Kamala Education Society's,

Pratibha College of Education, Chinchwad, Pune 19.

Academic Year 2023-24

B.Ed. Second Year

BED-201- Quality and Management of School Education

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune 411019.

Notice for students (Second Year Div.A)

Date: 14.09.2023

This is to inform all the students that orientation of practical and CCE activity of course 201(Quality and Management of School Education) (Study of School Management–Management of Infrastructural resources in school) will be given on 29/09/2023 in lecture timings (01.00 PM to 02.00 PM) All should remain present.

सर्व विद्यार्थ्यांना कळविण्यात येत आहे की, अभ्यासक्रम २०१(शालेय शिक्षणाची गुणवत्ता आणि व्यवस्थापन) (शालेय व्यवस्थापनाचा अभ्यास-शाळेतील पायाभूत सुविधांचे व्यवस्थापन) च्या प्रात्यक्षिक आणि CCE उपक्रमाचे उदबोधन २९.०९.२०२३ रोजी (व्याख्यानाच्या) तासाच्या वेळेत दिले जाईल.(दुपारी ०१.०० ते ०२.००) सर्वांनी उपस्थित राहणे अनिवार्य आहे.

Subject Teacher

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune 411019.

Notice for students (Second Year- Div.B)

Date: 14.09.2023

This is to inform all the students that orientation of practical and CCE activity of course 201(Quality and Management of School Education) (Study of School Management–Management of Infrastructural resources in school) will be given on 29/09/2023 in lecture timings (12.00 PM to 01.00 PM) All should remain present.

सर्व विद्यार्थ्यांना कळविण्यात येत आहे की, अभ्यासक्रम २०१ (शालेय शिक्षणाची गुणवत्ता आणि व्यवस्थापन) (शालेय व्यवस्थापनाचा अभ्यास - शाळेतील पायाभूत सुविधांचे व्यवस्थापन) च्या प्रात्यक्षिक आणि CCE उपक्रमाचे उदबोधन २९.०९.२०२३ रोजी (व्याख्यानाच्या) तासाच्या वेळेत दिले जाईल. (दुपारी १२.०० ते ०१.००) सर्वांनी उपस्थित राहणे अनिवार्य आहे.

Subject Teacher

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune 411019.

Notice for the students (Second Year)

Date: 29/01/2024

All the students are strictly informed to submit the practical of course 201 (Quality and Management of School Education) (Study of School Management–Management of Infrastructural resources in school)) on 28/02/2024 without fail. Late submissions will not be entertained.

सर्व विद्यार्थ्यांना सूचित करण्यात येते की , अभ्यासक्रम २०१ (शालेय शिक्षणाची गुणवत्ता आणि व्यवस्थापन) (शालेय व्यवस्थापनाचा अभ्यास - शाळेतील पायाभूत सुविधांचे व्यवस्थापन) प्रात्यक्षिक दिनांक २८.०२.२०२४ पर्यत जमा करावेत. यानंतर प्रात्यक्षिक कार्य जमा करून घेतले जाणार नाहीत याची सर्वानी नोंद घ्यावी.

Subject Teacher

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education,

Chinchwad, Pune. 411019

Notice for Second Year students

Date: 06/04/2024

All the second year students are informed that MCQ of course 201: Quality and Management of School Education under CCE activity is organized on 12/04/2024 at 03.30 PM to 04.30 PM .Attendance is compulsory to all.

सर्व द्वितीय वर्षातील विदयार्थाना सूचित करण्यात येते की कोर्स क्र . २०१-शालेय शिक्षणाची गुणवत्ता आणि व्यवस्थापन या विषयांच्या CCE उपक्रमांतर्गत बहुपर्यायी परीक्षेचे (MCQ) आयोजन दिनांक १२ . ०४ . २०२४ रोजी दुपारी ०३ . ३० ते ०४ . ३० या वेळेत करण्यात आले आहे . तरी सर्वाची उपस्थिती अनिवार्य आहे .

Subject Teacher

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education,

Chinchwad, Pune. 411019

Notice for Second Year students

Date: 15/04/2024

All the second year students are informed that those who were absent for MCQ of course 201: Quality and Management of School Education under CCE activity should give PPT Presentation on 30/04/2024 Make a presentation of given topic.

सर्व द्वितीय वर्षातील विदयार्थाना सूचित करण्यात येते की कोर्स क्र . २०१-शालेय शिक्षणाची गुणवत्ता आणि व्यवस्थापन या विषयांच्या CCE उपक्रमांतर्गत बहुपर्यायी परीक्षेसाठी (MCQ) जे विदयार्थी गैरहजर होते त्यांनी घटकांचे PPT सादरीकरण दिनांक ३० . ०४ . २०२४पर्यत सादरीकरण करावे .

Subject Teacher

Principal
Pratibha College of Education,
Chinchwad, Pune.

BED 201 (2023-24)

Title of Course: Quality and Management of School Education

No.	Month	Total days of month	Available days For work	Available Periods	Unit & Subunit
1.	Sept.	31	24	13	**Unit I : Fundamentals of Management and Quality Management** Meaning and functions of Management-Concept, Meaning and definitions of management , need and importance of management ,functions of management **Essential infrastructural facilities in secondary and higher secondary schools** 1. Human needs, 2. Academic needs, **Quality Management of Infrastructural Resources-Creation, Maintenance, Optimum Use.- School Records- Types and its importance – Need and importance, Types of school Records. Co-curricular activities:** Need and importance of organization of Co-curricular activities Practical Orientation
2.	Oct	31	23	04	**Types of Management : Time Management –** Concept, meaning, need and importance of time management school time table – importance and types , Timewasters-causes and remedies **Event management-** Concept, steps, essential skills required and role of a teacher in event management **Classrooms Management-** concept, meaning and techniques of class room management, role of teacher in class room management, Types of Discipline, Problems and remedies of discipline **Internship Programme**
3	Nov	30	24	06	**Internship Programme**
4	Dec	31	26	06	**Internship Programme**
5	January	31	25	05	**Internship Programme**
6	February	29	23	12	**Internship Programme Modern Theories of Management Henry Fayol –** Administrative management theory -14 principles. **Peter Ducker** –The theory of management by objective-MBO, Process involved in MBO **Concept of Quality management and SWOT Analysis.** Meaning and definition of qua **TQM in Education and school Accreditation Meaning, Need and criteria for School Accreditation.** Concept, meaning, need and importance of TQM, Process of TQM in education, Role of H.M. and teacher in TQM, School Acceleration—concept, need, importance and criteria **Unit II: Managerial Practices: Human and Infrastructural Resources-Training and Development of Human Resource.** Concept, process/mechanism of HRD, Managerial qualities/skills for successful HRD, **Pre-Service** – Concept,

					objective, need, importance, and limitations, pre-service training at different levels. **In-service** – Concept, objectives, need, importance, types. **Role and Qualities of Human Resource** - Teacher, Supervisor and Head Master, Parents. **Leadership**: - **Concept, Styles and Styles/Types of leadership 1.Autocratic** 2. Democratic 3.Delegative (concept, merits and demerits).
7	March	31	24	23	**Unit: III Management of Various problems at Secondary and Higher Secondary Level. Wastage and stagnation** – Concept, Causes and Remedies, **Crowded classes**- Concept, Problems of crowded causes, Remedies. **Discipline problem in school**: Concept, causes of indiscipline, remedies. **Vocationalisation of Education-Definition (concept),** need, importance, problems of vocationalization, suggestions for improvement. **Current issues and problems at Higher Secondary Level** – Problems of higher. Secondary Le[illegible] Admission Process, Infrastructure, Teaching
8	April	31	24	05	**Unit IV: Components of School Management and Administrative setup in Education.. Government administrative setup and authorities. – Central and state Government, Functions 'Director of Education' and 'Education officer Zilla Parishad'. Types of School Board:- S.S.C. and H.S.C, CBSE (Central Board of Secondary Education), ICSE (International Certificate of Secondary Education), IGCSE (International General Certificate of Secondary Education) (Objective, Functions, Features of curriculum. Structure and functions of-** NCERT, SCERT, NCTE, **Pre-Exam & revision**
9	May	31	24	00	**revision**

D.S.Patil
Sub. T.

Principal
Pratibha College of Education,
Chinchwad, Pune.

KAMALA EDUCATION SOCIETY'S

PRATIBHA COLLEGE OF EDUCATION

CHINCHWAD, PUNE-19

KAMALA
Education Society

B.ED. SECOND YEAR (2023-24)

Enhancing Professional

BED-202:- Knowledge and Curriculum, Language across Curriculum

(4 Credit 100 Mark)

Internal Evaluation & Moderation Committee

HOD: - Sushil V. Bhong

Course 202

KNOWLEDGE AND CURRICULUM, LANGUAGE ACROSS CURRICULUM

Index

1) Printed Mark List[Univ. Format]
2) Practical Mark List & Marking Scheme
3) CCE Activity (MCQ) Mark List & Marking Scheme
4) Pre Exam Mark List
5) Blue Print, Handwritten & Typed Question Paper and Model Answer with Marking Scheme
6) Notices for students
7) Practical /Activity – Topic List – If any
8) Annual Plan

Course 201

QUALITY AND MANAGEMENT OF SCHOOL EDUCATION

Index

1) **Printed Mark List [Univ. Format]**
2) **Practical Mark List & Marking Scheme**
3) **CCE Activity (MCQ) Mark List & Marking Scheme**
4) **Pre Exam Mark List**
5) **Blue Print, Handwritten & Typed Question Paper and Model Answer with Marking Scheme**
6) **Notices for students**
7) **Practical /Activity – Topic List – If any**
8) **Annual Plan**

Kamala Education Society's

Pratibha College of Education

Chinchwad' Pune 411019

Course 202:- Knowledge & Curriculum, Language across the Curriculum

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Notice for the students

दि. १८/०९/२३

सर्व व्दितीय वर्ष विदयार्थ्यांना सूचित करण्यात येते की, कोर्स २०२ Knowledge & Curriculum, Language across the curriculum चे प्रात्यक्षिक कार्य व Activity याबद्दल माहिती दि. २३/९/२३ रोजी सांगण्यात येणार असून सर्व विदयार्थ्यांची उपस्थिती अनिवाय आहे.

याची सर्व विदयार्थ्यांनी नोंद घ्यावी

प्रा. सु.वि. भोंग

प्राचार्या

PRINCIPAL
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE-19.

Kamala Education Society's

Pratibha College of Education

Chinchwad' Pune 411019

Course 202:- Knowledge & Curriculum, Language across the Curriculum

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Notice for the students

दि.१५/१०/२३

सर्व व्दितीय वर्ष विदयार्थ्यांना सूचित करण्यात येते की, कोर्स २०२ Knowledge& Curriculum, Language across the curriculum चे प्रात्यक्षिक कार्यबद्दल माहिती सांगण्यात आली होती. त्यानुसार अहवाल लेखन करून दि. २४/१०/२३ जमा करावा.

याची सर्व विदयार्थ्यांनी नोंद घ्यावी

प्रा. सु. वि. भोंग

प्राचार्या

PRINCIPAL
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE-19.

Kamala Education Society's

Pratibha College of Education

Chinchwad' Pune 411019

Course 202:- Knowledge & Curriculum, Language across the Curriculum

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Notice for the students

Date: 05/04/2024

सर्व व्दितीय वर्शा च्या विदयार्थ्यांना सूचित करण्यात येते कि, कोर्स क्र 202 Knowledge & Curriculum, Language across the curriculum या उपक्रमांतर्गत एकूण ५० गुणांची MCQ परीक्षा दिनांक १३ एप्रिल २०२४ रोजी दुपारी ४.३० ते ५.३० या वेळेत घेण्यात येईल. यासाठी सर्व विदयार्थ्यांची उपस्थिती अनिवार्य असेल. याची सर्व विदयार्थ्यांनी नोंद घ्यावी.

विषय प्रमुख
प्रा. सुनि-भोंग

PRINCIPAL प्राचार्य
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE-19.

Kamala Education Society

Pratibha College of Education

Chinchwad Pune

Subject Annual Plan

Second Year (2023-2024)

BED-202- Knowledge & Curriculum, Language across the curriculum

Objectives:

To enable the student teacher to:

1. Understand the sources and generation of knowledge.
2. Realize the interrelationship between knowledge, information and skills in the present social context.
3. Understand the dimensions of curriculum development
4. Understand the social basis of framing curriculum
5. Get acquainted with the views of Indian thinkers on the social basis of framing curriculum.
6. Comprehend the concept and relevance of multilingualism in the Indian context.
7. Get acquainted with the activity based learning approaches.
8. Realize the concept and relevance of language in learning.
9. Become familiar with the strategies for developing language skills.

No	Name of the Activity	Date	Timing	Marks
1	**Practical Name**: Comparative study of the curriculum of different boards **Or**	23/9/23	12 To 1.00	50 Marks
2	**Activity** :MCQ	13/4/24	3.30 To 4.30	
	Submission of Practical Activity File	23/10/23	12 To 1.00	50 Marks
4	Written Test	2/4/24	2.30 to 5.30	80 Marks
	Total Mark			180

Subject Teacher

प्रा. सु. वि. भोंग.

Principal

PRINCIPAL
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE-19.

प्रतिभा शिक्षणशास्त्र महाविदयालय चिंचवड

वार्षिक नियोजन 2023-24

प्रा. भोग सुशील विठ्ठल

B.ED. 202 Knowledge and Curriculum, Language across Curriculum

माहिना	घटक नंबर	घटकाचे नाव	तासिका	अध्यापन पदधती	शैक्षणिक मूल्यमापन			
					प्रात्यक्षिक कार्य	ट्युटोरियल	प्रथम सत्र	द्वितिय सत्र
सप्टेंबर	**Unit 1**	Knowledge and Education	13					
	1.1	Data, information, knowledge, skill and wisdom		व्याख्यान				
		☐ Difference and inter relationship among above terms ☐ Educational implication of above terms		व्याख्यान	Practical Work			
	1.2	Sources of knowledge		PPT				
		☐ Meaning ☐ Sources :- ☐ Primary, secondary ☐ Experiences, logical thinking. ☐ Scientific methods and traditions , Authority or Expert's opinion ☐ Educational implications of the above		व्याख्यान,चर्चा				
ऑक्टोबर	**1.3**	Modern child centered education: Learning through activity	2					
फेब्रुवारी		☐ Meaning nature and importance ☐ Ways and means ☐ Application of 'Whole brain approach' and 'Experiential learning' in education. ☐ Teacher's role in organizing student centered activities.	12	व्याख्यान,चर्चा				
	1.4	Modern child centered education: Learning through discovery		व्याख्यान	मार्गदर्शन			
		☐ Meaning, nature and application in classroom ☐ Principles of Bruner's theory. ☐ Teacher's role in organizing student centered activities.		व्याख्यान				
	1.5	1.5 Modern child centered education: Learning through dialogue		व्याख्यान				

महिना	घटक नंबर	घटकाचे नाव	तासिका	अध्यापन पद्धती	शैक्षणिक मूल्यमापन			
					प्रात्यक्षिक कार्य	ट्युटोरियल	प्रथम सत्र	द्वितीय सत्र
		□ Meaning, nature and application in classroom of the dialogue method (in the context of J Krishna Murthi method) □ Teacher's role in organizing student centered activities.		व्याख्यान				
	UNIT: - 2	Dimensions of Curriculum		व्याख्यान,चर्चा, PPT				
	2.1	Meaning, concept and types of curriculum		व्याख्यानPPT				
मार्च		Definition, Concept & importance of curriculum. Types of curriculum □ Subject centered □ Competency based □ Activity based □ Experience based □ Integrated □ Value based	23	व्याख्यान,कृतिपुस्तक	मार्गदर्शन			
	2.2	Principles of curriculum development		व्याख्यान,चर्चा				
		□ Child centered □ Life oriented □ Fulfilling objectives □ Co related curriculum □ Activity centered □ Flexible □ Variety □ Useful for leisure □ Creating self dependence □ Useful for cultural values etc.		व्याख्यान,चर्चा				
	2.3(A)	Curriculum planning and design						

माहिना	घटक नंबर	घटकाचे नाव	तासिका	अध्यापन पदधती	शैक्षणिक मूल्यमापन			
					प्रात्यक्षिक कार्य	टयुटोरियल	प्रथम सत्र	द्वितिय सत्र
		□ Philosophy □ Objectives □ Selection and organization of content, learning experiences/methods /techniques/ activities and evaluation □ Relevance of stakeholders in curriculum planning and design		व्याख्यान,चर्चा				
	2.3 (B)	Models of curriculum development:-		व्याख्यान,चर्चा				
		► Hilda Taba model:- Features 1. Philosophy 2. Related to inductive teaching 3. Involvement of teachers in curriculum development Steps 1. Identification of student's needs 2. Preparing objectives 3. Selection of content 4. Organization of content 5. Selection of participative teaching method 6. Selection of learning experiences 7. Evaluation		व्याख्यानPPT				
		► Tyler model :- 1. Selection of subject and deciding objectives 2. Giving learning experiences 3. Evaluation 4. Actual involvement of students in curriculum transaction		व्याख्यान,चर्चा, PPT				
	2.4	Curriculum, syllabus and textbooks						
		□ Meaning of above terms □ Inter relationship amongst above		व्याख्यान				

माहिना	घटक नंबर	घटकाचे नाव	तासिका	अध्यापन पदधती	शैक्षणिक मूल्यमापन			
					प्रात्यक्षिक कार्य	ट्युटोरियल	प्रथम सत्र	द्वितिय सत्र
		National Curriculum Framework - 2005 □ Principles and features of NCF 2005:- Constructivist approach to education. 1. Life oriented 2. Based on social justice 3. Learning with joy 4. No rote learning 5. Integrated approach 6. Mother tongue 7. Importance on reading 8. Creativity 9. Changes in evaluation		व्याख्यान,चर्चा, PPT	Presentation			
	2.5	□ Suggestions for Teacher Education in NCF						
अप्रिल	**Unit 3:**	Social Basis of framing Curriculum in Education	13			MCQ		Prilium Exam
	3.1	Values in Indian Constitution and their reflection in curriculum of Secondary Education		व्याख्यान				
		Reflection of following values in curriculum (Curricular and co-curricular Aspects) □ Secularism □ Democracy □ Justice □ Liberty □ Equality □ Fraternity □ Dignity of the Individual □ Unity and Integrity of the Nation □ Fundamental Duties		व्याख्यान				
	3.2	Dr. Babasaheb Ambedkar's views on curriculum of Secondary Education □ With reference to-		व्याख्यान				

माहिना	घटक नंबर	घटकाचे नाव	तारिका	अध्यापन पदधती	शैक्षणिक मूल्यमापन			
					प्रात्यक्षिक कार्य	टयुटोरियल	प्रथम सत्र	द्वितिय सत्र
		□ Objectives (General & Subject specific) □ Teaching Methods □ Teacher- Student Relationship □ Evaluation □ Implication in current Education System.		व्याख्यान				
	3.3	Mahatma Gandhi's views on curriculum of Secondary Education □ With reference to:		व्याख्यान				
		□ Objectives (General & Subject specific) □ Teaching Methods □ Teacher- Student Relationship □ Evaluation □ Implication in current Education System.		व्याख्यान				
	3.4	Tagore's views on curriculum of Secondary Education □ With reference to:		व्याख्यान				
		□ Objectives (General & Subject specific) □ Teaching Methods □ Teacher- Student Relationship □ Evaluation □ Implication in current Education System.		व्याख्यान				
	3.5	Multicultural context of Education		व्याख्यान				
		□ Meaning, Concept □ Importance in Indian Context □ Importance in Global Context □ Teacher in Multicultural Education: - - Role to be played - Skills Required - Teaching- Learning Strategies / Activities.		व्याख्यान				
	Unit 4:	Language and Curriculum		व्याख्यान				
	4.1	Language- Meaning, Home Language and School Language, Standard Language and Dialects, Foreign Languages		व्याख्यान				

हिना	घटक नंबर	घटकाचे नाव	तासिका	अध्यापन पदधती	शैक्षणिक मूल्यमापन			
					प्रात्यक्षिक कार्य	ट्युटोरियल	प्रथम सत्र	द्वितिय सत्र
		□ Definitions of Language □ Difference between home language and school language □ Language as a medium of instruction for all subjects □ Need to know language background of the students □ Standard Language : Used in textbooks □ Advantages if school language is different than home language/ Standard Language □ Barriers if school language is different than home language/Standard Language □ Dialects: Meaning, Relevance in Learning □ Foreign Language : Concept, Importance of learning Foreign Languages □ Three Language Formula		व्याख्यान				
				व्याख्यान				
	4.2	Bullock report with reference to the concept of Language across Curriculum		व्याख्यान				
		{Bullock committee (1975) set up by the British Government to look into the 'teaching of English and Particularly of Literacy'} 1. Chapter 12 of Bullock Report - A Language for Life(1975) 2. NCF 2005 For understanding the meaning and need of LAC		व्याख्यान				
मे	4.3	Using oral language in classroom learning: Vocabulary, discussion and Questioning	5	व्याख्यान				
		□ Subject specific Vocabulary □ General vocabulary for communication □ Using Discussion and Questioning in classroom learning, merits and limitations.		व्याख्यान				
	4.4	Reading in different content areas/ Reading Strategies for different content, Making connections between reading and presenting it in writing		व्याख्यान				

माहिना	घटक नंबर	घटकाचे नाव	तासिका	अध्यापन पदधती	शैक्षणिक मूल्यमापन			
					प्रात्यक्षिक कार्य	टयुटोरियल	प्रथम सत्र	द्वितिय सत्र
		□ Concept : Reading skill □ Skills: Skimming and Scanning □ Subject specific reading: Pictures, Symbols, Letters, Words, and Diagrams. Circuits, Maps, Graphs etc. □ Reading Strategies: Split reading, Frayer Model, Presentation Project		व्याख्यान				
	4.5	Multilingualism- Meaning and concept, Importance of Multilingualism and catering to Multilingualism in classroom		व्याख्यान				
		□ Meaning and concept, Importance of Multilingualism □ Importance in Indian Context □ Importance in Global Context □ Teacher in Multilingual Classroom: - Role to be played - Skills Required - Teaching –Learning Strategies / Activities (Language Games)		व्याख्यान				
जुन								Final Exam

प्रा. सु. वि. भोंगे

PRATIBHA COLLEGE OF EDUCATION CHINCHWAD PUNE-19.

PRINCIPAL
PRATIBHA COLLEGE OF EDUCATIO
CHINCHWAD, PUNE-19.

KAMALA EDUCATION SOCIETY'S

PRATIBHA COLLEGE OF EDUCATION

CHINCHWAD, PUNE-19

B.ED. SECOND YEAR 2023-24

203- School and Inclusive School

Paper Smart

Course 203

SCHOOL AND INCLUSIVE SCHOOL

Index

1) Printed Mark List[Univ. Format]
2) Practical Mark List & Marking Scheme
3) CCE Activity Mark List & Marking Scheme
4) Pre Exam Mark List
5) Blue Print, Handwritten & Typed Question Paper and Model Answer with Marking Scheme
6) Notices for students
7) Practical /Activity – Topic List – If any
8) Annual Plan

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune 411019.

Notice for students

Date: 23/03/2024

All the students are strictly informed to submit the Activity of course 203(School and Incisive School School) on 31/03/2024, without fail. Late submissions will not be entertained.

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune 411019.

Notice for students

Date: 04.03.2024

This is to inform all the students that Activity orientation of 203 (School and Incisive School) will be given on 09/03/2024 from 2.30p.m to 03.30 p.m. All should remain present.

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune 411019.

Notice for students

Date: 04.09.2023

This is to inform all the students that course orientation of 203 (School and Incisive School School) will be given on 06/09/2023 from 2.30p.m to 03.30 p.m. All should remain present.

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune 411019.

Notice for students

Date:19/02/2024

All the students are strictly informed to submit the practical of course 203(School and Incisive School School) on 27/02/2024, without fail. Late submissions will not be entertained.

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's

Pratibha College of Education

Year Plan 2023-24

203 School and Inclusive School

Mode: Blended

(Sub. Tr.)

PRINCIPAL
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE-19

No.	Month	Total days of Month	days for work	Available Periods	Unit & Subunit	ctic al
1	Sept	30	22	13	Unit 1. Inclusive Education, Concept and Nature. 1Credit 1.1 Types of School- Mainstream, Special, Integrated and Inclusive. 1.2 Concept, need and importance of Inclusive Education. 1.3 National policies for Inclusive Education	-
3	Oct	31	27	8	1.4 Programs for Inclusive Education 1.5 Acts for Inclusive Education in India **Practical Orientation**	-
4	Nov	30	19	8	**Unit 2. Types of Disabilities and Inclusive Instructional Strategies 1Credit** 2.1 Types of Disabilities: - (a) Sensory Disabilities i) Hearing Impaired (HI) ii) Visually Impaired (V.I.)	

5	Dec	31	24	8	(b) Physical Disabilities i) Orthopedic Impaired ii) Cerebral Palsy (c) Intellectual Disabilities i) Mentally Impaired ii) Learning Disability iii) Autism.	
6	January	31	4	4	2.2 ADHD child: Characteristics and catering to their needs 2.3 Social, Economic and Cultural inclusion – Concept, need and importance	
7	February	28	22	18	2.4 Inclusive Instructional Strategies at school level a) Remedial Teaching b) Team Teaching c) Buddy System d) Circle of Friends e) Blended Learning 2.5 Developing I.E.P. (Individualized Educational Plan) for students with disabilities **Unit 3. Inclusive School 1Credit** 3.1 Characteristics of Inclusive School 3.2 Infrastructural facilities for an Inclusive School 3.3 Challenges for Inclusive Schools	

					3.4 Issues and Concerns in Inclusion – Support and active participation of children in the classroom, Parental attitude and Community awareness for inclusion 3.5 Developing an inclusive culture in the school
8	March	31	25	20	**Activity Orientation** **Unit 4. Teacher's Role in Inclusive School 1Credit** 4.1 Qualities of Inclusive Teacher 4.2 Role of Teacher educators for facilitating Inclusive Education 4.3 Assistive technology for successful inclusion 4.4 Assessment and evaluation in an inclusive setup 4.5 Training programs for Inclusive Teachers Activity Presentations
9	April	30	25	15	Activity presentations, Revisions and Question Answer discussion

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PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE-19

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

Second Year (2023 - 2024)

KAMALA
Education Society

Internal Work

Subject - Title of Course: BED-201- Quality and Management of School Education

Practical - "Study of School Management-Management of Infrastructural resources in school"

Activity – MCR

Student Name – Jital K Dasya

Div. Roll No - A-41

PRACTICL (50)	ACTIVITY (50)	WRITTEN EXAM. (80)	TOTAL MARK (180)	TOTAL MARK (20)
43	48	48	140	16

Subject Teacher - Prof. Manisha S.Patil

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune.

B.Ed. (Second Year 2023-24)

Title of Course: BED-201- Quality and Management of School Education

Cumulative Mark sheet

Student Name: Hetal K. Asija Roll No/Div.: A-41

Sr. No.	Particulars	Max. Marks	Marks Obtained
1.	Practical	50	43
2.	CCE Activity	50	48
3.	Written Exam	80	49
Total Marks		**180**	140
	Converted Marks	**(Out of 20)**	16

Name of subject teacher

(Mrs. M. S. Patil)

Signature with Date

MSPatil

16/04/2024

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

BED-201- B.ED (Second Year 2023-24)

Title of Course: Quality and Management of School Education

Practical 1: Study of School Management- Management of Infrastructural resources in school.

EVALUATION SCHEME

No.	Criteria	1	2	3	4	5
1	Introduction, Need & Importance of Infrastructural resources भौतिक संसाधने ☐स्तावना ☐रज ☐हत्त्व					✓
2	School Building & Play Ground शालेय इमारत आणि ☐ांगण					✓
3	Information about other infrastructural resources इतर भौतिक संसाधनाची ाहिती				✓	
4	Availability of infrastructural resources for school staff शालेय शिक्षकांसाठी उपलब्ध असलेली भौतिक संसाधने				✓	
5	Availability of infrastructural resources for students विदयार्थ्यासाठी उपलब्ध असलेली भौतिक संसाधने				✓	
6	Availability of infrastructural resources for co-curricular activities & sports. अभ्यासपूरक आणि ☐ाासाठी उपलब्ध असलेली भौतिक संसाधने				✓	
7	Availability of infrastructural resources related to health: Cleanliness, Ventilation & light आरोग्यासंबंधी भौतिक संसाधनाची उपलब्धता ☐वच्छता ☐ोा व प्रकाश योजना				✓	
8	Maintenance and optimum use of all infrastructural facilities भौतिक संसाधनाची निगा व योग्य वापर				✓	
9	Provisions and equipment's for Disaster management in the school premises. शालेय परिसरातील आपत्ती व्यवस्थापनाची सुविधा व साधने किंवा योजना				✓	
10	Suggestions & Education implication सूचना आणि शैक्षणिक महत्त्व					✓
	Total mark-50					

43/50

Qualitative Feedback, (if any):

Signature of Professor In-charge

28/03/2024

(Govt Recognized)

St.PETER'S ENGLISH HIGH SCHOOL

Ajinkya Hsg Society,Rupeenagar,Pune-411062

Ref: StPES/206/10224 Date: 10-02-2024

Internship Certificate

This is to certify that ----------Hetal Aasija---------- ----- from Pratibha College of Education, Chinchwad, Pune has successfully completed his/her Internship Programme in our school from 9 th October 2023 to 9 th February 2024.

During this programme, he/she has completed Block teaching lessons, Unit test, study of Records maintained by the school, conducted co-curricular and extra-curricular activities, observed peer lessons, took guidance of our teachers, assisted teachers in their work, and also helped in assessment programme. He /She has also completed practical work of Infrastructural resources in school (study of school mgmt), Visit to Inclusive School, Basics of Research work completed successfully.

Bhavari

PRINCIPAL
St. Peter's ... High School
Ajinkya Hsg Society, ...pee Nagar,
Pune-411 062.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

B.Ed. (Second Year 2023-24)

Title of Course: BED-201- Quality and Management of School Education

INDEX

S.NO.	PARTICULARS
1.	Introduction
2.	Certificate of Completion
3.	Objectives of the Practical
4.	Need & Importance of Infrastructural resources
5.	School Building & Play Ground
6.	Information about other infrastructural resources
7.	a)Availability of infrastructural resources for school staff b) Availability of infrastructural resources for students c) Availability of intrastructural resources for co-curricular activities & sports. d) Availability of infrastructural resources related to health: Cleanliness, Ventilation & light
8.	Maintenance and optimum use of all infrastructural facilities
9.	Provisions and equipment's for Disaster management in the school premises
10.	Suggestions
11.	Education implication
12.	Self -Opinion

Introduction

Quality and management in school education are critical components that significantly impact the learning experiences and outcomes of students. The multifacted approach involves creating a conducive environment, implementing effective teaching methodologies, and employing efficient administrative strategies.

School infrastructure encompasses the physical and organizational elements that contribute to the overall environment where education takes place. It goes beyond classrooms and buildings, incompasing facilities, resources and systems that support effective teaching and learning.

A school is a place where students spend maximum time learning and doing other curricular activities, it is the duty of school to focus on the infrastructure and create an environment that only encourages learning but also focuses on the mental and physical well-being of the students as well Buildings, classrooms, laboratories and equipment

Objectives

The Objectives of this practical are:

1. To increase academic performance of students also to motivate attendance.
2. Well - ventilated and spacious classrooms are needed for any child's academic development
3. To create an environment that not only assures learning but also pays special attention to learning, mental and physical well - being of the student.
4. To help students perform lab activities more effectively in well equipped laboratory
5. To enhance all inclusive development of student by controlling noise and temperature level of the infrastructure.
6. To get clear idea of how to maintain the students various types of records.

Need and Importance

School infrastructure is crucial for creating an effective learning environment. It includes physical facilities, resources and amenities that contribute to the overall educational experience. Here are some key aspects of the need and importance of school infrastructure.

- Well designed classrooms, libraries, and laboratories foster a positive learning environment. Adequate space and proper lighting enhance concentration and create a conducive atmosphere for academic growth.
- Properly constructed buildings and secure premises ensure the safety of students and staff. Emergency exits, fire safety measures and well-maintained facilities contribute to a secure environment.
- Infrastructure supports the integration of technology in education. Access to computers, internet connectivity, and audio-visual equipment enabled students


VISION EVANGELICAL SOCIETY'S GOVT RECOGNIZED
ST. PETER'S ENGLISH HIGH SCHOOL
सेंट पिटर्स इंग्लिश हायस्कूल

School Building & Playground

School Name :-

The name of the school is St. PETER'S ENGLISH HIGH SCHOOL which was established in the year 2007 The school was named by the supporting pillar and the founder trustee of Vision Evangelical society Lt Mr. Peter Mavaskar [23-1-1927 - 23-9-2013]

Address :-

The address of St. Peter's English High School ~~is~~ ~~Hon~~

- St. Peter's English High School, Near Rama Mandir, Ajintya Housing Society, Rupeenagar Talawade 411062"

This campus contains school from nursery to 10th Std. The school has two buildings, three two floors each. The Director of St. Peter's English High School is Hon. Mr. Sunil Mavaskar Sir His goal has always been to complete the task faithfully and humbly which is in hand keeping

School building



Playground



Information about other infrastructural resources

1) Cycle stand :
At the entrance of the school, inside the compound wall there is spacious cycle stand for students who use cycle to come to school.

2] Garden :
There is a small garden for small children to play different slides and colourful slides are there

3] Music System :-
The school has music system kept near ground and connected with big speakers fixed nearby so that volume should be audible in all school. It is used to give instructions to school students and at the time of assembly.

4] Principal room :
Principal room/ office is at second floor. The room has cupboards were important and confidential

Garden





Stage



Music System



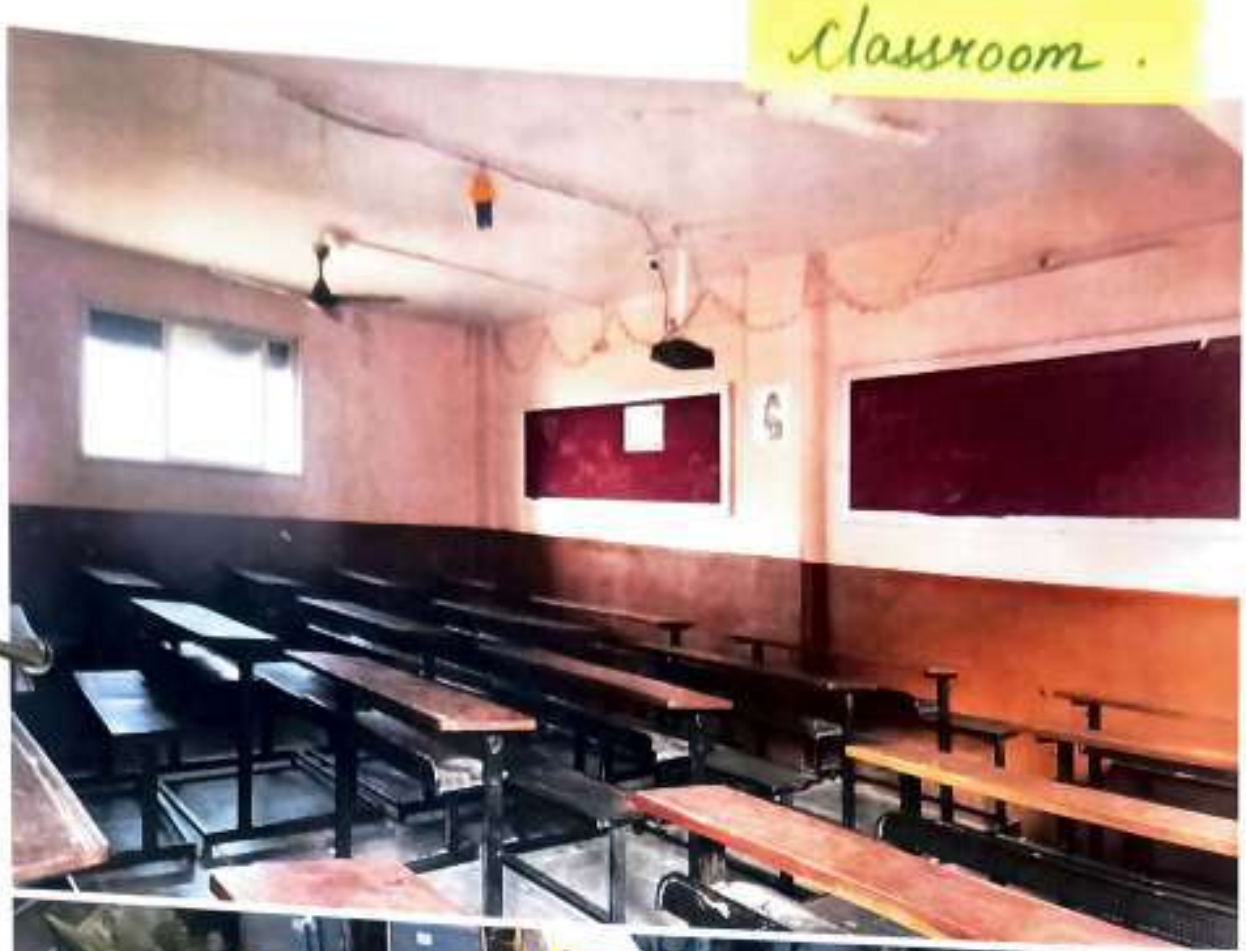
Cycle stand



Bus stand



Classroom .





Availability of infrastructural resources for School staff

1. Notice board :-
There is rectangular box type notice board on ground floor. which contains time table, map of school, list and photos of programs exam supervision timetable and classroom and students arrangement sticked ~~outside~~ on that

2. Lockers :-
Teachers are given the lockers to keep their belongings safe and sorted.

3 Staff room :-
Teachers can do there work in the staff when they are free. They are provided cupboards to keep their belongings, test papers etc.

4] Staff Washroom :-

There is a separate washroom for School staff on second floor of the building.

5] Table :-

The school staff gets table for working comfortably. The ~~teacher~~ table is kept in every class for teachers to keep books and work comfortably.

6] Chair :-

Chairs are kept for staff in the staff room as well as in the classrooms for teachers to sit and take some rest.

7] Sitting arrangement :-

Two long rectangular shaped tables are joined together and placed in middle of staff room and benches are placed around it for seating arrangement of teachers in staff room.





Notice Board



22/12
Wednesday

"A journey of a thousand miles
begins with a single step."
- Sun Tzu -

Lockers


SCHOOL EDUCATION &
SPORT DEPERTMENT


lightening
Digication
Enlightening
Digication

Availability of infrastructural resources for students.

1. Classrooms :-

There are big classrooms available for students in which proper space between the benches is given. The front wall has appropriate blackboard. The classrooms have digital boards as well and soft boards are there where charts are sticked for better understanding.

2] Drinking Water :-

The School has drinking water tank from students can fill their water bottles.

3] Library :

It plays a very important role in the teaching process of the school as its a counterpart of the school infrastructure.

4] Canteen facility :

Canteen facility is availble for students during the break time.

Classroom

Library



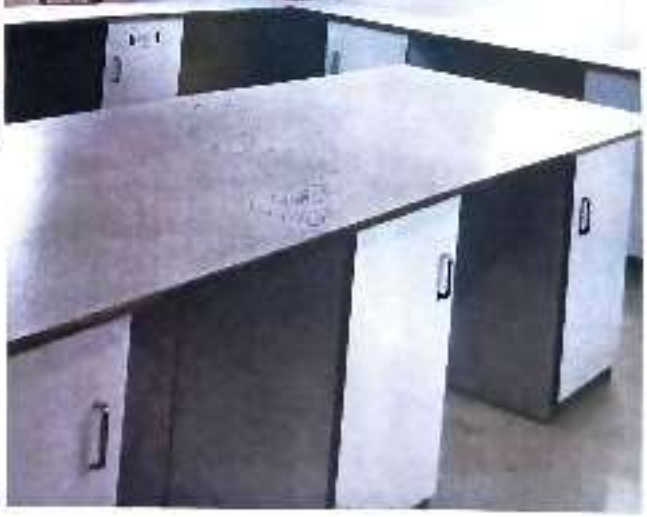
Science Lab














Computer Lab





Availability of infrastructural resources for co-curricular activities & sports.

1. Auditorum / open hall

School has an auditorium where principal conducts general meeting for students and teachers. The stage at the hall is comply with the standard height.

2 Sitting arrangement for indoor games or activities :-

A mat on the floor is kept for the students to sit and play games like carrom, ludo, chess and also yoga practice held on mat in open hall.

3. Sport ground :-

The sports ground is there in the school were students can play kho-kho, volleyball, cricket, badminton etc. in there P.T periods.

Play Ground





Availiability of infrastructural resources related to health: cleanliness, Ventilation & light.

1. Cleanliness :-

School is very neat and clean from the entry gate to the classrooms. The cleaning is done regularly before students arrival in morning. All the classes are cleaned and the toilets are also cleaned twice daily. A special care is taken that there is no unhygiene in the school. Ground is also well and good as there no stones, papers etc there. The importance of cleaning and health hygiene is told to students.

2. Health :-

Weight and height of students is checked by P.T Teacher on regular basis also they give advice and guidance for nutrition and diet to students. School organises health check up for students twice a year

Maintenance and optimum use of all infrastructural facilities.

Planning for school facilities maintainance helps to ensure that school buildings are clean, orderly, safe, cost-effective and instructionally supportive. Thus a facilities maintaindnce contributes to both the organization and its community. A school maintainance programme is an organizational activity carried out by the school community in order to prolong the life expectancy of school buildings.

Effectiveness and efficiency of a maintaindnce programme are achieved if the maintaindnce of the school plant is scheduled instead of only responding to emergency. This means planning the programme in such a way that some maintainance services are performed on a regular basis.

Maximum use of infrastructural facilities.

Maximum use of infrastructural facilities is achieved through careful planning, coordination and management.

1) Scheduling - Develop a comprehensive schedule that optimizes the use of facilities such as classrooms, laboratories, and sports facilities throughout the day.

2) Multi-purpose spaces - Design flexible spaces that can serve multiple purposes.

3) Maintenance and upkeep - Ensure that infrastructural facilities are well-maintained and functional. Regular maintenance schedules and repair protocols help facilities in optimal condition.

FOR EDUCATIONAL USE

Provisions and equipments for Disaster management in the school.

School safety efforts need to be taken ~~cong~~ congnizance of all kinds of hazards that may affect the well-being of children. These may include natural hazards such as floods and earth quakes as well as man made hazards. Hazards includes structural and non-structural factors.

Safety actions are outlined in school as outlined in the National Disaster Management Guidelines'-

St Peters school also follows the guidelines of - National Disaster Management Guidelines.


FIRE
EXTINGUISHER
POWDER
FIRE-STONE
A B C

Suggestions

The school 'St. Peter's English High School' is a very good school providing all the basic components of amenities like playground, well equipped classroom. But there are still some aspects which needs improvement to enhance to current progress of school and students as well :-

1. Sport facilities can include indoor games in the school infrastructure planning
2. Separate parking for two wheelers for teachers can be there.
3. Separate parking for cycles must be there so that students can get full playground
4. Also it will be good if staff room contains more chairs so that teachers can ~~start~~ sit comfortably after their lectures

Educational Implications

Investing in modern and inclusive school infrastructure can enhance educational outcomes by providing a conducive environment for learning. Adequate facilities, such as well-equipped classrooms and libraries, contribute to a positive educational experience. Additionally, technology integration, accessibility features and green spaces can further support diverse learning needs.

- Well-designed classrooms with proper lighting, seating and ventilation create a positive learning environment.
- Adequate teaching aids, interactive whiteboards and multimedia equipment facilitate modern teaching methods.
- A well-stocked library promotes independent learning and research skills.

Self Opinion

School infrastructure plays a crucial role in shaping the learning environment. Adequate facilities, such as well equipped classrooms, libraries and labs, contribute to effective education. Additionally, comfortable and safe infrastructure fosters a positive atmosphere for students and teachers enhancing the overall educational experience. It's essential for schools to prioritize infrastructure to support holistic development.

The right ambience is needed in imparting quality education. A school building should be made on planning and love, and not just bricks and stone. A great deal of thought has gone into transforming brick walls and concrete slabs into the environmentally friendly buildings of St. Peters School.

It's important for schools to have good infrastructure to improve the performance of the students and improve the school system. Good school infrastructure is important, but at the same time, it

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune – 19

Course 201: Quality and School Management of School Education

CCE Activity – MCQ

Date-12/04/2024 **Time: 03.30 to 04.30** **Marks:-50**

Name of the Student - Hilal K Asiya **Roll no –** 41 - A

Supervisor Sign

Instructions: -

1) One Marks for each question.
2) Only tick mark on correct alternative./ Use '√' this sign for correct answer.
3) Do not erase or overwrite answer.

---

1. **Whom state the division of work is the principle of Management.**

✓1) Henry Fayol 2) Peter Drucker

3) F.W. Taylor 4) Brown

2. **Which problem occure to teacher while doing class management?**

1) Large Scale Student 2) Interaction between Student &Teachers

3) Lack of fundamental facility ✓4) all above

3. **"Management is the process by which a Co- Operative group directs action towards common goal" whom state this definition.**

✓1) Joseph Messie 2) Henry Fayol

3) George Terry 4) Peter Drucker

4. **Who is the Father of quality Management?**

1) F.W. Taylor ✓2) Joseph Juran

3) Joseph Messie 4) Cuze & Donel

5. **Which one of the following is not a part of planning?**

1) Forecasting 2) Strategy

3) Budget ✓4) Commanding

6. **Henry Fayol classified occupation or business on six divisions, following which is not included in this?**

1) Technical Department 2) Accounts Department

✓3) Security Department 4) Communication Department

7) **What does 'T' in SWOT analysis stand for.**

1. Team 2. Teacher ✓3. Threat 4. None of these

KAMALA EDUCATION SOCIETY'S

PRATIBHA COLLEGE OF EDUCATION

Roll No A-41 Division A

Examination Preliminary Examination (2nd yr) Date 04/3/24

Subject 201 - Quality & Management of School Education Supervisor's Sign

No. of Supplements : 1 + 3 = 4

Q. No	1	2	3	4	5	6	7	8	9	10	TOTAL
Marks Obtained	9½	5½	12	6	13						46

Remarks Write answers according to question. Need Improvement

Q.2 6+2 = 5½

Infrastructural Facilities :-

Education is the basic need of an individual. School is the place where individuals attain education. The place where education is gained should have proper infrastructural facilities. The atmosphere for teaching learning process should be healthy. Utmost priority should be given to make the atmosphere healthy so that students enjoy teaching learning process. It is well said, "As mind is to body same is building to the school." Infrastructural facilities not only include classrooms with blackboard but also playground for sports and games as sports and games are also equally important for overall development of a child.

- Following are the infrastructural facilities of a school

Infrastructure facilities
- School building
- Playground
- Classroom (Black board, Digital board, bench etc)
- Washrooms
- Library / Reading Room
- Science Laboratories
- Auditorium
- Hostel
- Computer Lab
- Art Room
- Staff Room

The above facilities are the basic infrastructure facilities a school must have

1) School building :-
A school building should have ventilated classrooms where students can learn and enjoy the education comfortably. A school building should also have a staff room for teaching staff where teachers can relax and do their work in free periods and keep their belongings. A school building should have a playground where students can play sports and games in their P.T periods. School building must have different rooms for different depart. School building should have proper sanitation facilities.

b) Library :-
A school infrastructure should library with different types of books. A library should be initiated in such a place, so that students, teaching and non-teaching staff can easily access. A school should also have separate reading room where stude can read the books or study in peace. Library and reading should be at such a place where there is no disturbance. A library and Reading room ca be combine but it should of atleast 24 x 80 Sq. m. Library is an essential infra facility at in secondary school

Stagnation and Wastage

In India the number of secondary schools are increasing day by day, but the literacy rate is not increasing. This is because children after some years leave the school because of some reasons. Students do not even complete basic primary education.

Meaning :-

* Stagnation :
Stagnation means retention of students in the same class. i.e failure of students. This because students do not study the whole year and they fail.

$$\text{Stagnation} = \frac{\text{No of years in stage}}{\text{Actually years used}} \times 100$$

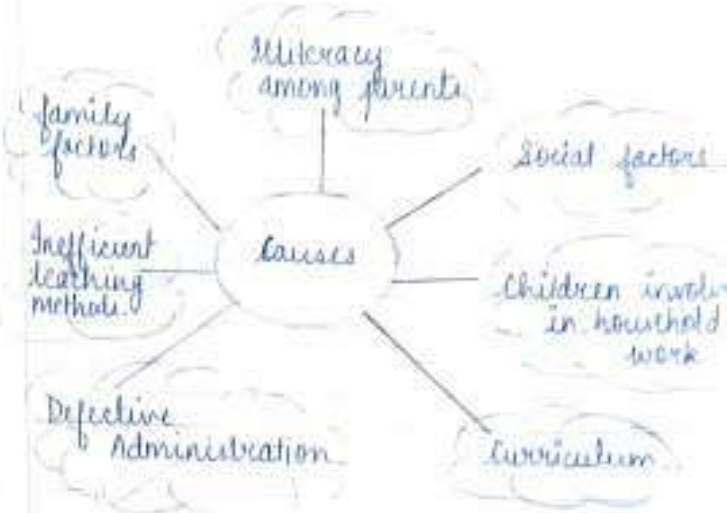
Difinition :
Stagnation means retention of student in the same class for more than one year'.

* Wastage :
Wastage means dropout of students from the school. Student join school with joy at initial age and later they drop the school which leads to illiteracy.

"Wastage means dropout of students from school without primary education."

$$\text{Wastage} = \frac{\text{No. of enrolment in grade}}{\text{No of dropouts in grade}} \times 100$$

* Causes of Stagnation and wastage are as follows



1. Inefficient teaching Method :-
The traditional method teaching can be found ineffective. So Students feel bored and they leave the school or sometimes they do not understand and they can't score marks to get promoted to next class.

Geography lessons can be taught by taking students on field trips / visiting markets etc. whereas English can be taught using lectures, drama, debate, role play etc.

Above mentioned are some techniques which teachers can use to overcome the issues / problems of stagnation and wastage.

Q4. Co-curricular Activities :-

Academic syllabus is a part of education. So curricular activities should be included for the overall development of the student. Earlier these activities were done after the school hours so they were known as extra curricular activities but today these activities are given much importance and have to be included in schools so these are called co-curricular activities. Through these activities student's cognitive, mental and physical development is developed. A student takes active part in the activities and shares his opinions.

Following are some examples of Co-curricular activities

1) Mathematics Day
2) Science Day
3) Quiz Competition
4) Debate Competition
5) Sports Day.
6) Marathi Diwas.
7) Hindi Diwas. etc.

These are activities which almost every school celebrates and through which students learn and enjoy

5) Classroom Management :-

Teachers and schools use different techniques to manage the classroom. Management is a universal process. It is a universal process. It is applicable to classrooms also. Different strategies are used to manage classroom properly.

* Meaning :-

Classroom Management means a technique where students behaviour is managed so as to make teaching learning process smooth. To make classroom interactive certain measures are to be taken by teachers and school authorities.

* Following are the factors affecting classroom management.

Factors affecting classroom management →
- Classroom Environment.
- Teacher related problem
- Student related problem
- Student Teacher relationship
- Parent related problems.

1) Classroom Environment
- Small classrooms create problem in classroom management
- Due to small classroom infection can be spreaded

2) Teacher related problem :-
- If a classroom is overcrowded a teacher feels stressed and exhausted
- It makes difficult for her to make papers and correction of papers.
- If classroom has 40 or more than 40 students it becomes difficult for teacher to bring discipline in classroom
- It becomes difficult for teacher give individual attention.
- If

3) Student related problem :-
- If classroom is overcrowded, then classroom management is difficult task. If one student finishes his/her work before others he starts disturbing the class.
- In 40 or more than 40 students if there is any slow learner than a teacher can't give him/her personal attention due to this student (slow learner) loose interest in studies.

4) Student Teacher relationship :-
- Due to overcrowded classroom teacher cannot give individual attention to students.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

Course: 202 Knowledge and Curriculum Language across the curriculum

Practical - Comparative study of the curriculum of different boards (any two)
(SSC, ICSE, CBSE, IB)

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction				✓	
2	Nature & Structure of the curricula of different boards				✓	
3	Objectives of the curricula of different boards				✓	
4	Weight age given subject wise				✓	
5	Accuracy of the content, reference books				✓	
6	Merits & demerits between the boards				✓	
7	Reflection of values, core elements & life skills				✓	
8	Evaluation scheme & Nature of results				✓	
9	Critical opinion				✓	
10	Overall Impression					✓
	Total marks-50	41				

Date

Signature of Professor In-charge

Kamala Education Society's

Pratibha College of Education

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(Any two) (SSC, ICSE, CBSE, IB)

Practical Index

1 Introduction प्रस्तावना

2 Objectives (Practical) उद्दिष्टे (प्रात्यक्षिकाची)

3 Introduction & Information of Selected Board (Symbols & Slogan, Characteristics)

प्रस्तावना आणि निवडलेल्या बोर्डाची माहिती (चिन्ह घोषवाक्य लिहिणे)

4 Nature & Structure of the curricula of different boards (1th to 12th) Secondary & Higher Secondary (1th to 12th) वीच्या अभ्यासक्रमाचे स्वरूप आणि रचना

5 Objectives of the curricula of different board's दोन्ही बोर्डाची उद्दिष्टे

6 Weight age given subject wise विषयानुसार भारांश (9th to 10th)

7 Accuracy of the content, reference books (List of Book) All Subject आशयाची अचूकता पाठ्यपुस्तकासाठी वापरलेल्या संदर्भपुस्तकांची नावे (9th to 10th)

8 Merits & demerits between the boards दोन्ही बोर्डची फायदे तोटे (9th to 10th)

9 Reflection of values, core elements & life मूल्य, गाभाभूत घटकआणि जीवन कौशल्य यांचे पाठ्यपुस्तकातील प्रतिबिंब (9th to 10th)

10 Evaluation scheme & Nature of results (10th Board Exam Paper, Mark Sheet & Other Sample) मूल्यमापन प्रणाली आणि निकालाचे स्वरूप (परीक्षा पेपर आणि इतर)

11 Educational Implication

12 Critical opinion

Annexure A Photo B Sample of Document

Introduction

Savitribai Phule Pune University in B.Ed second year syllabus has course 202 Knowledge and curriculum Language across the curriculum.

Under 202 course, we got the practical named : Comparative Study of the boards (any two) [SSC, CBSE, ICSE, IB)

The educational boards in India is rather diverse and equally qualitative when its comes to providing education. They are as follows :-

1) Secondary School Certificate (SSC)
2) Central Board of Secondary Education (CBSE)
3) Indian Certificate of Secondary Education (ICSE)
4) (IB) International Baccalaureate

1) SSC


महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ
तमसो मा ज्योतिर्गमय
पुणे

2] CBSE


CENTRAL BOARD OF SECONDARY EDUCATION
INDIA
असतो मा सद्गमय

3] ICSE


COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS
NEW DELHI

4.] IB


COLEGIO DEL MUNDO • WORLD SCHOOL • ECOLE DU MONDE •
®

SSC

Secondary school certificate commonly known as SSC, is a Public examination taken by students in Maharashtra, Madhya Pradesh, Gujrat, AP and Goa in India. After successfully completing at least ten years of schooling. It is followed by Higher secondary (school) certificate (HSC). SSC is an equivalent to GCSE in the England. State boards are comparatively limited in the content and subjects as compared to other boards. The syllabus is easier and hence less stressful to the students.

These schools being state centric are excellent for parents planning to stay in the same state for life. The state language is compulsory. As the concepts are generally lagging the kids have to given external coaching, if planning for IIT, CAT and other competitive exams.

CBSE Board :

CBSE has a skill - based curriculum whose aim is to develop the students critical and creative thinking skills, effective communication skills, information and media skills.

Central Board of Secondary Education known as CBSE Board It prepares the syllabus for students upto 12th class. The curriculum is set by National Council of Educational Research and Training (NCERT). The board conduct India's two nation-wide board examinations. The All India secondary school Examination for class 10 & the All India senior school certificate Examination for class 12

Many schools are affiliated to CBSE syllabus. All major cities have CBSE schools hence easy to move around in the country. The curriculum is very good when it comes to GK & General subjects. It allows the kids to experience subjects without going deep into them thus helping them to choose the fours after Xth.

ICSE Board :

The council for Indian school certificate Examination was established in the year 1958 to administer the examination conducted in India by the Cambride university
The council conducts all India exam for class 10 called ICSE (Indian Certificate for secondary Education) and for class 12 called Indian school certificate. ISC

The curriculum is very good when it comes to general knowledge and general subjects. One important distinguishing feature in ICSE syllabus is the importance given to projects
Projects are very important and they form the basis of making scheme in the prefrence of the student. This makes the student extremely active and it improves his thinking ability.

IB Board :

This board is excellent for kids where parents are globe trotters as it enables kids to get admission into any IB school across the world. There are very few students in each batch, hence ensures quality focus on each child. The syllabus is taught in more interesting and interactive way with the best in equipments. The overall atmosphere in the school is international, with kids taking teaches as their equals. However these schools can be extremely expensive. However each board has its own merits and demerits. The choice is upto parents to decide which syllabus or curriculum is most suited for your child.

1. To study and to compare the objectives of secondary education between different boards in India.

2. To study and to compare the curriculum of secondary education system between different boards in India.

3 Development of all aspects of students personality through various kinds of training and proper education in this respect

4. To encourage the students to achieve vocational skills so so that they can be part of labour force for the country.

5. It is concerned not merely with general welfare of society but also with self-realization and personal development of student

6 They can enhance the democratic sense of the students for their nation.

Introduction & Information of selected Board.

SSC Board :

The Maharashtra State Board of Secondary and Higher Secondary Education Pune 411004 is an Autonomous Body established under the provisions of the Maharashtra Act No 41 of 1965. The Maharashtra State Board of Secondary & Higher Secondary Education, conducts the HSC and SSC examinations in the state of Maharashtra through its nine Divisional Boards located at Pune, Mumbai, Aurangabad, Nasik, ~~Kolhapur~~ Kolhapur, Amravati, Latur, Nagpur and Ratnagiri. The Board conducts examination twice a year and the number of students appearing for the main examination is around 14 lacs for HSC and 17 Lacs SSC, for the supplementary examination around 6 lacs students are expected HSC and SSC together. There are about 21000 schools (SSC) and 7000 (HSC) Higher Sec school & college in the state

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Characteristics :-

* The State syllabus is said to be easier when compared to CBSE.
* Tend to follow rote based curriculum
* Gradually teach in or include the state language part of their curriculum
* May hold exams of pre-primary Most state boards tend to hold the other exams, i.e at the 10th & 12th grade.

Advantages :-

* Favourable for parents with transferable
* Easily available textbook, teachers
* Moderately loaded curriculum giving options for students to explore more extracurricular giving activities like dancing and sports
* Lower fees
* More reserved seats within the state recognized colleges.

Disadvantages :

* Depends whole on the state government
* Competence to maintain quality of education

* Quality of teaching varies according to the school.
* Might look in basic facilities
* Quality of content may be questionable





Sharad Gosavi, chairman of Maharashtra State Board of Secondary and Higher Secondary Education at a press conference in Pune, on Wednesday. (Ravindra Joshi/HT

CBSE Board :

CBSE has a skill-based curriculum whose aim is to develop the students critical and creative thinking skills, effective communication skills, information and media skills.

It was established in 1929 by a resolution of the government, the Board was an experiment towards inter-state integration and co-operation in the sphere of secondary education. There are more than 27,000 schools in India and 240 schools in 28 foreign countries affiliated to the CBSE

All schools affiliated to CBSE follow the NCERT curriculum especially from class 9th to 12th

The current chairperson of CBSE is Nidhi Chibber

All put together, over 11 lakh children gave the CBSE exam board in 2017 The prime focus of the Board are :

1) Inventions in teaching-learning methodologies by students friendly
2) Reforms in examination and evaluation practices.

3) Skill learning by adding job oriented & job linked impacts
4) Regularly updating the pedagogical skills of the administration by conducting in service and training

Characteristics :-

1. Promote inclusive education by providing equal opportunities to all students
2. Equally emphasize co-scholastic areas of Art education and Health and physical Education
3. Usually considered tougher than the State board
4. Music, dance and other activities are also included in the curriculum.

Advantages :

1. The diversity factor in schools with CBSE board is high as more students from different backgrounds are likely to end up in the same class.
2. Quality of content in textbook is good.
3. CCE a new system of education implemented by CBSE for students of 6th and 10th grades. It removes the marking system & prefers produces grading system

based on series and curricular and extra-curricular activities

4. Easy to find tutors, books and activities for all classes

5. Focus on science and Maths as well as applicable, based subjects

6. Recognition by all colleges in India

Senior IAS Officer Nidhi Chibber has been appointed as the Chairperson of the Central Board of Secondary Education (CBSE).





A 1994 batch IAS officer of Chhattisgarh cadre, she is currently Additional Secretary, Ministry of Heavy Industries.

Nature & Structure of the curricula of different boards (1st to 12th) Secondary & Higher Secondary

SSC Board :

Every state government imparts Primary, secondary & Higher secondary education in its respective state. The Maharashtra state Board of secondary Education is a statutory and autonomous body established under the 'Maharashtra secondary Board Act' 1965 (amended in 1977) The board came into existence on Jan 1, 1965 to ~~regulate~~ regulate certain matters pertaining to secondary education in the state of Maharashtra as "Maharashtra state Secondary Education Boards". The act was amended in 1976, and the name of the board changed to its present name, Maharashtra state Board of secondary and Higher secondary Education".

The board came is responsible for formation & implementation of the rules and regulations in accordance to the guidelines set by the ~~grades~~ state

as well as central boards. It is also in charge, autonomously of & implementation of the syllabus / curriculum of all the grades, textbooks, exam schedule & type. The board is also responsible for creation of textbooks, scoring & the centralised test and conducting examination fairly & providing unbiased justice in the event of dispute. The board conducts examination twice a year & the no. of students appearing for the main examination is around 1400,000 for HSC and 1700 000 for SS every year.

There are eight divisional boards with the state to represent the state board

a) Appoint the paper setters, translators, custodians (of question papers & blank & filled up answer papers) conductors (transportation) & examiner (paper checker)

The functions of SSC Board:

1) Administration committe
2) Board of studies
3) Committe of writer
4) Examination committee

Nature and structure of CBSE Board

The boards fundions under the overall supervision of the controlling authority which is vested with the secretary (School) education & (literacy) Ministry of Human Resource Development, Government of India. The board has various statutory committees which are advisory in nature. The governing body of the Boards is constituted as per its rules & regulations. The recommendations of all the committees are placed for approval before the governing body of the boked.

The chairperson is the chief executive of the Board and it is assisted by the Heads of departments secretary, central controller of examination, Director (Training), Director (IT) Director MISC examinations) Director IT) three Regional Directors, Director (vocational), Director (Registered office) & Executive Director. The secretary, CBSE is the chief Administrative office & responsible for matters, relating to administration Audit and Accounts Public relations,

legal and grant of affiliation to schools. The controller of Examination is responsible for all matters concerning exam & administration of exam the major role areas being pre and post exam work, co-ordination with regional for conducting annual and compartmental secondary and senior school certificate exam

The Director (Accademics) & Director (Training) is responsible for all matters developing the curriculum for all the subjects at the secondary and senior secondary levels, to organise teachers training workshop's assessing training needs of the staff development of new courses contest and innovation in the field of education, to publish text books for secondary and senior secondary classes and monitoring the academic projects

Objectives Of The Curricular Of Different Boards.

SSC Board:

Its objective is to provide quality service in secondary and Higher Secondary level of education specially in conducting examinations and to maintain the standard of educational institutions.

To make the education system a better function body.

To ensure that the educational system of the state meet the standard pattern of secondary and higher secondary education so that students of a world class education that would ~~so~~ benefit society.

For these reasons it has introduced computerised system in result processing and registration, international standard grading system, result Publication through website and so on.

CBSE Board

To adopt and innovate methods to achieve academic activities excellence in conformity with Pschology, Pedagogical and sound principles

To develop norm for implementation of various academic activities including issue to control and co-ordinate the implementation of various academic and training programmes of the board; to organize academic activities and to supervise other agencies involved in the process.

To analyse and mentor the quality of academic activities by collecting the feedback from different stakeholders

To define appropriate approaches of academic activities to provide stress free child centered and holistic education to all children without compromising on quality.

Weightage given subject wise.

SSC Board

Total Marks : 650

Language : 20 (Oral) + 80 (written) = 100
Maths : 30 (internal) + 120 (written) = 150
Science : 20 (Practical) + 80 (written) = 100
Social Science : 20 (internal) + 80 (written) = 100

Exact total = 650
SSC exam total = 600 marks.

Information communication Technology (ICT) was introduced in 2014 of with 40 marks written and 10 marks oral. It is a grade. The SSC exam is of 600 marks. Three languages have 80 marks written 20 marks orals, Science. 80 marks written 20 marks practical.

Algebra : 40m (Written) + 10m (practical)
Geometry : 40m (written) + 10m (~~to~~ oral)
History : 40m (written) + 10m (oral)
Geography : 40m (written) + 10m (oral)

CBSE Board

The Annual exam will be of total 100 marks. The written examination will be of 80 marks in which securing 33% out of 80 marks are mandatory to pass the examination in each subject.

CBSE board will be cover 100% syllabus of the subject in the examination.

For every subject marks and grade will be awarded respectively.

Terms will be in 2 parts summative Assessment I & Summative Assessment II both weightage of 50% marks.

The internal assessment will carry 20 marks. Again students have to score 33% of overall 20 marks in each subject in order to pass.

The 9 point grading system followed in 12th class remain same.

Formative Assessment

This portion has 20% weightage in totally described to it

Summative Assessment :

30% weightage is given to this section and there will be same pattern of question paper with the same sections by same marking scheme as it was in summative Assessment I

English

Section A - Reading section - 15 marks
Section B - Writing section - 20 marks
Section C - Grammar Section - 15 marks
Section D - Literature - 20 marks.

Mathematics

Description of question	No of question	Total marks
Mark, question	6	6
Mark question	6	12
Mark question	10	30
Mark question	8	32
Grand total	30 questions	80 marks

Accuracy of the content of Reference Books.

SSC BOARD :

Student is introduced to topics that becomes a base of the subject Maharashtra State Board is designed by incorporating changes at each stage which include the content approach, methodology etc. Therefore Maharashtra state books are prepared by experts who must always read Maharashtra state board books before referring to other reference books that are available

The syllabus in these book is given structurely manner according to the latest syllabus of MSBSHSE. SSC Board along with MKCL have started movement for std 5th and 10th from urban as well as rural area. So that they become all rounder and develop all the skills.

CBSE Board :

Subject	Reference Books
Mathematics –	R.D. Sharma R S Aggarwal
English –	English communicative – Oswal School Books
Physics –	Lakhmir Singh & Manjit kaur Principles of Physics S. chand Book - N.K Chaudhary Fundamentals of Physics – Pradeep Publication
Science Biology –	Lakhmir Singh & Manjit Kaur.
Chemistry –	Lakhmir Singh & Manjit Kaur
Social Science –	Xam Idea for Social science Editorial Board S chand for social science N.K Chaudhary All in one social science CBSE In one Social Science Sudha Rastogi, S.A Siddiqui

SSC BOARD:

Good Option for parents who are not in transferable jobs.

Tuitions, textbook are easily available

Students can have opportunity to explore the extracurricular activities like sports too

Fees can comparatively ~~e~~ low

There are reserved seats within the state recognised colleges for the students qualified with same boards.

Motivation is encouragement are the two important aspects of the state board.

There are good quality of teachers, their pay attention for the school development & work.



Nirmal Bethany High School And Junior College

Kalewadi Pimpri Chinchwad

Board
State board

Classes Offered
Nursery - Class 12



CBSE Board

Many aptitude examinations and scholarships exams conducted at both local and national level follow CBSE syllabus as it is more common.

The competitive exams like IAS/IFS & other governmental exams are based on NCERT textbooks which CBSE also recommends for grades 9 to 12.

It is a board that primarily focuses on science and mathematics which are application based subjects.

Content quality in textbook's is good.

Compare to other boards of Indian CBSE is widely accepted boards and covers almost 80 percent of the students population consisting various regions and backgrounds.

Very easy to get tutors, books and other activities for all classes.

Medium of instructions are both English and Hindi language.

SSC Board:

* State government is responsible to maintain the quality of education for its state board Subsidy & policy of the board changes with change in Government.
* Basic facilities might be missing too.
* Quality of textbooks in stateboard is relatively not good Infrastructure and teaching method in their school is generally very poor.
* Many SSC students in are likely to be disappointed with the verdict nothing prepared according to the best five policy, including the sixth subject will affect their scores considerable.

CBSE Board :

* Majority Entrance exams are CBSE based and the states seats are open for all students in India for those courses so competition and cut off marks for good colleges are generally high.
* CBSE boards student quota is very less in state university colleges state universities / colleges have more reserved seats for students from state boards.
* CBSE board students who can't clear entrance exams face problems in getting admission in state university colleges
* Not adequate options are available to explore in the area like area & literature.

REFLECTION OF VALUE, CORE ELEMENT AND LIFE SKILLS.

Belief & value system offer explanations about the world around us. The students focused on beliefs & values and how they impact our choices and decisions. In addition, they explored what we value as individuals, families and as a school community

Commitment is an important value, it means to stick with something. Commitment is important because it shows that if you put mind to something anything can be possible. Another reason why committment is important to us because it allows to set goals and not be afraid to try them.

Commitment is important because it gives a wider option of things to do in life that not only enjoy but also good at. Committment influenced by giving the opportunity to learn and get good at subjects. Values should not be treated as ideal concepts but as empowering tools which are helpful in meeting the challenges of the contemporary social world. To market needs and also houstic education focusing on emotional &

relational. The values such as equality, fraternity, justice can promote inclusivity where all members of the society feel included irrespective of their culture, future, economic, social background, religion, caste, gender or community.

ENVIORNMENT:

Making children sensitive to environment and the need for its protection is an immediate social concern. The reckless exploitation of environment, depletion of ozone layer, global warming industrial pollution, deforestation, soil erosion, nuclear, due to over population etc are the causes. It is imperative to nurture the values of care and concern for physical & natural environment. Socializing, realizing the interpendence between human being & the environment & so on living in tune & harmony with nature.

EXPLODING WORLD OF SCIENCE AND TECHNOLOGY

It is very clear that coming decades are going to see a greater explosion of science & technology to see a greater

while we are still trying to cope up with the present challenges of new technology. How science and technology is to be used is a question of values.

Application of science & technology in a more human & rational way related to moral and ethical responsibility. The values and atitudes can only make difference guide individual actions based on the principles of fairness goodness, constructive and critical wide and wisdom to discern between the pitfalls of scientific & technological documents.

MASS MEDIA :

The values and attitudes that get transmitted most often are rather contrary to the values desired by the family society or school. centered thinking reflection, social responsibility, questioning, discerning truths & fats, freedom from biases and all important values and skills to be developed in young learners.

GLOBALIZATION :

Globalisation signifies amni present culture. Our culture horizon today embrace almost all the planets societies have become loss and less mono cultural The sight attitude towards globalisation can serve as a vehicle for promotion of inter-connectivity and interpendence. We must also cultivate values required to live in harmony with global society.

INCLUSITIVITY :

The values in such as equality, fraternity, justice, can promote inclusivity where all members and the society feel included irrespective of their colour, culture, economic social background, caste, religion, gender or community. The cultivate of inclusitivity is particularly relevant and important in the context of our society, nation & making education a sight for all children.

CORE ELEMENTS.

There are many core elements which has to be included in school teaching some core elements are related to history subject National integration wanted essential to mature, national identity etc some of them are :-

* Democracy and Secularism :-
  Fractional examples must be given of democracy and secularism at the time of teaching or browsing student should prepare flow chart of various administration system from civics.

* Constitutional Obligations :-
  Freedom, equality, brotherhood freedom to unrestricted access to information without denying on the basis of gender, caste religion & country.

* Protection of Environment
  Student should have the lesson based on environment in their curriculum so that they can know how to preserve the environment

LIFE-SKILLS

Life skills-based education (LBSE) is a form of education that focuses on cultivating personal life-skills such as self reflection, critical thinking, problem solving & interpersonal skills. Life based-skills education aims to help children reach their full personal potentials & to prepare them for the challenges of everyday life. They represent the psycho-social skills that determine valued behaviour, & include reflective skills such as problem solving & critical-thinking, personal skills such as self-awareness & interpersonal skill. Practicing life skills lead to qualities such as self-esteem, sociability & tolerance, competencies to take action & generate change & the capabilities to have the freedom to decide what do & who to be.

Skills that bring confidence in one's life motivates onedelf & bring positively & happiness in an individuals to develop into active & productive members of their communities are considered as life skills. They are different from academic education. Leisure activities, problem solving, creative thinking, coping with stress, awareness of self & others, effective communication, critical & interal thinking, interpersonal relationships are parts of life skills.

EVALUATION SCHEME AND NATURE OF RESULT [SSC]

In India board examination refers to the public examination that occur at the end of the list of 9th & 10th grade education or at the end of the list to 12th grade education The scores achieved in these exam are considered very important for getting into universities professional courses or trading programmes & even possible in finding employment. The answer sheets are sent back to the board of education ever seeing the certification The proper ~~o~~ papers are evaluated board an examples of ideal answer sheet notice & table roll no is attached to the answer sheet notice evaluation once the answer have been evaluated.

The identify number are matches to the actual roll no of the candidates. There is that take place can part of the examiner regarding, the background moral, name, appearance, religion or community of the candidate the board then issues an official graded score report for the exam To the candidate as well as certificate of completion in the course of the HSC exam students only see their final grades and do not receive their

महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे
Maharashtra State Board of
Secondary and Higher Secondary Education, Pune

पुणे विभागीय मंडळ / PUNE DIVISIONAL BOARD

माध्यमिक शालान्त प्रमाणपत्र परीक्षा - गुणपत्रक

SECONDARY SCHOOL CERTIFICATE EXAMINATION - STATEMENT OF MARKS

आसन क्रमांक SEAT NO.	केंद्र क्रमांक CENTRE NO.	जिल्हा व शाळा क्रमांक DIST. & SCHOOL NO.	परीक्षेचा महिना व वर्ष MONTH & YEAR OF EXAM.	गुणपत्रकाचा अनुक्रमांक SR NO. OF STATEMENT
C062413	1131	11 16 097	MARCH-2023	125868

उमेदवाराचे संपूर्ण नाव (आडनाव प्रथम) / CANDIDATE'S FULL NAME (SURNAME FIRST)

More Suhani Pratapsinh

उमेदवाराच्या आईचे नाव / CANDIDATE'S MOTHER'S NAME **Rupali**

विषयाचा सांकेतिक क्रमांक व विषयाचे नाव Subject Code No. and Subject Name	कमाल गुण Max. Marks	प्राप्त गुण किंवा श्रेणी / Marks or Grade Obtained	
		अंकात In Figures	अक्षरात / In Words
03 ENGLISH (1ST LANG)	100	090	NINETY
08 HINDI SANSKRIT (2/3 LANG)	100	093	NINETYTHREE
16 MARATHI (2/3 LANG)	100	090	NINETY
71 MATHEMATICS	100	099	NINETYNINE
72 SCIENCE & TECHNOLOGY	100	093	NINETYTHREE
73 SOCIAL SCIENCES	100	097	NINETYSEVEN
P1 HEALTH & PHYSICAL EDUCATION	*	A	
P5 CIVIL DEFENCE & ROAD SAFETY	*	A	
R8 WATER SECURITY	*	A	

टक्केवारी/ %Percentage	94.40	एकूण गुण / Total Marks	500	472	FOUR HUNDRED AND SEVENTYTWO

निकाल/Result PASS

अतिरिक्त गुण प्रवर्ग/Additional Marks Category ----

S1231125868 532573982578 5

महत्वाचे, टीप, प्रत्येक विषयासमोर श्रेणी आणि विद्यार्थी शाळेची शाळा कोडसमोर मागील पृष्ठावर पहावा.
See overleaf for important, Notes, Grades in school subjects and meaning of special characters

विभागीय सचिव/Divisional Secretary

EVALUATION SCHEME AND NATURE OF RESULT (CBSE)

Continuous and comprehensive evaluation is a f. of assessment mandated by the right of education Act of India This approach to assessment has been introduced by state government In India as well as central board of secondary education India. The main aim of CCE is to evaluate every aspect attach school. Theor ~~t~~ There is believed to help produce the pressure on the child during/ before examination as the student will have to sit for multiple test on the child have syllabus covered with the repeated of the end of year.

Co-curricular and extra-curricular activities are also included in the evaluation Only grades are awarded to students based on work experience innovation, team work, public, speaking behaviour etc to evaluate & present on overall measure of the ability There are 2 different types of first namely the formative & the summative. Formative test will compromise to student work at

1292068

M119/45388/0025

केन्द्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION



ALL INDIA SECONDARY SCHOOL EXAMINATION, 2019

यह प्रमाणित किया जाता है कि This is to certify that : **SIDDHARTH SURENDRA MHATRE**

उम्मीदवार Roll No. **4161506**

माता का नाम Mother's Name : **ASHWINI SURENDRA MHATRE**

पिता / संरक्षक का नाम Father's / Guardian's Name : **SURENDRA VISHWANATH MHATRE**

जन्म तिथि Date of Birth : **01/12/2003 1ST DECEMBER TWO THOUSAND THREE**

विद्यालय School : **45388-VIRAJ SHRI RAM CENTENNIAL SCH PALGHAR THANE MR**

ने निम्नांकित उपलब्धि निम्नानुसार है has achieved Scholastic Achievement as under :

कोड CODE	विषय SUBJECT	प्राप्तांक MARKS OBTAINED				ग्रेडिंग में GRADING GRADE
		लिखित THEORY	आं.मू. I.A. आ.पा.	योग TOTAL	योग (शब्दों में) TOTAL (IN WORDS)	
101	ENGLISH COMM.	055	018	073	SEVENTY THREE	C1
085	HINDI COURSE-B	052	016	068	SIXTY EIGHT	D1
041	MATHEMATICS	050	015	065	SIXTY FIVE	B2
086	SCIENCE	033	017	050	FIFTY	C2
087	SOCIAL SCIENCE	041	017	058	FIFTY EIGHT	C2
	ADDITIONAL SUBJECT					
402	INFO TECHNOLOGY	034	043	077	SEVENTY SEVEN	C1

संक्षिप्तियों का अर्थ : Abbreviations
अ : अनुपस्थित Absent
आं.मू. : आंतरिक मूल्यांकन
I.A. : Internal Assessment
प्र./आ. : प्रायोगिक/Practical

परिणाम Result : **PASS**

दिल्ली Delhi
दिनांक Dated : **06/05/2019**

परीक्षा नियंत्रक
Controller of Examinations

A - 41

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune.

13.04.24

Course 202 Knowledge and Curriculum, Language across Curriculum

MCQ Test

Date – 13/04/2024 Time – 1 Hour Mark- 50

1 How many steps are there in a brain based study मेंदू आधारित अध्ययनाच्या किती पायऱ्या आहेत.

1 5 2 6
3 7 4 8

2 Teaching and learning combine together to make _____ शिकविणे आणि शिकणे एकत्रितपणे _____ बनवतात.

1 Curriculum अभ्यासक्रम 2 Instruction सूचना
3 Classroom वर्ग 4 Syllabus पाठ्यक्रम

3 What is raw data ? कच्चा डेटा म्हणजे काय?

1 Unanalyzed data विश्लेषण न केलेला डेटा 2 Unprocessed data प्रक्रिया न केलेला डेटा
3 Primary data प्राथमिक डेटा 4 All the above वरील सर्व

4 Which is correct sequence? कोणता अनुक्रम योग्य आहे?

1 Wisdom > Knowledge > Information >Data बुद्धिमत्ता> ज्ञान> माहिती> डेटा
2 Wisdom > Information > Knowledge > Data बुद्धिमत्ता> माहिती> ज्ञान> डेटा
3 Data > Information > Knowledge > Wisdom डेटा> माहिती> ज्ञान> ज्ञान
4 Data > Information > Wisdom > Knowledge डेटा> माहिती> ज्ञान> ज्ञान

5 Who said - Curriculum is a written plan. कोण म्हणाले .अभ्यासक्रम ही एक लेखी योजना आहे -

1 Rigan 2 Tylar 3 Alchert 4 Smith, Stanley and Shore

6 Who recommended three language formulas? तीन भाषेच्या सूत्रांची शिफारस कोणी केली?

1 Dr. Babasaheb Ambedkar 2 Dr. Kasturirangan
3 Pandit Nehru 4 Dr. APJ Abdul Kalam

7 The term refer to the total process of designing implementing and evaluating: हा शब्द अभ्यासक्रमाची आखणी आणि मूल्यमापन करण्याच्या एकूण प्रक्रियेस संदर्भित करतो:

1 Curriculum design 2 Curriculum implementation
3 Curriculum Construction 4 Curriculum Development

8 NCF 2005 recommends that 25 to 40 percent of the questions should be on..... एनसीएफ 2005 अशी शिफारस करतो की 25 ते 40 टक्के प्रश्न असावेत .....

1 short answer type लहान उत्तर प्रकार 2 Long answer type लांब उत्तर प्रकार

KAMALA EDUCATION SOCIETY'S

PRATIBHA COLLEGE OF EDUCATION

APPROVED BY NCTE (Bhopal), RECOGNISED BY GOVT OF MAHARASHTRA, AFFILIATED TO UNIVERSITY OF PUNE
Block No. D-II, Plot No. 3, Behind Mehta Hospital, Off. Mumbai-Pune Road, Chinchwad, Pune - 411 019. Tel. : 91-020-30999599-12

Roll No : 41 Division : A

Examination : Second Year Preliminary Exam Date : 2/1/24

Subject : 202 knowledge of Curriculum, Language across curriculum. Supervisor's Sign :

No. of Suppliments : 1 + 2 = 3

Q. No	1	2	3	4	5	6	7	8	9	10	TOTAL
Marks Obtained	12	10	12	10	16						60

Remarks :

1. **Knowledge :-**

Knowledge is something which we acquire through learning. Knowledge is boundless. It never decays. It is something that grows constantly. Knowledge is gained through facts, beliefs etc. Knowledge is power. Knowledge is like wealth as it increases we crave more for it

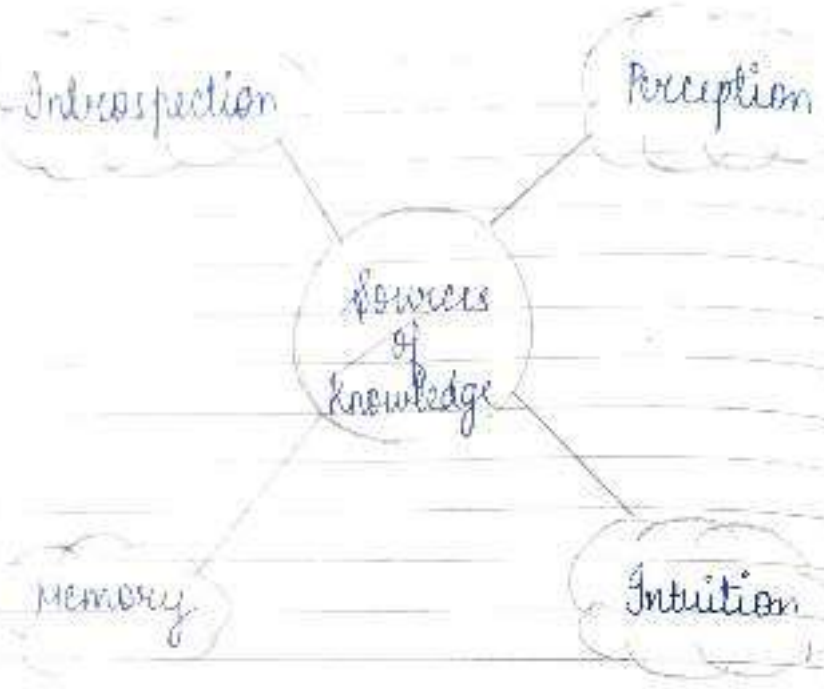
According to Dewey,

"Knowledge is dynamic in nature & it keeps on changing through passage of time."

Knowledge is power one craves to have the power.

Data | Information | knowledge | Wisdom

Sources of Knowledge :



1. Perception :-
Knowledge acquired through perception. A person learns through experimentation. He/she acquires knowledge via sensory organs like (feel, see, listen, smell taste)

2. Memory :-
Knowledge is strengthen through memory. Past events are useful and important to acquire knowledge.

3. Introspection :- Assessing oneself is a source of knowledge. It gives knowledge about self.
For eg :- I am hungry and tired

2

NCF - 2005

Introduction :- NCF 2005 was established to publish Textbook, syllabus.

- National Curriculum Framework 2005 was published by NCERT i.e National Council of Education Research and Training.
- It The head of National Curriculum Framework 2005 was Yash Pal.
- Yash Pal and Committee designed the NCF 2005.
- It was observed that education was being burden for students and parents.
- To make education burden free NCF 2005 was implemented.
- National Curriculum Framework 2005 is the fourth curriculum before it NCF 1975, 1988 and 2000 were implemented.

* The Guiding Principles of NCF are as follows.

1. Making Examination more flexible :-

Examination system in India was made more flexible.
Formative, Summative exams were the key tools.
Grading System is applied to make examinations flexible.

* Reading Strategies :-

1.) Prediction :-

Prediction is a reading strategy. One can predict about what the content is actually about through the title or pictures used in the content.

For instance : Reading a book with title 'The Mystery in the Magic' the reader comes to know that the book is about Mystery.

2.) Visualisation :-

Visualisation is an important reading skill. Here a person makes imagination while reading the content. It makes reading more interesting.

For eg :- A student is reading about 'Tropical Island' while reading he imagines Palm trees etc.

3.) ~~Spit~~ Split Reading :-

In split reading content is divided into parts. Content is divided into group of people and they start reading their part.

Split reading makes child active participant.

Through this there is better understanding.

Through split reading, reading skills among students are developed.

* I will take following efforts as a teacher to develop reading skills among students

1. Read Aloud :-
To develop reading skills among students I will read the content aloud and ask students to keep their ~~fingers~~ finger as I read so they will how to pronounce the words.

2. Read Aloud sessions :-
I will conduct read aloud sessions where I will instruct students to read lesson aloud one by one.

3. Silent Reading :-
I will assign students to read lessons silent and then I will ask few questions to them related to the content. which will help me as well as students to know how much they understood.

4. Split reading :-
I will divide the content in small parts and assign each part to different students ask them to read for the class. This will make reading session interesting

3 Multiculturalism :-

Multiculturalism refers to the place where different cultural people come together. India has adopted Multiculturalism School system. Where students of different culture come together and seek education.
Multiculturalism is increasing due to increase in number of immigrants.
There are many supporters as well as critics of multiculturalism.
In Multiculturalism students learn about different cultures.
Opinion and views of different people are recognised.
Students learn to respect each others culture.

* The role of a teacher in the context of multiculturalism with reference to :-

1) Role in the classroom :-

* i) Community :-
Making community of parents and students to indicate the values and beliefs of different culture among students.

ii) Organising activities :-
A teacher should organise extra curricular activities like

2. Answer in brief (Any 4)

1) Questioning Method :-

Questioning Method is a method where teacher asks questions and students answer. These questions can be of different types like short answer, Yes or no type question, Open-ended questions, Objective questions etc. It ensures active participation of students.

- Merits of Questioning Method are as follows :-

1) Active Participation :-
Through Questioning Method students take active participation in teaching learning process. They do not be passive listeners listeners where only teacher speaks.

2) Motivation :-
Through Questioning Method Students get motivated when they right answer and get appriciated by their teachers.

3) Effective learning :-
Through Questioning method learning becomes effective. Students try to find out answer to

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

Second Year (2023 - 2024)

KAMALA Education Society

Internal Work

Subject - Title of Course: BED-201- Quality and Management of School Education

Practical - "Study of School Management-Management of Infrastructural resources in school"

Activity – MCQ.

Student Name – Ketal K Aasija

Div./Roll No - A-41

PRACTICL (50)	ACTIVITY (50)	WRITTEN EXAM. (80)	TOTAL MARK (180)	TOTAL MARK (20)
43	48	49	140	16

16/04/2024

Subject Teacher - Prof. Manisha S.Patil

KAMALA EDUCATION SOCIETY'S

PRATIBHA COLLEGE OF EDUCATION

CHINCHWAD PUNE-411019

2023-2024

PAPER 203 – SCHOOL AND INCLUSIVE SCHOOL

COURSE RELATED PRACTICAL

"VISIT TO SCHOOL AND PREPARATION OF REPORT"

Name of the student teacher: - Mrs. Suvarna Patekar

Roll No. A-6

Marks, Signature and Name of Guide:-

Practical (50)	Activity (50)	Written Exam (80)	Total 180	Out of 20
45	45	65	154	17

checked

2 grade

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PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD PUNE-411019

2023-2024

PAPER 203 – SCHOOL AND INCLUSIVE SCHOOL

INTERNAL RECORD

1. **COURSE RELATED PRACTICAL:** 44
2. **ACTIVITY REPORT:** 45
3. **WRITTEN TEST** 65

151 = 17

Name of the student teacher: - Mrs. Suvarna Patekar

Roll No. A-6

Signature and Name of Guide:-

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PRATIBHA COLLEGE OF EDUCATION

CHINCHWAD PUNE-411019

2023-2024

PAPER 203 – SCHOOL AND INCLUSIVE SCHOOL
COURSE RELATED PRACTICAL

"VISIT TO SCHOOL AND PREPARATION OF A REPORT WITH RESPECT TO IDENTIFICATION OF BARRIERS TO LEARNING AND PARTICIPATION REGARDING INCLUSION"

EVALUATION SCHEME

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Criteria	1	2	3	4	5
1.	Policy of school regarding Inclusion				✓	
2.	Identification of barriers to learning					✓
3.	Planning for Inclusion				✓	
4.	Planning for Pedagogy					✓
5.	Implementation of relevant Pedagogical Strategies				✓	
6.	Provision of required infrastructural facilities				✓	
7.	Organization of supportive/remedial programme					✓
8.	Collaboration of the school with special educator/parents/community				✓	
9.	Participatory role of teachers/principals/supportive staff				✓	
10.	Presentation of the report					✓
	Total Marks out of 50	44				

Name of the Teacher

Signature and Date

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PRATIBHA COLLEGE OF EDUCATION

CHINCHWAD PUNE-411019

2023-2024

PAPER 203 – SCHOOL AND INCLUSIVE SCHOOL

COURSE RELATED PRACTICAL

"VISIT TO SCHOOL AND PREPARATION OF A REPORT WITH RESPECT TO IDENTIFICATION OF BARRIERS TO LEARNING AND PARTICIPATION REGARDING INCLUSION"

INDEX

Sr. No.	Particulars
1.	Introduction
2.	Objectives of the Practical
3.	Name and basic information about visited school
4.	Policy of school regarding Inclusion
5.	Planning for Inclusion
6.	Planning for Pedagogy
7.	Provision of required infrastructural facilities
8.	Organization of supportive/remedial program
9.	Collaboration of the school with special educator/parents/community
10.	Participatory role of teachers/principals/supportive staff
11.	Self-opinion

रुपीनगर शिक्षण प्रसारक मंडळाचे

राजा शिवछत्रपती माध्यमिक विद्यालय

तळवडे, ता. हवेली, जि. पुणे - ४११ ०६२. (पिंपरी - चिंचवड विभाग) फोन नं. : 9922443857

U-DISE CODE : 27250021004 Email : rscvidyalaya@gmail.com

शासन मान्यता जा.क्र. माध्य. ३/१३/अमाशा / पु वि/५६१२/२०००-०१, दि. २० एप्रिल २००१

सां.क्र. : ११.१६.१३४ वेतन पथक कोड नं. : पी.एन.ए.१०२६

DATE : 12/02/2024

Internship Certificate

This is to certify that Mrs. Suvarna Patekar from Pratibha College of Education, Chinchwad, Pune has successfully completed his/her Internship Programme in our school from 09th October 2023 to 09th February 2024.

During this programme, he/she has completed Block teaching lessons, Unit test, study of Records maintained by the school, conducted co-curricular and extra-curricular activities, observed peer lessons, took guidance of our teachers, assisted teachers in their work, and also helped in assessment programme.He /She has also completed practical work of Infrastructural resources in school (study of school mgmt), Visit to Inclusive School, Basics of Research work completed successfully.

Head Master
Raja Shiv Chhatrapati Vidyalaya
Talawade, Tal. Haveli
Dist. Pune - 411 062

INTRODUCTION

Inclusive Education
Every child has the right to quality education and learning

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded - not only children with disabilities, but speakers of minority languages too.

Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.

FOR EDUCATIONAL USE


INCLUSIVE
EDUCATION

Inclusive education and diversity are essential components of a successful and effective education system. In India, there are many diverse communities, cultures and languages which makes promoting inclusive education and diversity in schools a critical task.

So, to identify and study the barriers to learning and participation regarding inclusion in the school, we the students of B.Ed. 2nd year, got an opportunity to write the report on practical "Visit to school and Preperation of report with respect to Identification of Barriers to Learning and Participation regarding Inclusion." Under the B.Ed. course of Savitribai Phule Pune University (SPPU).

This practical is assigned under the course B.Ed. 203 : School and Inclusive School. Through this practical, we came to know how schools can promote inclusive education by providing a safe and welcoming environment for all students, regardless of their background.

Sundarang FOR EDUCATIONAL USE

OBJECTIVES OF THE PRACTICAL

The main objectives of inclusive education are to identify and enroll children with disabilities in regular schools and to provide them with effective academic support.

The objectives of this practical are to enable the student teachers.

- To understand the concept and nature of Inclusive Education.
- To examine the status of Inclusive Education in India.
- To understand the National policies, programmes and Acts with respect to the disabled.
- To familiarize with the nature and needs of different categories of disabled children.
- To understand inclusive instructional strategies.
- To train the students to cope in an Inclusive set up.

Sundaram

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NAME AND BASIC INFORMATION ABOUT VISITED SCHOOL

Name of the School :-

Raja Shivchhatrapati Primary and Secondary School, Talawade, Pune.
- Of Rupeenagar Shikshan Prasarak Mandal

Address :-

Talawade, Tal. - Haveli, Dist - Pune - 411062.
(Pimpri - Chinchwad)

Raja Shivchhatrapati School, Talawade was established in 1996 and it is managed by Pvt. aided. It is located in urban area. The school consists of Grades from 1 to 10. Marathi and Semi-English is the medium of instruction in this school. This school is approachable by all weather rodd. In this school, academic session starts in June.

All the classrooms are in good condition. The school has a seperate room for Primary

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Visited School Photo





POLICY OF SCHOOL REGARDING INCLUSION

Inclusion Philosophy -

Differences and diversities are central where all students enrolled should received meaningful and equitable access to the curriculum.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members.

Implementation of Inclusion Policy -

The School provides inclusive environment. The environment is barrier free and professionals and students are sensitised towards each other's needs and strengths.

Each professional and parents of learners with special education needs are being empowered and oriented to work for their betterment.

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शिक्षणाचा अधिकार

REVIEW OF POLICY -

Policy is reviewed every year at the begining and at the end of the year.

STAFF PRESENT -

Senior management, teachers and the team of special educators and therapists.

*Admission and Assessment Policy

- Assessment of a learner by a class teacher through IPL - Individual Plan of Learning.
- Observation of a learner in a mainstream setup, if required.
- Formal assessment report by a clinical psychologist for getting accomodation and compensation in all curriculum.
- After observation to take a final call for the admission.
- Inclusion / Integration - as per the level of each child and as per school inclusion policy.

* Inclusion - Fee Policy

Learners will be paying extra charges for occupational therapy, speech therapy and remedial sessions.

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IDENTIFICATION OF BARRIERS TO LEARNING

Although the Government has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country. It is because of various barriers which are both external and internal as well.

Some of the barriers are -

(1) Lack of facilities -

There are no proper facilities available in schools that fulfill the basic need of students. Disabled children have to face many difficulties in schools due to the inability to access basic services such as transportation facility, medical assistance, special equipments etc.

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2) Prejudice and discrimination -

There is still a lot of prejudice and discrimination against children with disabilities. They often experience discrimination in every day life which extends to the educational setting.

3) Negative Attitude of Society -

The conservative mentality of society is also one of the barriers to inclusive education. There is a common belief in society that disabled children should not allow being integrated into mainstream schools.

4) Untrained Teachers -

Teachers are not trained properly. They have no idea what kinds of methods and instructional strategies they should employ while teaching students who have disabilities. They don't know how to handle disabled students. They are not able to assist these students.

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PLANNING FOR INCLUSION

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is about 'responding positively to each individual's unique needs.

'The real meaning of inclusion is when we all get empowered to understand the needs of each child and are able to address it by going down to their level'.

When I interviewed the school leader about how they plan for the inclusive education, he said, "An inclusive culture starts from the premise that everyone in the school - students, educators, administrators, support staff and parents should feel that they belong and contribute to the life of the school."

The school leadership team has planned infrastructure which is utmost priority for the physically challenged students. So, the school has built a ramp for the physically

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PLANNING FOR PEDAGOGY

The school leader at school gave us very useful information about the pedagogical approaches that they follow for inclusive education. They implement the pedagogical strategy that is directed towards developing inclusive teaching learning process and meaningful experience for children, needs an effort to move away from the textbook culture.

The first and foremost step that they took as a school was to emphasize the fundamental change in the thinking towards learners and the process of learning. This kind of pedagogy requires teachers to plan learning and teaching keeping in mind with children's psychological development, interest and also sociological background.

- Functionally adapted curriculum integrated with life skill training programme and maximum exposure in main stream classes will be provided to learners with moderate to sever needs if any.

IMPLEMENTATION OF RELEVANT PEDAGOGICAL STRATEGIES

Inclusive pedagogy is a student-centered approach to teaching that pays attention to the varied background, learning styles and abilities of all the learners.

Pedagogical strategies refer to a general abstract teaching method. These can be defined at three levels - General Instructional designs, designs applied to a teaching-learning unit and pedagogy methods that are a part of a wider design.

The school which I have visited has implemented the following pedagogical strategies.

- Forming differentiated groups for remedial-teaching. The students are grouped according to their level and this helps with personalizing the teaching.
- One of the interesting and significant recent development - team teaching is used.

FOR EDUCATIONAL USE



Inclusive Classroom

the various needs of diverse learners. She added that the lesson plans include activities that appeal to various learning styles.

The school also implements 'Buddy System' as an important strategy. The school pairs compatible children together while participating in classroom activities. The experience is positive for both the children.

Inclusive Classroom Strategies -

1) Define clear minimum standards for behaviour.
2) Enforce those standards consistently.
3) Deal with low level disruption in a sensitive way.
4) Dedelop a 'scaffolded' approach to learning.
5) Aware of the specific needs of every child in their class.
6) Provide support for them in ways which benefit ALL children in their class.
7) Calm, purposeful learning environment.
8) Clearly display time-tables and key information
9) The school didn't compare the progress of one child to another.

Sundaram
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PROVISION OF REQUIRED INFRASTRUCTURAL FACILITIES

Facility and infrastructure play an important role in making special need students in inclusive school because they give accessibility for special need students. Facilities and infrastructures provided by the school should be aligned to the needs of the children.

Physical Infrastructure -

BODY SIZE - Accommodates a wide range of body size and ability of

- Pathways, hallways and doors are wide enough to accommodate wheelchairs and other types of assistive devices.
- School desks are appropriately sized for the age of the children using them.
- Black board and white boards are at proper heights so that every student can use it.




मुलींचे
स्वच्छतागृह
GIRLS
गृह


छत्रपती प्राथमिक
सुस्वागतम्

RAMPS -

Keeping the demands of desirable limit of body function, ramps are used and they are not too steep. Handrails are provided on both sides of stairs and ramps.

DOORS -

Doors are not heavy to open. Simple design of door handles such as levers, instead of knobs, that enable a child with limited hand movement to open the door.

ACCESSIBILITY -

Accessible Toilet fixtures -

School ensures that there are no barriers and obstructions that block the approach to the toilet.

Accessible drinking water and hand washing facilities -

Taps used for drinking water & hand washing are not too high that can be accessed by small children and wheelchair users. Drinking water units are located on the ground level.

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मुलांचे वाचनालय गृह

CLASSROOMS -

- Classrooms are bright, well ventilated, quiet and flexible.
- Age and disability- appropriate furniture is available.
- The classroom seating arrangements allow the teacher to be able to pay attention to the child.

Understanding the Need -

Pictograms are used wherever possible FOR STUDENTS HAVING PROBLEMS IN READING. There is colour and tonal contrast between the wall and floor surfaces.

Health, Hygiene and Nutrition.

- Routine health check-ups are conducted for children and referral provided when required.
- School premises, classrooms, as well as toilets are clean and hygienic.
- To ensure that children have nutritious meal, MID-DAY-MEAL is provided in the school.

FOR EDUCATIONAL USE

ORGANIZATION OF SUPPORTIVE/ REMEDIAL PROGRAM

Remedial teaching is a customized educational programme created to help pupils who are having academic difficulty with certain learning skills or abilities. It is essential for helping students with different learning challenges succeed and reach their full potential with the help of different types of remedial teaching.

Individualized Remedial Teaching

It involves one-to-one instruction in which teachers adapt their methods to meet the specific requirements of each student. Everything, from the pace of instruction to the learning materials, is customized to suit the learner's specific need.

Collaborative Remedial Teaching

It provides pupils with fun, interactive methods to study, boosting their interest and motivation.

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Inclusive Remedial Teaching

Inclusive remedial teaching is about integrating students with learning difficulties into the regular classroom and providing them with the necessary support. This approach encourages children to feel included and accepted, teachers can improve the learning needs of each student by using a variety of teaching strategies like allowing children to participate in all class activities which will boost confidence among them.

Tailoring Instructional Strategies

To provide remedial support, teachers must use varied teaching methods that take into account the unique learning preferences and skills of each child.

Multi-sensory Teaching

Incorporating multiple senses into the learning process can help special needs children better understand and retain information. Using visual aids, hands-on activities, and auditory cues simultaneously can enhance their learning experience.

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COLLABORATION OF THE SCHOOL WITH SPECIAL EDUCATOR / PARENTS / COMMUNITY

Collaboration of parents and the community in a whole is an important aspect of a quality both in and out of the classroom. It becomes even more solvent incase of inclusive education which is much broader than the formal education and should not only takes place with in the four walls.

The focus of successful collaboration teaching partnership is the responsibility of not only the teachers but the campus for administration as well so that effective collaborative teaching happens in the classroom for growth of students need.

Special Educators -

Principal sir mentioned about involvement

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PARTICIPATORY ROLE OF TEACHERS / PRINCIPALS / SUPPORTIVE STAFF

The most critical role in successful inclusive is the role of the principal, teachers and supportive staff of the school. Their active participation is the single most important predictor of success in implementing change, improving services or setting a new plan. Although the school principal is central to facilitating systematic change and leading faculty to adopt new attitudes and practices, but the teachers and supportive staff are responsible to getting all of this into action.

To fully adopt the inclusive education policy, there are certain responsibilities that must be fulfilled at various levels within the school.
Below are some role and responsibilities of school staff -

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SELF - OPINION

Under the Course 203 : School and Inclusive School, I visited an inclusive school under Raja Shivchhatrapati School, Talawade. Through this practical, I learnt the barriers to learning and participation with respect to children that have special needs.

While working for this practical, I realized how the Government, Schools, Teacher, Principals, Parents and Staff are all working hard and with positivity to make these special children a part of the mainstream. I came to know about the policies that the school has for inclusive education and the variety of provisions provided.

As an upcoming teacher, I started thinking about the various teaching strategies that can be used for special need students. This practical also made me think about humanity and the basic human rights. It was an amazing experience to know about the various instructional strategies used for diverse learners.

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Checklist

Infrastructure facilities	Availability	Remarks
Ramp	✓	Helps mobility
Canteen	×	Needed for emergency
Library	✓	Provides additional study resources
A.V. room	✓	Helpful for diverse need teaching
Lift	×	May help physically challenged students
Natural Light	✓	Helpful and useful for visually impaired
Drinking water facility	✓	Clean and purified water facility
Computer Lab	✓	Technology teaching helps in learning
Science Lab	✓	Hands on practical experiences
Transport facility	✓	Easy access for students
Playground	✓	Big enough for all students
Mid-day Meal	✓	Provide nutritious food

Questionnaire

1) What is the name of the school ?
2) Where is the school located ?
3) What is the policy of school regarding inclusion ?
4) What are the points considered while designing and planning of inclusive school ?
5) What are the barriers faced during implementation of inclusive school ?
6) What is the planning done for teaching learning strategies in inclusive school ?
7) What special infrastructural facilities are provided for inclusive school ?
8) Is there any consideration for mid-day meal policy ?
9) Are the classroom and its furniture designed in any special way ?
10) How are all the facilities related to inclusive education implemented ?

B.Ed. Course 203 :
School and Inclusive School

Practical Name :

"Visit to School and Preparation of Report."



Prepared By : Suvarna Phadke
B.Ed. 2nd Year.
Pratibha College of Education

Guided By : Prof. Sujoota Sahu

Introduction

Inclusive Education

"Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language".



Objectives of the Practical

- To understand the concept and nature of Inclusive Education.
- To understand inclusive instructional strategies.
- To realize various issues and concerns in inclusive school.
- To make aware about policies and facilities for inclusion.
- To study about provisions of required infrastructural facilities for inclusive school.



Visited School Information

Name of the School :

" Rajiv Shivchhatrapati Primary and Secondary School, Talwade, Pune."



Policies



Right to Education



Mid Day Meal Policy



Inclusive Classrooms





Provisions for Infrastructural Facilities



Wide Steps with Hand Rails



Spacious Corridors



Spacious Playground

Provisions for Infrastructural Facilities



Ramp with handrail at Entrance



Pictograms are used


Visited School Information
Name of the School


Policies
Right to Education
Mid Day Meal Policy

Assignment Questions for Course 203

Attempt any Two questions from section A . **(20) M** 18

Section A

Q1) Explain the concept of Inclusive Education. Differentiate between Integrated and Inclusive Education

Q2) What is the need and importance of Inclusive Education. Explain various educational programs for implementing Inclusive Education in schools

Q3) How will you identify a hearing-impaired student in your class? As a teacher, what instructional strategies will you adapt to include these students in your class?

Q4) How will you use the following Inclusive Instructional strategies for the Inclusion of differently abled students A) Circle of friends b) Buddy system) Blended Learning

Q5) What is meant by Inclusive Schools? What are the challenges faced by Inclusive Schools? Which activities will you implement to overcome these challenges?

Q6) What are the common characteristics of Inclusive School? Explain how you will develop Inclusive culture in your school?

Attempt any Two questions from section B. **(20) M** 19

Section B

Q1 What are the qualities of an Inclusive Teacher? Explain any three training programs for Inclusive Teachers

Q2 What is assistive technology for Inclusive Education? Illustrate how VAKmodalities are used for successful Inclusion What is meant by assistive technology in Inclusive? How will you use Assistive Technology for creating to the following differently abled students-

a) Mentally challenged/Impaired

b) Orthopedically challenged/Impaired

c) Learning disables

Q 3 How will you identify students with cerebral palsy? Explain with 6 activities how you will cater to their special needs

Q 4 what issues regarding Inclusion in India? As a teacher, how will you bring about awareness about Inclusive community? Give five examples

Q 5 What are the challenges faced by an Inclusive School? Which Infrastructural facilities are required to overcome these challenges?

Q 6 What kind of Knowledge, attitude and skills are necessary to be an inclusive teacher? Explain the training programmes for Inclusive teachers

Attempt any Two questions from section A. **(10) M** 16

Section C

a) Write about PWD Act 1995.

b) What are the steps in IEP?

c) How can positive parental attitude support Inclusion?

d) How will you identify dyslexic student in the class?

e) What are the teaching - learning challenges faced by Inclusive Schools?

f) Write the role of remedial teaching as an Inclusive Instructional strategy.

g) Explain the need for Inclusive Education

h) How will you use "Buddy system" for inclusion of autistic students?

i) How will you develop an inclusive culture in your school?

Total = 45/50

Checked

23 jeet

Page No.
Date

Section A

18/20

6. D) **Inclusive Education:**

- Inclusive education strives to address the learning needs of children with special needs with a particular focus on those who are subject to being isolated and excluded.
- The philosophy behind inclusive education is to promote opportunities for all children to participate, learn and have equal treatment, irrespective of their mental or physical abilities.

*Meaning --

- It means the persons with disabilities or persons who need special care can learn in schools together with people who do not have special needs.
- Inclusive education is a type of education where education is provided to all the students irrespective of their caste, religion, race, color, gender and disabilities.

*Definition:

1) by UNESCO -

"A process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education."

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Block No. D-1, Plot No. 2, Behind Morris Hospital Off. Wanowrie Pune Road, Ghorpadi, Pune - 411013. Tel. 91-020-26800569/67

Roll No. A-6 Division : A

Examination : Second Year Prelim Exam 2023-24 Date : 03/04/2024

Subject : 203 : School and Inclusive School Supervisor's Sign. :

No. of Suppliments : 1 + 2 = 3

Q. No.	1	2	3	4	5	6	7	8	9	10	TOTAL
Marks Obtained	13	13	12	12	14½						65/80

Remarks :

Q.1

Special School	Inclusive School
1) Students with disability learn in the seperate class or school.	1) Students with disability learn with non-disabled peers in the same classroom.
2) In special school, emphasis on individualized education for the students with disability.	2) Inclusive school emphasize on 'All children learn together' in the same classroom.
3) It focused on adapting the curriculum and school environment to meet the needs of students with specific disability.	3) It focused on accomodating the diverse needs of all the children.

4) In special school, Teachers are trained to teach the students with specific disability.	4) In inclusive school, teachers are trained to teach all the students with diverse need.
5) There is less opportunity for socialization and integration with peers.	5) There is more opportunity for Socialization and integrating with peers.
6) In special school, it may causes segregated classroom community.	6) In inclusive school, may cause supportive and inclusive classroom community.
7) There may be social isolation and stagnitization of students with disability.	7) Students posseses the sense of belonging and respect for the students with disability.
8) In special school, negative stereotype among the students with disability may arise.	8) In inclusive school, students respect the differences and diverse needs of disabled students.
9) It focused on the providing special services and support to meet the needs of students with disability.	9) It focused on providing diverse learning instructions to meet the needs of all students.

a) Benefits of Inclusive School for Students :-

i) Benefits for Disabled Students -
- A sense of friendship arises between the students.
- They feel included in the school.
- Inclusive school help to remove the stress of disabled students.
- Inclusive school provides more challenging environments for the students with disability.
- The skill of socialization and integrating with peer develops.
- Disable students develop the sense of belongingness and self-esteem.

ii) Benefits for Non-Disabled students.
- Students get opportunity to be a role model for the disabled students.
- In inclusive school, students learn to appreciate the differences and similarities among different persons and also learn to respect them.
- It helps to develop social skills like empathy and compassion for others.
- Non-disabled students get the opportunity to learn by using various learning instructions methods or approaches.
- It also help to remove the ~~non~~ discrimination, prejudices from the student's ~~mid~~ mind.
- Students develop collaborative skills.

b) Benefits of Inclusive School for Teachers -

- Teachers also get the opportunity to be a role model with their positive behaviour, inclusive culture.

- Teachers get the opportunity to use differentiated instruction strategies to meet the diverse needs of students.
- It helps in professional development of student.
- Encouraging the active involvement of parents.
- Communicating with parents to find new and innovative methods of teaching for disabled children.
- Using different assessment and evaluation methods for inclusive children.
- Teacher get opportunity to use various technological resources in teaching.

c) Benefits of Inclusive School for Parents -

- Active Involvement.
  Parents get a chance to actively involved in the child's education.
- Provide Communication.
  Parents are interacting with school staff, teachers, helps to improve their communication skill.
- Parents are frequently interact with the parents of other students which helps to build their network.
- Parents does not feeled isolated as every parent want their child to be included in mainstream education.
- Childrens are staying with family and parents.

Q.2 Inclusive Instructional strategies for the Inclusion of differently abled students -

Introduction:

In Inclusive schools, all students learn together irrespective of their abilities, disabilities, culture, interest, etc.
So, there must be a provision for the use of different instructional strategies in the classroom to meet the diverse needs of the students.

following are the Inclusive Instructional Strategies for the Inclusion of differently abled students :-

1) Team Teaching
2) Circle of friends
3) Buddy System
4) Blended learning
5) Remedial teaching

I will ~~#~~ use following Inclusive Instructional Strategies :-

a) Circle of Friends :-

- It is a strategy to form the group of close friends together to support the special child.
- There is a 'focus child' around which a group is established with 6 to 8 peer classmates and adult facilitator.

Structure of Circle of friends -

(a) Prerequisite for establishment -
A 'focus child' is identified in the class.
A consent from parent is taken before applying Special education.

Blended learning

- Blended learning is a hybrid approach of teaching in which some portion of one-to-one classroom teaching is replaced with online learning.
- It is the combination of traditional classroom teaching and online teaching.
- Flipped classroom is one of the interesting and effective strategy used for blended learning.
- Here, teaching material is provided online to the students, they learn at home at their own pace and classroom discussions are arranged for the understanding of concepts, activities related to it are organised.

Benefits -

- Students can learn at their own pace, at their own time.
- Helpful in case students ill or parents moved to long vacation, students will not missed the learning as they learn at their own pace anytime, anywhere.
- Blended learning is also helpful for making students techno-efficient.

So, for differently abled students, ~~if~~ such as slow learners, gifted students, learning disabled students, I will use blended learning strategy in the classroom to provide differentiated instructions, and also make learning

1) Physical Access :
- It is one of the major challenge faced in inclusive school.
- for both interior access like doors, blackboard, stairs, toilets, etc.
and for exterior access like main entrance, playgrounds, sport equipment, etc.
- In most of the school, there is no provision of ramps, rails, lifts, etc. for the physically disabled students.

2) Teaching-Learning Challenges -
following are the challenges in teaching-learning process in Inclusive School :

i) Skill of Teachers -
- Teachers are either not trained for the education of disabled students nor they possesses experience of teaching disabled students.
- Teachers have to find appropriate method of teaching for all students.

ii) Problems for Class-room Teachers -
- Classroom teacher has to handle more no. of students and more number of classes in a school.
- It is challenging for teachers to satisfy the needs of all students.

iii) Problems for Special Education Teacher -
- Special education teacher has more students distributed among various classes.
Ex. An ESE teacher has 50 students distributed in 15 classes.
So, they can not handle all the students at a period.