

	<p>Sri Ramakrishna Mission Vidyalaya College of Education</p> <p>(An Autonomous College affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A++ Grade by NAAC with CGPA 3.82)</p> <p>Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoe@yahoo.co.in Website: www.srvcoe.org</p>	<p>NAAC 3rd Cycle</p> <hr/> <p>Criterion I Metric 1.3.2</p>
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CRITERION I

Curricular Aspects

1.3 Curriculum Enrichment

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

Any other relevant information

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

Any other relevant information

Sl. No.	List of Documents
1	Syllabus
2	School Internship
3	Internship Observation - Phase I
4	Internship Training - Phase II
5	Unified Play Day
6	Webinar on Nation Education Policy

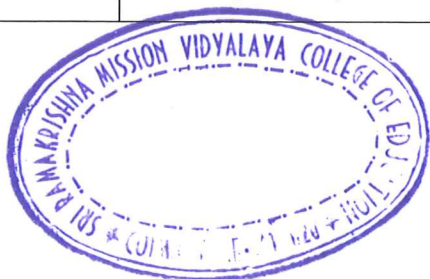
1. SYLLABUS

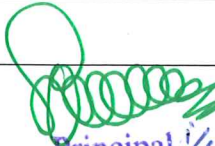
Courses of study - Two-year B.Ed. Programme

The courses indicate the diversities in school system in India as well as in an international and comparative perspective

SEMESTER I

Group A : Perspectives in Education	
B1 CC 01	Educational Philosophy in Indian Context
B1 CC 02	Learner and Learning -I
B1 CC 03	School Organization and Institutional Planning
B1 CC 04	Evaluation, Elements of Statistics and Research
Group B : Curriculum and Pedagogical Studies	
Optional 1	
B1 P1 11	Pedagogy of English - Paper I
B1 P1 21	Pedagogy of Computer Science - Paper I
B1 P1 31	Principles of Commerce and Accountancy Education - Paper I
Optional 2	
B1 P2 11	Pedagogy of Biological Science - Paper I
B1 P2 21	Pedagogy of Commerce and Accountancy - Paper I
B1 P2 31	Pedagogy of Special English - Paper I
B1 P2 41	Pedagogy of History - Paper I
B1 P2 51	Pedagogy of Mathematics - Paper I
B1 P2 61	Pedagogy of Physical Science - Paper I
Group C : Enhancing Professional Capacities (EPC)	
B1 EPC 1	Utilizing Library and Digital Learning Resources





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SEMESTER II

Group A : Perspectives in Education	
B2 CC 05	Emerging Challenges in Indian Education
B2 CC 06	Learner and Learning –II
B2 CC 07	Educational Technology
B2 CC 08	Peace Education
Group B : Curriculum and Pedagogical Studies	
Optional 1	
B2 P1 12	Pedagogy of English – Paper II
B2 P1 22	Pedagogy of Computer Science – Paper II
B2 P1 32	Principles of Commerce and Accountancy Education – Paper II
Optional 2	
B2 P2 12	Pedagogy of Biological Science – Paper II
B2 P2 22	Pedagogy of Commerce and Accountancy – Paper II
B2 P2 32	Pedagogy of Special English – Paper II
B2 P2 42	Pedagogy of History – Paper II
B2 P2 52	Pedagogy of Mathematics – Paper II
B2 P2 62	Pedagogy of Physical Science – Paper II
Group C : Enhancing Professional Capacities (EPC)	
B2 EPC 2	Drama and art in Education
B2 EPC 3	Health, Physical Education and Yoga





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SEMESTER III

Group B : Curriculum and Pedagogical Studies	
Optional 1	
B3 P1 13	Pedagogy of English – Paper III
B3 P1 23	Pedagogy of Computer Science – Paper III
B3 P1 33	Principles of Commerce and Accountancy Education – Paper III
Optional 2	
B3 P2 13	Pedagogy of Biological Science – Paper III
B3 P2 23	Pedagogy of Commerce and Accountancy – Paper III
B3 P2 33	Pedagogy of Special English – Paper III
B3 P2 43	Pedagogy of History – Paper III
B3 P2 53	Pedagogy of Mathematics – Paper III
B3 P2 63	Pedagogy of Physical Science – Paper III




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SEMESTER IV

Group A : Perspectives in Education	
B4 CC 09	Curriculum Development and Instruction
B4 CC 10	Educational Management
B4 CC 11	Development of Moral and Social Values
Group B : Curriculum and Pedagogical Studies	
Optional 1	
B4 P1 14	Pedagogy of English
B4 P1 24	Pedagogy of Computer Science
B4 P1 34	Principles of Commerce and Accountancy Education
Optional 2	
B4 P2 14	Pedagogy of Biological Science
B4 P2 24	Pedagogy of Commerce and Accountancy
B4 P2 34	Pedagogy of Special English
B4 P2 44	Pedagogy of History
B4 P2 54	Pedagogy of Mathematics
B4 P2 64	Pedagogy of Physical Science
Group C : Enhancing Professional Capacities (EPC)	
B4 EPC 4	Development of Inner Self and Professional Identity (DISPI)
Electives	
B4 EL GC	Guidance and counselling
B4 EL SE	Introduction to Special Education
B4 EL DM	Disaster Management
B4 EL CS	Communication Skills
B4 EL DR	Diagnostic and Remedial Teaching
B4 EL EE	Environmental Education
B4 EL PE	Physical Education
B4 EL ET	E-Learning Technology




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B1CC03 – SCHOOL ORGANISATION AND INSTITUTIONAL PLANNING

Preamble

The aim of this course is to understand educational administration, school administration, School plant, School authorities and rules and regulations in the school's organization.

Course Outcomes (Cos)

On the successful completion of the course, student teachers will be able to,

CO1 Explain about Educational administration, administration problems, present the hierarchical structure of school administration.

CO2 Describe the various types of school administration and resources.

CO3 Explain about school plant, community, Co-curricular activities and discipline.

CO4 Describe the role of external and internal school administrators.

CO5 Explain the basic rules, regulations, leave rules, records and code of conduct for teachers and students at the school level.

Unit - 1: Introduction (9 hours)

1.1 Educational Administration: meaning, nature, purpose and scope.

1.2 Aims and objectives of educational administration.

1.3 Problems in school administration.

1.4 Changing concept of school administration.

1.5 Present hierarchical structure of administration in Tamil Nadu school education department: state, district and school.

Unit – 2: Various types of school administration and Instructional Strategies (9 hours)

2.1 Classroom management: rhythmic, class culture, students' self-supportive services.

2.2 Teaching strategies and methods: brain-storming, questioning, quiz, demonstration, projects, assignment, laboratory practical, using ICT in teaching, skill oriented Teaching; ABL, ALM, AALM.

2.3 Various types of schools and their administration: State Board, CBSE, ICSE, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School.

2.4 Curriculum: Equitable Standard of Education, CBSE, ICSE – academic calendar and time-table.

2.5 Resources: Infrastructure with basic amenities, laboratories, library, games and sports facilities.




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Unit – 3: Factors Influencing Effective School Administration (9 hours)

- 3.1 School plant – meaning, importance, and principles - Essentials of good school plant.
- 3.2 Internal administration – meaning, areas and hierarchy.
- 3.3 School and community: meaning, importance, community engagement by school, community involvement for school development, PTA.
- 3.4 Co-curricular activities: importance, types and methods.
- 3.5 Discipline - meaning, need, principle, method of imparting discipline, disciplinary issues and remedial measures.

Unit – 4: Role of School Authorities (9 hours)

- 4.1 Role of CEO, IMS, DEO and BEO: Inspection, Authority, Service matters and Budget.
- 4.2 Role of Head masters in school administration
- 4.3 School office: Physical facilities and material resources – maintenance
- 4.4 School office personnel: Distribution of responsibilities - calendar – maintenance of records and accounts - Education Management Information System (Students) – Service Record (Staff)
- 4.5 Registers and records: needs, kinds of records, arrangement of records to be maintained at school office.

Unit - 5: Rules and Regulations in school administration (9 hours)

- 5.1 Establishment of new schools – Rules and regulations - Government and private schools
- 5.2 Departmental test – types – procedure for appearance – access to relevant source materials.
- 5.3 Selective service and leave rules as approved by Government.
- 5.4 Rules and regulations for the maintenance of records, registers and files at school office
- 5.5 Code of conduct for teachers and students at school level.




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B1CC04 EVALUATION, ELEMENTS OF STATISTICS AND RESEARCH

Preamble

The aim of this course is to acquire basic knowledge and comprehension of different techniques and approaches in evaluation, basic quantitative measures and educational research.

Course Outcomes (COs)

On the successful completion of the course, student teachers will be able to

- CO1 Understand the basic concepts in testing and evaluation.
- CO2 Understand the taxonomy of educational objectives and write various types of test items.
- CO3 Understand the basic statistical concepts and their applications in testing and evaluation.
- CO4 Understand the basic concepts of research as applied to education.
- CO5 Have the knowledge in different types of research applicable to education.

Unit – 1: Techniques and Approaches of Evaluation (12 hours)

- 1.1 Evaluation: Meaning – measurement, assessment and evaluation – purpose and significance of tests in education.
- 1.2 Relationship among Educational Objectives, Learning experiences and Evaluation.
- 1.3 Types of Evaluation – formal and informal, oral and written, formative and summative.
- 1.4 Tools of Evaluation – observation schedules, interviews, tests, rating scales and questionnaires.
- 1.5 Different types of tests - Diagnostic, Prognostic, Achievement and Psychological tests; Norm-referenced and Criterion-referenced tests.

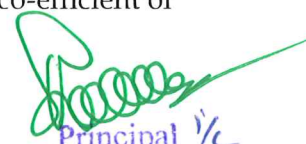
Unit – 2: Educational Objectives and Test Construction (12 hours)

- 2.1 Bloom's taxonomy of Educational Objectives – Cognitive, affective and psychomotor domains – classifications.
- 2.2 Revised Taxonomy of educational objectives (Anderson and Krathwohl)
- 2.3 Educational implications of evaluation related to Delor's four pillars of Education.
- 2.4 Characteristics of quality test items – objectivity, reliability, validity and feasibility of measurements.
- 2.5 Steps in test construction: blue print – table of specifications, writing and editing – pretesting – items analysis – scoring – interpretation.

Unit – 3: Basic Quantitative Measures (12 hours)

- 3.1 Tabulation – frequency table, graphical representation of data and its uses – bar diagram, histogram, frequency polygon and pie diagram
- 3.2 Measures of central tendency – mean, median, mode and their uses.
- 3.3 Measures of variability – range, quartiles, quantiles, deciles and percentiles - quartile deviation and standard deviation.
- 3.4 Normal distribution, Normal curve, its structure and properties.
- 3.5 Correlation – definition, meaning, types and uses, computing the co-efficient of correlation by the rank difference method.




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Unit – 4: Current Trends in Examination System (12 hours)

- 4.1 Continuous and Comprehensive Evaluation (CCE) in Schools - Grading system.
- 4.2 Continuous assessment in higher education and teacher education, semester and trimester systems - choice-based credit system - role of National Testing Service Centre and NAAC
- 4.3 Role of ICT in evaluation - on-line examination - self evaluation by teacher and students- peer evaluation.
- 4.4 Open book examination - preparation of question bank and its uses.

4.5 Evaluation system practiced in different types of schools - State Board - CBSE - ICSE -Kendriya Vidyalaya -NavodayaVidyalaya -Sainik schools -National Open School.

Unit – 5: Introduction to Educational Research (12 hours)

- 5.1 Need and scope for research in education.
- 5.2 Qualities of a good researcher - role of a teacher as a researcher.
- 5.3 Introduction to types of research - basic, applied and action research - steps in action research.
- 5.4 Outline of Research Report.
- 5.5. Research funding agencies in India.




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B2 CC 05 - EMERGING CHALLENGES IN INDIAN EDUCATION

Preamble

The aim of this course is to develop capability of formulating possible good solutions to the challenges and issues in Indian education by realizing the salient features of emerging trends in education.

Course Outcomes (COs)

On the successful completion of the course, students teachers will be able to

- CO1 Explain the salient features of emerging trends and special problems of pre-primary education
- CO2 Understand the salient features of emerging trends in education, issues and challenges at primary level.
- CO3 Identify the emerging trends in secondary, higher secondary and higher education
- CO4 Realise the importance of teacher education in India
- CO5 Provide the solutions to the challenges in Indian education

Unit - 1: Pre - Primary Education: Issues and Challenges (12 hours)

- 1.1 Pre-Primary: Meaning, Aims, Objectives, Need and Importance.
- 1.2 Pre - Primary Schools: Types, objects - Curriculum and Methods of instruction.
- 1.3 Recommendations of Commission: Sergeant, Secondary Education, Education Commission (1966).
- 1.4 Problem: Objectives; Curriculum, trained staff methods and Instructional Methods and awareness, Free Education compulsory priority, eligibility.
- 1.5 Roles of ICDS, TINP, and chief ministers Nutritious Meal scheme in Child welfare program.

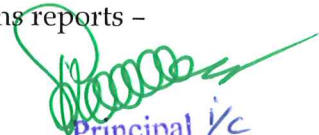
Unit - 2: Primary Education: Issues and Challenges (12 hours)

- 2.1 Primary: Meaning, Aims, Objectives, Need and Importance.
- 2.2 Providing Educational Opportunities: Endeavours.
- 2.3 New Education Policy on primary Education.
- 2.4 Implementation of compulsory Primary Education impediment.
- 2.5 Roles of National and international Program in implementation of Compulsory Primary Education.

Unit - 3: Secondary, Higher secondary and Higher Education (12 hours)

- 3.1 Secondary, Higher Secondary and Higher Education: Meaning, Aims, Objectives, Need and Importance
- 3.2 Problem of quality in Secondary and higher secondary Schools.
- 3.3 National and international commissions reports on higher Secondary Education, Vocationalization -emphasis on the development - Role of NCERT.
- 3.4 Higher Education - Meaning, concept and importance commissions reports - Problems and issues.




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3.5 Process of improving quality of curriculum, Methods and research in higher Education.

Unit - 4: Teacher Education (12 hours)

4.1 Teacher Education: Meaning, Aims, Objectives, Need and Importance.

4.2 Selection for Training, Professional Preparation at different Levels, improvement and Expected outcomes (NCTE).

4.3 Enhancing Professional efficiency – agents of teacher education at State and center level

4.4 Problems in Teacher Education and remedial measures.

4.5 In-service Education – Definition, Meaning, Concept, Need important Problems and Suggestions.

Unit – 5: Aspects of Challenges in Education (12 hours)

5.1 Women Education: Meaning, objectives and importance. Significant Problems of Women, Place of women in economic and national development, practical activities for women development.

5.2 Population Education: Meaning, Objectives, and importance. Introducing contents of Population Education at Primary, Secondary and higher education level, Present status – Factors affecting – remedial Measures for Controlling Population, small family norms, advantages.

5.3 Language Problems: Need, Meaning, Forms, different facets, Link Language of Minorities, Place of English - Recommendations of Eswar Patel Committee and Classical Languages.

5.4 Health Education: Need, Importance, Objectives and scope - Problems in School health Program remedial Measures.

5.5 Environmental Education: Definition, Meaning, Need, Importance and Scope. Role of Teacher in Meeting the Challenges of air water, Land and Noise Pollution - effects on human, animals and Plants - constitutional Provisions to Environmental Protection – role of individual, Public and Government – Recent Trends in Environmental Education.




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B4 CC 09 CURRICULUM DEVELOPMENT AND INSTRUCTION

Preamble

The aim of this course is to develop knowledge about the Educational Management, Educational planning, Finance, Classroom Management Functions and contemporary management needs.

Course Outcomes (COs)

On the successful completion of the course, student will be able to

CO1 Enable student teachers to understand the basic principles of curriculum construction.

CO2 Make them to understand the importance of curriculum revision.

CO3 Acquaint with current patterns of curriculum organization.

CO4 Expose them in the aspects involved in evaluation of curriculum.

CO5 Acquaint with the different approaches in the instructional tasks

Unit – 1: Introduction to Curriculum (12 hours)

1.1 Curriculum: meaning - definition -scope

1.2 Bases of curriculum development: human development - social development nature of learning - nature of knowledge and cognition

1.3 Educational objectives and curriculum development.

1.4 Role of curriculum in effective teaching-learning process - need for value based curriculum

1.5 Salient features of NCFTE – 2010 and National Educational Policy 2020 – School Education & Higher Education.

Unit –2: Elementary Ideas of Curriculum Planning (12 hours)

2.1 Curriculum planning: meaning and concept.

2.2 Nature of discipline and curriculum planning.

2.3 Basic considerations in curriculum planning: developmental – nature of discipline – social need – teacher related – institutional – environmental and economical

2.4 Curriculum planning in the 21st century: liberal education – global education – secular education – interdisciplinary studies

2.5. Possible future trends in curriculum planning: distance education – open education – lifelong education – mass education – vocational and career education – on-line learning – virtual learning

Unit – 3: Process of Curriculum Development (12 hours)

3.1 Meaning and concept of curriculum development– steps involved in the curriculum development process

3.2 Philosophical foundations and curriculum development: Major schools of thought in philosophy and curriculum

3.3 Sociological foundations and curriculum development: need of the society, social change, social harmony and curriculum

3.4 Psychological foundations and curriculum development: Human development - major schools of thought in psychology

3.5 Challenges and issues in curriculum development




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Unit – 4: Models of Curriculum and Curriculum Evaluation (12 hours)

4.1 Curriculum evaluation – meaning, concept, need and importance.

4.2 Important aspects involved in curriculum evaluation.

4.3 Introduction to Models of curriculum.

4.4 Role of national level bodies in curriculum development and evaluation

4.5 Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)

Unit – 5: Introduction to Instructional System (12 hours)

5.1 Systems approach in instruction

5.2 Role of teachers in instructional system.

5.3 Teacher controlled instruction.

5.4 Learner controlled instruction.

5.5 Group controlled instruction




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B4 CC 10 - EDUCATIONAL MANAGEMENT

Preamble

The aim of this course is to understand the determinants of curriculum concepts and conceptualize the process of curriculum planning, development and evaluation.

Course Outcomes (COs)

On the successful completion of the course, student teachers will be able to

- CO1 Clear picture of the basic management functions of different levels of school and skilled in "POSDCORB"
- CO2 Develop the skills of Planning and Budget.
- CO3 Develop the Teaching-learning process and positive attitude towards Teaching Profession.
- CO4 Develop the Qualities such as Leadership, Management and Decision - making.
- CO5 Gaining clarity about the Quality of Education and the work of the Higher Education Institutions in the Management Practices.

Unit - 1: Introduction to Educational Management (12 hours)

- 1.1 Management - meaning, objectives, scope and functions.
- 1.2 Administration and Management - traditional and modern management.
- 1.3 Educational management: meaning, definition, scope and types.
- 1.4 Management at different levels - elementary, secondary and higher secondary.
- 1.5 Basic functions - planning, organizing, directing and controlling, co-ordination and evaluation.

Unit - 2: Educational Planning and Finance (12 hours)

- 2.1 Planning - meaning, nature and types.
- 2.2 Institutional planning - objectives, characteristics, procedure and techniques.
- 2.3 Educational planning - principles, kinds and approaches to educational planning.
- 2.4 Educational finance - factors influencing educational finance - sources of income and educational expenditure.
- 2.5 Budget: meaning, concept and types - preparation of educational budget.

Unit - 3: Classroom Management (12 hours)

- 3.1 Classroom climate - meaning and managing tasks - factors influencing classroom climate - classroom discipline
- 3.2 Role of communication in classroom management - structuring classroom communication strategies.
- 3.3 Classroom designs - learner centered; problem centered - managing group work
- 3.4 Classroom management - principles and techniques of classroom management - role of teacher.




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3.5 Time management - effective utilization of available time.

Unit - 4: Functions of Educational Management (12 hours)

4.1 Inspection and supervision – nature, scope, objectives and comparison.

4.2 Leadership – need, functions, types – duties and qualities of a leader.

4.3 Directing – meaning – its systematic process.

4.4 Decision making – providing guidance – staff morale – functions of teachers – maintenance of discipline.

4.5 Coordination – controlling – conflict management – crisis management.

Unit – 5: Modern Management Practices (12 hours)

5.1 Quality in education – meaning and importance.


5.2 Quality issues in teacher education - system analysis for quality sustenance.

5.3 Total Quality Management in Education – concept and principles –its application.

5.4 Accreditation - concept – meaning and parameters.

5.5 Role of UGC and NAAC in Educational Planning and Management.




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2. School Internship



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School Internship


School Internship is an important part of the B.Ed., curriculum. School Internship is designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. It is an opportunity for the practicing teachers to develop the required skills and methods of teaching. Before the commencement of the practice teaching for the student teachers, the faculty/experts in subject areas give at least two demonstration lessons for each of the two optional subjects offered by the college. All student teachers should attend these preparatory demonstration classes without fail. Internship will be for a minimum duration of 20 weeks (4 weeks in the first year and 16 weeks in the second year). This will also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observation of practice lessons.

Every student teacher is expected to serve as one of the teachers of the concerned school and integrate himself with the school system during the teaching practice. Besides playing the role of the subject teacher, the student teacher may also have to serve as a substitute teacher, organiser of functions in the school, teacher aide in the laboratories etc. These experiences contribute to the overall development as a teacher rather than just possessing teaching competencies. The concerned faculty members visit the student teachers from time to time and guide them to solve problems, if any.

The supervising faculty members of the college check the following aspects during the practice teaching of the student teachers.

1. Lesson plans
2. Classroom teaching
3. Observation notes/records
4. Teaching aids prepared by the student teachers
5. Diary of events of student teachers
6. Overall performance of the student teachers




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3. Internship Observation - Phase I



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Internship Observation - Phase I

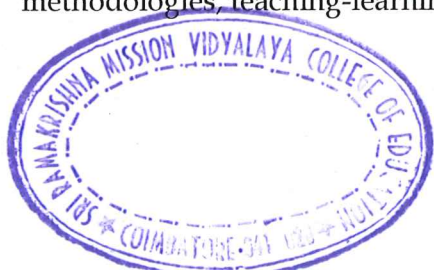
As a part of the Bachelor of Education (B.Ed.) program, the students are required to undergo observation teaching practice in schools to gain hands-on experience in teaching. From 13.02.2023 to 10.03.2023, a group of B.Ed. students from our college went for observation teaching practice in various schools.

They observed the classes of different teachers and noted down the teaching methods used, teaching aids, and classroom management techniques. They also observed how the teacher communicated with the students, how they motivated the students and how they handled difficult situations in the classroom.



After observing the classes, the students were given an opportunity to interact with the teacher and clarify their doubts. They were also asked to prepare lesson plans for the topics they observed and presented them in front of their peers and faculty members.

During the observation teaching practice, the students were closely monitored by the faculty members of our college, who regularly visited the schools and interacted with the students and the teachers. They provided feedback to the students on their teaching skills and suggested ways to improve them. The observation teaching practice was a valuable learning experience for the B.Ed. students. It enabled them to apply the theoretical knowledge gained during their course in real-life situations and provided them with practical teaching experience. The program also exposed the students to various teaching methodologies, teaching-learning materials, and classroom management techniques.





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The following schools were allotted for the student-teachers to undertake their observation teaching practice (Internship Phase I).

1. Government Higher Secondary School (Model School), Ashokapuram
2. Government Higher Secondary School, Arasur
3. Sri Ramakrishna Mission Vidyalaya Swami Sivanantha Higher Secondary School, Periyanaickenpalayam
4. Government Higher Secondary School, Sundapalayam.
5. AMG Government Higher Secondary School, Kaundampalayam
6. Government Higher Secondary School, Sirumugaipudur.




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4. Internship Teaching - Phase II



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Internship Training (Phase II)

The second year B.Ed. student-teaches have undergone their internship training in government and government aided schools in Coimbatore district from 01.08.2022 to 02.12.2022 for the period of 80 working days.



The following schools were allotted for the student-teachers to undertake their internship training.

1. Government Higher Secondary School (Model School), Ashokapuram
2. Government Higher Secondary School, Naickenpalayam
3. Sri Ramakrishna Mission Vidyalaya Swami Sivanantha Higher Secondary School, Periyanaickenpalayam
4. Government High School, Veerapandi.
5. AMG Government Higher Secondary School, Annur
6. Government Higher Secondary School for Boys, Sulur.



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5. Unified Play Day



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Unified Play Day

Our college of Education Student Teachers participated unified play festival on 24.02.2023 organized by GAPAEY to get awareness about adapted physical education and yoga of differently abled person. The main objective of the Unified Play Day (UPD) is to provide a multi-factorial approach towards children with disabilities by providing them equal opportunities that are enjoyed by the normal children. Moreover, the Unified Play Day being a social gathering of large number of parents of children with disabilities, is a platform for interaction among them.



In conclusion, that's great to hear! Participating in events like the unified play festival can help student teachers learn more about adapted physical education and yoga for differently-abled individuals, and can also raise awareness about the importance of inclusivity and accessibility in education. It's important for future teachers to have a broad understanding of the needs of all their students, and events like this can help them gain that understanding.



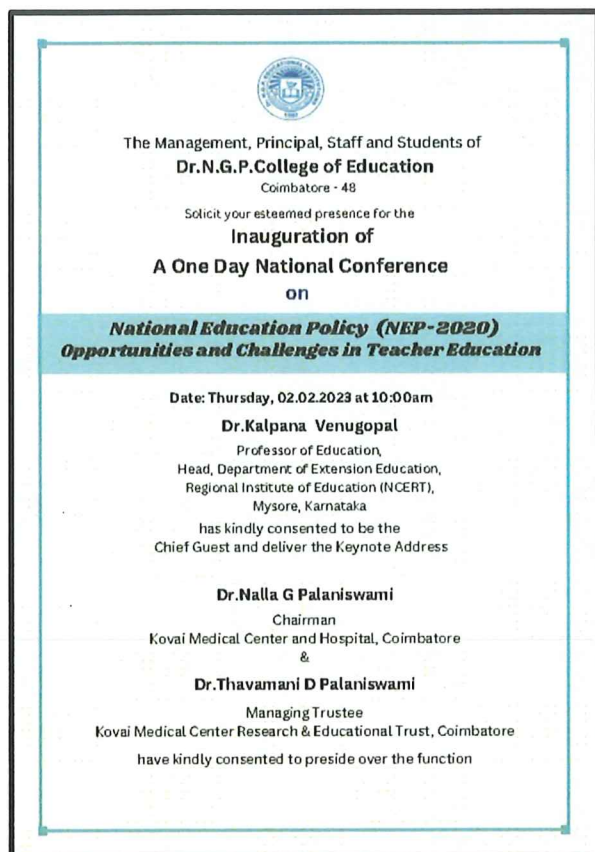

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6. National Education Policy (2020)



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National Conference on National Education Policy (NEP-2020) Opportunities and Challenges in Teacher Education



On 2nd February 2023, second year B.Ed., Students attended the National Conference on National Education Policy (NEP-2020) Opportunities and Challenges in Teacher Education organized by Dr. NGP College of Education. The conference aimed to provide a platform for educators, policymakers, and industry experts to discuss the opportunities and challenges in teacher education under the new NEP 2020.

It provided a platform for me to learn from experts, understand the various challenges and opportunities in teacher education under the new NEP 2020, and network with educators, policymakers, and industry experts. The conference also provided me with an opportunity to present my research paper on the impact of NEP 2020 on teacher education. Overall, the conference was a great success and I look forward to attending more such events in the future.




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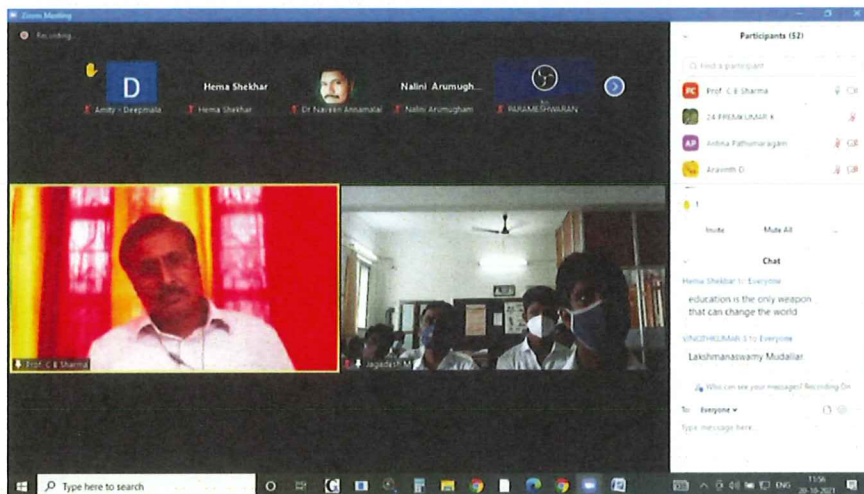
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A Story of the Making of National Education Policy-2020

A Webinar on A Story of the Making of National Education Policy-2020 was organised by the College of Education on 20th October 2021. Dr. G. Subramonian, Principal, Sri Ramakrishna Mission Vidyalaya College of Education welcomed the gathering and introduced the Resource Person Dr. C. B. Sharma, Professor, School of Education, Indira Gandhi National Open University, New Delhi. The Resource Person explained the key highlights of National Education Policy, features of National Education Policy, and how would be this policy implemented? After his presentation, the participants clarified their doubts.



Finally, Dr. M. Jagadesh, Assistant Professor in Education, Sri Ramakrishna Mission Vidyalaya College of Education proposed vote of thanks. About 136 participants across India participated in the webinar.




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