

2019-20

Enter to learn – Leave to serve

NAAC:C(III)CYCLE

CHATRAPATHI SIVAJI TRI SATAJAYANTHI(CSTS)



GOVERNMENT KALASALA

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DEPARTMENT OF ECONOMICS

Principal's Permission Letter

From

B.Srinivasa Rao,
Lecturer in Economics,
CSTS Government Kalasala,
Jangareddigudem.

To

The Principal,
CSTS Government Kalasala,
Jangareddigudem.

Sub: Requesting for permission to conduct News Paper Reading and Analysis as best practices for B.A Students. Submitted-regarding...

The Department of Economics to conduct News Paper Reading and Analysis as best practices for B.A students. So, I requested to grant permission to conduct the same on the above mentioned . This is for your information and consideration.

Thanking you,

Yours faithfully

Newspaper Reading & Analysing

Aim:

To investigate and implement best practices for analysing newspaper reading amongst students in degree colleges, fostering critical thinking, informed citizenship, and effective communication skills.

This aim encompasses several key aspects:

1. **Investigating best practices:** This involves researching existing methods and initiatives related to newspaper reading analysis in degree colleges, including successful programs, innovative strategies, and effective assessment techniques.
2. **Analyzing newspaper reading:** This refers to developing frameworks and strategies for students to critically analyze the content of newspapers, including understanding bias, identifying different perspectives, evaluating information sources, and recognizing propaganda techniques.
3. **Fostering critical thinking:** The aim is to use newspaper analysis as a tool to develop students' ability to think critically, assess arguments, question assumptions, and form independent opinions based on evidence.
4. **Promoting informed citizenship:** Newspaper analysis can equip students with the knowledge and skills needed to engage with current affairs, understand diverse viewpoints, and participate actively in society as informed citizens.
5. **Developing effective communication skills:** Writing about and discussing newspaper articles can enhance students' ability to communicate clearly, concisely, and persuasively, both verbally and in writing.

By investigating and implementing best practices in these areas, this aim seeks to make newspaper reading analysis a valuable tool for enhancing student learning, engagement, and overall development in degree colleges.

Additional points to consider:

- Specifying the target population for the investigation (e.g., specific degree programs or college years).
- Defining the scope of the analysis (e.g., focusing on specific types of newspapers or news topics).

- Identifying potential challenges and proposing solutions for implementation (e.g., access to newspapers, time constraints, student engagement).

By refining the aim and considering these additional elements, you can create a clear and focused research agenda for investigating and implementing best practices for newspaper reading analysis in degree colleges.

Objectives

1. Knowledge Acquisition:

- To identify and critically evaluate existing best practices for newspaper reading analysis in degree colleges.
- To explore and understand the theoretical frameworks for analyzing news articles, including concepts like bias, framing, and source evaluation.
- To equip students with the necessary vocabulary and terminologies for effective newspaper analysis.

2. Skill Development:

- To develop students' ability to critically read and analyze newspaper articles, identifying key points, arguments, and sources of information.
- To enhance students' skills in evaluating the credibility and reliability of news sources.
- To refine students' ability to identify and analyze different perspectives and biases presented in news articles.
- To foster effective communication skills through writing and discussing newspaper analyses, presenting well-structured arguments and supporting them with evidence.

3. Application and Impact:

- To apply newspaper analysis skills to current issues and events, forming informed opinions and engaging in meaningful discussions.
- To promote informed citizenship by encouraging critical engagement with news media and current affairs.
- To develop analytical and research skills applicable to various academic and professional settings.
- To measure the impact of newspaper reading analysis on students' critical thinking, communication, and civic engagement through data collection and analysis.

4. Innovation and Future Development:

- To explore and adapt existing best practices to the specific needs and context of the target degree college student population.
- To develop and implement new and innovative strategies for analyzing and utilizing newspaper content in the classroom.
- To share established best practices and research findings with the wider educational community for continuous improvement and dissemination of knowledge.

Outcomes of Implementing Best Practices for Newspaper Reading

Individual Student Level:

- **Enhanced Critical Thinking Skills:** Students develop the ability to analyze information objectively, identify bias, and form independent opinions based on evidence.
- **Improved Information Literacy:** Students become adept at evaluating the credibility of sources, distinguishing fact from opinion, and navigating the complexities of the news landscape.
- **Stronger Communication Skills:** Students gain confidence in expressing their thoughts and arguments clearly and persuasively, both in writing and orally.
- **Deeper Understanding of Current Affairs:** Students develop a well-rounded knowledge of current events and different perspectives on pressing issues.
- **Increased Civic Engagement:** Students become more informed and active citizens, prepared to participate in civic life and contribute to their communities.

College Level:

- **More Engaging and Dynamic Learning Environment:** Incorporating newspaper analysis into the curriculum can liven up classroom discussions, foster a sense of intellectual curiosity, and encourage active participation from students.
- **Development of Critical Thinking Skills Across Disciplines:** The analytical skills honed through newspaper analysis can be applied to various academic subjects, promoting interdisciplinary learning and deeper understanding.
- **Improved Collaboration and Communication:** Students collaborating on analyzing and discussing news articles learn to work effectively in teams, respect diverse viewpoints, and communicate their ideas clearly.
- **Enhanced Reputation and Visibility:** Colleges implementing innovative and effective newspaper analysis programs can gain recognition for their commitment to critical thinking and civic engagement, attracting future students and faculty.

S.No	Name of the Student	Class
01.	B. Priyanka	II nd BSC (MPCS)
02.	T. Kaveri	II nd BSC (MPCS)
03.	M. Ramya	II nd (")
04.	A. Navya	II nd (MPC.)
05.	K. Prathvi	II nd (MPCS)
06.	K. John.	II nd (BZC).
7.	P. Venkatalaxmi	II. (BSC) (BZC)
8.	K. Anusha	II BSC (BCH)
9.	K. Jhanvi Rani	"
10.	T. Nagasandhya	"
11.	K. Mangaraj	II B.Sc (M.P.C.)
12.	K. Sowbhagya	II B.Sc (BZC)
13.	B. Jyothika	" "
14.	K. Lalnirideri	" "
15.	K. Srija	II BSC (BCH)
16.	M. Lakshmi Devi	II BSC (MPC)
17.	A. Navya	II B.Sc (MPC)
18.	K. Laxmidevi	II BSC (BZC)
19.	K. Revathi	II BSC (BCH)
20.	K. Rajeswari	II BSC (BCH)
21.	K. Anitha	II BSC (BZC)
22.	S. Mahalaxmi	II BSC (MPC)
23.	K. Jaya. Mathur	II BSC (MPCs)
24.	B. Abhishek	II B.S.C (MPC)
25.	S. Durga	II BSC (MPC)
26.	G. Shishir	II B.S.C (MPC)
27.	Y. Kaveri	II B.Sc (BZC)
28.	K. Meghana	II B.Sc (BCH)
29.	D. Viveka Vardhini	" "
30.	G. Divi	II BSC (BZC)

V. Bell

S.No.	Name of the student	class.
31.	K. Sumithra	II BSC [BCH]
32.	G. Swarnu	II BSC (BZC).
33.	K. Nibhitha	II BSC (B.C.H)
34.	B. Chamundeswari	II BSC (BZC)
35.	P. Sreeja	II BSC
36.	K. Chitlalamma	II BSC (BZC)
37.	G. Bhavani	II BSC (BZC)
38.	K. Shashipriya	II BSC (BZC)
39.	K. Sai Shrinisha	II BSC (BZC)
40.	M. pravalika	II BSC [M.P.C]
41.	K. Ramya	II BSC [B.Z.C]
42.	K. Manika	II BSC [B.Z.C]
43.	M. Sureshi	II BSC [BZC]
44.	R. Naga Bharani	II BSC (M.P.C)
45.	D. Naga Manga	II
46.	P. Venu	II BSC (BZC)
47.	R. Venu	II BSC (BZC)
48.	M. Rajkumar	II BSC (BZC)
49.	B. Durgeswari	II BSC (BCH)
50.	K. Keelthi Sri	II nd B.A [HET]
51.	S. Sandhya	II nd B.A [HET]
52.	T. Manikya Tyotsna	II nd B.A [HET]
53.	T. padma Ragam	II nd B.A
54.	G. Vanabini	II nd B.A
55.	M. Phanikumar	II nd B.A
56.	K. Likhendra Varma	II nd B.A
57.	S. Venkataanna	II nd B.A
58.	K. Maniksha	II nd B.A
59.	K. Palani	II

60. manga Thayaru	II nd BA
61. M. Namitha	II nd BA
62. SK Tarina	II nd BA
63. K. vijaya	II nd BA
64. m. sundhya Rani	3 rd BA
65. T. suathi	3 rd BA
66. N. Sirisha	3 rd BA
67. N. Sobharani	3 rd BA
68. P. Manju	3 rd BA
69. P. Anusha	3 rd BA
70. P. Srivalli	3 rd BA (HEE)
71. E. Nagalakshmi	3 rd BA (HEE)
72. G. Tulasi	3 rd BA (HEE)
73. S. Laveeraja	3 rd BA (HEE)
74. M. priyanka	3 rd BA (H.E.T)
75. P. Rajkumar	3 rd BA (HEE)
76. K. Subbanna	3 rd BA (H.E.T)
77. B. Avinash, Reddy	3 rd BA (H.E.T)
78. D. mounika	3 rd BA (HEP)

V. Sah



