

Commission of Andhra Pradesh Commissionerate of Collegiate Education

Academic & Administrative Audit of Degree Colleges (2024-25)

Format - III A & B to be filled by Faculty and handed over to Academic Advisor.

Zone: II		District: Krishna		Name of the College and Address: Government Degree College, Avangadda		Name of the Exister: Dr. Y.N. Ch. Ravi Babu		Date of Joining in Degree College Date: 09-11-2021	
S.No	Key Indicator	List of files/documents to be kept ready as a proof of key indicator	Information in support of the key indicator	Key Aspect Scores	Predetermine of Weightage (W _i) for Key Indicator	Date of Retirement Key Indicator Grade Points (KIGP) = (A=3, B=2, C=1, D=0)	Key Indicator Weighted Grade Points (KIWGP) = KIGP X W _i	KI WGP as per Academic Advisor's grading	Guidelines
I-CURRICULAR ASPECTS									
1	Curricular Planning and Implementation (for Autonomous Colleges - Efforts for Curriculum Design and Development to be considered)	Preparation and Implementation of 1. Annual Academic Curriculum Plan 2. Course Objectives & Outcomes	Course wise/Sem wise Records for the Academic Year	2x5= 10	30	3	90	A	1) All five key indicators = 3 Grade points/A 2) Any four key indicators = 2 Grade points/B 3) Any two key indicators = 1 Grade point/C 4) No Indicator=0/D
		5 Teaching Diary 4 Lesson Plans	Course wise/Sem wise Records for the Academic Year	2x5= 10					
		5 Active Participation in BOS	Invitation Letter & Attendance	10					
2	Curriculum Flexibility/Enrichment	1. Additional inputs related to Curriculum of the courses taught	a) Course wise/Sem wise additional inputs Reports	10	20	3	60	A	1) All three key indicators = 3 Grade points/A 2) Any two key indicators = 2 Grade points/B 3) Any one key indicator = 1 Grade point/C 4) No Indicator=0/D
		2. Value added courses offered & completed a) Certificate b) Diploma c) Any Online courses like MOOCs	b) Report on Certificate/ Diploma c) Any Online courses like MOOCs	2x5=10					
3	Feedback system	Feedback on Curriculum by Students a) Collected b) Analyzed c) Action taken	Course wise/Sem wise a) Reports of Feedback b) Analysis Reports c) Action taken Report	10	10	3	30	A	1) All three key indicators = 3 Grade points/A 2) Any two key indicators = 2 Grade points/B 3) Any one key indicator = 1 Grade point/C 4) No Indicator=0/D
II-TEACHING, LEARNING & EVALUATION									
4	Catering to Student Diversity	1. Report on grouping of students into Slow, Moderate and Advanced learners 2. Course wise activities designed for Slow, Moderate and Advanced learners	1. Course wise/Sem wise Reports with lists of students (Slow, Moderate and Advanced learners) 2. Course wise/Sem wise Activities designed for Slow, Moderate and Advanced learners	10	20	3	60	A	1) All three key indicators = 3 Grade points/A 2) Any two key indicators = 2 Grade points/B 3) Any one key indicator = 1 Grade point/C 4) No Indicator=0/D
		1. Report on Course wise Bridge Courses conducted 2. Report on Course wise Remedial coaching conducted	1. Course wise/Sem wise Reports on Bridge Courses conducted 2. Course wise/Sem wise Report on Remedial coaching conducted	2x5=10					
5	Teaching-Learning Process	1. Report on student centered methods implemented (Course wise) 2. Report on implementation of ICT in teaching and learning (Course wise) or Report on implementation of Computer/Internet assisted learning (Course wise) 3. Report on the Use of LMS tools (Course wise) 4. Contribution for the development of LMS in the concerned subject 5. Report on innovative pedagogical Tools used	Course wise/ Sem wise Reports	50	50	3	150	A	1) All five key indicators = 3 Grade points/A 2) Any three key indicators = 2 Grade points/B 3) Any two key indicator = 1 Grade point/C 4) Below two=0/D

6	Teacher Profile and Quality	1. Report on Seminars/Conferences/Workshops/Guest Lectures organized 2. Report on Participation in Seminars/Conferences/Workshops/Guest Lectures/Invited talks 3. Awards and recognition 4. Participation in Short term Orientation/Refresher courses/IDPs 5. E-Content Development/MOOCs (Massive Open Online Courses) 6. Additional Qualifications acquired during the last two years	Reports and Certificates	10	10	3	90	A	1) Any five key indicators =3 Grade points/A 2) Any three key indicators = 2 Grade points/B 3) Any two key indicators =1 Grade point/C 4) Below two =0/D
7	Evaluation Process and Reforms	1. Report on Formative Evaluation (CI.) 2. Assignments-Critical, Innovative, text book and Internet based 3. Involvement in Summative evaluation 4. Maintaining Marks Register & Result Analysis register	Department wise reports regarding 1. Mid exams, Seminar Reports, Assignment Books, Projects and any other tools of Internal Assessment 2. Departmental Internal Marks Register for CIA verified by the Principal	10 10 5 5	30	3	90	A	1) All four key indicator Metrics =3 Grade points/A 2) Metrics 1, 2, 4 =2 Grade points/B 3) Metrics 1, 2, 3 =1 Grade point/C 4) Below two =0/D
8	Student Performance and Learning Outcomes	1. Announcement and Attainment of Course Outcomes 2. Report on Student seminars/ Student demonstrations (Course wise) 3. Report on activities like Quiz/ Group discussion/ Poster presentation (Course wise) 4. Report on Field trips (Course wise) 5. Report on Student Study projects (Course wise)	Course wise Reports	5x6=30	30	3	90	A	1) All five key indicators =3 Grade points/A 2) First KI Metric and any three other =2 Grade points/B 3) First KI Metric and any two other =1 Grade point/C 4) Below two =0/D
III-RESEARCH, INNOVATIONS AND EXTENSION									
9	Funding obtained for Research (Govt./Non-Governmental Bodies)	1. Minor Research Projects 2. Major Research Projects 3. Consultancy Projects	Letter of intimation and award letters (For Current Year only Either Ongoing OR Completed)	5 10 5	20	0	0	D	1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
10	Research Publications and Awards	1. Papers Published in Journals / Chapters published in edited volumes 2. Books published as single author 3. Books published as Co-Author 4. Papers/Chapters published as Co-Author (Note: A maximum of 3 publications in Scopus/Web of Science/ICI or UGC-CARE Listed journals/Any book with ISBN shall be considered) 5. Research Guideship 6. Awards in recognition of research work		10 15 10 5 10 10	60	2	120	B	1) Any three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
11	Extension Activities	Academic Extension activities through DRG/ Faculty Outreach (Curriculum/ Skill/Domain related) Involvement in activities related to community service a. Sensitising the students about the value of Community Service b. Organising the activity (A maximum of 5 Programmes resulting in Community Service like ODF/Swachh Bharat/UBA etc)	Reports in the NAAC format Reports in the NAAC format	10 5+5	20	3	60	A	1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
12	Functional MoUs /Collaborations with Govt and Non Governmental Organisations	1. Collaboration with University/ Industry/NGO/ Any other Agency 2. Consultancy offered 3. Amount generated through Consultancy.	MoUs - 5 points Consultancy offered -10 Amount generated through Consultancy - 5 points	20	20	1	20	C	1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points/B 3) Any one key indicator =1 Grade point/C 4) No Indicator=0/D
IV - USE OF INFRASTRUCTURE & LEARNING RESOURCES									

13	Physical facilities	Infrastructural facilities in the Department Offices a. Use of Digital Classrooms b. Use of Virtual Classroom c. Use of Labs d. Use of Library e. Nlist usage f. Maintenance of Departmental Library	Log books related to usage	20	20	3	60	A	1) Any four key indicators -1 Grade points/A 2) Any three key indicators -2 Grade points/B 3) Any two key indicators -1 Grade point/C 4) Below two Indicators -0/D
V- ROLE IN STUDENT SUPPORT AND PROGRESSION									
14	Student Support	1. Counseling of students as Mentor/ Class teacher and maintenance a. Student Profile Collection b. Semester wise updation 2. Any other Study Material /Guidance a) Academic guidance for the advanced learner (offering suggestions reference books) b) Handholding the slow learners (offering study material/ question banks) 3. Guiding/Monitoring Students for CSP/ Internship 4. Organizing Participation in Parent Teacher Meetings	Reports in the NAAC format	20 10 10 10	50	3	150	A	1) All Four key indicators -1 Grade points/A 2) Any Three key indicators -2 Grade points/B 3) Any Two key indicator -1 Grade point/C 4) Below two-0/D
15	Student Progression	Report on Programmatic/Course wise students' progression to a) Higher Education b) Employment c) Entrepreneurship	Reports in the NAAC format	10 10 10	30	3	90	A	1) All three key indicators -1 Grade points/A 2) Any two key indicators -2 Grade points/B 3) Any one key indicator -1 Grade point/C 4) No Indicator=0/D
VI- ROLE IN INSTITUTIONAL GOVERNANCE									
16	Participation in Institutional Governance and Leadership	a) Contribution to Departmental Vision & Mission and Departmental Action Plan b) Participation in different institutional committees and preparation of committee reports c) Participation in different institutional activities that focus on value based education d) Contribution to IQAC/quality initiatives	Reports in the NAAC format	4x10	40	3	120	A	1) All Four key indicators -1 Grade points/A 2) Any Three key indicators -2 Grade points/B 3) Any Two key indicator -1 Grade point/C 4) Below two-0/D
VII - BEST PRACTICES									
17	Best Practices	Identification and Contribution to a) The Departmental Best practices b) Institutional Best practices	Reports in the NAAC format	20	20	3	60	A	1) All Two key indicators -1 Grade points/A 2) Any one key indicator -2 Grade points/B 3) No Indicator=0/D
Total Grade points				500			1340		

Name & Signature of the Principal

Name & Signatures of the Academic advisors

- 1)
- 2)
- 3)


PRINCIPAL
GOVT. DEGREE COLLEGE
AVANIGADDA, Krishna Dist.


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AVANIGADDA, Krishna Dist.



**S.G.A GOVT.DEGREE COLLEGE (A),
YELLAMANCHILI**



CERTIFICATE OF PARTICIPATION

This certificate is presented to :

Dr. Y.N.Ch.Ravi Babu Lecturer

GDC, Avanigadda

has successfully participated in the webinar titled "Nano Materials for a Sustainable Future," organized by the Departments of Physics and Computer Science on 29-08-2024. We appreciate your dedication to learning and valuable contribution to the Webinar on advancing a sustainable future.

Convenor

Co-Convenor

IQAC Co-ordinator

Chairman



AP LAW COMMON ENTRANCE TEST - 2024
AP LAW CET & AP PGLCET
(CONDUCTED ON BEHALF OF APSCHE)
ACHARYA NAGARJUNA UNIVERSITY, GUNTUR-522510



Prof. B. SATYANARAYANA,
M.Sc., Ph.D.,
CONVENER, AP LAW CET & AP PGLCET-2024

Mobile No : 8341723636
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anudoalawcet2023@gmail.com

No. ANU/APLAWCET&PGLCET-2024/Observer/Appointment/2024,

Date: 31-05-2024

To

Dr. Y. N. Ch. Ravi Babu
Dept. Of Physics, Govt. Degree College, Avanigadda.
Mobile No: 9908037019
Email Id: ynchravibabu@gmail.com

Dear Sir,

Sub:- APLAWCET & AP PGLCET- 2024 - Appointment of Observers - Reg.
Ref:- 1) Proceedings of the Chairman, AP State Council of Higher Education No. APSCHE/CETs-2024/
APLAWCET/24/1, dated 02-02-2024.
2) Chairman, APLAWCET & AP PGLCET- 2024 orders dated 25-05-2024.

The Government of Andhra Pradesh has entrusted the responsibility to Acharya Nagarjuna University, Guntur for conducting Online State Level Common Entrance Tests (APLAWCET & APPGLCET-2024) for admission into first year of LLB (3 & 5 years) and LLM (2Years) courses offered by the funded Universities and their constituent/affiliated Government and Private (aided/unaided) colleges including minority Educational Institutions in Andhra Pradesh for the academic year 2024-25.

I am by direction to inform you that you are appointed as Observer to the following Centre. The Observer is requested to report the Chief Superintendent on **09-06-2024 at 1:00 P.M.** The Observer is also requested to follow the guidelines enclosed here with in conduct of examination. For any clarifications, the observers are requested to contact the Chief Superintendent concerned (or) Convener or Co-Convener, APLAWCET & AP PGLCET-2024.

Test Centre Code	Test Centre Name & Address	Chief Superintendent Name & Contact Number	Date & Time of the Exam
9654	Daita Madhusudana Sastry Sri Venkateswara Hindu College of Engineering Beach Road, Pothepalli, Krishna District, Machilipatnam, Andhra Pradesh, India, 521002	Sri Chandrajit Yadav Mobile No: 7013085703	09-06-2024 (SUNDAY) 2.30 pm to 4.00 pm

Observers are entitled for the remuneration of Rs. 1000/-. It is also permitted local Convenience of Rs. 200/- per day and dearness allowance to Observers be paid by the Convener, AP LAW CET & AP PGLCET-2024 as per the APSCH norms. The T.A & DA, Remuneration bills and proforma-II have to submit to the Convener duly countersigned by the Chief Superintendent.

If any one of your wards/ Relatives are appearing for the APLAWCET & AP PGLCET- 2024 Examination, not to accept the offer to act as Observer and intimate to the Convener. In any case, if you are not able to act as Observer, kindly inform to the Convener. Your absence to the department will be treated as ON DUTY.

For any clarification contact on Mobile Nos. 8341723636 : 9866294731 : 9490513125

Thanking you,

Yours sincerely,

B. Satya

CONVENER



CERTIFICATE OF APPRECIATION

PROUDLY PRESENTED TO

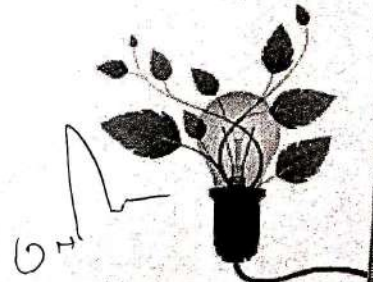
Yakkala Naga Chandra Ravi Babu

for taking part in Energy Conservation Pledge

9468732659



December, 14 2024



KRISHNA UNIVERSITY

Dr. P. VeeraBrambhartari
REGISTRAR (FAC)
Rudravaram
Machilipatnam-521004.
Mobile : 9542487999
E-mail : registrarku@gmail.com



No.KRU/AAC/Board of Studies/Physics/2023

Dated. 20-12-2023

Sub: KU – Academic Audit – The constitution of the UG Board of Studies (BoS) members in Physics for the approval of the Under Graduation (UG) CBCS syllabus w.e.f 2023-24 (APSCHE-AC - Revision of syllabus under CBCS with effect from 2023-24 syllabus) – Reg.

Read: Note order's of the Vice-Chancellor, dt: 20-12-2023

-oOo-

ORDER:

In accordance with the provisions contained by the Krishna University act No:29 of 2008 of A.P. Govt., Hon'ble Vice-Chancellor is pleased to appoint the UG Board of Studies in Faculty of Physics with the following members.

UG BOARD OF STUDIES FOR PHYSICS		
S.No.	Name of the Faculty	Designation
1	Dr J Nageswar Rao SRR & CVR Government Degree College, Vijayawada Mobile: 9963238005	Chairman
2	Dr. Y N Ch Ravi Babu Government Degree College, Avanigadda Mobile: 9908037019	Member
3	Dr Ch Srinivasa Rao Andhra Loyola College, Vijayawada Mobile: 79813 12970	Member
4	Dr P V S Sairam Andhra Loyola College, Vijayawada Mobile: 9059570909	Member
6	Senior Student SRR & CVR Government Degree College, Vijayawada	Student Member-1
7	Junior Student Government Degree College, Avanigadda	Student Member-2

The term of office of all the members including the chairman of Board of studies until further orders with effect from the date of the order or till the new boards of studies constituted.

These orders shall come in to force with immediate effect.

(BY ORDER)



REGISTRAR
REGISTRAR
KRISHNA UNIVERSITY
RUDRAVARAM (V)
MACHILIPATNAM - 521 00
ANDHRA PRADESH, INDIA

Copy to:

The Chairperson & all members of UG Board of Studies of the above
All Directors and Principals of the University and Constituent Colleges/Units
PA's to Vice-Chancellor/Registrar KRU
Accounts Section/Establishment Section
File.



Optimizing Wind Power in the Global Renewable Energy System

Dr.P.V. Ramana¹, Dr.B.Lakashmana Rao², Ch.Ch.Srinivas², Dr.P.B.Sandhya Sri³,
Dr.Y.N.Ch.Ravi Babu³ and Dr.Somarouthu V.G.V.A.Prasad^{4*}

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² Department of Physics, Government College Autonomous, Rajamahendravaram-533105, A.P.,India.

³Department of Physics, Government Degree College, Avanigadda- 521121, A.P.,India.

^{4*} Department of Physics and Electronics, Pithapur Rajah's Government College (A), Kakinada-533001, A.P.,India.

Abstract

Wind power has emerged as a cornerstone of the global renewable energy landscape, offering a sustainable and environmentally friendly alternative to fossil fuels. This review examines the optimization strategies for wind power integration into the global energy system. It explores advancements in turbine technology, site selection, grid integration, and energy storage solutions, as well as the economic and policy frameworks supporting wind energy expansion. The article draws on contemporary research and case studies to highlight best practices and future directions for maximizing the potential of wind power.

Keywords: Wind Power, Renewable Energy, Turbine Technology, Grid Integration, Energy Storage, Site Selection, Policy Frameworks.

1. Introduction

The global transition towards renewable energy sources has accelerated in response to climate change concerns and the need for sustainable energy. Wind power, characterized by its low environmental impact and abundant availability, plays a pivotal role in this shift. However, optimizing wind power requires addressing technical, economic, and policy challenges. This review aims to provide a comprehensive overview of strategies to enhance wind power's contribution to the global energy mix.

2. Advancements in Wind Turbine Technology

Modern wind turbine technology has significantly improved in efficiency, reliability, and cost-effectiveness. Innovations such as larger rotor diameters, taller towers, and advanced materials have increased the energy capture and reduced the cost per megawatt-hour (MWh).





GOVT. DEGREE COLLEGE

(AFFILIATED TO KRISHNA UNIVERSITY)

AVANIGADDA, NAAC- B⁺⁺

ISO 50001:2011, ISO 14001:2015, ISO 9001:2015

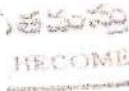


Certificate

This is to Certify that Dr. Yakkala Naga Chandra Ravi Babu, has participated in One-day National Webinar On Unlocking insights -The Essential Role Of Data Science Organized by the Department of Computer Science, GDC Avanigadda held on 23rd March 2024.

N.S. Jyothi

H.O.D of computer science



D. [Signature]
PRINCIPAL

Govt. Degree College
AVANIGADDA, Krishna Dist.
Signature of the PRINCIPAL



Intellectual
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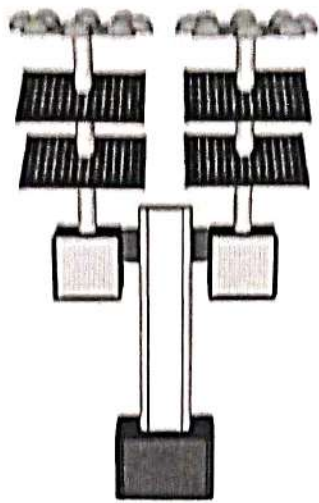
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Adam Williams

Comptroller-General of Patents, Designs and Trade Marks
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Filing date (provisional)
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Defer registration

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Design

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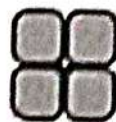
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The Role of Educational Philosophy in Shaping Ethics and Values in Higher Education Institutions

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ABSTRACT

In modern higher education institutions (HEIs), ethics and values play a fundamental role in shaping both the academic and social environment. Educational philosophy, which serves as the foundation of institutional goals, curriculum design, and teaching methodologies, is pivotal in integrating these ethics and values into the learning experience. This article explores the influence of educational philosophy on ethics and values in HEIs, examining how philosophical frameworks, such as pragmatism, constructivism, and perennialism, shape policies, governance, student behavior, and the overall ethical climate of academic institutions. By reviewing theoretical perspectives, practical applications, and case studies, the article aims to provide insights into how educational philosophy serves as a guiding force in cultivating ethical leadership and responsible citizenship among students.

Keywords: Educational philosophy, ethics, values, higher education institutions, curriculum design, ethical leadership, moral education, student behavior.

1. INTRODUCTION

Educational institutions play a central role in fostering moral and ethical development. In higher education, where students are prepared for leadership roles in society, the importance of teaching ethics and values cannot be understated. This review focuses on how educational philosophy—an organized body of thought concerning the aims, content, and methods of education—affects the integration and development of ethics and values in higher education. The overarching question this review seeks to answer is: **How does educational philosophy shape ethics and values in HEIs?**

2. Theoretical Foundations of Educational Philosophy

2.1 Pragmatism and Ethical Education

Pragmatism emphasizes action, experience, and practicality in education. Founded by John Dewey, pragmatism encourages education that is democratic and centered on real-world problem-solving. The ethical implications of this philosophy emphasize responsibility, social justice, and participatory decision-making.

Pragmatism's application in ethics leads to an education that encourages students to engage in critical thinking and problem-solving concerning moral dilemmas, fostering ethical leadership. Dewey's belief in democracy and moral action highlights how ethical behavior is nurtured through practical engagement with societal issues.

2.2 Constructivism and Moral Development

Constructivism posits that learners construct knowledge through their experiences and interactions. Philosophers like Piaget and Vygotsky emphasized the role of social interaction and reflection in moral and cognitive development. In higher education, constructivism fosters an environment where students engage in ethical debates and collaborative projects that promote social responsibility.

The constructivist model encourages educators to design curricula that allow students to question, reflect, and build their ethical frameworks, thereby promoting autonomy in moral decision-making.

tools, they must also develop ethical frameworks that address privacy, equity, and inclusivity in virtual learning environments.

Furthermore, the global challenges of climate change, inequality, and technological disruption underscore the need for education that prepares students not only for professional success but also for ethical leadership in an uncertain world. Educational philosophy must evolve to meet these challenges, drawing on diverse traditions to foster a new generation of ethically responsible global citizens.

7. CONCLUSION

Educational philosophy plays an essential role in shaping the ethics and values that underpin higher education institutions. Through the curriculum, institutional governance, and student development, philosophies like pragmatism, constructivism, and perennialism guide the ethical mission of HEIs. As higher education continues to evolve in response to societal and technological changes, the role of educational philosophy in fostering ethical leadership will remain paramount.

REFERENCES

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