6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed.

All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various co curricular activities, discipline and culture of the Institute.

Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.

Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process.

The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

The Commissioner of Collegiate Education, Govt of Andhra Pradesh, issued an SOP to implement Continuous Assessment of Teaching Learning Process. The Institution strictly follows the guidelines mentioned in the SOP.

Rc.No. 003/Academic Cell/AC-10/2022   Date : 6·4·22

Sub: Collegiate Education –Implementation of Continuous Internal Assessment (CIA) - Standard Operating Procedure (SOP) to be followed by all colleges – Reg

Ref:1. Outcome of the workshop held on Implementation of Continuous Internal Assessment (CIA) and Evaluation in Government Degree Colleges at SRR&CVR Government College (A), Vijayawada on 30.12.2021

*****

In general sense both Assessment and Evaluation are considered synonymous. But actually, both have different meanings. **Assessment is the feedback from student to teacher and Evaluation is feedback from teacher to student.** It involves the use of empirical data on student learning to refine programs and improve student learning. It's a judgment on student's performance, which includes both tangible and intangible aspects. Assessment is the use of empirical data on student learning to refine programs and improve teaching and student learning. As learning styles differs from student to student, the teacher needs to be more cautious while assessing the students.

Need for the Assessment:

Continuous Assessment is a critical step in the learning process. It determines whether learning objectives of the course/programme have been met. A learning objective is the expectation about what students should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and funding. The following points highlight the significance of assessment in the learning process.

> ➢ Capturing student's time and attention
> ➢ Generating appropriate student learning activity
> ➢ Providing timely feedback which students pay attention to
> ➢ Helping students to internalize the disciplines standards and notion of equality.
> ➢ Generating marks or grades which distinguish between students or enable pass/fail decisions to be made.
> ➢ Providing evidence for others outside the course to enable to judge the appropriateness of standards of the course.

1

Types of Assessment:

In the past only observation by the teacher was the main mode of assessment. In the process of development of the system and skills, there occurred various types of assessment. Broadly they can be classified as 'Formative Assessment' and 'Summative Assessment'.

Formative Assessment:

Formative assessment is continuous and is conducted during the teaching-learning process using a variety of tools and strategies. The purpose of formative assessment is to monitor student learning and provide feedback during the teaching learning process. Here, the main role will be played by a teacher or a group of people through various transparent methods. The responsibility of evaluating the internal assessment is vested on the teacher/s who teach/es the course. Assessment will be conducted through the following strategies:

- Observation during class
- Tasks set for home learning
- Projects/presentations
- Open-ended tasks
- Performance tasks

The subject teacher prepares these assessments. Furthermore, it is continuous and does not replace exams. It is a suitable evaluation technique and tool. Also, they carry a fixed portion of marks for the assessment. Most noteworthy, it gives feedback to teachers so that they can improve their teaching. On the other hand, it gives students a chance to improve their external assessment grade by seeing internal assessment results. So, that student can improve their learning. For this, the internal grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of end semester examination.

Summative Assessment:

The goal of **summative assessment is to *evaluate student learning* at the end of an instructional unit** by comparing it against some standard or benchmark. There will be University Examinations at the end of each semester for both Theory and Practical sessions. Semester End Examinations for all theory papers shall be got set/prepared by the Controller of Examinations as per existing norms and evaluation of all theory papers shall be set/prepared by the Controller of Examinations as per existing norms.

Existing system of Assessment in Govt. Degree Colleges: In the light of above discussion, it is observed that the summative assessment in Govt. Degree Colleges in Andhra Pradesh is found in Semester-end for 75/100 marks for each course. But in the case of formative assessment, it has been found that there are a number of differences/deviations in

autonomous and non-autonomous colleges due to differences from University to University in awarding Internal marks to the students. The following tables show the existing system of awarding internal marks in colleges under various university jurisdiction.

INTERNAL ASSESSMENT IN NON-AUTONOMOUS COLLEGES

S No	Zone	District	Affiliated University	Mid Exam / CIA / CIE Marks	Online Exam if Any	Assignments Marks	Seminar / Quiz/ Field Trips / Group Discussion / Survey	Attendance	Project / Objective Test	Viva	Total
1	I	Srikakulam	Dr BRAU	10	--	5	5	5	--	--	25
2	I	Vijanagarm and Visakhapatnam	AU	15	--	5	5	--	--	--	25
3	II	East Godavari and Westt Godavari	AKNU	15	--	5	5	--	--	--	25
4	II	Krishna	KU	10	--	5	5	5	--	--	25
5	III	Guntur and Prakasam	ANU	15	--	5	--	5	--	--	25
6	III	Nellore	VSU	15	--	5	5	--	--	--	25
7	IV	Chittoor	SVU	25	--	--	--	--	--	--	25
8	IV	Kadapa	YVU	10	--	5	5	5	--	--	25
9	IV	Kurnool	RU	20	--	--	10	--	--	--	30
10	IV	Ananthapuram	SKU	15	--	5	5	--	--	--	25

- It is observed that, the CIA Pattern is followed in all Autonomous and Non- Autonomous Government Degree Colleges which are affiliated to 11 Universities in the State with the pass mark being 8 out of 25 and 27 out of 75.

- In autonomous colleges, the internal marks are being awarded in the range of 30 to 50 marks.

- In case of non-autonomous colleges it is differed from University to University, however, most of the Universities have opted for 75+25 External and Internal system respectively.

- In 09 State Universities, the colleges are following 75+25 pattern and 02 Cluster Universities adopted 70+30 pattern. But, the procedure of awarding internal marks differs from University to University and College to College, with huge deviations in awarding criteria without any commonality.

INTERNAL ASSESSMENT IN AUTONOMOUS COLLEGES

S No	Zone	District	Name of the GDC	Mid Exam / CIA / CIE Marks	Online Exam if Any	Assignments Marks	Seminar / Quiz/ Field Trips / Group Discussion / Survey	Attendance	Project / Objective Test	Viva	Total
1	I	Srikakulam	GDC (W), Srikakulam	10	--	5	--	5	5	--	25
2	I	Visakhapatnam	GDc (M), Visakhapatnam	25	--	--	--	--	--	--	25
3	II	East Godavari	GDC (A), Rajahmundary	20	10	5	5	5	--	5	50
4	II	East Godavari	PRGDC, Kakinada	20	--	5	5	--	10	10	50

S No	Zone	District	Name of the GDC	Mid Exam / CIA / CIE Marks	Online Exam if Any	Assignments Marks	Seminar / Quiz/ Field Trips / Group Discussion / Survey	Attendance	Project / Objective Test	Viva	Total
5	II	East Godavari	GDC (W), Kakinda	15	--	5	5	--	--	--	25
6	II	East Godavari	GDC Tuni	20	--		5	5	--	--	30
7	II	West Godavari	GDc (M), Palakollu	15	--	5	--	5	--	--	25
8	II	Krishna	GDC, Vijayawada	10	--	10	10	0	10		40
9	III	Guntur	GDC (W), Guntur	20	--	--	5	5	--	--	30
10	III	Nellore	GDC (W), Nellore	20	--	5	5	--	--	--	30
11	IV	Chittoor	GDC (M), Chittoor	15	--	5	5	--	--	--	25
12	IV	Kadapa	GDC (M), Kadapa	20	--	10	10	--	--	--	40
13	IV	Kadapa	GDC (W), Kadapa	15	--	5	5	--	--	--	25
14	IV	Ananathapuram	GDC (M), Ananthapuram	25	--	5	5	5	--	--	40
15	IV	Kurnool	GDC (W), Kurnool	20	--	5	10	5	--	--	40
16	IV	Kurnool	SJGDC, Kurnool	20	--	5	5	--	5	5	40

In order to understand different criteria adopted by different Colleges, a One day workshop was conducted with RJDCEs, Principals (39 in number) and Subject Experts (40 in number) to invite ideas from the Principals and Subject experts with an aim to formulate uniformity in the assessment procedures in all the Government Degree Colleges in the State of Andhra Pradesh.

The Commissioner, Collegiate Education invited the Principals and Subject Experts to present their existing awarding criteria in the workshop and after the submission of Principals and Subject Experts, the CCE made the following remarks by suggesting a common pattern of Internal and External exams that needed to be followed in both Autonomous and non-Autonomous colleges in the State of AP in a uniform manner. The following Standard Operating Procedure (SOP) for Continuous Internal Assessment is prescribed.

SOP ON CONTIUOUS INTERNAL ASSESSMENT AND EVALUATION

1. The following citations should be kept in view by all the faculty members with regard to Teaching, Learning and Evaluation.

> "When learning and teaching continuously improves everything improves. Quality is never an accident. It is always the result of intelligent effort. Ignorance is bliss until it hits you on the face. The real education is the one that will set you free"　　　---- Nelson Mandela

> "The correct analogy for the mind is not vessel that needs filling; but wood that needs igniting".　　　----- Plutarch

2. While measuring the qualitative aspect of higher education, it is essential for everyone involved in the assessment process to understand the concepts clearly. Unless the correct interpretations and benchmarking are understood by everyone, there will be ambiguity in judgments.

3. In a changing context, the needs and aspirations of the students have to be met through the curriculum and curricular transactions to enable them to play an effective role in the employment sectors. The thrust of the education is shifting to employability based on the changing philosophy from idealism to pragmatism.

4. One of the key insights into the knowledge issue is that what you know is less important than how you know it and how you apply it. It boils down to the difference between two types of thinking. Low level concrete thinking, concerns simple observations, facts and figures and is the foundation of the next level of thinking-high level abstract thinking – concerns and relationships. Both kinds of thinking are necessary.

5. Examination reforms has been a prominent theme in the deliberations in connection with higher educationalists apparently had little impact; examinations are universally associated with anxiety and stress both for students and others. There are various malpractices that reduce the dependability and credibility of the examination system.

6. The academic quality of actual examination has long been a major complaint. The methodology in the system is the root cause that needs to be tackled on priority basis. The sizable weight for internal assessment is a major step. The main problem is the incomplete development and articulation of relevant and systematic schemes for internal assessment designed to suit the needs of different subjects and levels of the students.

7. In this regard, faculty members have not been offered sufficient support through clearly spells out SOPs specific to their subjects and effective orientation through manuals or workshops. The absence of clarity is leading students to perceive internal assessment lacking objectivity and transparency.

8. Benjamin Bloom, an educational Psychologist devised a pyramid model that represents different ways of learning which is known as "Blooms Taxonomy" and is described below:

BLOOM'S TAXOMONY – COGNITIVE DOMAIN (2001)
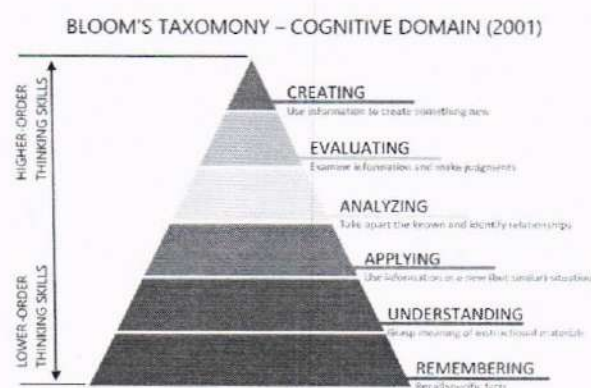
A learner is expected to progress from the lowest level of the pyramid to the highest i.e. from the Lower Order Thinking Skills (LOTS) to the Higher Order Thinking Skills (HOTS)

9. There is every need for a change in focus in the internal assessment from question patterns that require simple memory recall to a judicious mix of questions which assess,

   ✓ Knowledge acquired
   ✓ Standard application of knowledge
   ✓ Application of knowledge in new situations
   ✓ Critical evaluation of knowledge
   ✓ Ability to synthesize knowledge drawn from different sources

10. Therefore, the internal assessment should be aimed towards ensuring the descriptions of the abilities and other qualities a course seeks to develop in students. In other words, from inert product to processes and capacities that point to continued learning.

11. The major principle for improving the quality of internal assessment is that a variety of means of assessment should be used to match many dimensions of learning objectives. The use of many such devices is possible only in the college setting of internal assessment handled directly by the individual faculty member.

12. Under the above circumstances, the CIA has been divided into four categories of inventory tasks and activities as detailed below:

S.No	Type of Assessment	Weightage Assigned
(i)	Assignments	5
(ii)	Project-Work/Seminar/Group Discussion/Role play/Quizzes/Presentations	5
(iii)	Cleaning, Greening and Attendance	5
(iv)	Testing of knowledge though Mid-term examinations (Mid -1 + Mid -2)	20 + 15
	TOTAL	**50**

13. **Assignments:** A writing assignment encompasses any writing task a teacher asks of students that involves more and more thought processes including analysis, evaluation, interpretation, narration, syntheses, reflection, clarification summarization, creative expression and application or demonstration of knowledge or learning. Every faculty member should determine the purpose of the assignment and the levels of students and accordingly assignments should be given. There should be

at least one assignment for each unit/module as and when the syllabus (unit/module) is completed. The weightage of marks, assigned for the assignments should be awarded after completion of all the assignments in respect of all the units/modules and it should be finished before conduct of II Mid examination.

14. In **class activities:** laboratory/manipulative skill which include as described below for different subjects should be organized by every faculty member in respect of the subjects being taught by him/her

Sl. No	Subject	Suggested Activity/Activities for CIA
1	Chemistry Physics Mathematics Electronics	Peer teaching, Student seminars, quiz, worksheets on subjects, KWL (Know, Want-to-know, and Learned) Group work, Work sheets on subject, Industrial visit, Individual and Group Projects
2	Zoology, Botany, Geology, Geography, Computer Science	Field visit, Student projects, Student seminars, peer teaching, filling gaps, Matching, quiz, worksheets on subjects, KWL, Hydroponic gardening, live projects, Vermi compost Preparation, growing Nursery plants, Aquarium maintenance, Fish farming
3	Micro Biology, Bio chemistry, Food & Nutrition, Home Science, Horticulture, Agriculture, Aquaculture, Home Science	Industrial visit, Lab visit, Student seminars, quiz, worksheets on subjects, KWL, Student projects, Hydroponic gardening, live projects, Vermi compost Preparation, growing Nursery plants, Aquarium maintenance, Fish farming, Mushroom Cultivation, Organic farming
4	Statistics, Economics, History, Archeology, Political Science, Public Administration	Socio economic survey, Group discussions, Student seminars, peer teaching, quiz, worksheets on subjects, KWL, Field visits, Mock Parliament, Web assignments
5	Languages	Comprehension paragraphs, Book review, Think-pair-share actions, Student seminars, peer teaching, filling gaps, quiz, worksheets on subjects, KWL, Group Discussion, LSRW activities
6	Commerce and Management	Industry visits and tours, group discussion, group projects, Student seminars, one-word answers, Multiple choice questions, peer teaching, filling gaps, Matching, quiz, worksheets on subjects, KWL, Socio economic surveys

15. Students should be encouraged to participate in **Activities** like Clean & Green of the campus/in the community etc. Pucca record should be maintained showing the authenticity of the participation and accordingly marks should be awarded to each student. There should not be any malpractices in this regard. Attendance should also be taken into account for awarding total marks of 5. The award of marks for this should be completed before conduct of II Mid examinations.

16. **Testing of knowledge** subject-wise **Mid Examinations** is a very important outcome of learning, with a weightage to the extent of 70% of the total internal assessment.

17. Suggested to conduct **Mid I** Examination through three kinds of questions:

    > Firstly, One out of Three Essay type questions carrying 5 marks should be given.

    > Second, five out of seven short answer questions should be set carrying 5x2=10 marks with weightage and

    > Third, ten objective type questions should be framed carrying 10x½=5 marks with weightage comprising multiple choice answers, fill in the blank questions, matching answers questions, comprehension etc.,

    > The duration of examination is 1 Hour per paper for a total of 20 Marks.

18. **Mid II** examination is to be conducted after the completion of syllabus choosing two kinds of question, as explained above for a total of 15 Marks.

19. Two mid-term examinations as explained above should be conducted, I Mid after completion of 50 % syllabus and II Mid after completion of total Syllabus with 35 marks for Mid Exam (Mid -1 for 20 Marks and Mid-2 for 15 Marks).

    For Assignment, Seminar/Quiz/Field trip/ Project work and Clean, Green and Attendance etc., for the three components, the marks to be allotted once in a semester before conduct of II Mid Examinations.

    The marks obtained by a student for 50 marks (Total of two Mid exams for 35, Assignments 5, Classroom Activities 5, Clean, Green and Attendance 5) is to be scaled down to 25 and this should be treated as the CIA score of the student in that subject.

    In case of Autonomous colleges whatever the weightage of internal assessment is fixed, it should be scaled down accordingly.

20. Blended mode of internal assessment should be followed. At least one-mid should be conducted through online and records of every student should be documented for reference.

21. All the staff members should maintain records/registers properly in the prescribed format. The details of the marks secured by the student subject-wise and component-wise should be uploaded by each faculty member in the **SEMS App (Students Evaluation Management System)** on real time basis without fail.

22. The Principals should see that, 04 types of records are to be maintained in the college which are to be submitted during inspection.

(i) Student-wise and Semester-wise CIA Record is to be maintained by the concerned faculty member as per STUDENT EVALUATION REPORT (Proforma Enclosed)

(ii) Subject-wise and Semester-wise CIA Record is to be maintained by the concerned In-charge of the department of all the students of the subject as per STUDENT EVALUATION REPORT prepared by concerned faculty

(iii) Program-wise and Semester-wise consolidated CIA Records of all students of the college are to be maintained by the Principal of the College/Examination i/c. Similar Registers are to be maintained for Life Skills, Skill Development Courses etc., as per STUDENT EVALUATION REPORT (CONSOLIDATED) (Proforma Enclosed)

(iv) Semester wise PROGRESS REPORT generated through SEMS (Students Evaluation Management System) App

Sd/- Dr Pola Bhaskar IAS
Commissioner of Collegiate Education
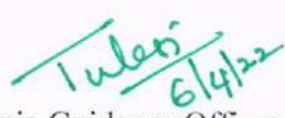
Copy to
1. Copy to the RJDCEs
2. Principals of all Government Degre Colleges.

Annexure
1. Student Evaluation Report – Faculty Wise.
2. Student Evaluation Report (Consolidated) – College Wise.
3. Student Progress Report

// Attested//

Academic Guidance Officer
Commissioner of Collegiate Education

9

COMMISSIONERATE OF COLLEGIATE EDUCATION

GOVERNMENT OF ANDHRA PRADESH

STUDENT EVALUATION REPORT (CONSOLIDATED)

Name of the College: **College Code:**   **District:**   **Zone:**

S.NO	OAMDC Student ID	Name of the Student	University Register No	Program Code	Program Name	Specialization	Specialization Code	Course Code	Course Name	Year	Semester	PAPER-1 (TITLE)								PAPER-2 (TITLE)								PAPER-3 (TITLE)							
												THEORY							PRACTICAL	THEORY							PRACTICAL	THEORY							PRACTICAL
												Internal	Result	External	Result	Total	Result	Total	Result	Internal	Result	External	Result	Total	Result	Total	Result	Internal	Result	External	Result	Total	Result	Total	Result
													P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F

COMMISSIONERATE OF COLLEGIATE EDUCATION

GOVERNMENT OF ANDHRA PRADESH

STUDENT EVALUATION REPORT (CONSOLIDATED)

Name of the College:　　　　College Code:　　　　District:　　　　Zone:

PAPER-4 (TITLE)								PAPER-5 (TITLE)									PAPER-6 (TITLE)												
THEORY					PRACTICAL			THEORY						PRACTICAL			THEORY						PRACTICAL						
Internal	Result	External	Result	Total	Result	Total	Result	Internal	Result	External	Result	Total	Result	Total	Result	Internal	Result	External	Result	Total	Result	Total	Result	Life Skills Course	Skill Development Corse	Any Other	Result
	P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F		P/F				

COMMISSIONERATE OF COLLEGIATE EDUCATION
GOVERNMENT OF ANDHRA PRADESH

STUDENT EVALUATION REPORT

GOVERNMENT DEGREE COLLEGE, _____

Name of the Faculty:

Subject:

Semester: Title of the Paper: _____

Sl. No	Student Id	Student Name	Program Code	Program Name	Specialization Code	specialization	Course Code	Course Name	University Register No	Continuous Internal Assessment (CIA)									Sem End Examination (SEE)	Total (CIA + SEE)	Result	Practical Marks	Result	Remarks
										Mid Exam - 1 (20)	Mid Exam – 2 (15)	Total (Mid -1 + Mid -2) (— / 35)	Assignments (II / 5)	Seminar/GD/Field Trip etc., (III / 5)	Clean & Green & Attendance (IV / 5)	Total (I + II + III + IV) (50)	Scale down to 25 (25)	(75)	(100)	(P/F)	(50)	(P/F)	
1.																							
2.																							
3.																							
4.																							
5.																							
6.																							

GOVERNMENT DEGREE COLLEGE, -----------------------------

College Address

Website :College Web ID, Email Id: College Email id

Student Progress Report 2021-2022

Student Profile

Name	:	
Gender	:	
Student ID	:	**STUDENT**
University Regd ID	:	**PHOTO**
Year of Study	:	
Programme	:	
Specialization	:	
Semester	:	
Mother's Name	:	
Father's Name	:	
Contact details	:	
Blood Group	:	

Examination Marks

Course	Mid Exams	Assignment	Seminar Quiz/GD/ Field Trip	Clean and Green & Attendance	Total Internal Marks	Internal Scale down	External Marks	Total Marks	P/F
	(35 M)	(5 M)	(5 M)	(5 M)	(50 M)	(25 M)	(75 M)	(100 M)	
Course -1									
Course -2									
Course -3									
Course -4									
Course -5									
Course -6									

Mentor's Report

S No	Description	Grade
1.	Communication Skills and Soft skills of Student	
2.	SWOC analysis of the student	
3.	Behavioral aspects	
	a. With Teachers	
	b. With Peers	
	c. With Non-Teaching Staff	
4.	Problem solving abilities	
5.	Social and Scientific skills	
6.	Attitudes and values	
7.	Personal Hygiene	

Signature of the
Parent

Signature of the
Class Teacher/Mentor

Signature of the
Principal

Adv Acc

S.No	Regd no	Name of the student	Srid	Prid	Awgn	Atta.	class & gram	Total	Avg	Prid
1.	223928200001	A. Vigmesh	12	13	05	05	05	40	20	18
2.	03	B. Lalitha	19	14	05	05	05	48	24	14
3.	04	E.J. D. naya bikshui	13	14	05	05	05	42	21	12
4.	05	B. Lakshmi	13	14	05	05	05	42	21	18
5.	06	B. Prabhu kumar	14	15	05	05	05	44	22	12
6.	08	Ch. D. Madhuri	13	14	05	05	05	42	21	19
7.	10	D. Rajasri	14	13	05	05	05	42	21	18
8.	11	D. Prakash	19	14	05	05	05	48	24	19
9.	12	G. Dhanesh	18	13	05	05	05	46	23	14
10.	13	G. venmela	14	13	05	05	05	42	21	19
11.	14	G. nikhita	13	14	05	05	05	42	21	19
12.	15	G. Lokesh	12	15	05	05	05	42	21	18
13.	16	G. L. M. satya	15	14	05	05	05	44	22	15
14.	17	G. Mouli vasaprasad	17	14	05	05	05	46	23	19
15.	18	G. Sasikumar	14	13	05	05	05	42	21	18
16.	19	J. Meenakshi S. lakshi	16	13	05	05	05	44	22	18
17.	20	J. Hari Prasad	15	12	05	05	05	42	21	18
18.	21	K. Ashok kumar	18	13	05	05	05	46	23	18
19.	22	K. sujith Benhar	14	13	05	05	05	42	21	14
20.	23	K. Gopala krishna	17	12	05	05	05	44	22	19
21.	24	K. Sushma sri	19	14	05	05	05	48	24	18
	25	K. Sunil	14	13	05	05	05	42	21	14
	26.	M. Rajesh	15	12	05	05	05	42	21	18
	27.	M. Balu	18	13	05	05	05	46	23	19
	28	M. sriya	13	12	05	05	05	40	20	14
	29	N. Vamsi kliam	14	13	05	05	05	42	21	18
	30	O. Hanok	17	12	05	05	05	44	22	19
	31.	P. Poaveen kumar	15	12	05	05	05	42	21	18
	32	P. S. srimivas	14	13	05	05	05	42	21	18
	33	P. naga neolima	13	12	05	05	05	40	20	18
	35	S. Vamsi	15	12	05	05	05	42	21	19
	36.	S. Mahesh	14	13	05	05	05	42	21	18

SCIM GOVERNMENT COLLEGE

DEPARTMENT OF TELUGU

TELUGU

Programme: BA(HEP)	Year: I	Semester: II
Course: TELUGU	Credits: 3	Hours :4

COURSE OBJECTIVES (PO)-TELUGU

CO-1 ఆంగ్లభాష ప్రభావం కారణంగా తెలుగులో వచ్చిన ఆధునిక సాహిత్యాన్ని, దాని విశిష్టతను గుర్తిస్తారు.

CO-2 సమకాలీన ఆధునిక సాహిత్య ప్రక్రియలైన "వచన కవిత్వం, కథ, నవల, నాటకం, విమర్శలపై అవగాహన పొందుతారు.

CO-3 భావకవిత, అభ్యుదయ కవితాలక్ష్యాలను గుర్చిన జ్ఞానాన్ని పొందుతారు. అస్తిత్వవాద ఉద్యమాలపుట్టుకను, ఆవశ్యకతను గుర్తిస్తారు.

CO-4 కథాసాహిత్యం ద్వారా సామాజిక చైతన్యాన్ని పొందుతారు. సిద్ధాంతాల ద్వారా కాకుండా, వాస్తవ పరిస్థితులను తెలుసుకోవడం ద్వారా సిద్ధాంతాన్ని సమీక్షించగలరు.

CO-5 ఆధునిక తెలుగు కల్పన హిత్యం ద్వారా సామాజిక, సాంస్కృతిక, రాజకీయ చైతన్యాన్ని పొందుతారు.

COURSE CONTENTS

Content	CO	HOURS
యూనిట్-1 : ఆధునిక కవిత్వం 1. ఆధునిక కవిత్వం- పరిచయం 2. కొండవీడు - దువ్వూరి రామిరెడ్డి('కవికోకిల' గ్రంథావళి-ఖండకావ్యాలు-నక్షత్రమాల సంపుటి నుండి) 3. మాతృసంగీతం – అనిసెట్టి సుబ్బారావు ('అగ్నివీణ' కవితాసంపుటి నుండి) 4. 'తాతకో నులుపోగు' – బండారు ప్రసాదమూర్తి ('కలనేత' కవితాసంపుటి నుండి)	CO1,CO2,CO3	03+03+03+03
యూనిట్-II: కథానిక 5. తెలుగు కథానిక – పరిచయం 6. భయం (కథ)- కాళీపట్నం రామారావు 7. స్వేదం ఖరీదు....? – (కథ) – రెంటాల నాగేశ్వరరావు	CO1,CO2,CO4	04+04+04
యూనిట్-III: నవల 8. తెలుగు 'నవల' పరిచయం 9.రథచక్రాలు (నవల) – మహీధర రామ్మోహన రావు (సంక్షిప్త ఇతివృత్తం మాత్రం) 10. రథచక్రాలు (సమీక్షా వ్యాసం) – డా|| యల్లాప్రగడ మల్లికార్జునరావు	CO1,CO2,CO4,CO5	03+05+04
యూనిట్-IV: నాటకం 11. తెలుగు 'నాటకం' – పరిచయం 12. యక్షగానము (నాటిక) – ఎం.వి.ఎస్. హరనాథరావు. 13."అపురూప కళారూపాల విధ్వంసదృశ్యం 'యక్షగానము' (సమీక్ష	CO1,CO2,CO4,CO5	03+05+04

వ్యాసం)" డా॥కందిమళ్ళ సాంబశివరావు		
యూనిట్-V: విమర్శ		
14. తెలుగు సాహిత్య విమర్శ – పరిచయం	CO1,CO2,CO4,CO5	03+05+04
15. విమర్శ-స్వరూప స్వభావాలు; ఉత్తమ విమర్శకుడు-లక్షణాలు		

Assessment / Evaluation Methods:

Assessment Tool	Weightage (Marks)
Sessional1	
Sessional2	15
Assignment	5
Seminar	5
Final Examination	75
Total	100

PROGRAM OBJECTIVES(PO)- BA(HEP)
AN ARTS GRADUATE WILL BE ABLE TO:

PO-1: DISCIPLINARY KNOWLEDGE: DEMONSTRATE COMPREHENSIVE AND EXTENSIVE DISCIPLINARY KNOWLEDGE AND UNDERSTANDING OF ARTS DISCIPLINES IN ORDER TO APPLY IT IN INDIVIDUAL AND SOCIAL CONTEXTS.
PO-2: CRITICAL THINKING: ACQUIRE THE CAPACITY TO APPLY ANALYTIC THOUGHT TO A BODY OF KNOWLEDGE; ANALYSE AND EVALUATE EVIDENCE, ARGUMENTS, CLAIMS AND BELIEFS ON THE BASIS OF EMPIRICAL EVIDENCE; AND CRITICALLY EVALUATE PRACTICES, POLICIES AND THEORIES USING A SCIENTIFIC APPROACH TO KNOWLEDGE DEVELOPMENT.
PO-3: PROBLEM SOLVING: EFFECTIVELY APPLY THE LEARNING AND COMPETENCIES TO SOLVE DIFFERENT SOCIETAL ISSUES LOGICALLY AND INNOVATIVELY AND APPLY ONE'S LEARNING TO REAL LIFE SITUATIONS.
PO-4: RESEARCH SKILLS: DEVELOP FUNDAMENTAL RESEARCH SKILLS SUCH AS A SENSE OF INQUIRY AND THE ABILITY TO ASK RELEVANT/APPROPRIATE QUESTIONS; PROBLEM SOLVING; SYNTHESISING AND ARTICULATING; RECOGNISING CAUSE-AND-EFFECT RELATIONSHIPS; ANALYZING, INTERPRETING, AND DRAWING CONCLUSIONS FROM DATA.
PO-5: USE OF MODERN DIGITAL TOOLS: ACQUIRE THE CAPACITY TO USE ICT IN A VARIETY OF LEARNING SITUATIONS; DEMONSTRATE THE ABILITY TO ACCESS, EVALUATE, AND USE A VARIETY OF RELEVANT INFORMATION SOURCES; AND USE APPLICATION SOFTWARE FOR ANALYSIS AND PRESENTATION OF DATA.
PO-6: SOCIAL RESPONSIBILITY: DEVELOP SOCIAL AWARENESS AND SENSITIVITY TO DIVERSE SOCIAL BACKGROUNDS; VALUE DIFFERENT PERSPECTIVES AND ACCEPT DIFFERENCES OF OPINION; AND INVOLVE IN VOLUNTEER AND SOCIAL ADVANCEMENT ACTIVITIES.
PO-7: ENVIRONMENTAL SUSTAINABILITY: DEVELOP AN UNDERSTANDING OF ECOLOGICAL ISSUES FROM HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES; DEMONSTRATE THE KNOWLEDGE OF AND NEED FOR SUSTAINABLE DEVELOPMENT.
PO-8: MORAL AND ETHICAL AWARENESS: EMBRACE MORAL AND ETHICAL VALUES IN CONDUCTING ONE'S LIFE AND COMMIT TO PROFESSIONAL ETHICS AND RESPONSIBILITIES.
PO-9: INDIVIDUAL AND TEAMWORK: FUNCTION EFFECTIVELY AS AN INDIVIDUAL AND AS A MEMBER OR LEADER IN DIVERSE TEAMS AND IN MULTIDISCIPLINARY SETTINGS.
PO-10: COMMUNICATION: COMMUNICATE EFFECTIVELY ON COMPLEX SOCIAL ISSUES WITH THE SOCIAL SCIENCE COMMUNITY AND WITH SOCIETY AT LARGE, SUCH AS, BEING ABLE TO EXPRESS THOUGHTS AND IDEAS EFFECTIVELY IN WRITING AND ORALLY; GIVE AND RECEIVE CLEAR INSTRUCTIONS; AND PRESENT COMPLEX INFORMATION IN A CLEAR AND CONCISE MANNER TO VARIOUS GROUPS.
PO-11: EFFECTIVE PROJECT MANAGEMENT: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE PRINCIPLES OF SOCIAL SCIENCES AND APPLY THOSE TO ONE'S OWN WORK, AS A MEMBER AND LEADER IN A TEAM, TO MANAGE PROJECTS AND IN MULTIDISCIPLINARY ENVIRONMENTS.
PO-12: LIFE-LONG LEARNING: RECOGNIZE THE NEED FOR, AND HAVE THE PREPARATION AND ABILITY TO ENGAGE IN, SELF-DIRECTED AND LIFE-LONG LEARNING AIMING AT PERSONAL DEVELOPMENT AND MEETING SOCIO-ECONOMIC AND CULTURAL OBJECTIVES IN THE CONTEXT OF RAPID GLOBALIZATION AND TECHNOLOGICAL
CHANGE.

PSO-1: TO HAVE A SOUND UNDERSTANDING OF THE CONCEPTS AND CONTEMPORARY ISSUES IN DOMESTIC AND INTERNATIONAL POLITICS AND ECONOMICS, THEIR HISTORICAL ROOTS AND INTERCONNECTIONS.
PSO-2: TO DEVELOP AN INDEPENDENT OPINION WITH A CRITICAL AND HUMANISTIC OUTLOOK TO UNDERSTAND THE SOCIO-CULTURAL AND HISTORICAL PROCESSES, POLITICAL AND ECONOMIC SYSTEMS IN ORDER
TO PARTICIPATE AS ACTIVE AND ENLIGHTENED CITIZENS CONTRIBUTING TO SOCIAL AND ECONOMIC PROGRESS. PSO-3: TO INCULCATE SOCIAL VALUES SUCH AS A SENSE OF BELONGING TO THE NATION, RESPECTING THE IDEALS OF FREEDOM STRUGGLE, SPEAKING TRUTH TO POWER, AND RESPONSIBLE CITIZENSHIP.
PSO-4: TO COMMUNICATE EFFECTIVELY AND APPLY LIFE SKILLS, ALONG WITH ETHICS, LEADERSHIP, PERSONALITY DEVELOPMENT, AND OTHER SUBJECT FOUNDATIONAL KNOWLEDGE TO APPLY IN THEIR DAILY WORK LIFE..

Mid-I QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
ఆధునిక సాహిత్య ఆవిర్భావ వికాసాలను తెలియజేయండి	CO1,CO2,CO3	REMEMBERING
తెలుగు కథానిక పరిణామాలలో కాలానుగుణంగా విశదీకరించండి	CO1,CO2,CO4	ANALYSING
తెలుగు సాహిత్యంలో వచ్చిన వివిధ రకాల కవిత్వోద్యమాలను తెలపండి	CO1,CO2,CO3	KNOWLEDGE

Mid-II QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
1. భయం కథలోని మనస్తత్వాలను విశ్లేషించండి	CO1,CO2,CO4	ANALYSING
2. రథచక్రాలు నవల లోని సామాజిక రాజకీయ పరిస్థితులను వివరించండి	CO1,CO2,CO5	UNDERSTANDING
3. ఉత్తమ విమర్శకుని లక్షణాలను తెలియజేయండి	CO1,CO2,CO5	REMEMBERING

S.No	Assignment topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వం నేపథ్యాన్ని వివరించి ఆధునిక కవిత్వ లక్షణాలను తెలపండి	UNDERSTANDING
	అనిశెట్టి సుబ్బారావు మాతృ సంగీతాన్ని తెలపండి	REMEMBERING
	భయం కథను సంగ్రహంగా రాయండి	ANALYSING
	రథచక్రాలు నవల కథలు సంగ్రహంగా తెలపండి	UNDERSTANDING
	ఉత్తమ విమర్శకు ని లక్షణాలను రాయండి	REMEMBERING

S.No	Seminar topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వోద్యమాలు	KNOWLEDGE
	స్త్రీవాద సాహిత్య ఉద్యమం	ANALYSING
	కాళీపట్నం రామారావు	REMEMBERING
	రథచక్రాలు నవల	UNDERSTANDING
	ఉత్తమ విమర్శకుని లక్షణాలు	REMEMBERING

Table 1: Mapping of course outcomes with program outcomes (CO/ PO&PSO Matrix)

CO/PO/PSO	PO7	PO8	PO10	PO12	PSO4
CO 1		3	3	3	3
CO 2		3	3	3	3
CO 3		3	3	3	3
CO4		3	3	3	3

CO5		3	3	3	3

Note: 1-Weak correlation   2-Medium correlation   3-Strong correlation

Table 2: CO Attainments (Direct and Indirect)

CO	DIRECT	INDIRECT	Total CO Attainment
CO1	65.70	82.32	67.36
CO2	65.70	85.98	67.73
CO3	65.54	84.15	67.40
CO4	65.80	82.93	67.51
CO5	65.57	85.37	67.55

Total CO Attainment = 90% of Direct CO Attainment + 10% of Indirect CO Attainment

Table 3: PO and PSO Attainments (Direct and Indirect)

			PO8	PO10	PO12	PSO4
			3	3	3	3
CO1			67.36	67.36	67.36	67.36
CO2			67.73	67.73	67.73	67.73
CO3			67.40	67.40	67.40	67.40
CO4			67.51	67.51	67.51	67.51
CO5			67.55	67.55	67.55	67.55
PO Attainment			67.51	67.51	67.51	67.51

Course Coordinator.
D.KANAKA MAHALAKSHMI
Lecturer in Telugu

PRINCIPAL
C.I.M. GOVT. COLLEGE
TANUKU – 534211
West Godavari District
Andhra Pradesh

SCIM GOVERNMENT COLLEGE

DEPARTMENT OF TELUGU

TELUGU

Programme: B.COM(GEN)	Year: 1	Semester: II
Course: TELUGU	Credits: 3	Hours :4

COURSE OBJECTIVES (PO)-TELUGU

CO-1 ఆంధ్రభాష ప్రభావం కారణంగా తెలుగులో వచ్చిన ఆధునిక సాహిత్యాన్ని, దాని విశిష్టతను గుర్తిస్తారు.

CO-2 సమకాలీన ఆధునిక సాహిత్య ప్రక్రియలైన "వచన కవిత్వం, కథ, నవల, నాటకం, విమర్శలపై అవగాహన పొందుతారు.

CO-3 భావకవిత, అభ్యుదయ కవితాలక్ష్యాలను గూర్చిన జ్ఞానాన్ని పొందుతారు. అస్తిత్వవాద ఉద్యమాలపుట్టుకను, ఆవశ్యకతను గుర్తిస్తారు.

CO-4 కథాసాహిత్యం ద్వారా సామాజిక చైతన్యాన్ని పొందుతారు. సిద్ధాంతాల ద్వారా కాకుండా, వాస్తవ పరిస్థితులను తెలుసుకోవడం ద్వారా సిద్ధాంతాన్ని సమీక్షించగలరు.

CO-5 ఆధునిక తెలుగు కల్పన హిత్యం ద్వారా సామాజిక, సాంస్కృతిక, రాజకీయ చైతన్యాన్ని పొందుతారు.

COURSE CONTENTS

Content	CO	HOURS
యూనిట్-1 : ఆధునిక కవిత్వం 1. ఆధునిక కవిత్వం- పరిచయం 2. కొండవీడు - దువ్వూరి రామిరెడ్డి('కవికోకిల' గ్రంథావళి-ఖండకావ్యాలు-నక్షత్రమాల సంపుటి నుండి) 3. మాతృసంగీతం – అనిసెట్టి సుబ్బారావు ('అగ్నివీణ' కవితాసంపుటి నుండి) 4. 'తాతకో నూలుపోగు' – బండారు ప్రసాదమూర్తి ('కలనేత' కవితాసంపుటి నుండి)	CO1,CO2,CO3	03+03+03+03
యూనిట్-II: కథానిక 5. తెలుగు కథానిక – పరిచయం 6. భయం (కథ)- కాళీపట్నం రామారావు 7. స్వేదం ఖరీదు....? – (కథ) – రెంటాల నాగేశ్వరరావు	CO1,CO2,CO4	04+04+04
యూనిట్-III: నవల 8. తెలుగు 'నవల' పరిచయం 9. రథచక్రాలు (నవల) – మహీధర రామ్మోహన రావు (సంక్షిప్త ఇతివృత్తం మాత్రం) 10. రథచక్రాలు (సమీక్షా వ్యాసం) – డా|| యల్లాప్రగడ మల్లికార్జునరావు	CO1,CO2,CO4,CO5	03+05+04
యూనిట్-IV: నాటకం 11. తెలుగు 'నాటకం' – పరిచయం. 12. యక్షగానము (నాటిక) – ఎం.వి.ఎస్. హరనాథరావు. 13."అపురూప కళారూపాల విధ్వంసదృశ్యం 'యక్షగానము' (సమీక్షా వ్యాసం)" డా||కందిమళ్ళ సాంబశివరావు	CO1,CO2,CO4,CO5	03+05+04
యూనిట్-V: విమర్శ 14. తెలుగు సాహిత్య విమర్శ – పరిచయం 15. విమర్శ-స్వరూప స్వభావాలు; ఉత్తమ విమర్శకుడు-లక్షణాలు	CO1,CO2,CO4,CO5	03+05+04

Assessment / Evaluation Methods:

Assessment Tool	Weightage (Marks)

Sessional1	15
Sessional2	
Assignment	5
Seminar	5
Final Examination	75
Total	100

PROGRAM OBJECTIVES(PO)- B.COM(GEN)

A Commerce graduate will be able to:

1. **Scholastic Knowledge:** Acquire the capacity to translate contemporary economic and accounting, management theory into practice to arrive at optimal solutions for business problems.

2. **Critical Thinking:** Assess environmental opportunities and align business activities to apply quantitative and qualitative analysis to implement strategic decisions.

3. **Problem Solving:** Make business decisions by building technical and theoretical knowledge with an emphasis on logical, sustainable and innovative applications.

4. **Conduct investigations of complex problems:** Apply the knowledge to analyse and evaluate the existing economic and business information to provide valid conclusions.

5. **Modern tool usage:** Utilize qualitative and quantitative tools to investigate and solve critical business problems with an understanding of the limitations.

6. **The individual, business and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the business practice.

7. **Environment and sustainability:** Understand the impact of the Administrative and management decisions and technological advancements on society and environment, and demonstrate the knowledge of, and need for sustainable development.

8. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the commercial practices.

9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

10. **Communication:** Communicate effectively on commercial activities with the business community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

11. **Project management:** Demonstrate knowledge and understanding of the commerce and business principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

12. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

Program Specific Outcomes (PSO)

At the end of the program, the student

PSO 1: should be able to understand the concepts at advanced level of Accounting of sole trading and partnership firms, companies, service organizations along with the Cost and management accounting and other relevant areas.

PSO 2: Should have an ability to apply sound theoretical knowledge of organizations and management, basic assessment of income tax, business statistics, auditing, and other relevant areas of marketing and management.

PSO 3: Should have the capability to understand, the theoretical knowledge relevant to Business environment, Business Economics, Business Law and Banking relevant for application towards business solutions.

PSO 4: Should be able to communicate effectively and apply the life skills along with ethics leadership, personality development and other subject foundational knowledge to apply in their daily work life.

Mid-I QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
ఆధునిక సాహిత్య ఆవిర్భావ వికాసాలను తెలియజేయండి	CO1,CO2,CO3	REMEMBERING
తెలుగు కథానిక పరిణామాలలో కాలానుగుణంగా విశదీకరించండి	CO1,CO2,CO4	ANALYSING
తెలుగు సాహిత్యంలో వచ్చిన వివిధ రకాల కవిత్వోద్యమాలను తెలపండి	CO1,CO2,CO3	KNOWLEDGE

Mid-II QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
1. భయం కథలోని మనస్తత్వాలను విశ్లేషించండి	CO1,CO2,CO4	ANALYSING
2. రథచక్రాలు నవల లోని సామాజిక రాజకీయ పరిస్థితులను వివరించండి	CO1,CO2,CO5	UNDERSTANDING
3. ఉత్తమ విమర్శకుని లక్షణాలను తెలియజేయండి	CO1,CO2,CO5	REMEMBERING

S.No	Assignment topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వం నేపథ్యాన్ని వివరించి ఆధునిక కవిత్వ లక్షణాలను తెలపండి	UNDERSTANDING
	అనిశెట్టి సుబ్బారావు మాతృ సంగీతాన్ని తెలపండి	REMEMBERING
	భయం కథను సంగ్రహంగా రాయండి	ANALYSING
	రథచక్రాలు నవల కథలు సంగ్రహంగా తెలపండి	UNDERSTANDING
	ఉత్తమ విమర్శకు ని లక్షణాలను రాయండి	REMEMBERING

S.No	Seminar topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వోద్యమాలు	KNOWLEDGE
	స్త్రీవాద సాహిత్య ఉద్యమం	ANALYSING
	కాళీపట్నం రామారావు	REMEMBERING
	రథచక్రాలు నవల	UNDERSTANDING
	ఉత్తమ విమర్శకుని లక్షణాలు	REMEMBERING

Table 1: Mapping of course outcomes with program outcomes (CO/ PO&PSO Matrix)

CO	PO7	PO8	PO10	PO12	PSO4

/PO/ PSO					
CO 1					
CO 2		3	3		
CO 3		3	3	3	3
CO4		3	3	3	3
CO5		3	3	3	3
		3	3	3	3
				3	3

Note: 1-Weak correlation   2-Medium correlation   3-Strong correlation

Table 2: CO Attainments (Direct and Indirect)

CO	DIRECT	INDIRECT	Total CO Attainment
CO1	66.27	70.52	66.70
CO2	66.27	71.64	66.81
CO3	66.16	70.90	66.63
CO4	66.05	80.97	67.54
CO5	66.30	72.76	66.94

Total CO Attainment = 90% of Direct CO Attainment + 10% of Indirect CO Attainment

Table 3: PO and PSO Attainments (Direct and Indirect)

	PO7	PO8	PO10	PO12	PSO4
	3	3	3	3	3
CO1		66.70	66.70	66.70	66.70
CO2		66.81	66.81	66.81	66.81
CO3		66.63	66.63	66.63	66.63
CO4		67.54	67.54	67.54	67.54
CO5		66.94	66.94	66.94	66.94
					66.92
PO Attainment		66.92	66.92	66.92	

Course Coordinator:
D.KANAKA MAHALAKSHMI
Lecturer in Telugu

PRINCIPAL
S.C.I.M. GOVT. COLLEGE
TANUKU – 534211
West Godavari District
Andhra Pradesh

SCIM GOVERNMENT COLLEGE

DEPARTMENT OF TELUGU

TELUGU

Programme: B.SC(BZC) Credits: 3 SEMESTER : II
Hours :4 HOURS : 4

COURSE OBJECTIVES (PO)-TELUGU

CO-1 ఆంగ్లభాష ప్రభావం కారణంగా తెలుగులో వచ్చిన ఆధునిక సాహిత్యాన్ని, దాని విశిష్టతను గుర్తిస్తారు.

CO-2 సమకాలీన ఆధునిక సాహిత్య ప్రక్రియలైన "వచన కవిత్వం, కథ, నవల, నాటకం, విమర్శలపై అవగాహన పొందుతారు.

CO-3 భావకవిత, అభ్యుదయ కవితాలక్ష్యాలను గుర్చిన జ్ఞానాన్ని పొందుతారు. అస్తిత్వవాద ఉద్యమాలపుట్టుకను, ఆవశ్యకతను గుర్తిస్తారు.

CO-4 కథాసాహిత్యం ద్వారా సామాజిక చైతన్యాన్ని పొందుతారు. సిద్ధాంతాల ద్వారా కాకుండా, వాస్తవ పరిస్థితులను తెలుసుకోవడం ద్వారా సిద్ధాంతాన్ని సమీక్షించగలరు.

CO-5 ఆధునిక తెలుగు కల్పన హిత్యం ద్వారా సామాజిక, సాంస్కృతిక, రాజకీయ చైతన్యాన్ని పొందుతారు.

COURSE CONTENTS

Content	CO	HOURS
యూనిట్-1 : ఆధునిక కవిత్వం 1. ఆధునిక కవిత్వం- పరిచయం 2. కొండవీడు - దువ్వూరి రామిరెడ్డి('కవికోకిల' గ్రంథావళి-ఖండకావ్యాలు-నక్షత్రమాల సంపుటి నుండి) 3. మాతృసంగీతం – అనిసెట్టి సుబ్బారావు ('అగ్నివీణ' కవితాసంపుటి నుండి) 4. 'తాతకో నూలుపోగు' – బండారు ప్రసాదమూర్తి ('కలనేత్ర' కవితాసంపుటి నుండి)	CO1,CO2,CO3	03+03+03+03
యూనిట్-II: కథానిక 5. తెలుగు కథానిక – పరిచయం 6. భయం (కథ)- కాళీపట్నం రామారావు 7. స్వేదం ఖరీదు....? – (కథ) – రెంటాల నాగేశ్వరరావు	CO1,CO2,CO4	04+04+04
యూనిట్-III: నవల 8. తెలుగు 'నవల' పరిచయం 9. రథచక్రాలు (నవల) – మహీధర రామ్మోహన రావు (సంక్షిప్త ఇతివృత్తం మాత్రం) 10. రథచక్రాలు (సమీక్షా వ్యాసం) – డా॥ యల్లాప్రగడ మల్లికార్జునరావు	CO1,CO2,CO4,CO5	03+05+04
యూనిట్-IV: నాటకం 11. తెలుగు 'నాటకం' – పరిచయం 12. యక్షగానము (నాటిక) – ఎం.వి.ఎస్. హరనాథరావు. 13."అపురూప కళారూపాల విధ్వంసదృశ్యం 'యక్షగానము' (సమీక్షా వ్యాసం)" డా॥కందిమళ్ళ సాంబశివరావు	CO1,CO2,CO4,CO5	03+05+04
యూనిట్-V: విమర్శ 14. తెలుగు సాహిత్య విమర్శ – పరిచయం 15. విమర్శ-స్వరూప స్వభావాలు; ఉత్తమ విమర్శకుడు-లక్షణాలు	CO1,CO2,CO4,CO5	03+05+04

Assessment / Evaluation Methods:

Assessment Tool	Weightage (Marks)
Sessional1	15
Sessional2	
Assignment	5
Seminar	5
Final Examination	75
Total	100

PROGRAM OBJECTIVES(PO)- B.SC(BZC)

1. SCIENTIFIC KNOWLEDGE: APPLY THE KNOWLEDGE OF BASIC PRINCIPLES OF BIOLOGICAL SCIENCES AND FUNDAMENTALS OF CHEMICAL SCIENCES SPECIALIZATION TO THE SOLUTION OF SCIENTIFIC PROBLEMS.

2. PROBLEM ANALYSIS: IDENTIFY, FORMULATE, REVIEW RESEARCH LITERATURE, AND ANALYZE ELEMENTARY TO COMPLEX LEVEL SCIENTIFIC PROBLEMS REACHING SUBSTANTIATED CONCLUSIONS USING FIRST PRINCIPLES OF BIOLOGICAL SCIENCES AND FUNDAMENTALS OF CHEMICAL SCIENCES.

3. DESIGN/DEVELOPMENT OF SOLUTIONS: DESIGN SOLUTIONS FOR COMPLEX SCIENTIFIC PROBLEMS FOR VARIOUS CASE STUDIES AND EXPERIMENTAL STUDIES REGARDING THE PUBLIC HEALTH AND SAFETY, AND THE CULTURAL, SOCIETAL, AND ENVIRONMENTAL CONSIDERATIONS.

4. CONDUCT INVESTIGATIONS OF COMPLEX PROBLEMS: USE RESEARCH-BASED KNOWLEDGE AND RESEARCH METHODS INCLUDING DESIGN OF EXPERIMENTS, ANALYSIS AND INTERPRETATION OF DATA, AND SYNTHESIS OF THE INFORMATION TO PROVIDE VALID CONCLUSIONS.

5. MODERN TOOL USAGE: CREATE, SELECT, AND APPLY APPROPRIATE TECHNIQUES, RESOURCES, AND MODERN SCIENTIFIC AND IT TOOLS INCLUDING PREDICTION AND MODELING TO COMPLEX SCIENTIFIC ACTIVITIES WITH AN UNDERSTANDING OF THE LIMITATIONS.

6. THE SCIENCE AND SOCIETY: APPLY REASONING INFORMED BY THE CONTEXTUAL KNOWLEDGE TO ASSESS SOCIETAL, HEALTH, SAFETY, LEGAL AND CULTURAL ISSUES AND THE CONSEQUENT RESPONSIBILITIES RELEVANT TO THE SCIENTIFIC PRACTICE.

7. ENVIRONMENT AND SUSTAINABILITY: UNDERSTAND THE IMPACT OF THE SCIENTIFIC SOLUTIONS IN SOCIETAL AND ENVIRONMENTAL CONTEXTS, AND DEMONSTRATE THE KNOWLEDGE OF, AND NEED FOR SUSTAINABLE DEVELOPMENT.

8. ETHICS: APPLY ETHICAL PRINCIPLES AND COMMIT TO PROFESSIONAL ETHICS AND RESPONSIBILITIES AND NORMS OF THE SCIENTIFIC PRACTICE.

9. INDIVIDUAL AND TEAM WORK: FUNCTION EFFECTIVELY AS AN INDIVIDUAL, AND AS A MEMBER OR LEADER IN DIVERSE TEAMS, AND IN MULTIDISCIPLINARY SETTINGS.

10. COMMUNICATION: COMMUNICATE EFFECTIVELY ON COMPLEX ENGINEERING ACTIVITIES WITH THE SCIENTIFIC COMMUNITY AND WITH SOCIETY AT LARGE, SUCH AS, BEING ABLE TO COMPREHEND AND WRITE EFFECTIVE REPORTS AND DESIGN DOCUMENTATION, MAKE EFFECTIVE PRESENTATIONS, AND GIVE AND RECEIVE CLEAR INSTRUCTIONS.

11. PROJECT MANAGEMENT: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE SCIENTIFIC PRINCIPLES AND APPLY THESE TO ONE'S OWN WORK, AS A MEMBER AND LEADER IN A TEAM, TO MANAGE PROJECTS AND IN MULTIDISCIPLINARY ENVIRONMENTS.

12. LIFE-LONG LEARNING: RECOGNIZE THE NEED FOR, AND HAVE THE PREPARATION AND ABILITY TO ENGAGE IN INDEPENDENT AND LIFE-LONG LEARNING IN THE BROADEST CONTEXT OF TECHNOLOGICAL CHANGE.

PROGRAM SPECIFIC OUTCOMES (PSO)

AT THE END OF THE PROGRAM, THE STUDENT

PSO 1: should be able to understand the concepts at advanced level of Botany, Zoology and Chemistry and their applications in the field of scientific research and other relevant areas.

PSO 2: Should be able to Perform procedures as per laboratory standards in the area Taxonomy, physiology, Ecology, Cell biology, Genetics, Applied zoology, Applied botany, Clinical science, Tools and Techniques of zoology and botany, Toxicology, Entomology, Biochemistry, Fish biology, Biotechnology, Immunology, and Research methodology.

PSO 3: Should be able to understand the concepts at advanced level of chemistry and their applications in the field of scientific, research laboratory and other relevant areas.

PSO 4: Should be able to communicate effectively and apply the life skills along with ethics, leadership, personality development and other subject foundational knowledge to apply in their daily work life and contributes the knowledge for National building.

Mid-I QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
ఆధునిక సాహిత్య ఆవిర్భావ వికాసాలను తెలియజేయండి	CO1,CO2,CO3	REMEMBERING
తెలుగు కథానిక పరిణామాలలో కాలానుగుణంగా విశదీకరించండి	CO1,CO2,CO4	ANALYSING
తెలుగు సాహిత్యంలో వచ్చిన వివిధ రకాల కవిత్వోద్యమాలను తెలపండి	CO1,CO2,CO3	KNOWLEDGE

Mid-II QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
1. భయం కథలోని మనస్తత్వాలను విశ్లేషించండి		ANALYSING
2. రథచక్రాలు నవల లోని సామాజిక రాజకీయ పరిస్థితులను వివరించండి	CO1,CO2,CO4	UNDERSTANDING
3. ఉత్తమ విమర్శకుని లక్షణాలను తెలియజేయండి	CO1,CO2,CO5	REMEMBERING
	CO1,CO2,CO5	

S.No	Assignment topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వం నేపథ్యాన్ని వివరించి ఆధునిక కవిత్వ లక్షణాలను తెలపండి	UNDERSTANDING
	అనిశెట్టి సుబ్బారావు మాతృ సంగీతాన్ని తెలపండి	REMEMBERING
	భయం కథను సంగ్రహంగా రాయండి	ANALYSING
	రథచక్రాలు నవల కథలు సంగ్రహంగా తెలపండి	UNDERSTANDING
	ఉత్తమ విమర్శకు ని లక్షణాలను రాయండి	REMEMBERING

S.No	Seminar topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వోద్యమాలు	KNOWLEDGE
	స్త్రీవాద సాహిత్య ఉద్యమం	ANALYSING
	కాళీపట్నం రామారావు	REMEMBERING
	రథచక్రాలు నవల	UNDERSTANDING
	ఉత్తమ విమర్శకుని లక్షణాలు	REMEMBERING

Table 1: Mapping of course outcomes with program outcomes (CO/ PO&PSO Matrix)

CO /PO/ PSO	PO7	PO8	PO10	PO12	PSO4
CO 1		3	3	3	3
CO 2		3	3	3	3
CO 3		3	3	3	3
CO4		3	3	3	3
CO5		3	3	3	3

Note: 1-Weak correlation   2-Medium correlation   3-Strong correlation

Table 2: CO Attainments (Direct and Indirect)

CO	DIRECT	INDIRECT	Total CO Attainment
CO1	69.26	86.61	70.99

CO2	69.26	83.93	70.73
CO3	69.01	87.50	70.86
CO4	69.22	87.50	71.05
CO5	69.27	90.18	71.36

Total CO Attainment = 90% of Direct CO Attainment + 10% of Indirect CO Attainment

Table 3: PO and PSO Attainments (Direct and Indirect)

		PO10	PO12	PSO4	
		3	3	3	
CO1		70.99	70.99	70.99	70.99
CO2		70.73	70.73	70.73	70.73
CO3		70.86	70.86	70.86	70.86
CO4		71.05	71.05	71.05	71.05
CO5		71.36	71.36	71.36	71.36
					71.00
PO Attainment		71.00	71.00	71.00	

Course Coordinator:
D.KANAKA MAHALAKSHMI
Lecturer in Telugu

PRINCIPAL
S.C.I.M. GOVT. COLLEGE
TANUKU – 534211
West Godavari District
Andhra Pradesh

SCIM GOVERNMENT COLLEGE

DEPARTMENT OF TELUGU

TELUGU

Programme: B.SC(MPCS)	Year: 1	Semester: II
Course: TELUGU	Credits: 3	Hours :4

COURSE OBJECTIVES (PO)-TELUGU

CO-1 ఆంగ్లభాష ప్రభావం కారణంగా తెలుగులో వచ్చిన ఆధునిక సాహిత్యాన్ని, దాని విశిష్టతను గుర్తిస్తారు.

CO-2 సమకాలీన ఆధునిక సాహిత్య ప్రక్రియలైన "వచన కవిత్వం, కథ, నవల, నాటకం, విమర్శలపై అవగాహన పొందుతారు.

CO-3 భావకవిత, అభ్యుదయ కవితాలక్ష్యాలను గూర్చిన జ్ఞానాన్ని పొందుతారు. అస్తిత్వవాద ఉద్యమాలపుట్టుకను, ఆవశ్యకతను గుర్తిస్తారు.

CO-4 కథాసాహిత్యం ద్వారా సామాజిక చైతన్యాన్ని పొందుతారు. సిద్ధాంతాల ద్వారా కాకుండా, వాస్తవ పరిస్థితులను తెలుసుకోవడం ద్వారా సిద్ధాంతాన్ని సమీక్షించగలరు.

CO-5 ఆధునిక తెలుగు కల్పన హిత్యం ద్వారా సామాజిక, సాంస్కృతిక, రాజకీయ చైతన్యాన్ని పొందుతారు.

COURSE CONTENTS

Content	CO	HOURS
యూనిట్-1 : ఆధునిక కవిత్వం 1. ఆధునిక కవిత్వం- పరిచయం 2. కొండవీడు - దువ్వూరి రామిరెడ్డి('కవికోకిల' గ్రంథావళి-ఖండకావ్యాలు- నక్షత్రమాల సంపుటి నుండి) 3. మాతృసంగీతం – అనిసెట్టి సుబ్బారావు ('అగ్నివీణ' కవితాసంపుటి నుండి) 4. 'తాతకో నూలుపోగు' – బండారు ప్రసాదమూర్తి ('కలనేత' కవితాసంపుటి నుండి)	CO1,CO2,CO3	03+03+03+03
యూనిట్-II: కథానిక 5. తెలుగు కథానిక – పరిచయం 6. భయం (కథ)- కాళీపట్నం రామారావు 7. స్వేదం ఖరీదు....? – (కథ) – రెంటాల నాగేశ్వరరావు	CO1,CO2,CO4	04+04+04
యూనిట్-III: నవల 8. తెలుగు 'నవల' పరిచయం 9. రథచక్రాలు (నవల) – మహీధర రామ్మోహన రావు (సంక్షిప్త ఇతివృత్తం మాత్రం) 10. రథచక్రాలు (సమీక్షా వ్యాసం) – డా|| యల్లాప్రగడ మల్లికార్జునరావు	CO1,CO2,CO4,CO5	03+05+04
యూనిట్-IV: నాటకం 11. తెలుగు 'నాటకం' – పరిచయం 12. యక్షగానము (నాటిక) – ఎం.వి.ఎస్. హరనాథరావు. 13."అపూరూప కళారూపాల విధ్వంసదృశ్యం 'యక్షగానము' (సమీక్షా వ్యాసం)" డా||కందిమళ్ళ సాంబశివరావు	CO1,CO2,CO4,CO5	03+05+04
యూనిట్-V: విమర్శ 14. తెలుగు సాహిత్య విమర్శ – పరిచయం 15. విమర్శ-స్వరూప స్వభావాలు; ఉత్తమ విమర్శకుడు-లక్షణాలు	CO1,CO2,CO4,CO5	03+05+04

Assessment / Evaluation Methods:

Assessment Tool	Weightage (Marks)
Sessional1	
Sessional2	15
Assignment	5
Seminar	5
Final Examination	75
Total	100

PROGRAM OBJECTIVES(PO)- B.SC(MBBC)
1. SCIENTIFIC KNOWLEDGE: APPLY THE KNOWLEDGE OF BASIC PRINCIPLES OF BIOLOGICAL SCIENCES AND FUNDAMENTALS OF CHEMICAL SCIENCES SPECIALIZATION TO THE SOLUTION OF SCIENTIFIC PROBLEMS.
2. PROBLEM ANALYSIS: IDENTIFY, FORMULATE, REVIEW RESEARCH LITERATURE, AND ANALYZE ELEMENTARY TO COMPLEX LEVEL SCIENTIFIC PROBLEMS REACHING SUBSTANTIATED CONCLUSIONS USING FIRST PRINCIPLES OF BIOLOGICAL SCIENCES AND FUNDAMENTALS OF CHEMICAL SCIENCES.
3. DESIGN/DEVELOPMENT OF SOLUTIONS: DESIGN SOLUTIONS FOR COMPLEX SCIENTIFIC PROBLEMS FOR VARIOUS CASE STUDIES AND EXPERIMENTAL STUDIES REGARDING THE PUBLIC HEALTH AND SAFETY, AND THE CULTURAL, SOCIETAL, AND ENVIRONMENTAL CONSIDERATIONS.
4. CONDUCT INVESTIGATIONS OF COMPLEX PROBLEMS: USE RESEARCH-BASED KNOWLEDGE AND RESEARCH METHODS INCLUDING DESIGN OF EXPERIMENTS, ANALYSIS AND INTERPRETATION OF DATA, AND SYNTHESIS OF THE INFORMATION TO PROVIDE VALID CONCLUSIONS.
5. MODERN TOOL USAGE: CREATE, SELECT, AND APPLY APPROPRIATE TECHNIQUES, RESOURCES, AND MODERN SCIENTIFIC AND IT TOOLS INCLUDING PREDICTION AND MODELING TO COMPLEX SCIENTIFIC ACTIVITIES WITH AN UNDERSTANDING OF THE LIMITATIONS.
6. THE SCIENCE AND SOCIETY: APPLY REASONING INFORMED BY THE CONTEXTUAL KNOWLEDGE TO ASSESS SOCIETAL, HEALTH, SAFETY, LEGAL AND CULTURAL ISSUES AND THE CONSEQUENT RESPONSIBILITIES RELEVANT TO THE SCIENTIFIC PRACTICE.
7. ENVIRONMENT AND SUSTAINABILITY: UNDERSTAND THE IMPACT OF THE SCIENTIFIC SOLUTIONS IN SOCIETAL AND ENVIRONMENTAL CONTEXTS, AND DEMONSTRATE THE KNOWLEDGE OF, AND NEED FOR SUSTAINABLE DEVELOPMENT.
8. ETHICS: APPLY ETHICAL PRINCIPLES AND COMMIT TO PROFESSIONAL ETHICS AND RESPONSIBILITIES AND NORMS OF THE SCIENTIFIC PRACTICE.
9. INDIVIDUAL AND TEAM WORK: FUNCTION EFFECTIVELY AS AN INDIVIDUAL, AND AS A MEMBER OR LEADER IN DIVERSE TEAMS, AND IN MULTIDISCIPLINARY SETTINGS.
10. COMMUNICATION: COMMUNICATE EFFECTIVELY ON COMPLEX ENGINEERING ACTIVITIES WITH THE SCIENTIFIC COMMUNITY AND WITH SOCIETY AT LARGE, SUCH AS, BEING ABLE TO COMPREHEND AND WRITE EFFECTIVE REPORTS AND DESIGN DOCUMENTATION, MAKE EFFECTIVE PRESENTATIONS, AND GIVE AND RECEIVE CLEAR INSTRUCTIONS.
11. PROJECT MANAGEMENT: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE SCIENTIFIC PRINCIPLES AND APPLY THESE TO ONE'S OWN WORK, AS A MEMBER AND LEADER IN A TEAM, TO MANAGE PROJECTS AND IN MULTIDISCIPLINARY ENVIRONMENTS.
12. LIFE-LONG LEARNING: RECOGNIZE THE NEED FOR, AND HAVE THE PREPARATION AND ABILITY TO ENGAGE IN INDEPENDENT AND LIFE-LONG LEARNING IN THE BROADEST CONTEXT OF TECHNOLOGICAL CHANGE.

PROGRAM SPECIFIC OUTCOMES (PSO)
AT THE END OF THE PROGRAM, THE STUDENT
PSO 1: SHOULD BE ABLE TO UNDERSTAND THE CONCEPTS AT ADVANCED LEVEL OF BOTANY, MICROBIOLOGY AND CHEMISTRY AND THEIR APPLICATIONS IN THE FIELD OF SCIENTIFIC RESEARCH AND OTHER RELEVANT AREAS.
PSO 2: SHOULD BE ABLE TO PERFORM PROCEDURES AS PER LABORATORY STANDARDS IN THE AREA MICROBIAL METABOLISM, PHYSIOLOGY, ECOLOGY, CELL BIOLOGY, MICROBIAL GENETICS, APPLIED MICROBIOLOGY, APPLIED BOTANY, CLINICAL MICROBIOLOGY, TOOLS AND TECHNIQUES OF MICROBIOLOGY AND BOTANY, MOLECULABIOLOGY, ECOLOGY, BIOCHEMISTRY, , MEDICAL MICROBIOLOGY, AGRICULTURAL MICROBIOLOGY, FOOD AND INDUSTRIAL MICROBIOLOGY, BIOTECHNOLOGY, IMMUNOLOGY, AND RESEARCH MICROBIOLOGY.
PSO 3: SHOULD BE ABLE TO UNDERSTAND THE CONCEPTS AT ADVANCED LEVEL OF CHEMISTRY AND THEIR APPLICATIONS IN THE FIELD OF SCIENTIFIC, RESEARCH LABORATORY AND OTHER RELEVANT AREAS.
PSO 4: SHOULD BE ABLE TO COMMUNICATE EFFECTIVELY AND APPLY THE LIFE SKILLS ALONG WITH ETHICS, LEADERSHIP, PERSONALITY DEVELOPMENT AND OTHER SUBJECT FOUNDATIONAL KNOWLEDGE TO APPLY IN THEIR DAILY WORK LIFE AND CONTRIBUTES THE KNOWLEDGE FOR NATIONAL BUILDING.

Mid-I QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
ఆధునిక సాహిత్య ఆవిర్భావ వికాసాలను తెలియజేయండి	CO1,CO2,CO3	REMEMBERING
తెలుగు కథానిక పరిణామాలలో కాలానుగుణంగా విశదీకరించండి	CO1,CO2,CO4	ANALYSING
తెలుగు సాహిత్యంలో వచ్చిన వివిధ రకాల కవిత్వోద్యమాలను తెలపండి	CO1,CO2,CO3	KNOWLEDGE

Mid-II QUESTIONS

Question	Course Objective	Bloom's Taxonomy level
1. భయం కథలోని మనస్తత్వాలను విశ్లేషించండి	CO1,CO2,CO4	ANALYSING
2. రథచక్రాలు నవల లోని సామాజిక రాజకీయ పరిస్థితులను వివరించండి	CO1,CO2,CO5	UNDERSTANDING
3. ఉత్తమ విమర్శకుని లక్షణాలను తెలియజేయండి	CO1,CO2,CO5	REMEMBERING

S.No	Assignment topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వం నేపథ్యాన్ని వివరించి ఆధునిక కవిత్వ లక్షణాలను తెలపండి	UNDERSTANDING
	అనిశెట్టి సుబ్బారావు మాతృ సంగీతాన్ని తెలపండి	REMEMBERING
	భయం కథను సంగ్రహంగా రాయండి	ANALYSING
	రథచక్రాలు నవల కథలు సంగ్రహంగా తెలపండి	UNDERSTANDING
	ఉత్తమ విమర్శకు ని లక్షణాలను రాయండి	REMEMBERING

S.No	Seminar topics	Bloom's Taxonomy level
	ఆధునిక కవిత్వోద్యమాలు	KNOWLEDGE
	స్త్రీవాద సాహిత్య ఉద్యమం	ANALYSING
	కాళీపట్నం రామారావు	REMEMBERING
	రథచక్రాలు నవల	UNDERSTANDING
	ఉత్తమ విమర్శకుని లక్షణాలు	REMEMBERING

Table 1: Mapping of course outcomes with program outcomes (CO/ PO&PSO Matrix)

CO /PO/ PSO	PO7	PO8	PO10	PO12	PSO4
CO 1		3	3	3	3
CO 2		3	3	3	3
CO 3		3	3	3	3
CO4		3	3	3	3
CO5		3	3	3	

Note: 1-Weak correlation   2-Medium correlation   3-Strong correlation

Table 2: CO Attainments (Direct and Indirect)

CO	DIRECT	INDIRECT	Total CO Attainment

CO1	58.65	87.50	61.53
CO2	58.65	93.06	62.09
CO3	58.53	88.89	61.57
CO4	58.53	94.44	62.13
CO5	58.58	91.67	61.89

Total CO Attainment = 90% of Direct CO Attainment + 10% of Indirect CO Attainment

Table 3: PO and PSO Attainments (Direct and Indirect)

	PO7	PO8	PO10	PO12	PSO4
	3	3	3	3	3
CO1		61.53	61.53	61.53	61.53
CO2		62.09	62.09	62.09	62.09
CO3		61.57	61.57	61.57	61.57
CO4		62.13	62.13	62.13	62.13
CO5		61.89	61.89	61.89	61.89
PO Attainment		61.84	61.84	61.84	61.84

D.k.m. lakshmi
Course Coordinator:
D.KANAKA MAHALAKSHMI
Lecturer in Telugu

PRINCIPAL
S.C.I.M. GOVT. COLLEGE
TANUKU – 534211
West Godavari District
Andhra Pradesh