



# Sahayog Sevabhavi Sanstha

## COLLEGE OF EDUCATION



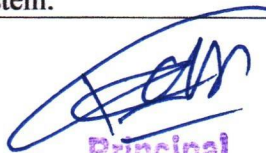
Vishnupuri, Nanded. – 431606. (Maharashtra)

(Recognized By the UGC U/s 2(f) and 12(B) & Affiliated to Swami Ramanand Teerth Marathwada University, Nanded.)

### 1.3.2. ACTION PLAN TO FAMILIARIZE STUDENTS WITH DIVERSITIES IN INDIAN SCHOOL SYSTEM

Sr. No.	ASPECTS	ACTIVITIES PLANNED	DETAILS
1	Development of School System	THEORY CLASSES	The curriculum of both B.Ed. and M.Ed courses covers the theoretical aspects of different School Systems exhaustively, Under the Subject, School Management and Administration in the B.Ed course (I Semester) students are given a through exposure to different school systems. The courses give a broad perspective of various boards such as, Indian School Certificate (ISC) Secondary School Certificate (SSC) and Central Board of Secondary Education (CBSE)
2	Functioning of Various Boards of School Education	FIELD TRIPS THEORY CLASSES ASSIGNMENTS	Students are sent for Observation / internship to schools following different School/Systems. The educational thoughts of both Western and Indian thinkers are taught familiarizing the students in epistemological bases of curriculum of the school systems. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools.
3	Functional differences among them	FIELD TRIPS THEORY CLASSES SEMINAR PAPER PRESENTATION	The student teachers are exposed to different pedagogical practices of Boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes.
4	Assessment Systems	THEORY CLASSES INTERSHIP IN SCHOOLS	In B.Ed II Semester in the methodology papers, assessment for learning and scholastic achievement record caters to the various forms of assessment of different Boards. Credit based evaluation, open-book examination, design of rubrics for CCE model are taught focusing on diverse boards. Non-formal education, philosophies or radical thinkers, alternative systems of education such as De-schooling are familiarized to assess the possibilities of an open school system.



  
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5	Norms and Standards	SEMINARS THEORY CLASSES	The differences in choice based credit assessment are analysed from international context. Students are familiarized with the global norms and evaluation. Academic standards for teaching-learning-evaluation are articulated and revised as per the the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement tests are all taught as per the functional differences of each school systems.
6	State wise Variations	SHARING OF EXPERIENCES STAFF AND STUDENTS	The teaching staff of the college is from different States and they give examples of the college is from different States and they give examples of the practices in schools in their State. Students who come from other States also their experiences. Proficient in adopting the revised Bloom's taxonomy and familiar with learning indicators as given by NCERT/SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education "Current Challenges in Basic Science Education" are also considered.
7	An international and Comparative Perspective	THEORY CLASSES FIELD VISITS	Western Vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student's teachers to understand the foundations, functions and forms of different boards and function of the international school systems with indigenous practices. A cyclic approach is adopted to place student semesters. Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State.



  
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