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Feature Article by the Editor

ASSESSMENT LITERACY FOR THE 21ST CENTURY

**-Dr. Najma Unnisa,
Assoc.Prof., GACE**

The documentation of student learning and progress now plays a primary role in how our schools and educational programs are evaluated. Assessment in all its forms (e.g. formative, summative, self-assessment) has become one of the biggest discussion points in education today.

While all educators do not agree on how to define assessment, what it should look like, or who should control it, educators are beginning to agree that assessment literacy or the knowledge of the basic principles of sound assessment practice, including terminology, development, administration, analysis, and standards of quality is an essential component to successful teaching and learning. Assessment data can be a powerful tool in the hands of an educator if it is used properly and understood thoroughly.

Assessment literacy is the possession of knowledge about the basic principle of sound assessment practice, including its terminology, the development and use of assessment methodologies and techniques, and familiarity with standards of quality in assessment.

Assessment literacy is now considered as a professional requirement comparable to other expected professional skills such as content knowledge or classroom management. It is now an official 'tool' that is expected to be in every teacher's toolbox and this represents a national practice expectation. However, beyond the professional requirements and general accountability pressure, a more essential and important reason for the need of classroom assessment exists.

Through the use of effective classroom assessment procedures, teachers are able to identify and document, due to collected student evidence, whether or not appropriate progress has been demonstrated by students in the classroom. If limited progress is evidenced by the students, then the collected data can provide the justification to implement necessary

instructional and learning changes in order that the intended learning outcomes and goals can be reached.

Most states have identified assessment standards that teachers are expected to meet as part of their professional practice. When viewed collectively, fundamental assessment competencies exist for teachers regardless of where they are employed.

At a minimum, teachers should be knowledgeable and competent in regards to the following assessment skills.

- Know and understand basic assessment terms and procedures and how they apply to the classroom setting.
- Select appropriate assessment approaches (ex: Formative assessments, Summative reviews, self assessment procedures, skill diagnostic assessments etc.) based on the purpose, need and instructional situation.
- Collect and communicate data findings and corresponding educational decisions to various educational constituents including students, parents, related professionals as well as the general public.
- Follow ethical guidelines and procedures when utilizing assessment measures and procedures in the classroom.

Based on research spanning several decades, classroom achievement has been found to improve when students, particularly low-achieving students are actively engaged and receive feedback on their performance during an instructional event.

According to the assessment reform group (1999) based on the assessment research of Black and William (1998), students can achieve at high levels if five instructional/assessment practice are followed in the classroom.

- Effective and meaningful learning feedback is provided to students during the instructional process.
- Efforts are made to ensure that students are a part of their learning and are actively connected to it.

- Assessment information is used by the teacher to examine the learning progress of students and to adjust the instructional process when, and if necessary.
- Assessment information is used to support and motivate students throughout the instructional process.
- Students self-assess their own learning progress and make the necessary adjustments and modifications needed in order to reach the desired educational outcomes.

The main assessment types or approaches that are used in the classroom include **formative assessment**, **self-assessment**, and **summative assessment**. Formative assessment involves the teacher providing constructive review, confirmation and/or correction to students in order to promote their learning without any formal cost (e.g., losing points, being graded) connected to the learning event. Self-assessment is the relatively new skill expectation for students.

As a process, self-assessment involves students selecting and/or prioritizing individual learning goals or outcomes, monitoring one's progress toward those learning outcomes as well as determining what individual adjustments, if any, are needed throughout an instructional experience. Summative assessment is the most recognized form of classroom assessment. This type of assessment is used to officially confirm and document a student's performance usually in the recognized form of a grade or mark. The most recognized summative assessment measure is the classroom test. However, other forms of student work (e.g., project, rubric, portfolio) can and do serve as useful summative assessments.

In order for summative assessment to be truly effective, formative assessment and self-assessment must be utilized and directly connected to any summative product. In fact, all need to be part of the instructional process. Although designed for different purposes, collectively they provide the opportunity for academic success to be maximized for every learner in the classroom, and all are necessary when constructing and utilizing any classroom assessment system.

Assessment exists as the essential complement to teaching. With an effective classroom assessment system in place, a valid demonstration of student learning and progress connected to classroom instruction and experience can be confirmed. Moreover,

if the classroom assessment system is aligned with the intended academic content standards, then direct evidence that students have acquired expected knowledge and skills mandated by district, state, or national standards can be provided.

By making assessment a part of the teaching process, it becomes an essential element of every educational experience that is provided in the classroom. Classroom assessment is, by design, a continuous process where specific student product information is examined and reviewed to make sure appropriate and genuine progress toward an identified learning goal or target (i.e. what students are expected to know and be able to do once the instruction is complete) is being met.

ARTICLES BY THE FACULTY MEMBERS OF THE COLLEGE

Reflections on School Internship of Two Year New B.Ed. Program

Mr. Raziuddin Ahmed, Assistant Professor, GACE.

Abstract

In the recent years all over India there has been a drastic change in B.Ed. course. The switch over to one year course to two year B.Ed. course is quite interesting and challenging task. The concept of Internship introduced in the two year B.Ed. course throughout the country is quite challenging one for all the teacher education institutions. As the changed curriculum implemented in 2014. It faces many challenges to carry out the different tasks and EPC, and practical activities. The major one among is the extended school internship which is carried out in two phases. It creates many problems for trainees, mentors, school teachers and students. This study try to explore, what are the perceptions, worries and confusions of teacher trainees with respect to extended form of internship and related matters. Asthe study can put forward some measures to improve the internship program.

Introduction

In the recent years all over India there has been a drastic change in B.Ed. course. The switch over to one year course to two year B.Ed. course is quite interesting and challenging task. Any teacher education course seeks to train teacher having requisite teaching skills. Practicum approach adopted in the modern teacher education course is to place a student teacher in a classroom situation under the supervision of a qualified teacher. The concept of Internship introduced in the two year B.Ed. course throughout the country is quite challenging one for all the teacher education institutions. The aim of internship program is to incorporate teaching skills among the student teachers. Internship program is an effective way to give training to the student-teachers about real world of work. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.

Internship program is the core component of teacher education. There are wide variations in this program from institutions to institution. Not only that, there is a common practice to consider this program in the form of mere teaching practical- by delivering lectures only on the method subjects. Some problems have been identified by Mukhopadhyay, (2007) which are as follows. In most of the cases under the instruction of NCTE, trainee teachers practice thirty five to forty lessons on the same format without verifying the optimum number of lessons required by an average teacher trainee to achieve the peak of his teaching competence in that particular method. Lesson plans also only emphasize on Herbartian steps (Mukhopadhyay, 2007). General apathy of teacher trainee towards this program, as well as the same of the teacher educators to supervise the practice lessons are common problems.

Concept of Internship

According to the University of Wisconsin-Madison (www.wisc.edu/), an internship is a Work Based Learning experience that involves on-the-job training to prepare for a future career in a given field, with the emphasis being placed on the development of skills and knowledge

pertaining to that particular field of work. A student-teacher intern is expected to gain experience and knowledge and develop vital teaching skills.

Stretch and Harp (1991) states that an internship is “A supervised discipline-related work experience; Controlled experiential learning where a student receives academic credit while employed by an organization in a chosen area of interest; A quality work experience, guided and managed by an experienced supervisor, in a position with duties that the student has not previously performed, which will benefit the student in her or his future career goals”. An internship is a formal arrangement designed to provide opportunities for students to study and experience professional career interests in the community.

Significance of the Study

Teacher education has changed considerably in the present system of education. Due to globalization and privatization, the quality aspect of teacher education is a matter concern. It is the need to include an experiment innovative ideas and practices to produce competence – oriented teachers and teacher educators. Also to keep appropriate balance between theory and practice. As the changed curriculum implemented in 2014, it faces many challenges to carry out the different tasks and EPC, and practical activities. Also there is conflict between shortage of time and implementing various curricular programs. The major one among is the extended school internship which is carried out in two phases. It creates many problems for trainees, mentors, school teachers and students.

Internship Program – NCTE Guidelines

According to NCTE, two year B.Ed. curriculum states that “Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization

and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

Internship Duration in Osmania University and its affiliated colleges

Semester	Internship
I	06days (01 week)
II	24 days (04 weeks)
III	66 days (11 weeks)
IV	24 days (04 weeks)
Grand Total	120 days (20 weeks)

Significance of Internship

The aim of these teacher education programs is to train teachers to educate and teach effectively in order to facilitate learning in the classroom (Richter et al. 2004). Fletcher (1990) indicate that internship experiences *enhance students' self-confidence, values and attitudes and leads to an increase in student independence, social maturity and interpersonal skills*. According to **Beggs, Ross and Goodwing (2008)**, internship courses provide learning opportunities for undergraduates to experience professional practice and activities associated with knowledge application. Parveen and Mirza (2012) emphasized Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

The internship is a educational experience combining daily experiences in the classroom setting, time allocated to work on assignments and exam preparation, and time spent coaching extracurricular activities. Student-teacher interns follow the calendar of a school and work in partnership with members of the teaching staff. **Saleha (2012)** founds that student-teachers view internship program as a real opportunity to refine and improve their teaching skills in actual school setting. The results of the in-depth interviews with the principals reveal that internship

program is of crucial importance and it has positive impact on the performance of student-teachers.

Suggestions

- Facilitation program should be organized for the Principal/Head of schools in order to make them aware of their being partners in the training of teachers.
- Head of school should appoint one of their staff as “coordinator” to give needed help and direction to prospective teachers. It is also desirable that the “coordinators” will help staff and prospective teachers to get acquainted and develop favorable attitude towards each other.
- Participation of affiliated university and respective state government is highly recommended in the allotment of schools. The concerned government can provide schools for prolonged internship. This arrangement will prove to be beneficial for government and teacher education institutions simultaneously.
- Prospective teachers should be equipped with necessary skills and motivation before commencement of internship as suggested in the curriculum. Hence, demonstration lessons by prospective teachers need to be taken up seriously and followed by positive criticism to ensure better productivity in the actual classroom.
- NCTE recommendation of 35-40 lessons needs to be verified with empirical evidence. Besides Herbartian styles of planning lessons, practice lessons in other forms of instruction like individualized instruction, group interaction, and problem solving through project or even media aided instructions may be practiced.
- Teacher educators should be adequately equipped to guide the trainee teachers in innovative instructional techniques. Exhaustive rating of practice teaching lessons (involving the essential skills) should be encouraged employing standardized tools and techniques.
- Besides teaching only the trainee teachers should also be acquainted with various other activities performed by teachers as maintaining records, organizing and assisting various co-curricular activities, student counseling, parent contacting, organizing examinations in order to acquire a holistic experience of a true internee.

- Workshops should be organized for supervisors. It is an expertise task not meant for commenting rather than suggesting ways to improve further. Hence good supervisors should be appointed who are able to give constructive feedback.
- Schools which are reluctant to allow college supervisors to supervise considering discipline issues may appoint “mentor teachers” as suggested in NCTE (2016) guidelines. According to NCTE (2016) “In an academic session, 3-4 student-teachers could be attached with a mentor-teacher keeping in view his /her subject specialization. The identified mentor-teachers who could be treated as members of the extended teacher education faculty shall be provided intensive orientation to the responsibilities of a mentor-teacher to avoid wastage of resources. It would be desirable to ensure stability of the tenure of the mentor-teachers”. The respective institutions may provide monetary benefit to the mentor teachers for their active partnership.
- Preliminary School Engagement and Internship could be consolidated in one semester i.e. in semester 3 to reduce the workload of students and multifarious complexities in the arrangement of school in every six month.

Conclusion

Organizing internship for extended period is a challenging task where college personnel and prospective teachers are bound to come across some problems if they are not envisaged in advance and necessary preparation or arrangements are not being made. No program or scheme can be successfully implemented, unless all the stakeholders at the very outset are perfectly clear about the objectives i.e to prepare an “effective” teacher. Though, internship is challenging but perhaps most relished experience by prospective teachers as prolonged internship enriched them as a human being. Besides being a teacher of subject matter, they learned to be more patient, to admit mistakes more easily and above all, they find a “Teacher” in themselves who is always ready to learn and helping others to learn

A Comparative Study on Quality of Teacher Education in Norway and India

Neerati Suresh Babu, Assistant Professor, GACE.

Abstract

An education institution has a significant role towards imparting knowledge to students and key personnel, the ones who spear head this transformation are the teachers of that institution. A well trained and efficient teacher contributes to a better future of the country. Norway has been recognized worldwide for its education system including teacher education. This paper is a review of quality of the teacher education in Norway and India, there was a comparison between the two countries teacher education practices. Also an attempt to see if some of the best practices from the Norwegian teacher education system can be adapted in India.

Key Words - Teacher, Education, Norwegian, India, Comparison, Practices and Human Development Index.

Introduction

Any Nation building starts in a four walled classroom of its schools and teachers are the bearers of this responsibility, who can help the Nation realize its dreams of development. However, the trend in India is majority of students opt for teacher education only by chance but not by choice which could result in lack of passion towards shaping the students. Hence, shaping and producing efficient and driven teacher educators by imparting quality teacher education is an imperative to building a productive society.

Though there are quite a few countries who offer best quality in Teacher Education across the globe, the reason I have chosen Norway is because the recently released HDI 2018 (Human development Index, UNDP Statistical report-2018) survey has ranked it as #1 and India at#130.

When we think about the huge disparity between the ranks of the two countries and 'Education' being one of the 3 Indicators (Life expectancy, Education, and Per Capita Income) that are used for ranking the countries, I believe that quality of teacher education that produces the pool of teacher educators who are to shape the students of the nation and contribute to its development, could to be suffering in India. The statistics show mean years of Norwegian schooling is 12.6 and India stands at 6.4 as one of the glaring differences and I have tried to

observe and bring out other differences and see what can be borrowed from Norwegian style of teacher education.

Norway Teacher Education

The teacher education in Norway is a four year education traditionally located at colleges in Norway, with historical roots at the seminar tradition of education. The two first years of the education contains compulsory subjects. The education consists of 30 mandatory ECTS credits of educational subjects. In the two last years of the education the students can choose subjects. Traditionally all students applying for the Norwegian teacher education has been admitted to the education. In the framework for the teacher education from 2003 there are five main areas for development of the teachers' skills. These are: **professional, didactic, social, change and develop skills, and professional ethics** (Department of Education and Research 2003). In the 1970s the political climate gave the teacher institution more freedom of choice, with a reform in 1973 educational subjects became the most important subject in the education. There was also external control of the teacher institutions and the students had freedom in choosing subjects, the students were then given fewer subjects to choose from and the teacher education received a new policy plan. In this new policy plan there were compulsory subjects to become a teacher. Against the minister of educations preference, the teacher education was at this point extended from 3 to 4 years (Scagen 2006).

India Teacher Education:

The teacher education has long history. It all started with Gurukula style of education in India which went through its modifications over period of time. The major transformation started post-independence with the establishment of university education commission in 1948 which gave valuable suggestions towards teacher education. The education emphasized the need and importance of practice in teacher education.

India like many other nations continues to work with variants of education models introduced by the colonial rulers. Qualitative improvement of teacher education has been the concern of various commissions and reports such as the Education Commission Report (1964), the National Commission on Teachers (1985), and the National Policy of Education (1986).

The National Curriculum Framework (NCF), National Council of Educational Research and Training (NCERT) has identified significant gaps in the education of teachers, absence of linkages between theory and practice, content knowledge and pedagogical knowledge, lack of critical examination of syllabi, curriculum, and short duration of teacher preparation programs.

Review Study

Basis my review, following are a few major issues if overcome could improve our teacher education by far and contribute to our nation's development.

Working of Teacher Education Institutions - The National Council for Teacher Education (NCTE) is a Governing body, which controls the functioning of these institutions and prevent them from turning into commercial institutions. In India, the education system is expanding and there have been establishment of varied numerous institutions in urban as well as in rural areas with no proper governance and they lack adequate facilities and faculty required.

Some unprincipled institutions have only the commercial objective, the quality of education provided is in a deprived state and they produce specialized but incompetent teachers, which is a matter of great concern.

Developing Life Skills - Life skills are referred to the skills, which are indispensable for personal growth and development. These skills enable individuals to deal with the life's difficulties and adversities in an operative manner. These skills include, (a) thinking skills, these are, self-awareness, problem solving, creative thinking, decision making and critical thinking, (b) social skills, these are, interpersonal relations, effective communication and empathy (c) emotional skills, include stress management. Main issue is, teacher education is memory based i.e. there is not any active involvement of students, hence, the deficiencies are observed in the development of life skills among the students, which are crucial for all round development of students.

Duration of the course -In teacher education have been stated as follows: (Chand, 2015).

Small time period provided for teacher's training - In India, this period is of one year after completion of graduation, the operative session is normally of six to seven months. The main purpose of teacher education program is to develop teaching and interpretation skills, values and

broad based interests. In order to develop these, it is vital to have proper duration of the programs and it is not possible during short duration. In order to inculcate all the traits and values among teachers, it is essential to ensure the teacher training program is of sufficient duration.

Lack of subject knowledge- The teacher training program does not put emphasize upon the knowledge of the basic subject. The whole teaching practice remains indifferent with regards to the subject knowledge of the student teacher. In schools, teachers have different subjects to teach, these include, mathematics, science, social science, English, Hindi, arts and crafts, physical education, and extra-curricular activities. They are required to possess efficient knowledge of the subject matters, they are teaching. In addition to the subject knowledge, it is vital for them to possess knowledge regarding use of technology and implement proper teaching-learning methods. It is vital for the teachers to stimulate.

Supervision problem of teaching - The supervisory organizations practice the teaching objectives by making use of various techniques and practical skills in teaching at bringing improvements within the instructional activities of the student teachers and help them to develop confidence in coping with the classroom situations. This is done through following types of supervision. Supervision before classroom teaching aims at guiding in learning to organize contents, planning their lessons, developing other related skills and formulating appropriate gestures. At present the lesson plans are checked rapidly and there are not any discussions made by the subject method specialists.

Curriculum and Students' interest are not aligned – In India, working teachers are not part of curriculum development and there is a lack of autonomy for institution in developing its own curriculum. Entire fraternity is given single curriculum which does not take into account the Student interests or requirements and has created a huge gap between what students need and what is imparted in institutions.

Remedies to improve quality teacher education

- It is vital for the teachers to possess the awareness regarding value education, so that they are able to impart efficient information to the students. Apart from understanding and

acquisition of information regarding academic concepts, it is vital for the teachers to develop the traits of morality, ethics, principles and values among students.

- Society undergoes changes and transformations from time to time with respect to various areas. These include, individuals, infrastructure, environment and societal problems. In order to bring about improvements in these areas, it is vital to introduce innovative strategies and methods into the curriculum and instructional systems. The content should be improved to enhance one's awareness. Curriculum of teacher education programs need to be revised from time to time in accordance to the changing needs of the society. The teacher education program should be upgraded up to the system of higher education, i.e. the university level, so that the duration and consistency of the program should be enhanced in an appropriate manner.
- Teacher education institutions should be put under control of regulatory body for the selection of teacher, students, provision of good infrastructure, instructional methods and so forth. Proper policies and measures are required to get implemented, so that all methods and procedures are carried out in an appropriate manner. The tasks and operations of the institutions need to be examined from time to time and strict action should be taken, if they are unsuccessful to reach an expected level.
- Teachers should acquire training regarding stress management mechanism, so that they can help the students in managing the stress and sustaining themselves during the time of social isolation, parental pressure and cut throat competition. In primarily higher educational institutions, supervisors need to possess adequate knowledge, so that they can guide adult students regarding employment opportunities, how to deal with problems and challenges and make effective use of their education.
- Teachers should be able to think critically, make right decisions and maintain harmonious relations with others. When students are lacking in their performance, it is vital to explain them the consequences in a peaceful manner and not impose any stringent attitude. Teacher education programs should enable them to develop life skills among students. Development of life skills among students is not an easy task and teachers are required to develop skills and abilities among themselves in order to develop life skills. These include, thinking skills, social skills and emotional skills.

- Techniques used in teaching should develop the trait of self-learning and reduce dependence on teachers. Self-learning will provide assistance to the students to reflect on their own and in doing something new. Doing something new is termed as creativeness. The teachers need to teach students how to improve their own understanding by being independent and determined. They need to encourage the capacity of the students to construct knowledge.

Recommendations

- Teacher education institutions should be put under strict control of the regulatory body (NCTE) for the selection of the teachers, students and provisions of good infrastructure and facilities.
- Working of teacher education institutions should be examined from time to time and measures should be implemented, if prove to be unsuccessful to come up to the expected level. Affiliation condition should be made appropriate
- Educational institutions should be prepared with facilities for organizing various types of activities, such as daily assembly programs, community living, social work, library organization and other curricular activities, which promote democratic essence of mutual appreciation and fellow feeling.
- Teaching is an important profession, therefore, it is vital to put into practice the selection procedures in an appropriate manner. The proper recruitment and selection procedures will enable selection of candidates in an appropriate manner
- Educational institutions should be graded in accordance to the standards of the institutions and admissions should be allowed in accordance to the required standards. When admission of the students takes place, it is vital for the educational institutions to take into consideration that they possess certain qualifications.
- Teacher educators must be well qualified and experienced with language proficiency. Awareness regarding language and effective communication skills are imperative areas for the teachers to possess. It is vital for them to be approachable and pleasant in their attitude towards students, listen to their problems and make provision of adequate solutions. The teachers should possess a helpful and a caring nature.

- Curriculum of teacher education programs should be revised from time to time in accordance to the changing needs of the society. The teachers should not only possess knowledge of academic concepts, but it is vital for them to be aware regarding the current societal problems and issues and how to put into practice appropriate measures to solve them.
- The quality of teacher education program should be upgraded. Teacher education program should be raised to the university level and that the duration of the program should be in accordance to the needs and requirements of the candidates as well as make them well prepared.

Conclusion

From the review, I conclude that India has efficient policies and norms for teacher education which are in par when compared with that of Norway's. However, the execution seems to be major concern for all the reasons mentioned above in my review study. We could look to adapt or borrow the following two factors from Norway's methods: a) Involvement of teachers in the curriculum development per the needs and necessities of the students b) Integration of

2017– 2019		
1	<p>Name: Fouzia Anjum</p> <p>Supervisor:Dr.NajmaUnnisa</p>	<p>Assessment Literacy of Secondary School Teachers.</p>
	<p>Abstract</p>	<p>Assessment literacy is the knowledge and skill necessary for gathering data about students achievement and for effectively utilizing the assessment process and outcomes to Know the quality of instruction of teachers and learning of students. The present study aimed at Investigating the levels of assessment literacy of secondary school teachers. The study sample Consisted of 102 secondary school teachers from both government and private Schools of Hyderabad city. The tool used is a questionnaire which consists of 20 items, which are under 7 broad dimensions. The collected data was exposed to independent t- test and it was found that there is no significant difference between assessment literacy of the government and private Secondary school teachers.</p>

	Supervisor: Mrs.Rafiya Sultana	The Effect of Aggressive Behavior on Academic Performances Among Secondary School Students.
	Abstract	The connection between cognitive function and aggressive behavior appears to be an object of much discussion in the psychological community. The present study was conducted to explore the effect of aggression on academic performances among secondary school students. To achieve this goal, 100 students of classes from VIII-IX were selected as the sample from four secondary schools affiliated to the Board of Telangana state. The researchers adopted an Aggression Scale developed and standardized by Mathur and Bhatnagar (2004) and academic performances scores has been collected from the result of Summative Assessment-1 of the selected students. The Pearson Product Moment Method and T-test was applied to find out the relation between the variables. The study revealed that there is a negative and statistically significant correlation between aggression and academic performances of the students.
3.	Name: Nusrat Sultana Supervisor: Neerati Suresh Babu	To Study the Problems of the Students in Learning Chemistry at Secondary School Level
	Abstract	Education is not just about going to school and getting a degree. It's about widening your knowledge and absorbing the truth about life. The aim of this research is

		<p>to study the problems of the Secondary School students in learning Chemistry. The research study was conducted four different schools, two State Board and two CBSE schools. For the purpose of the study, about 180 samples (CBSE – 90 & SSC – 90) were collected which consists of both the genders. The researcher herself administered the tool to the students of all the 4 schools. For data analysis, Mean and Standard Deviation are used as measures of Descriptive Statistics. t- test is used under Inferential Statistics to calculate the significance of the results for alpha($\alpha = 0.05$). The result is significant in terms of role of school boards and non- significant in terms of gender for both the boards.</p>
4.	<p>Ayesha Sultana Supervisor:</p>	<p>Challenges Faced by Teachers in Using Multimedia and Hypermedia in Classroom Instruction.</p>
	<p>Abstract</p>	<p>The National Policy of Education (1986) and its modification in 1992 emphasized to make use of educational technology to improve the quality of education. The 21st century is known as the age of information and communication technology. Educational institutions all over the globe are integrating technology with the teaching-learning process in order to provide knowledge and skills to the learners to meet the challenging educational environment. The present research study was conducted with the primary objectives to determine the difficulties and challenges that teachers are facing in classroom while using educational technologies like multimedia and hypermedia.</p> <p>Through the method of questionnaire survey some ubiquitous</p>

		<p>problems have been reflected and the effectiveness of multimedia and hypermedia usage is faced with some suspicious. The research was conducted on secondary school teachers from four different schools- government as well as private schools and the statistics have been compared in terms of trained and un-trained teachers, government and private schools. The research sample was intentional. Both descriptive and inferential statistics have been used. Computer Self-Efficacy scale have been used for this study. Of the results, the results showed that few teachers who lack training in making use of technology and who are unaware of the skills and integration of ICT in teaching-learning process are facing difficulties.</p>
5.	<p>Name: Atifabarkat Supervisor: Nissy Asokan M. A</p>	<p>Comparative Study of Teaching Effectiveness of Trained and Untrained Teachers at Secondary School Level</p>
	<p>Abstract</p>	<p>The effectiveness of any institute depends on the style of their teaching, organization of school, management of class, teacher and student relationship, learning environment and methodology of assessing the student. The present study is very important because the educational system of each school demands trained and competent teachers, it is also important because the government wants to promote the quality of teaching through training. It will also emphasize the need and importance of teachers' training for effective teaching. The present study aimed at investigating the comparative study</p>

		<p>of teaching effectiveness of trained and untrained teachers at secondary school level. Sample for the study consists of 100 teachers from both Government and private secondary schools of Hyderabad city. The Tool used in this Study is Teacher effectiveness scale developed by Dr. SantoshDhar& Dr. UpinderDhar which consists of 36 items covering 10 factors. The data collected was exposed to Independent sample t-test and it was found that there is a significant difference between Teaching Effectiveness of Government and private secondary school teachers. This comparison will draw an attention that the teaching of trained teachers is more effective as compare to untrained teachers.</p>
6.	<p>Name: M.A. Khadeer Siddiqui</p> <p>Supervisor: Neerati Suresh Babu</p>	<p>The Perception of Teacher Educators on the Practical Aspects and Professional Competencies for Imparting Two Year B.Ed., Program</p>
	<p>Abstract</p>	<p>As per NCTE norms, the duration of B.Ed., Course has changed from one year to two years to improve the quality of the teacher. NCTE has extended the practice teaching session to 20 weeks. NCTE also included Enhancing Professional Capacities courses like reading and reflecting, yoga and meditation, drama and arts in education, ICT and inclusive school education. But it is a pertinent question to critically evaluate and to identify its advantage and disadvantages. Teachers of B.Ed. College play a major role in implementing this program and so the investigator feels their perspective on 2 years B.Ed. program is important. Thereby the investigator decided to conduct a survey of 100 teacher educators from</p>

		<p>government, aided and unaided B.Ed., colleges across Hyderabad. Professional competency skill includes knowledge, understanding, application and skill. A questionnaire are concerned with the practical aspects of teacher education curriculum on 2 years B.Ed. program and professional competency skill is administered to collect data regarding this. The responses of these teachers will be analyzed quantitatively by calculating the percentage of the respondents. Later this response will be analyzed quantitatively also. Finally, the paper discusses the teacher's perceptions and outlines the advantage and disadvantages of NCTE norms making B.Ed., as a two-year course in Hyderabad and the professional competency skill of the teachers for two year B.Ed., course was also redefined.</p>
7.	<p>Name: Asma Unnisa Supervisor: Mrs. Najma Sultana</p>	<p>An Opinion of Secondary School Students and Parents Towards Parental Involvement in Studies with Respect to Gender</p>
	<p>Abstract</p>	<p>Parental involvement is an important factor for the education progress .The purpose of the study was to know the opinion of secondary school students and parents towards parental involvement in students studies with respect to gender .The sample consisted of 60 secondary school students and 60 parents .The results suggested that students and parents are of opinion that as</p>

		<p>educational institutions and teachers teaching became more advanced and implementation of new techniques of teachings by using technologies is sufficient for students to excel in their academic. parental involvement is making the students dependent thinker , dull and effecting their health by causing sleep deprivation ,higher rates of mental illness. students are in need of relaxation , they wants to get entertained at home by keeping themselves apart from school thoughts .Data. was collected via surveys answered by secondary school students and parents based on Licker scale . The findings of the study show that there is a significant difference between the opinion of secondary school students and parents towards parental involvement in studies. Also it shows that there is a significant difference between the opinion of boys and girls in the role of parental involvement in their studies.</p>
8.	<p>Name: AfzanNaheed Supervisor: Dr. Najma Unnisa</p>	<p align="center">Self-Esteem of the Government and Private Secondary School Students</p>
	<p>Abstract</p>	<p>The study aimed to examine the self esteem of the secondary school students descriptive exploratory method of research was employed for the study the variable is self esteem data was collected by randomization technique of sampling from a sample of 300 secondary school students out of which 150 students where from government secondary school and 150</p>

students were from private Secondary School the students are from VIII and class IX. Tool used in this study were Rosenberg self esteem scale (1965).The RSES is designed similar to the social survey questionnaires. It is a 10 item LIKERT type scale with items answered on 4 point scale from strongly agree to strongly disagree. Self esteem measuring widely used in Social Science Research. It uses a scale of 0 to 30 where I score less than 15 may indicate a problematic low of self-esteem. The data was analyzed by employing descriptive statistics like Mean, SD and T-ratio. On the basis of the study slide significant difference was found in the self esteem of Government and private Secondary School students. The study shows that very high level of self esteem in private secondary school, students compared to government secondary students. Both the private and government secondary schools with energetic, have positive attitude, intelligent and had more self confidence and self respect towards their life. Very less students Show Low level of self esteem in both Government and private Secondary School. The students need to improve their energy level and positive attitude towards their life. As they are in adolescence age they need to be more confident and responsible. The need to build more and more confident and self respect to come to the level of self esteem. This can be brought by the positive thoughts true motivation, counseling and guidance.

teacher education with bachelor degree thereby increasing the duration to 4 years.

Publications of the Faculty Members

PUBLICATIONS OF MR. SURESH BABU, ASST.PROF., GACE



Name: Neerati. Suresh Babu

Designation: Assistant Professor

Seminars Presented in 2019:

1. A Comparative Study on Quality of Teacher Education in Norway and India, ISBN: 978-93-87895-07-9, January 24th and 25th 2019, Osmania University, Hyd.
2. A Step Towards Transforming Education in the Light of NEP-2019: Restoring Integrity to Teacher Education, 7th August, 2019, Ghulam Ahmed College of Education, Hyd.

Material Preparation:

1. B.Ed., 2nd year Physical Science Methodology Study material Telugu version (2018-2020)

Workshops attended in 2019:

1. One day workshop on “Gandhiji’s Nai-Talim, work education, experimental learning and community engagement”, 31st January, 2019, Osmania University, Hyd.
2. Two day workshop on “Inclusive and Equity with a Qualitative Research Perspective”, 4th and 5th February 2019, Osmania University, Hyd.

- Symposium on “Reflections on National Education Policy-2019”, 25th and 26th June 2019, Osmania University, Hyd.

In-Service Programs:

- Faculty Development Program on “Gandhiji’s Nai-Talim, Experimental learning and community engagement”, 23rd to 27th July 2019, Osmania University, Hyd.
- Faculty Development Program on “Research Methodology”, 28th January 2020, Layola Academy, Hyd.

Ms.Nishat Sultana

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
<p style="text-align: center;">SEMINARS</p> <p style="text-align: center;"><i>PRESENTED SEMINAR ON NEP2019 IN THE STATE SEMINAR ON NEP2019</i></p>	<p style="text-align: center;">GACE</p>	<p style="text-align: center;">AUG 2019</p>

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