered to innovate, and for education to therefore reach the heights and levels that are truly required to ensure the best possible future for our children and our nation." The policy gives the teachers, an equal opportunity for self-improvement and learns the latest development and advances in their profession through Continuous Professional Development (CPD).

This program has laid large perspective in Andhra Pradesh as the students seeking admission to B.Ed. course in regular mode through counselling process in two phases from the state Andhra Pradesh through Andhra Pradesh Education Common Entrance Test (AP EDCET) and the other state students getting admitted through the managements of the institutions are mixed with all these diverse categories in the institutions-graduates, post-graduates, married students, housewives staying at home with degree certificate, students working as teachers in the schools and other professions without B.Ed. certificate, students working in primary schools for promotion to secondary level etc. are in need of B.Ed. certificate. This Programme is of one year or two years is a necessity need for the people, hence the student's opting for this profession by choice or chance has to get the training in this course to seek the B.Ed. certificate as a secondary school education teacher for their employment in the schools. This Programme measures, reflects, evaluates the quality parameters of the academicians/teacher educators working in the B.Ed. institutions to maintain quality assurance of this Programme rather than quantity from this Programme. The ultimate task towards implementation of the B.Ed. Programme in the institutions with too many existing inadequacies due to the enhancement of the B.Ed. duration, its short span implementation facing lot of challenging issues is to make these diverse category students regularize in the institutions and to create job opportunity in the institutions establishing placement cell for recruitment process as secondary school teachers in the schools to satisfy their basic needs of livelihood.

### **Need and significance**

B.Ed. Programme is a two year professional Programme designed based on the major components-a) Aims, goals and objectives, b) Content or subject matter, c) Teaching learning experiences, d) Programme outcome-evaluation approaches. Curriculum reflects three main aspects-Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the chosen field to equip the student teachers with necessary skills and knowledge to become an effective global competent teacher at the secondary and higher secondary levels. The main objectives of this Programme: a) to train the student teachers towards achieving excellence on

academic, social, mental, physical, moral, and cultural aspects. b) To provide opportunities to enhance their competence and knowledge construction abilities in creating positive learning atmosphere in schools.

This Programme has been implemented and practiced in the institution with the academic staff member's mentorship for the enrichment activities to bring all round development in cognitive, conative and psychomotor aspects among student teachers. Provided opportunities for teacher educators and student teachers to enhance their competence and knowledge construction abilities in creating positive teaching learning atmosphere in the institution that mostly reflect challenge in their course paper to nurture the curriculum transaction pattern: Lecture +Tutorial +Practicum: What is- the content to teach, learn and apply to improve teaching and skills? Why is- the content to teach, learn and apply to improve teaching and skills? How is- the content to teach, learn and apply to develop teaching and skills?

Two year B.Ed. Programme develops - Teaching Skills + Pedagogical theory + Professional skills. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable to have a sound basis for practicing the teaching skills in the classroom. Professional skills include the techniques, strategies and approaches that would help to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. Teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in student teachers, thus promoting holistic development.

Quality of curriculum transaction inside and outside the classrooms, engagement with field experiences and thereby teaching learning experiences brings larger social transformation for the holistic development among the student teachers in the institutions that needs greater emphasis .Hence the review of the implementation of practice of excellence strategies of the two year B.Ed. curriculum transaction in the Andhra University Affiliated College is highlighted with these objectives:.

- To analyse the basic admission intake criteria component and its impact on curriculum transaction of B.Ed. Programme.
- To highlight on the institutional process-Master Time Table Plan of Action-implemented and practiced for the all-round development of B.Ed. students.
- To maintain the academic excellence equipped with the practice, implementation of innovative strategies in the curriculum transaction pattern.
- To analyze and practice the “Engagement with field” practicum component in the curriculum.
- To analyse the theory and practicum component schematic structure of continuous and comprehensive evaluation system.
- To practice and enhance the academic engagement skills and innovative teaching strategies.
- To provide holistic skill development Programme for B. Ed Students in the institution.
- To highlight the B.Ed. students learning outcomes.
- To estimate the basic head wise expected income and expenditure for the B.Ed. College.
- To highlight the initiatives taken for the college development, academic and administrative functioning.

**1. Objective: To analyse the basic admission intake criteria component and its impact on curriculum transaction of this programme.**

A candidate for admission into two year B.Ed. programme has to qualify the B.Ed. Education Common Entrance Test (AP Ed CET) conducted by Andhra Pradesh State Council of Higher Education APSICHE, Government of Andhra Pradesh for the respective academic year. This Common Entrance Test is conducted by the University on behalf of APSICHE.

### 1.1 Basic Admission Intake Criteria for the participation college in APSICHE

APSICHE criteria of the college	Admission intake of two basic units 100 per academic year AP EDCET convener quota			Admission intake of one basic unit 50 per academic year AP EDCET convener quota		
	Affiliated to	Branch Code	Basic Allotted Intake	Affiliated to	Branch Code	Basic Allotted Intake
1.	A.U	Bio science	17	A.U	Bio science	9
2.	A.U	English	8	A.U	English	3
3.	A.U	Maths	22	A.U	Maths	11
4.	A.U	Physics	9	A.U	Physics	5
5.	A.U	Social sciences	29	A.U	Social sciences	15
Total	Seats allotted in convener quota through online admission		85	Seats allotted in convener quota through online admission		43

Vacant seats of the convener quota are filled through Spot admission and Cat-B Management quota seats are filled in the colleges through the paper advertisement after the filling of Convener quota seats, forming admission committee in the colleges to complete their intake of basic unit strength.

#### Observations:

- This programme at the time of admission for convener quota allotment of seats to the candidates in various colleges of Andhra Pradesh participating in AP EDCET admission list take strict monitoring for the verification of certificates uploaded by the candidates, qualified through AP EDCET and preference to the allotment of the college for the students as per the reservation category with the various college options opted by them to seek admission.
- Vacant seats of the convener quota are filled through Spot admission and Cat-B quota seats are filled in the colleges .Most of the colleges are giving scope to admit the students other than Andhra Pradesh to complete the task for the remaining vacant seats in the colleges and fulfil the admission criteria 100%.
- This process of giving scope more to other state candidates has great impact on the academic curriculum transaction validity and reliability in colleges of the Regular mode B.Ed. programme, taking the shape of distance mode B.Ed. Programme transaction as conducted in the study centre of the college.
- Colleges with the more percentage of other state admitted students in Regular mode of B.Ed. Programme show the cause and effect relationship. Negative correlation is noticed between the admitted intake percentage of students and their regular attendance in the colleges for the smooth conduct of academic curriculum transaction of this programme. The percentage admitted students in the colleges during admission is 100% but their regular attendance presence in that colleges is not appropriate for the academic curriculum transaction. The reason is most of the other state students attend the colleges to complete the academic curriculum task activities of the course like-attend semester examinations, submit records etc.
- Students seeking admission in B.Ed. course in the colleges are with the basic completion of graduation and post-graduation courses. Their mind is mature to acquire the knowledge level of the theoretical concepts,

hence this Program is to provide them to raise the intellectual level to understand the concept with the teaching tools, learning experiences, enhancement of practical application in and outside the classroom with various pedagogy skills and application of the subject concepts- philosophy, psychology, technology, sociology in relation to education. Hands-on experiences allow them to apply their learned skills in real-world settings. This can be achieved with the B.Ed. student's presence in the practicum component of the colleges to thrive in diverse educational settings.

**Sample:** Report and information collected from the B.Ed. students of other state like Orissa, Bihar etc. attended to write the semester B.Ed. final examinations in the institution-communicated the process-they get admission in B.Ed. colleges of Andhra Pradesh through mediators and agents of their state who have association link with the managements/correspondent cum principals/principal cum academicians of the B.Ed. colleges in Andhra Pradesh. Each B.Ed. student is paying more than rs. 50,000 for the B.Ed. course to seek B.Ed. certificate from Andhra Pradesh State. This has increased the economy to the managements of B.Ed. colleges and decreased the role, importance and appointment of qualified faculty and academic curriculum transaction of this Programme in the institutions of Andhra Pradesh.

**Suggestions:** There is a demand for the B.Ed. certificate to get appointment in schools as secondary school teachers. Hence strict monitoring towards the candidates seeking admission from other states in the category of spot and Cat-B intake as per the admission criteria shall give scope to regain the regular attendance percentage, academic curriculum transaction reliability and validity in the colleges and have positive correlation with the admitted intake percentage of students and their attendance in the colleges for the smooth conduct of curriculum transaction of this programme. Biometric attendance for the academic staff and all B.Ed. students must be made mandatory in the institution to regularize the attendance %. This programme provides training in institutions with theory and practicum component to the student teachers, getting processed and equipped with different skills in the institutions and outcome of the product from the institutions would be global competent professional secondary school teachers to the society.

## **2. Objective: To highlight on the institutional Process-Master Time Table Plan of Action- implemented and practiced for the all-round development of B.Ed. students.**

The Bachelor of Education (B.Ed.) is a professional course that prepares teachers for secondary schools. Duration of this programme is of two academic years (four semesters) that is completed in a maximum of three years from the date of admission to the programme. There is a scope to put minimum 100 working days in each semester exclusive of the period of examinations and admissions. Programme comprises seventeen course papers distributed among four semesters. The institution works for a minimum of 36 hours in a week (six workings days) with the curriculum transaction plan as per Andhra University academic calendar. The working hours of the institution could be from 9 a.m. to 4 p.m. but as per the request and the convenience of the B.Ed. students coming from far distance, scheduled from 10.00 a.m. to 5 p.m., eight periods per day with daily morning assembly from 9.45 a.m. followed with the time table schedule. The scheme of B.Ed. curriculum Transaction Plan of seventeen course papers pattern for four semesters every week is Lecture + Tutorial+ Practicum allotted in the time table according to the Andhra University curriculum transaction plan pattern supplemented with enrichment activities extended after college hours to 5.30 p.m. for the interested students with mentors of that activities for all round development of B.Ed. students.

### **2.1. Master Time Table Plan of Action for four Semesters**

Semester	Course papers	Course papers pattern	Transaction Plan (Periods allotted per course paper) Lecture(L)+Tutorial (T)+Practicum(P) per week	Total Periods allotted for each course paper per week	Curriculum Transaction periods allotted in the timetable per week	Enrichment Activities(all round development aspect) periods allotted in the time table per week  (Practicum –Pedagogy & educational club, field engagement, ICT enriched activities/Projects/Records/health and physical education/library/cultural/ Yoga/Swath campus activities )
I	5	1,2,3	4L+4T+0P	8+8+8=24	36	12
		4,5	2L+2T+2P	6+6=12		
II	4	6,7	4L+4T+0P	8+8=16	36	12
		8,9	2L+2T+2P	6+6=12		
	Micro teaching practicum	Pedagogy Method-1	4P	8		
		Pedagogy Method-2	4P			
III	4	10,11,12,13	3L+4T+2P	9+9+9+9	36	12
<b>School Internship-Practice Teaching of Twenty lessons for 6<sup>th</sup> &amp; 7<sup>th</sup> Classes in each pedagogy subject Pedagogy Method-1, Pedagogy Method-2 -8 weeks</b>						
IV	4	14,15,16,17	3L+4T+2P	9+9+9+9	36	12
<b>School Internship-Practice Teaching of Twenty lessons for 8<sup>th</sup>, 9<sup>th</sup> &amp; 10<sup>th</sup> Classes in each pedagogy subject Pedagogy Method-1, Pedagogy Method-2 -8 weeks</b>						

Time-table for the allotment of eight periods each academic batch per day for the two academic batches running parallel in the institution B.Ed. 1<sup>st</sup> year (admitted batch) and B.Ed. 2<sup>nd</sup> year (previous batch) is framed with keen observation to have equal distribution of periods allotment to the academic staff as per the semester curriculum transaction pattern incorporated with the enrichment activities of Practicum component where (batches are clubbed together or separated to conduct) –Pedagogy & educational club activities, field engagement activities, ICT enriched activities/Projects/ writing Records/health and physical education activities/library activities /cultural activities/Yoga /Swath campus activities giving importance to holistic development of B.Ed. students every day in the institution as per the periods allotted in the time table .

### 3. Objective- To maintain the academic excellence equipped with the practice, implementation of innovative strategies in the curriculum transaction pattern.

Mission of this programme is to motivate, educate, develop, improve the educational and research platform environment collectively in the teacher education institution for the student teachers and teacher educators from diverse backgrounds where emphasis is done on the innovative teaching and learning strategies so as to prepare active, confident, self- disciplined professionals who are ready to work in changing multi-cultural society. As per NCTE (National Council for Teacher Education) norms for the two years Bachelor of Education Programme for admission intake of 100 student teachers per academic year 16 full time academic staff are needed.

#### 3.1. Schematic structure of academic and supporting staff particulars:

NCTE Norms	Academic Staff Particulars	NCTE Norms	Supporting staff particulars
Principal/ HOD	1	Librarian	1
Perspectives in Education	4	Lab assistant	1
Pedagogy Subjects	8	Office cum account assistant	1
Health and physical Education	1	Office assistant cum computer operator	1
Fine Arts	1	Store keeper	1
Performing Arts	1	Technical assistant	1
		lab attenders	2
<b>Total</b>	<b>16</b>		<b>8</b>

**Staff Appointment Procedure in the Institutions:** Staff members are appointed by the management of the institutions through paper advertisement that constitute the selection committee of that institution. The staff members along with the management/correspondent of the institutions are subjected to the process of Andhra University Staff ratification to get approval.

- Andhra University Affiliation- Staff ratification through a constituted selection committee of Andhra University as per the rules to get approval of the staff members for that institution as the permanent full time faculty of Andhra University Affiliated College.
- National Council for Teacher Education Recognition (NCTE) - Details of the college and staff members are uploaded in National Council for Teacher Education performance Appraisal Report (NCTE PAR) website yearly once.

As per NCTE norms admissions intake of 50 students per academic year of one basic unit, eight academic staff members are needed. Reducing the admission intake is the interest of the management of the institutions but the quality of academic curriculum transaction of this Programme is connected with the academic staff in the institution. Academic staff is dependent on management of institutions for disbursement of salary component. Real practice has great impact on the workload distribution of the course papers among the staff members for the four semesters to maintain the quality of academic standard excellence for this Programme. Institution honorarium faculty were also appointed in the institution to compensate the vacant place of the course paper faculty, left the institution seeking Government jobs to maintain the quality in curriculum



transaction of the Programme. Distribution of seventeen course papers among the staff members across different curricular areas in the B.Ed. Programme is mentioned:

### 3.2. Practice of Excellence implemented with the staff members in the institution

Academic Staff Particulars	Academic staff Appointed through a constituted selection committee. Ratification Process as per the rules of Andhra University  Practice of Excellence Approach implemented (Lecture+ Tutorial+ Practicum)	Sem-I Course paper	Sem-II Course paper	Sem-III Course paper	Sem-IV Course paper	Enrichment Activities (All round development cognitive, Affective & Psychomotor domain aspects)
Principal/HOD	1(full time)/yes	III	VII	-	XVII	<b>Mentorship</b> Technology oriented innovative teaching and learning strategies /Personality development and communication skill/activities related to development of cognitive, conative & psychomotor domain aspects
Perspectives in Education	2(full time)/yes	I,II	VI, VII, VIII,	XII, XIII	XIV, XV, XVI	<b>Mentorship</b> Educational club activities and field engagement activities.
Pedagogy Subjects	6(full time)/yes	III, IV, V	VIII	X, XI	XIV, XVII	<b>Mentorship</b> Pedagogy club activities, field engagement activities, school internship, teaching practice
Health and physical Education	1(full time)/yes	Health / sports/ yoga activities	Health / sports/ yoga activities	Health/ sports/ yoga activities	Health/ sports/ yoga activities	<b>Mentorship</b> Health and Physical, education club activities, field engagement activities, swatch campus, activities,

						Attendance monitoring/Morning assembly
Performing Arts	1(full time)/yes	Cultural activities	IX	Cultural activities	Cultural activities	<b>Mentorship</b> Cultural club activities
Fine Arts	1(Part time)	Art related activities	IX	Art related activities	Art related activities	<b>Mentorship</b> Art club activities
<b>Total Academic Staff -12</b>						

### Particulars of Supporting Staff

Librarian 1	 	<p>1. Help the B.Ed. students in sorting the reference books and journals in the library to prepare the assignments &amp; activities allotted by the faculty members.</p> <p>2. Maintenance of library books, Registers, Maintaining the records of issues and returns of the books to the students &amp; staff members, Classifying and preparing catalogue and also labeling the text books, Reference books, Encyclopedias and celebration of library week.</p> <p>3. Creating awareness among the student teachers about the library and uses (i.e. Available books, journals, periodicals). Providing the services to the student teachers such as reading facilities, reference services, periodical services, loan of text books services, Current affairs awareness services etc.</p> <p>4. Creating whatsapp groups and maintaining the address of the Students year wise with the academic batches and sending the important information relevant to employment notifications of newspapers, display of academic information notices, new arrival books, materials etc.</p>
Office cum account /computer assistant 2		
Attenders 2		
<b>Total supporting staff - 5</b>		

Team teaching and sharing of the course papers as per the subject specialization, framing committees and clubs accompanied with few B.Ed. students having leadership qualities, mentorship for all enrichment activities distributed among the staff members has been practiced in the institution to develop the pedagogy, teaching and professional skills, teaching learning experiences and application of innovative strategies for the holistic development of B.Ed. students in the institution for this programme. The main focus of the academic staff members was to educate and bring out the best teaching learning outcome from the B.Ed. students with the collaboration and integration of cognitive, affective and psychomotor domain aspects in theory and practicum component activities through application of lecture + tutorial +practicum to have real practical experience as per the curriculum transaction pattern in the course papers, to develop a global competent teacher and contribute their knowledge to the society.

**Observations:**

- Minimum half of the approved staff is not present in the institutions for curriculum transaction, approved staff members are on papers, some present at the time of college inspection to get affiliation for the next academic year.
- Staff member approved from the institution of one university, same staff member is getting approved in other institutions of different universities and people working in other professions having qualified certificates of post-graduation and M.Ed. certificate getting package amount from the managements of institutions i.e. benefit to both of them in this B.Ed. Programme.

**Suggestions:**

- Creating website of the institutions with the approved staff members should be made mandatory to have visibility and reliability of that institution during inspection time to get affiliation for the next academic year.
- Monthly salary disbursement bank account transaction component has to be verified of the staff members in the institution as one time package amount is handed to the academic staff members for their presence in institutions during inspections and ratification process for staff approval by the managements of the institutions.
- Implementation- Practice of excellence: Real practice of excellence implementation suggests minimum 14 full time qualified academic staff is needed for this Programme subjected to 200 or 100 strength of B.Ed. students per year in the institutions. The admission intake variable in the institution has no correlation with the academic curriculum transaction variable to maintain quality in curriculum transaction with all the activities for all round development of B.Ed. students.

**4. Objective: To analyze and practice the “Engagement with field” Practicum Component in the Curriculum.**

This programme provides the B.Ed. students- sustained engagement of theoretical framework in teacher education classrooms with field-based experiences at different levels through establishing connections with different curricular areas as the practicum component in the curriculum with the activities and assignment records that continue through all the four semesters. “Engagement with field” is the practicum component related to– the self, the child, the community and the school. This curricular area has three components.

- Task and assignments that run through all the semesters
- School Internship
- Projects and activities on Enhancing Professional Capacities (EPC)

**4.1. Detail structure of B.Ed. Practicum Records**

s.no.	Name of the practicum record	Sem-1	Sem-2	Sem-3	Sem-4	Total records
1.	Assignment Records	5	4	4	4	17
2.	Activity Records	5	7	4	4	20
3.	Micro teaching records	-	2 Pg1/Method-1(1) Pg2/Method-2(1)	-	-	2
4.	Observation report on school teachers	-	2 Pg1/Method-1(1) Pg2/Method-	-	-	2

			2(1)			
5.	Observation report on peer group	-	-	2 Pg1/Method-1(1) Pg2/Method-2(1)	-	<b>2</b>
6.	School internship practice records	-	-	2 Pg1/Method-1(1) Pg2/Method-2(1)	2 Pg1/Method-1(1) Pg2/Method-2(1)	<b>4</b>
7.	Practical examination records	-	-	-	4 Pg1/Method-1(2) Pg2/Method-2(2)	<b>4</b>
	<b>Grand Total records for each B.Ed. student</b>	<b>10</b>	<b>15</b>	<b>12</b>	<b>14</b>	<b>51</b>

**Assignments, activities and projects on enhancing professional capacities& field-based experiences-development of community based engagement activities:** Records related to field engagement as assignments, activities and projects in this programme are to establish- the community based engagement participation activities, the school engagement participation activities, perspectives in education activities, understanding the self-activities ,utilisation of ICT digital resources and promoting constructivist approaches engagement participation activities.

**School Internship programme- development of school based engagement activities:** School internship Programme is a broad practicum component curricular area of “Engagement with the Field”. B.Ed. students actively engaged in teaching at two levels of teaching classes: First level- VI & VII classes, Second level VIII, IX & X classes. They are provided with records for- practice teaching, observation of regular classroom with a regular teacher, peer observations, teacher observations and faculty observation of practice lessons. Opportunities to teach in schools with the systematic supervisory support of school teacher and school head master lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. Sustained engagement of the B.Ed. students and the school in the school internship Programme equipped to create awareness of school environment, understand and cater the diverse needs of learner in schools to B.Ed. students.

**Observation:** Most of the B.Ed. colleges- records/activities/projects are written theoretically without the practice of field engagement component; in some institutions records are not written by B.Ed. students, managed with other people giving amount to them or the concerned institution people manage this process.

**5. Objective: To analyse the theory and practicum component schematic structure of continuous and comprehensive evaluation system.**

B.Ed. Programme aims to bring total change in student teachers; hence the Cumulative Grade Point Average (CGPA), continuous and comprehensive evaluation system is applied in the B.Ed. Programme. The practicum component carries 44 credits and 1100 marks.

**5.1. Detail structure of practicum credits and marks allotment for four semesters**

Semester-I				Semester-II			
Course paper	Number of internal tests/assignments	Credits	Total marks	Course paper	Number of internal tests/assignments	Credits	Total marks
<b>I</b>	2	4	100	<b>VI</b>	2	4	100
<b>II</b>	2	4	100	<b>VII</b>	2	4	100
<b>III</b>	2	4	100	<b>VIII</b>	1	2	50
<b>IV</b>	1	2	50	<b>IX</b>	1	2	50
<b>V</b>	1	2	50	<b>S2P Practicum( Activities / Projects/ Records)Completion of school &amp; community activities specified in courses of I &amp;II semesters</b>		<b>5</b>	<b>125</b>
<b>SIP Practicum(Activities / Projects/Records)</b>		<b>4</b>	<b>100</b>	<b>Micro Teaching –five lessons in each pedagogyto develop micro skills of teaching among student Teachers in a simulated situation (college) P g 1&amp;Pg 2</b>		<b>2</b>	<b>50</b>
<b>Total</b>		<b>20</b>	<b>500</b>	<b>School &amp; Community Experience of 4 weeks</b>		<b>2</b>	<b>50</b>
				<b>Observation of 5 lessons in each pedagogy taught regular school teachers Pg 1&amp;Pg 2</b>			
				<b>Report on School Activities &amp; Report on Achievement &amp;Attendance</b>		<b>1</b>	<b>25</b>
				<b>Total</b>		<b>22</b>	<b>550</b>
<b>Semester-III</b>				<b>Semester-IV</b>			

Course paper	Number of internal tests/assignments	Credits	Total marks	Course paper	Number of internal tests/assignments	Credits	Total marks
X	1	2	50	XIV	1	2	50
XI	1	2	50	XV	1	2	50
XII	1	2	50	XVI	1	2	50
XIII	1	2	50	XVII	1	2	50
S3P Practicum(Activities / Projects/Records)		4	100	S4P Practicum(Activities/ Projects/Records)		4	100
School Internship-8 Weeks. Practice Teaching of Twenty lessons for 6 <sup>th</sup> &7 <sup>th</sup> Classes in each pedagogy subject Pg1&Pg 2		8	200	School Internship-8 Weeks. Practice Teaching of Twenty lessons for 6 <sup>th</sup> &7 <sup>th</sup> Classes in each pedagogy subject Pg1&Pg 2		8	200
Observation of five lessons by peer group in each pedagogy subject Pg1&Pg 2		2	50	Practical Examination (Teaching) in Pg1 & Pg2		4	100
<b>Total</b>		<b>22</b>	<b>550</b>	<b>Total</b>		<b>24</b>	<b>600</b>

## 5.2. Detail structure of theory and practicum marks allotment for four semesters

Semester-I					Semester-2						
Course paper	Theory practicum (Internal) Marks		Practicum Total Marks	Theory ( External) Total Marks	Theory & practicum Grand Total Marks	Course paper	Theory practicum (Internal) Marks		Practicum Total Marks	Theory ( External) Total Marks	Theory & practicum Grand Total Marks
	Activities	Mid Sem/ assignme					Activities	Mid Sem/ assignme			
I	20	20	40	80	120	VI	25	20	45	80	125
II	25	20	45	80	125	VII	25	20	45	80	125
III	5	20	25	80	105	VIII	25	10	35	40	75
IV Pedagogy1/M-1	25	10	35	40	75	IX	25	10	35	40	75
						Pg-1/ M-1	Micro teaching	25	50	-	50
V Ped	25	10	35	40	75		observa tion	25			
						Pg-2/ M-2	Micro teachi	25	50	-	50



carry 425 marks –Semester-I(S1P) 100 marks, Semester-II(S2P) 125 marks, Semester-III(S3P) 100 marks and Semester-IV(S4P) 100 marks.

**Semester-I** carries 4 credits and 100 marks.

**Semester-II** each student teacher has to practice 5 Micro Lessons (for 25 marks) in each methodology subject in the college, that is assessed by the respective methodology teacher educator the weightage is (1+1) 2 credit covers 50 marks for two pedagogy subjects. In Semester-II, the student teachers are provided school experience for four weeks, in which they have to observe 5 lessons given by the regular school teachers under each pedagogy subject and prepare two observation records which carry (1+1) 2 credits (50 marks). Further, they have to prepare a school record which carries 1 credit (25 marks). Thus, the total practical component in Semester-II carries 10 credits and 250 marks.

**Semester-III**, the student teachers are attached to schools for a period of 8 weeks. During this period they have to do teaching practice by completing 20 lessons in each methodology for 6<sup>th</sup> and 7<sup>th</sup> Classes. These lessons are observed by the (guide) teachers and one of the faculty members of the college of education. The teaching practice record is submitted by the student teacher to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher is done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher consolidates these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Apart from teaching practice, the student teachers have to observe 5 lessons in each methodology given by their peer student teachers and prepare two observation records, which will carry (1+1) 2 credits and 50 marks. Thus, the total practicum component in Semester-III with 14 credits covers 350 marks.

**Semester-IV**, the student teachers are attached to schools for another period of 8 weeks. During this period, the student teachers have to undertake teaching practice by giving 20 lessons in each methodology for 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> (if possible) Classes. These lessons are observed by the guide teachers and one of the faculty members. The teaching practice record is submitted by the student teacher to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher has to consolidate these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Further, the student teachers have to give two final lessons for the purpose of Practical Examination, one in each methodology in the school other than where they had school internship. These lessons will be assessed by the concerned methodology teacher educator and the senior subject teacher in the school independently for 25 marks each. These two lists will be submitted to the Principal of the College, to consolidate practical examination marks for all the student teachers in the college. Thus, the total practicum component in Semester- IV with 16 credits carries 400 marks.

### **Suggestions:**

Theory external component is mandatory for the B.Ed. students, hence they attend to write the theory external examination but to evaluate the theory practicum internal component of the Programme their presence of practice and training is not appropriate, it has to be practiced by the B.Ed. students in the institutions. B.Ed. students seeking B.Ed. certificate from the institutions is for secondary teacher training course that is, they are evaluated for theory external and theory practicum internal component together for each semester and cumulative for all four semesters in continuous and comprehensive evaluation system.

## 6. Objective: To practice and enhance the academic engagement skills and innovative teaching strategies

Vision of the academic engagement skills is the extent and intensity with which the academic staff participate in the curriculum transaction plan creating to apply the innovative teaching strategies in teaching, learning and research in their course papers among the B.Ed. students, evaluate themselves and have an academic record of each semester review to reflect the work done and practicum activities conducted, day wise, date wise and period wise for a week review, month review and semester review. This helps them to analyze the number of instructional periods allotted to them in the course paper-utilized and lagging that could be compensated taking extra hours for the completion of the syllabus following lecture+ Tutorial+ Practicum pattern as per the Andhra University curriculum transaction pattern. This Programme enhances more tutorial and practicum activities for the cognitive engagement, affective engagement, social engagement, technology engagement, school& community engagement, task engagement, communicative engagement etc. to the B.Ed. students.

**Academic Semester Review:** Semester review is for monitoring the academic semester progress internal evaluation-(Academic staff members) and external evaluation-(Principal) of the institution to maintain the progress of curriculum transaction pattern according to the Andhra University academic calendar. This review is a reflection of each semester administration, plan of self-study, self-evaluation and plan for the next step-what have i allotted in the lecture, tutorial &practicum periods in my course paper for the semester? How have i utilized the lecture, tutorial &practicum periods in my course paper for the semester? Why am i lagging in the lecture, tutorial &practicum periods in my course paper for the semester? How could i compensate the lecture, tutorial &practicum periods in my course paper for the semester?

### Week/Month /Semester teaching diary review -Sample for reference

#### 6.1. Week Semester Review: Pattern submitted for a B.Ed. Course paper- Example: November 2019

Month/ Day/date	Name of the unit Content analysis Topic/ sub topic	Activit ies Pedag ogy ,Lab , Club, Field, tutoria l activit y	Num ber of perio ds allott ed	Num ber of perio ds utiliz ed	Transaction plan for Allotted periods			Lagging	Compen sated	Transact ion plan for compens ated			Num ber of worki ng days	Numbe r of Holiday s/ academ ic leaves utilized
					L	T	P			L	T	P		
					Novem ber									
Monda y 18-11- 19			1	1	1							1		
19-11- 19			1	1	1							1		
20-11- 19		Club activit y	2	2			11					1		

21-11-19		Brain storming	2	2		1							1	
22-11-19			1	1	1								1	
23-11-19		Group discussion	2	2		1							1	
24-11-19														Sunday
<b>Total</b>			<b>9 A</b>	<b>9 U</b>	<b>3 L</b>	<b>4 T</b>	<b>2 P</b>	<b>0 L</b>	<b>0 C</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	

Mode of transaction plan for a course paper: L+T+P=Total  
03+04+02=09

Total working days: 6	Allotted instructional periods: 09	Utilized instructional periods: 09
Lagging instructional periods: 00	Compensated instructional periods:00	Number of casual leaves/academic leaves utilized in the week:00

### 6.2. Month semester Review: Pattern submitted for a B.Ed. Course paper - Example: October 2022

Mode of transaction plan for course paper: L+T+P=Total  
00+18+00=18

Total working days: 20	Allotted instructional periods: 20	Utilized instructional periods: 18
Lagging instructional periods: 02	Compensated instructional periods:00	Number of casual leaves/academic leaves utilized in the week:02

### 6.3. Semester-II Review: Pattern submitted for a B.Ed. Course paper in semester-II - Example: November 2022

S. No.	Months	Number of working days	Number of periods allotted	Number of periods utilized	Transaction plan for Allotted periods			Lagging	Compensated	Transaction plan for compensated			Number of casual leaves utilized	Number of academic leaves utilized
					L	T	P			L	T	P		
1	July	25	33	21	4	17	0	10	02	0	2	0	3 1/2	0
2	August	23	31	28	1	27	0	03	00	0	0	0	01	0
3	September	25	34	28	2	20	6	06	01	0	1	0	03	0
4	October	20	20	18	0	18	0	02	00	0	0	0	02	0

	<b>Total</b>	<b>93</b>	<b>118 A</b>	<b>95 U</b>	<b>7 L</b>	<b>82 T</b>	<b>6 P</b>	<b>21 L</b>	<b>03 C</b>	<b>0</b>	<b>3 T</b>	<b>0</b>	<b>9 1/2</b>	<b>0</b>
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Mode of transaction plan for course paper: L+T+P=Total 07+82+06=95

Total working days: 93	Allotted instructional periods: 118	Utilized instructional periods: 95
Lagging instructional periods: 21	Compensated instructional periods:03	Number of casual leaves/academic leaves utilized in the week:9 1/2
Field visit-0	Assignment- 5 completed	Activity Records- 5 completed
1 mid semester examination: 18.08.2022	II mid semester examination: 29.08.2022	
Pre-final examinations: 19.10.2022 to 22.10.2022	Semester final examinations: 26.10.2022 to 29.10.2022	

**2) Monthly Review submitted from B.Ed. students groups-**B.Ed. students form groups and the leader of each group submits the review of syllabus completed by the faculty in the course paper as per below mentioned pattern .This review is crosschecked and correlated with the monthly review submitted by the faculty members for smooth conduct of curriculum transaction in the college .

#### 6.4. Group one Sample for reference (2018-2020)

Semester/Month	Course papers	Completion of unit/subunit	Practicum Activities conducted	
<b>Semester-1</b>	I	2/2.3	Review book-authors /group discussion	
	II	2/2.4	Field visit/seminars	
<b>September 20.09.18</b>	III	2/2.3	Power point presentation	
	IV Pg1/M-I	Social sciences	2/2.2	Seminar/brain storming
		Mathematics	2/2.2	Problem solving
		Bio sciences	2/2.5	Lab activities/experiments
	V Pg2/M-II	Physical sciences	2/2.3	Lab activities/experiments
		English	2/2.3	Discovery learning/role play
Telugu		2/2.2	Quiz /elocution	

**3) Academic Semester data file sheets:** Maintenance of the soft copy and hard copy of academic semester data file sheets for every semester facilitates faculty and principal to review and evaluate the Programme.

### 6.5. Sample of semester data file sheet

Name of the Faculty:  
 Semester: 01  
 Schedule as per academic calendar: (16.10.19 to 07.02.2020)  
 Course Paper:  
 Subject:  
 Academic year: B.Ed.2018-2020

s.no.	Month/total	Dates with in	Working days	Holidays Days/date	leaves	No. of instructional Periods				Transactio nal plan for instructio			Transactio nal plan for instructio		
						Days	Date	Allotted	Utilized	Lagging	Compensa	Lecture	Tutorial	Practicum	Lecture

S.No	Month / Total Working Days	Weeks with Date	Working Days	Holidays Day / Date	Leaves		No. of Instructional Hours				Transactio nal Plan for Instructional Hours Utilized			Transactio nal Plan for Instructional Hours Compensated		
					Days	Date	Allotted	Utilized	Lagging	Compensa	L	T	P	L	T	P
01	October - 2019 (14 Days)	16-10-19 to 23-10-19	07			00	06	09	09	09	00	00	00	00	00	00
		24-10-19 to 31-10-19	08			00	08	09	09	09	00	00	00	00	00	00
		28-10-19 to 31-10-19	04			01	11 <sup>th</sup>	06	05	01	08	04	05	00	00	00
02	November - 2019 (25 Days)	01.11.19 to 03.11.19	03			00	00	02	02	00	00	00	00	00	00	00
		04.11.19 to 10.11.19	07			01	4 <sup>th</sup>	07	05	02	00	04	11	00	00	00
		11.11.19 to 17.11.19	07			02	14 <sup>th</sup> 15 <sup>th</sup>	08	06	02	00	04	02	00	00	00
		18.11.19 to 24.11.19	07			00	00	08	08	00	00	04	04	00	00	00
		25.11.19 to 30.11.19	06			00	00	08	08	00	00	04	04	00	00	00
03	December - 2019 (24 Days)	01.12.19 to 06.12.19	06			1	2 <sup>nd</sup>	08	07	01	00	04	11	00	00	00
		07.12.19 to 13.12.19	07			1	9 <sup>th</sup> to 12 <sup>th</sup>	07	01	06	00	01	00	00	00	00
		14.12.19 to 20.12.19	07			00	00	08	08	00	00	04	04	00	00	00
		21.12.19 to 27.12.19	07		2 days	00	00	07	07	00	00	04	03	00	00	00
		28.12.19 to 31.12.19	04			00	00	04	04	00	00	02	02	00	00	00
		30.12.19 to 31.12.19	02			00	00	04	04	00	00	02	01	01	00	00
04	Jan 2020 (20 Days)	01.01.20 to 05.01.20	05	Sankranti Holidays	00	00	04	04	00	00	02	01	01	00	00	
		06.01.20 to 12.01.20	07	11.01.20 to 19.01.20 (09 days)	00	00	07	07	00	00	02	02	01	00	00	
		13.01.20 to 19.01.20	07		00	00	00	00	00	00	00	00	00	00	00	
		20.01.20 to 26.01.20	07		00	00	08	08	0	01	04	04	00	01	00	
		27.01.20 to 31.05.20	05		01	28 <sup>th</sup>	07	05	02	00	02	03	02	00	01	00
05		01	3 <sup>rd</sup>	08	06	02	00	01	05	00	00	00	00			
05	Feb 2020 (06 Days)	01.02.20 to 07.02.20	06			01	3 <sup>rd</sup>	08	06	02	00	01	05	00	00	00
			89			11		139	94	25	53	49	41	04	02	01

To have transparency in the academic administration with the B.Ed. students in the institution they are given freedom to directly approach and communicate at the lunch time and after college hours in the institution with the Principal. Academic activities implemented in the curriculum transaction of every semester are of teacher centered approach, student centered approach and activity centered approach in the pattern of lecture+ tutorial +practicum, Most of the activities are organized by the B.Ed. students in the institution with the support of mentors reflecting- 1. (What?), introduction relevant to any concept/activity/Programme, 2. (Why?), objectives relevant to any concept/activity/Programme.3. (How?), methods, strategies, techniques, approach relevant to any concept/activity/Programme to develop collaboration, communication, creativity, critical thinking, reasoning, problem solving among the B.Ed. students.

### 7. Objective: To provide Holistic Skill Development Programme for B. Ed Students in the institution

The main objective of the Holistic Skill development Programme is to equip B. Ed students with a comprehensive set of skills related to (cognitive, Affective and Psychomotor domain aspects) that go beyond academic knowledge, fostering their mental, physical, spiritual, social and emotional skill development leading to all round developed teachers.

### 7.1. Qualitative initiatives taken for the Holistic skill Development in the B.Ed. institution for improvement

S. No.	Particulars	Qualitative initiatives
1.	<b>Attendance</b>	<p>Attendance monitoring committee</p> <p>(Biometric &amp; manual), messages, call letter to parents, parents meeting, display monthly attendance, monthly incentive to highest percentage attendance.</p> <p>School internship Programme-sending attendance sheet to schools (supervision by head master and teacher), college faculty visit to schools to monitor the attendance.</p>
2.	<b>Internship Programme</b>	<p><b>Semester-I</b>-Pedagogy teacher educators creating awareness ,demonstration PowerPoint presentation of instructional objectives with one lesson plan, reference to school text books</p> <p><b>Semester-II</b>-Pedagogy teacher educators demonstration of different micro teaching skills and their components and make the student teachers to practice with the peer group/ bringing school children in the college</p> <p><b>Semester-III</b>-Teacher Educators Macro demonstration lesson plan 6<sup>TH</sup> &amp;7<sup>TH</sup> class and submitting lesson plan for reference in library to the student teachers.</p> <p>Step-1:Pedagogy teacher educator’s demonstration projected on LCD screen, feedback from the other pedagogy teacher educators, observation done by all pedagogy student teachers in the college (Videography)</p> <p>Step-2:Writing,correction and practicing lesson plans in the concerned pedagogy with the peer group/ school children and concerned subject teachers from the schools in the college</p> <p>Step-3: Sending the student teachers to schools for school internship Programme.</p> <p><b>Semester-IV</b>-Teacher Educators Macro demonstration lesson plan 8<sup>TH</sup> 9<sup>th</sup> &amp; 10<sup>th</sup> class and submitting lesson plan for reference in library to the student teachers-</p> <p>Step-1:Pedagogy teacher educator’s demonstration projected on LCD screen, feedback from the other pedagogy teacher educators, observation done by all pedagogy student teachers in the college (Videography)</p> <p>Step-2:Writing,correction and practicing lesson plans in the concerned pedagogy with the peer group/ school children and concerned subject teachers from the schools in the college</p> <p>Step-3: Sending the student teachers to schools for school internship Programme.</p>
3.	<b>ICT enriched teaching and learning</b>	<ul style="list-style-type: none"> <li>• Every semester teacher educator in their course paper-one power point presentation &amp; multimedia presentation to teach the concept.</li> <li>• Pedagogy (M1&amp;M2) faculty mentorship-pedagogy student teachers to prepare power point slides and links to practice multimedia teaching in the classroom.</li> <li>• College Website created for the presentation of College</li> </ul>

		Portfolio.
4.	<b>Computer practicum classes</b>	Weekly three periods –Academic Batch1 Weekly three periods-Academic Batch 2
5.	<b>Activity oriented teaching and learning every week</b>	Faculty mentorship-Lab activity, field activity, Tutorial Activities, Club activity- <b>Activity Centered Approach</b> Quiz,Brainstorming,Seminar,Elocution,Experimentation,Groupdiscussion,Debate, Discovery learning, Role play, Dramatization, Educational games, Project, Problem solving etc.
6.	<b>Faculty mentorship</b>  <b>To organize, Conduct and coordinate the various events, cultural activities in the institution</b>	Development of cognitive, affective and psychomotor aspects- <b>Student Centered Approach</b> Group1 -What is to teach/organize/celebrate----- the concept/event/cultural activity? Group2 –Why we teach/organize/celebrate----- the concept /event/cultural activity? Group3 -How we teach/organize/celebrate ---- the concept /event/cultural activity?  Example: National days, Important days, Festivals, Events etc. What is Sankranti? Why we celebrate Sankranti? How we celebrate Sankranti?(Cultural value)
7.	<b>Health and physical education activities</b>	Monthly once outdoor games, yearly once health checkup, weekly-indoor games, yoga, mass drill, swatch campus activity, annual sports meet.
8.	<b>Review of syllabus and activities-</b>  <b>Teacher Educators &amp; Student Teachers</b>	Teacher educators-weekly once, monthly once and end of semester. Student teacher groups -monthly once
9.	<b>Collaboration of college activities with school, society and community</b>  <b>Encouragement provided to student teachers</b>	Govt and private schools for school internship Programme. Student teachers participation in bar coding examination activity <b>Participation in the activities, competition's organized at School, College, District and University level :</b> 1.Student teachers received award in cultural activities at District level - group song competition at district level 2019 2. Participation in competition's organized at University level - National Science Day -Student teachers received award from the Vice Chancellor of Central Tribal University 2023. 3. Participation in competition's organized at Colleges_ National Science day-preparation of working models and performing lab experiment received participation certificate. • Visit to - observe school exhibitions, digital library, participate in library week celebration etc.

		<ul style="list-style-type: none"> <li>Private schools recruitment committee members visit to college for selection of teachers for their schools.</li> <li>Pedagogy teacher educators visit to different private schools for conducting orientation Programme to teach school teachers on various concepts of Pedagogy.</li> </ul>
10.	<b>Addressable Box</b>  <b>Check and review monthly once</b>	Consideration of the student teachers views on various aspects in the administration : <ul style="list-style-type: none"> <li>written format in the form of letters dropped in addressable box without mentioning their names on the facilities utilized by them in the college-Human resources, infrastructure facility, health and hygiene, cleanliness, water facility, teaching faculty and their teaching etc. and their views of any requirement necessity to avail in the college that they are lacking to perceive for betterment, need improvement, satisfied or Good.</li> </ul>
11.	<b>Library facility</b>	Weekly three periods –Academic batch 1 Weekly three period-Academic batch 2
12.	<b>Workshop on teaching learning material</b>	Every year student teachers with the guidance of pedagogy faculty prepare working models
13.	<b>B.Ed. student teachers presentation board</b>	Student teachers activities, Important information etc. are displayed by them.
14.	<b>Platform for training towards employability</b>	Team conducting quiz weekly once on DSC preparing bits, General knowledge, Education and Pedagogy.
15.	<b>Development of life skill/communication skill/Personality development/art education skill</b>	Weekly one period- Academic batch 1 Weekly one period-Academic batch 2
16.	<b>Records (activities and assignments)</b>	Completion in stipulated time before every semester final examinations for the moderation board No due certificate clearance for each semester for submission of practicum records and assignments before each semester final examinations.
17.	<b>Field visits</b>	Submission of the Field report-Presentation Pattern: Mentor/student teacher's written format. Student teachers group presentation in general classroom to create awareness to all the student teachers about the field visit in the format: objectives /need of the visit/observations/methodological procedure/reflections/suggestions/feedback/educational implications/references

18.	<b>Pre-final examinations</b>	Conduct prior to every semester final exam
19	<b>Administration / Classroom management strategies</b>	Faculty taking casual/Academic leave_ Allotment of the work to the student teachers and submit the leave letter with the name of in-charge faculty to engage periods in his/her absence till he/she join the duty.
20.	<b>Orientation/ participation faculty Development Programme</b>	<p><b>Sample for reference-Faculty participation from the college</b></p> <ul style="list-style-type: none"> <li>• Capacity Building in the institution 18-06-2018 to 24-06-2018</li> <li>• Concept of experiential learning organized by Department of Education, Andhra University 13-12-2018 to 19-12-2018</li> <li>• Curriculum development and application in Savitri Bai Phule University 22-02-2019 to 8-02-2019</li> <li>• Curriculum designing and development in Language Education organized by Teaching Learning Centre of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi 11-03-2019 to 15-03-2019</li> <li>• Nai Taleem Experiential Learning Conducted by Mahatama Gandhi National Council of Rural Education Hyderabad. 16-08-2019 to 20-08-2019</li> <li>• Participated as Technical official Umpire for South Zone Inter University and all India Inter University Cricket Women Tournament organized by Andhra University 8-02-2019 to 18-02-2019</li> </ul>
21.	<b>Student teachers achievement and Employment</b>	Student teachers selected for Govt. Jobs- 2018, Andhra Pradesh Gram Sachivalayam jobs- 2019, working as school teachers in secondary schools, Seeking Higher Studies etc.
22	<b>Faculty Achievements</b>	<ul style="list-style-type: none"> <li>• Three faculty selected for Govt.jobs -2019</li> <li>• Three faculty qualified APSET &amp;UGC NET in Education- 2019</li> <li>• Two faculty qualified APRCET and joined as Ph.D. Research Scholars in subject discipline Education- Sri Padmavati Mahila Visvavidyalayam &amp; Andhra University- 2020</li> <li>• One faculty got appointment as Assistant Professor(Education) contract basis in the University 2022</li> </ul>
23	<b>Alumni meets</b>	<p>Alumni meets organized in the institution to render help when they have time to supplement with activities to the present batch student teachers like –</p> <ul style="list-style-type: none"> <li>• Free D.Sc. Coaching classes and providing material, seminars on pedagogy skills, guest lectures on guidance and various sources of employments, opportunities after completion of B.Ed., ,motivation aspects etc.</li> <li>• Provide any resources that are utilized by the present batch student teachers in the institution.</li> </ul>
24.	<b>Recreational Activities</b>	Pedagogy and educational club Picnics , Fresher's day, Annual day, Farewell day, Tour once in a year , spending time in reading books in library, playing games, rangoli designs, paintings, yoga, meditation, music and dance etc.

This program aims to enhance and practice- pedagogical skills, classroom management techniques, technological proficiency, collaboration, creativity, critical thinking, personality development and soft skills such as communication, leadership, and emotional intelligence, field Experience, Practicum and Continuous Professional Development. By providing and utilizing the approaches-teacher centered approach, student entered approach and activity centered approach in diverse and practical training aspects, the program seeks to prepare student teachers to meet the dynamic demands of modern education, ensuring they can create an engaging and effective teaching and learning environment. Ultimately, the program aspires to produce competent, confident, and innovative teachers who can positively impact their students and broader the horizon of educational community. Implementation of the practice of excellence has inculcated enhancement of professional capacities and Continuous professional development of the B.Ed. students and academic staff members in the institution.

### **8. Objective: To highlight the B.Ed. students learning outcomes.**

- They should be global competent teacher and able to create global citizens with Indian ethos.
- They should be able to effectively understand, use, and evaluate technology both ethically and securely in an evolving global society.
- They should be able to gain the knowledge, understand and value their own culture and other cultures to promote cultural value, celebration of important days, national days, and festivals to inculcate the concept of national integration and bring change in the society.
- They should be able to undertake leadership roles and responsibilities, interacting effectively with others to accomplish shared goals.
- They should be able to use both critical and reflective thinking processes to solve problems and to develop informed opinions.
- They should be able to apply content knowledge, pedagogical knowledge, and research, results in carrying out teaching responsibilities.
- They should be able to use technology as a means to discover, apply, and communicate knowledge and information.
- They should be able to reflect thoughtfully concerning instructional and assessment strategies.
- They should be able to understand and value human diversity as a central element in educational settings.
- They should be able to exercise fairness and principled concern, care, towards academic, professional, sports, cultural and art related enrichment activities.
- They should be able to apply the skills learned and practice, them in their real life -teaching skill, technology skill, communication skill, interpersonal skill, conflict management, creativity, conference skill, LSRW (listening, speaking, reading, and writing) skill, study and reference skill etc.
- They should be able to do analysis of the concept, frame objectives as per the level of the school students, plan to organize the concept into an action plan, implement or execute the concept with the application of the resources and teaching skill inside and outside the classroom, improve the strategies to create positive attitude, interest and appreciation for the concept among the school students and evaluate the learning outcome.

### **9. Objective: To estimate the basic head wise expected income and expenditure for the B.Ed. College.**

Managements of the colleges show more focus on the income source as they have to limit their expenditure put on various resources of the college like human resources, infrastructural resources, material and equipment resources, information and data resources, financial resources etc. Admission intake to two basic units that is admission intake per academic year of 100 B.Ed. students each that is total B.Ed. student's strength of 200 shall have more expected income for the managements of the colleges for this Programme.

## Sample for reference 2021-2022

## 9.1. Excel worksheet of the Basic Head wise Expected Income and Expenditure for the B.Ed. College

<b>INCOME</b>	<b>AMOUNT</b>	<b>EXPENDITURE</b>	<b>AMOUNT</b>
<b>1.Tuition fee</b>	<b>xxx</b>	<b>1.Establishment</b>	<b>xxx</b>
<b>2.Other fee</b>	<b>xxx</b>	Teaching and non-teaching staff Net salaries	
Uniforms/ identity cards		E.P.F	
Records		E.S.I	
Field visit activities		P.T.	
Student teacher development related activities		<b>2.Outsourced services</b> Cleanliness, Sanitation	<b>xxx</b>
		<b>3.Statutory</b>	<b>xxx</b>
		Andhra University affiliation fee	
<b>3.Maintainance for college study Centre</b>	<b>xxx</b>	APSCHE Andhra Pradesh State Council of Higher Education (Spot and Cat-B Admission fee)	
Andhra University Distance Education, Visakhapatnam		APHERMC Andhra Pradesh Higher Education Regulatory monitoring committee fee	
Dr..BRAOU, Hyderabad		NCTE National Council for Teacher Education fee (Performance Appraisal Report)	
<b>4.All India Survey on Higher Education College Remuneration Andhra University AISHE</b>	<b>xxx</b>	<b>4.Other fee</b> Expenditure on Student teachers	<b>xxx</b>
		<b>5.Infra-structure repairs and maintenance</b>	<b>xxx</b>
<b>5.Andhra University Examinations College Staff Remuneration</b>	<b>xxx</b>	<b>6.Library</b>	<b>xxx</b>
		New books/Journals	
		Magazine Renewals	
		Monthly News papers	
		<b>7.Office Maintenance</b>	<b>xxx</b>
		Office Miscellaneous 12 months	
		Hospitality- Guests	
		Stationary	
		Seminars/inspections/ T.A&D.A	
		AMC Water service	
		Internet renewals	
		Land phones	
		Electricity bills	
		<b>8.Governing body/Advisory/Academic</b>	<b>xxx</b>

		Governing body meetings	
		Advisory Meetings	
		Academic Audit Fee	
		<b>9.Student Teachers Development Programme</b>	xxx
		<b>10.Advertisements</b>	xxx
		Advertisements for appointments	
		Advertisements for Spot admissions,Cat-B Management quota admissions	
Total	xxx	Total	xxx

Reducing the admission intake to one basic unit that is admission intake per academic year of 50 B.Ed. students each that is total B.Ed. student's strength of 100 shall have less expected income for the managements of the colleges. Estimation of the basic head wise expected income, expenditure and academic audit of the B.Ed. Programme yearly once from the authorized chartered accountants shall lead them to think for the future increase of admission intake or expect to start various new Programmes to increase the income source in the institution.

**Observations:** Managements/Correspondents of the institutions running various educational Programmes in the same organization give less importance towards the teacher education Programme-B.Ed., the appointment of academic staff members and academic curriculum transaction. Every Educational Programme Course has its own professional ethics and academic standards that could not be compared on the basis of student strength of one Programme with the student strength of another Programme, more fees Programme and less fees Programme, profit and loss from the Programme or establish relation on the basis of intervening variable yearly spending amount on this Programme with the other educational Programmes.

**Suggestion:** The vision of concept-college/institution development- for the managements/correspondents of educational institutions is different from the principals/ teacher educators/academicians/educational professionals for the educational Programme.

**10. Objective: To highlight the initiatives taken for the college development, academic and administrative functioning of the B.Ed. Programme.**

- Uploading, Updating and submitting the data of the college, staff members and students in the various official portal websites for recognition and affiliation -A.U. Affiliation, APCFSS Affiliation, APSICHE&AISHE surveys, NCTE recognition, NCTE performance appraisal, AP Ed CET self-reporting students of Convener quota, Spot & Cat-B category online admission, A.U. examination registration of students, practicum component marks, APHERMC fee fixation ,AP Jnanabhumi portal, Bio-metric attendance app etc. Hardcopy of each statutory body copy maintained as separate file to review for the smooth conduct of academic and administrative functioning.
- Organized workshops, seminars, faculty development Programmes, orientation Programmes, conducted B.Ed. distance Programmes in the college and enrichment activities to enhance research skill, development of teaching skill, communication skill, application of technology skill and continuous encouragement of life skill among the academic staff members and all round development aspects in B.Ed. students with a well-planned curriculum transaction and documentation.

- Continuous monitoring and application of evaluation techniques was initiated in teaching and learning process with innovative strategies, approaches, integration of practicum component in theoretical concepts for good academic record and to improve the student's performance.
- Motivation and encouragement to the B.Ed. students and staff members for the participation in all development activities related to various levels- School, Community, College, District, State and University.
- Creating awareness and providing information of various recruitment agencies for the opportunities of employment to the B.Ed. students.
- The digital teaching and learning of knowledge and application of skills among the staff members and B.Ed. students has been updated.
- Initiation of examination reforms like conducting internal assessments, evaluation of projects and activity records of practicum component, conducting pre-final and final examinations in the college and compilation of moderation board B.Ed. practicum component data for each semester – maintained as separate examination file to review for future.
- Initiatives taken for the improvement in the laboratory activities, health and sports activities, cultural and art related activities and library services for the staff members and B.Ed. students.
- Initiatives taken for increase in infrastructure facilities utilized by the staff members and B.Ed. students.
- Academic audit was done for the financial statement of income and expenditure for each academic year of the B.Ed. Programme- maintained as separate audit file to review for future.
- Alumni meetings conducted for the support from alumni association.
- Incentives have been given to the outstanding B.Ed. students for the academic excellence, and enrichment activities each academic year in the B.Ed. Programme.
- Activities like Guidance and counseling, parent-teacher association meetings, placement services, good practices have been initiated in the institution.
- Conducting Governing body meetings, Advisory committee meetings and developing linkages with the statutory bodies, for the smooth conduct of college development, academic and administrative functioning of the college.

### **Conclusions, Discussions and Suggestions:**

- Teacher education programmes for the students after intermediate like- Diploma in elementary education D.El.Ed.(2yrs programme)&Bachelor of elementary education B.El.Ed.(4 yrs programme), after graduation and post graduation- Bachelor of education B.Ed.(2 yrs programme ),after B.Ed. post graduation programme - Master of education M.Ed.(2yrs programme) prepares and educates student teachers equipped with pedagogy,professional skills and teaching skills,what to teach?(content),why to teach?(objectives),how to teach?(approaches and methods) to work as school teachers at different education levels -Pre-Primary level, Primary level ,Secondary &Higher Secondary level and plays critical role in shaping the quality of school education .These programmes outcome are the school teachers working at different education levels,that differ in their a)structure-to meet the needs of the school students including the aspects like curriculum, teaching subject ,its objectives,using teaching skills.b)teaching approaches-methods,strategies,techniques in the development of cognitive,conative and psychomotor aspects among the school students.c)assessment and evaluation strategies for different level of school students.In school education –primary and secondary school teachers are their subject specific to various classes,teaching various school level students in class rooms whereas in teacher education- teacher educators are perspectives in education and pedagogy subjects specific to various educational level student teachers of the programmes D.El.Ed, B.El.Ed. & B.Ed.in the colleges/institutions.Example:skill of reinforcement:Concept is same but teacher centered,student centered and activity centered approaches differ in teaching&learning depending on the academic level of student teachers in teacher education institutions. In the State Andhra Pradesh school education,school children and school teachers are given importance and the teacher education programme like B.Ed., its academic role , appointment of teacher educators and the curriculum transaction is neglected in the institutions that provide

B.Ed. certificate to seek job opportunity as secondary school teachers. Initiative measures to be taken for the % of student teachers cumulative involvement and assessment in theory and practicum component from the institutions. There is a great need to renovate this programme to have quality parameters, quality concern and quality assurance. Teacher education institutions –**outcome is**-different educational level teachers-**appointed in**-govt. and private schools-**to enhance practice and improve the quality of**-school education.

- Academic staff in the B.Ed. & M.Ed. teacher education Programmes must possess the basic qualifications of one post-graduation in their core subject and one post-graduation in Master of Education to impart education in the teacher education colleges. Most of the teacher educators who have completed these two post-graduation degrees in regular mode are the resource persons to think and have concern for the two year B.Ed. Programme as this is the employment source for them in the institutions. This could be possible with the dynamic, dedicated, committed, experienced professionals, academicians and teacher educators who are ready to face the challenges and issues in a multi-cultural society for this two year B.Ed. programme. Research Scholars like teacher educators, Post graduation with M.Ed. Secondary level-a) school teachers, b) school principals, c) school head-masters, d) school correspondents etc seeking Ph.D degree for their research in the teacher education programme should be qualified UGC-NET to have the global basic research aptitude skill for maintaining academic quality of Ph.D degree in the teacher education programme. Ph.D degrees received by the research scholars from the universities for their research contribution in particular subject stream in education, area of interest are not to get appreciation from the society, promotion in services before retirement in secondary schools, appointment as principals in teacher education colleges, source for earning money, other activities etc. rather to continue the research in future for identifying the educational problems and find out their resolutions, to bring educational change and educational reforms in the educational community, society, state and nation in the globally competent world. Future vision to develop and maintain balance in the internal quality parameters, quality assurance and quality concern of Ph.D degree in education both the research guide with research experience and research scholar should qualify UGC-NET.
- There is a need for strict monitoring towards the students seeking admission in the B.Ed. institutions to have positive correlation with the admitted intake percentage of students and their attendance percentage in the colleges for the smooth conduct of curriculum transaction of this programme. Biometric attendance for all the academic staff and B.Ed. students must be made mandatory in the institutions of Andhra Pradesh to regularize the attendance percentage.
- The admission intake variable in the institution has no correlation with the variable quality of academic curriculum transactions, both are independent variables. Minimum 14 full-time qualified academic staff is needed for this Programme subjected to the 200 or 100 strength of B. Ed. students per year in the institutions. There is a need for the transparency of the approved academic staff, hence creating a website of the institutions with the approved staff members and verification of the monthly salary disbursement bank account transaction component has to be verified for authenticity.
- Most of the B. Ed. colleges- Assignments/Records/school internship Programme/ Projects and activities on Enhancing Professional Capacities (EPC) are written theoretically without the practice of the field engagement component. The theoretical external component is mandatory for B. Ed. students, hence they attend to write the examinations, but to evaluate the theoretical practicum internal component of the Programme, their presence of practice and training has to be practiced in the institutions seeking a B. Ed. certificate from the institutions for secondary teacher training course. This certificate is given to them, being evaluated for theoretical external and theoretical practicum internal components together for each semester and cumulative for all four semesters on the basis of continuous comprehensive evaluation system.
- There is a need for academic engagement skills in relation to the academic staff participation in the curriculum transaction plan created to apply the innovative teaching strategies in teaching, learning and research in their course papers to the B. Ed. students.
- Every educational Programme course in an educational institution has its own professional ethics and academic standards that cannot be compared with the other educational Programmes on the basis of the strength of students and academic staff, fee structure of one programme with the another programme, profit and loss from the programme and the yearly spending amount of one Programme with the other Programme.

The vision of development for the managements/correspondents of institutions is different from the vision of academicians/educational professionals for the educational Programme.

- The main objective of the Programme is Holistic skill development to equip B. Ed students with a comprehensive set of skills-Professional, Pedagogy and Teaching, related to (cognitive, Affective and Psychomotor domain aspects) that go beyond academic knowledge, fostering their mental, physical, spiritual, social and emotional skill development leading to all round developed global competent teachers bringing educational reforms in the society.
- Most of the people get confused with the terminology B.Sc. B.Ed. and B.A. B.Ed. four-year integrated Programme .It aims at integrating general studies comprising science B.Sc. B.Ed. &social sciences or humanities B.A. B.Ed. comprising pedagogy of school subjects and practicum related to the task and functions of a school teacher. The Programme aims at preparing teachers for upper primary and secondary stages of education. This Programme shall be of four academic years or eight semesters including school based experiences and internship in teaching. Student teachers shall be permitted to complete the Programme within a maximum period of six years from the date of admission to the Programme.
- Surveys on the percentage ratio of students for the entry of admissions in different educational Programmes based on the variables age level, educational level and intellectual level findings conclude that-a) Entry of admissions to the students studying Programmes like Engineering, Pharmacy, Agriculture, Medicine, and Diploma in Elementary Education have wide scope of selection of courses after intermediate level as per their area of choice and interest. b) Entry of admissions to the students studying the graduation and post-graduation, attendance is regular as they are getting processed/acquiring knowledge/learning stage in the course admitted in the institutions to receive the certificates that lead them to approach various sources to have wide scope of job opportunities and employment for their settlement in different areas. c) Entry of admissions for students studying in the B.Ed. Programme is an option, i.e. by choice or chance with graduation and post-graduation certificates, because they are in need of searching for jobs or doing jobs during this period. Hence, their attendance percentage is not appropriate. Providing employment as secondary school teachers to these students with the establishment of placement cells in teacher education institutions could satisfy the basic needs of the family. The four-year-integrated programme preparing teachers for upper primary and secondary stages of education, B.Sc. B.Ed. & B.A. B.Ed. is a success in the regional institutions of education. Nowadays, all are thinking about planning a four-year integrated Programme. Before the execution of this programme, one has to analyse and evaluate the percentage of admission entry of students after intermediate in diploma of elementary education in the state to assess the scope of employment, continuity and limitations of this Programme for success in the state. There is a scope of employment after two years, for these students, whether do they continue for two more years to complete the four-year integrated course? Whether to close the diploma in elementary education and B.Ed. programmes in the district or state? Whether to close the diploma in elementary education Programme in the district or state? Policies are made on a theoretical basis, but the real practice scenario at ground level has to be established before starting the programme. Think and rethink of this programme before its implementation. The success of any programme in the institutions is with the input admission, presence of students, and academic curriculum transaction with the staff members, evaluation and employability.

The role of the practice of the excellence strategies implemented in the Two year B.Ed. curriculum in Andhra University Affiliated college is to highlight the recent challenges and issues in Andhra Pradesh relevant to the B.Ed. Programme like- admission component in relation to the attendance of staff members and B.Ed. students in the institutions, staff members appointment component in relation to qualified academic staff members and the monthly salary disbursement component in the institutions, theory examinations in relation to the internal theory practicum component, practice of field engagement in relation to internal theory practicum component, academic engagement component- need of the academic engagement skills in relation

to the academic staff participation in the curriculum transaction plan creating to apply the innovative teaching strategies in teaching, learning and research, components to enhance holistic skill development in the Programme, estimation of the income and expenditure sources component of the Programme and the administration component in relation to the initiatives taken for the college development, academic and administrative functioning. Thus, this review is a presentation of the total scenario of the B.Ed. Programme in Andhra Pradesh with respect to the role of the practice of excellence strategies implemented for the two year B.Ed. Programme in Andhra University Affiliated College. These educational implications would be useful to the society and the various teacher education institutions having this Programme to develop reforms and global competency in the teacher education Programme.

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