



**BLDEA's
JSS College of Education,
Vijayapur**

1.3.2: Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Sl.no.	particulars
1	syllabus Familiarizing diversities in school system
2	Subjects Familiarizing diversities in school system
3	Action plan

5. Critical evaluation on the Curriculum by interacting with school teachers and Principal to check how far they operationalize the prescribed Curriculum into an action plan
6. A study on the strategies followed towards paedo centric education.
7. Critical Analysis of Secondary School Text Books of Karnataka State

Reference

1. Apple, M. W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M. W. and Denne J. A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange Jagannath, K. (2014) Learning and Experiences. LapLambert publications Germany.
4. Dange Jagannath, K. (2015) Ambedkar's Philosophy of Education. Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London.
6. Dewey, John (2012) Democracy and Education. start publishing LLC.
7. Dewey, John (1938) Experience and Education. Kappa delta pi publisher.USA
8. Freire, T (2000) Padagogy of continue oppressed continue
9. Krishnamurthy (1992) Education and world peace, in social responsibility Krishnamurthy
10. foundation
11. Parekh B. C. () Rethinking multi-culturism: Cultural diversity and political theory.....
12. Plato(2009) Reason and persuasion: Three dialogs (Chepter-6) In J. Holbo edition Neno
13. Sadyasachi, D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore National Book Store
14. Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi

Ear	I	Course Code:	Credits 4	Hours
Semester	II	Education in Contemporary India	Marks 80+20=100	60

Objectives:

After completing this course the student-teachers will be able to

1. Explain the history, nature and process and Philosophy of education.

2. Analyze the role of educational system in the context of Modern Ethos. Understand the concept of diversity.
3. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

Unit – 1 Meaning and importance of Education

- a) Pre independence Education period
- b) Post independence Education period

Unit – 2 Constitutional provisions and Current Issues in Indian Education

- a. Education and Four pillars of Indian Constitution
- b. Fundamental & derived rights in relation to Education.
- c. Articles related to Education
- d. Education of disadvantage groups (SC,ST, OBC & Minorities)
- e. Inclusive Education
- f. Right to Education – 2009
- g. Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit –3 Types of School in India

Types of School

- a. In relation to Funding: State, Aided, un-aided
- b. Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.
- c. Affiliation Based Types: CBSE, SBSE, ICSE.

Unit-4: Policies, Programmes & Schemes for enhancement of quality

4.1. Karnataka Education Act 1983: with reference to primary and secondary education.

4.2. Role and Functions: BRC, DIET, CTE, IASE, DSERT.

Practicum:

1. Conducting survey on educational status of the disadvantage groups [SC,ST,OBC & Minorities]
2. Conducting survey on awareness of promotion of Right to Education in rural areas.
3. An assignment on different types of school.

SEMESTER III

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific pedagogy -1	4	20	8	80	32	100
		Subject Specific pedagogy -2	4	20	8	80	32	100
EPC		Understanding self, personality and yoga	2	50	25			50
		Research Project	2	50	25			50
EF		Block teaching Lessons	2	50	25			50
		Block teaching related activities	2	50	25			50
			24					600

Year	II	Course Code:	Credits 4	Hours
Semester	III	INCLUSIVE EDUCATION	Marks 80+20=100	60

Objectives:

On completion of the course the student- teachers will be able to:

1. To adjust with heterogeneous group in the class.
2. To adjust with different school atmosphere.
3. To co-operate with other disability learners.
- 4 Trace the historical perspective of Inclusive Education.

- 5 Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
- 6 Justify the need for Inclusive Education.
7. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
8. Interpret the policies and procedures for Inclusive Education.
9. Critically review issues and challenges in Inclusive Education.

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION

1.1 Concept of Inclusive Education, Integrated Education and Special Education.

1.2 Need, Objectives & scope of Inclusive Education.

1.3 Factors responsible for successful inclusion in the mainstream – future vision

- a) Understanding the cultures,
- b) policies and practices of Inclusive schools
- c) Definition of disability and inclusion in educational framework
- d) Threats of psychological problems of disability
- e) Models of disability
- f) Policies and programs of Inclusions
- g) Identification of barriers in learning and participation in relation to learners in Inclusive set up.

UNIT II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM.

2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-

2.1 Physically challenged.

2.2 Visually challenged.

2.3 Children with auditory challenges.

2.4 Children with speech challenges.

2.5 Children with adjust with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.

2.6 Mentally challenged.

2.7 Children with learning challenges.

UNIT III – POLICIES AND PROVISIONS FOR INCLUSION

3.1. National and state policies – with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.

3.2 International Policies.

3.3 Legal Provisions.

3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)

3.5 An introduction to Child With Special Needs (CWSN).

- a) NPE 1986
- b) UNESCO 1989
- c) UNESCO 2006
- d) RTE Act
- e) Role of Government and local authorities
- f) SSA
- g) Integration schools and normal schools
- h) Role of teachers in Inclusive schools
- i) Assessment of knowledge and skills in inclusive classrooms
- j) Role of children, parents, community, administrators and policy makers

UNIT IV – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES

4.1 Early identification.


4.2 School and Curricular adaptation.


4.3 Teacher's training: developing of teaching materials, innovative practices.

4.4 Evaluation procedures.

Practicum:

1. A case study of the learners with special needs.
2. Preparing a report on a visit to an inclusive school set up.


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal
B.L.D.E.A's
J.S.S. College of Education
VIJAYAPUR.

References:

1. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2. Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
3. Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300
4. Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
5. Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 & 4): 355-62
6. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
7. Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50: 328-56
8. Gilligan, Carol. 1982. *In a Different Voice* England: Harvard University Press
9. Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
10. Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
11. Hasan, Zoya and Menon, Ritu.. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
12. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24

Year	II	Course Code:	Credits 4	Hours
Semester	IV	Educational Administration and Management	Marks 80+20=100	60

Objectives:

Upon the completion of the course, the student-teachers will be able to:

1. Understand the concept and concerns of Educational organization, administration and management.
2. Understand the Educational Administration and management at different levels and their functioning.

3. Understand the role of headmaster and the teachers in school management:
Supervision and inspection
4. Acquaint the quality control measures in school management
5. Develop the skills in preparing and maintaining the school records.
6. Develop the practical skills in organizing the school programmers and activities
- 7 Acquaint the healthy school climate in the institution.

Unit I: Educational Administration and Management: Conceptual Framework.

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 Distinction between Educational Administration and management.
- 1.3 The objectives, nature and scope of Educational management
- 1.4 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

Unit II: Administration and Management of Education at Centre and State

- 2.1. Centre-State relationship in educational administration and management
Administration and management of Education at Centre
Ministry of Human Resource Development (MHRD)
Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.
- 2.2 Administration and Management of Education at State.
The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.
- 2.3 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.
- 2.4 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee

Unit III: Management of School and Supervision

- 3.1 Basic components of the Management : Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.
- 3.2 Supervision and Monitoring(Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision
- 3.3 Institutional Planning: Concept, objectives, importance, preparation and problems
- 3.4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.
- 3.5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.

Unit IV: Maintaining Healthy Education Institutional Climate Periods:

- 4.1 Institutional organization climate(school): Human resources and school components.
- 4.2 The Institutional Plant: Physical Surrounding and maintenance
- 4.3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.
- 4.4 School Records: types, Need and maintenance.
- 4.5 E-records: nature, Need and applications.

Assignment/Practicum (Any One)

- 1 Preparation of School Academic Plan 1 to 10
- 2 Preparation of Time-Table 11 to 20
- 3 Holding Staff Meeting and recording the minutes and Proceedings. 21 to 30
- 4 School records and their maintenance 31 to 40
5. Co-curricular activities in the school 41 to 50
6. Development of Appraisal Pro-forma 51 to 60
7. School Plant Maintenance 61 to 70
8. School Library Maintenance 71 to 80
9. Time management and School activities 81 to 90

Bibliography

1. Aggarwal, J.C. (1987) 'The Progress of Education in Free India', New Delhi: Arya Book Depot.
2. Aggarwal, J.C. (1994) 'Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
3. Daft, Richard. L. (2000) 'Management', USA: Harcourt College Publishers, Fort Worth, Texas.
4. Dash. B.N. (1996) 'School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt. Ltd.
5. Devegouda, A.C. (1973) 'A Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.
6. Halpin, Andrew.W (1966) 'Theory and Research in Administration', New York: Macmillan Company.

IQAC Co-ordinator
BLDEA's JSS College of Education
BLDEA's JSS Vijayapur
Vijayapur

Principal
B. L. D. E. A's.
J.S.S. College of Education
VIJAYAPUR.

Year	II	Course Code:	Credits 1	Hours
Semester	IV	Teacher Placement and CET classes	Marks 25	25

The student teachers are to be oriented with respect to the following aspects

1. Concept of C-TET , K-TET and CET
2. Nature of testing and question paper formats
3. Coaching from the TET and CET point of view
4. Procedure of teacher placement

Year	II	Course Code:	Credits 2	Days
Semester	IV	Field work and Immersion	Marks 50	50

The student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation.

The student teacher has to deliver 40 lessons (20 in each pedagogy) with at least eight ICT mediated lessons (4 in each pedagogy).

The student teacher has to observe 20 lessons (10 in each pedagogy).

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. The assignments are listed below:

5. The student teacher shall select one programme in operation, such as: School Day, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, assess the status and present a report for its improvement.
6. The student teacher shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected school and report as document.
7. The student teacher shall organize an educational exhibition or quiz or mock parliament and present a report along with photographic evidence
8. The student teacher shall prepare a school manuscript for any one grade /standard.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

Year	II	Course Code:	Credits 2+2	
Semester	IV	PRACTICAL EXAMINATION FOR Pedagogy I & II	Marks 50+50	

The student teacher will deliver one lesson each in Pedagogy One and Pedagogy Two.

Pedagogy I and Pedagogy II (50 + 50) = 100 Marks

Criteria for Evaluation

1. Lesson Planning:

Accuracy and correctness of Objectives, Learning Points, Methodology, Learning Aids, Learning Activities, Techniques and Evaluation. 5

2. Initiation Phase:

Use of previous learning, Sequence of ideas, Relevance, Devices, Linking Initiation to the Presentation of Learning Points. 5

3. Development Phase:

a) Content Competency: Accuracy, Clarity, Comprehensiveness, Spacing. 5

b) Transaction of Content :

Methodology: Techniques/Experiments/Drill/Examples 10

IQAC Co-ordinartor
JLDEA's JSS College of Education
Vijayapur

152
Principal
B. L. D. E. A's.
J.S.S. College of Education
Vijayapur