Syllabus and Course Scheme
Academic Year 2023-24

UNIVERSITY OF KOTA, KOTA

FACULTY OF EDUCATION

Syllabus According to CBCS

Integrated Programme of

B.A.- B.Ed.

Course Code: BAE8900P

Notice

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of University of Kota headquarter Kota only and not any other place.

The syllabus of Academic Subjects (B.A. Part) will be according to the syllabus of B.A. of University of Kota, Kota

Ordinance and Regulations related to the Integrated B.A.-B.Ed. Degree

The Objective and the Learning outcomes of the Integrated B.A.-B.Ed. Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality.legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.

4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to access the all-round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
    a. Black board work
    b. Preparing improvised apparatus
14. Interest and competence in the department of the teaching profession and education Readiness to participate in activities of professional organization.

Q.32 The Objectives of Practical Work prescribed for the Integrated Programme of B.A./B.Ed. Degree (Four Year) are follows:

Objectives of Practical Work

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrate personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupil to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.

16. Co-relate knowledge of the subject being taught with other subjects and with real situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers III A/B and the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.

Organization evaluation of practice teaching:

1. Every candidate will teach during practice teaching session. At least ten lessons in each subject should be supervised.
2. Micro teaching lesson to be used in addition for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

4. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
5. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lessons at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at-least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.
6. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
7. The board of Examination will consist of:
   (a) The principal of the college concerned.
   (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Kota.
   (c) An external examiner appointed from the University of Kota. The board as far as possible will represent Social science, language and science.
8. Approximately 50 lessons will be examined by the board each day.

Some of the papers are fully Sessional of having according to their practical marks as the case may be Geography, Home Science.

Semester-wise Details

Course Code: BAE8900P

First Year Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR I Semester	1.1	DCC	Subject-I: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.2	DCC	Subject-II: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.3	DCC	Subject-III: Theory-I	3 Hrs	6	---	6	50	100	150	20	40
	1.4	DCC	Childhood and Growing up	3 Hrs	4	---	4	30	70	100	12	28
	1.9 & 1.10	AEC	Hindi/English	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total				**24**		**24**	**180**	**420**	**600**	**---**	
I YEAR II Semester	2.1	DCC	Subject-I: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.2	DCC	Subject-II: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.3	DCC	Subject-III: Theory-II	3 Hrs	6	---	6	50	100	150	20	40
	2.4	DCC	Contemporary India and Education	3 Hrs	4	---	4	30	70	100	12	28
	2.5	SEC	Open Year/SUPW Camp	6 Hrs	---	4	2	---	50	50	---	25
	1.9 & 1.10	AEC	English/Hindi	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total				**24**	**4**	**26**	180	350	500		
	Final Year Total				**40**	**4**	**40**	**300**	**700**	**1000**		

B.A. - B.Ed I year (Semester I)

Childhood and Growing up

Paper Code : BAE104/DCC

External Assessment: 70 marks | Maximum Marks: 100

Internal Assessment: 30 marks | Credit : 4

Objectives:

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

Unit I: Role of psychology to understand the child

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical

- Theories of development :

  a) Piaget’s vgotsky cognitive development

  b) Freud’s psycho- sexual development

  c) Erikson’s psycho social development

Unit III: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, pear group, social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.

Unit IV: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain’s role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov),Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach ,Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour,

Unit V: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors,

Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.

- Socialization and Mental health: Process of Socialization - Group dynamics Theory of Kurt lewin's, Leadership and its styles (Kimble young), social prejudice,Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

Test and Assignment:- 30 Marks

- Class Test
- Project (Any one of the following)

Comparative study of developing pattern's of children with reference to different in SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

Administration of an experiment on learning, span of attention, memory

Administration and interpretation of an individual group test of intelligence.

References:

1. Agarwal, Reetu, Shukla Geeta (2014). Bal Vikas evam Manovigyan, Rakhi Prakashan, Agra
2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
4. Bigge, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row
5. B.P. (2000). Personality theories, Bosten: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Adanaced educational psychology, New Delhi: Vikas Publishing House.

7. Diane E. Papalia, Sally Wendkos olds, Ruth Durkin Feldman, Ninth Edition, Human Development, Tata Mcgraw Hill Publishing company Limited, New Delhi.
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd. Indian Branch Delhi, India
9. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching, Houghton Miflin Company, Bosten New York (http://www.coursewise.com)
10. Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing Learners Multimedia Edition (http://www.prenhall.com/ormrod)
11. Sarswat Kuldeep (2015). Bal Vikas evam Bachpan, Published by Rakhi Prakashan, Agra
12. Woolfolk, A. (2004). Educational Psychology published by Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

Web Links:

- https://www.classroom.kidshealth.org/9to12/body/system/endocrine/pdf
- https://old.nios.ac.in/secpsy.cour/unit/IIpdf
- https://www.classroom.kidshealth.org/9to12/body/system/endocrine /pdf 2
- https://old.nios.ac.in/secpsy.cour/unit/II pdf 3 https://quinticsports.com images 4
- https://pinterest.com images
- https://www.jeffreyarnett.com. Emerging adulthood A theory of development from Late teens through twenties- “do you feel that you have reached adulthood”
- https://www.webmd.com-developmental tasks and variations 3 https://www.youtube.com science activity on simple pendulum 4 https://www.ocw.mit.educ. Motion and light experiments and images gallery
- https://www.sage publications.com 2009 – 10.1177/090756819011398-
- https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html
- https://www.ncbi.nlm.nih.gov/books/NBK310550/
- https://theconversation.com/diversity-in-the-classroom-means-childrendevelop-differently-33899
- http://abkibgnab.com book Introduction to early childhood a multidimensional approach to child centred care and learning Allyn and Bacon

- http://aifs.gov.all/publications/differential parenting-children-divers-cultural- (Gonzalez-Mena 2001)
- https://www.ncbi.nlm.nih.gov/books/NBK310550/-
- https://theconversation.com/diversity-in-the-classroom-means-childrendevelop-differently-33899 3 https://extension publications.unl.edu/assets/pdf
- https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html
- https://www.planindia.org. K.Sekar and Kavitha P. Children in difficult circumstances a research report.
- https://www.cry.rog/blog/impact - poverty-children-India 3 https://www.undir.org. - Child in armed conflict- United Nations Institute for Disarmament Research. Disarmament Forum (three-2011) – Children and conflict
- https://www.jnnurm.rajiv Rajiv AvasYojana – Slum development plan
- https://www.childlineindia.org.in effects of poverty are more damaging to children. Anthony Lake, Executive Director, UNICEF.
- https:/www.naeyc.org National Association for the Education of Young Children
- https://www.ncbi.nlm.gov/books NBK 310550/ 5 https://www.extension publications.unl.edu/assets/pdf
- https://theconversation.com/diversity-in-the-classroom-means-children-developdifferently-33899
- https://www.ncbi.nlm.nih.gov/books/NBK310550/
- https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html 5 https://www.learningportal.iiep.unesco.org/en/improve-learning/teacherspedagogy/appropriate and effective
- https://www.learningportal.iiep.unesco.org/en/improve-learning/schoolsclassrooms/schools-conditions
- https://www.learningportal.iiep.unesco.org/en/improve-curriculum-materials/ supplementary-learning materials 8 https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/ preservice teacher training
- https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/inservice teacher training
- School works.gvsu.edu>egi>vie
- https://www.linkedin.com/pulse/role-education-sector-removing-genderinequality-manikandan-annadurai
- www.powershow.com/view/13d9bc-NDM1Z/Gender_Equality_in.
- http://www.ncert.nic.in/departments/nie/dws/modules/RMSA_Module.pdf
- http://www.ncert.nic.in/departments/nie/dws/pdf/overallreportDGS_24_8_17.pdf
- https://en.unesco.org/themes/education-and-gender-equality

Learning out Come -

The student teacher will understand child development and adolescence, role of family and the school in the child development. They will understand learning as divergent process and physical, social, emotional and intellectual development of child.

B.A. - B.Ed I year (Semester II)

Contemporary India and Education

Paper Code : BAE204/DCC

External Assessment: 70 marks | Maximum Marks: 100

Internal Assessment: 30 marks | Credit : 4

Objectives:-

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.

- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

Unit – II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth unsatisfaction, Moral Crisis.

Unit – III: Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

Unit – IV: Programme and Policies

- Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission–1952-53, Indian Education Commission– 1964-66, National Education Policy– 1986

- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF–2005, NKC–2006, NCFTE– 2009, RTE–2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

Unit – V: Innovative Practices

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and VideoConferencing, Eduset, Smart Class Room, Role of E- learning, E-content, Emagazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

Test and Assignments 30 Marks

1. Class Test

2 .Any one of the following: -

- Debate or Organize a one day discussion on the topic related to the subject and submit a report.
- Critical appraisal on the report or recommendations of any commission and
- committee.
- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

REFERENCES :-

1. Agnihotri, R. (1994) Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan, Jaipur: Rajasthan Hindi Granth Academy
2. Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi 2. Brubecher, John.S: A History of the Problems of Education

3. Altekar, A. S.(1992) Education in Ancient India, Varanasi: Manohar Prakashan
4. Dev, A.,Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT, Pp. 233.
5. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
6. Education and National Development: Report of the Kothari Commission on
    1. Education, New Delhi, 1966.

7ण अग्निहोत्री, रवीन्द्र : आधुनिक भारतीय शिक्षा समस्याएँ और समाधान, राजस्थान हिन्दी ग्रंथ अकादमी।

8. Gore. M. S. (1982) Education and Modernization in India, Jaipur: Rawat Publications
9. Ghosh, S.C. (1995) The History of Education in Modern India (1757- 1986), New Delhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology
11. Kabir, H. (1982) Education in New India, London: George Allen an Unwin.
12. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws, National Book Trust India, 2011.
13. Keay,F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
15. Mookerji, R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist) London: Mac Milan and Co. Ltd.
16. Mookerji, R.S: Ancient Indian Education
17. Naik, J. P., Nurullah, S.(1974) A Student's History of Education in India, (1800-1973), New Delhi : Orient Longman Ltd.
18. Nayar, P. R. Dave, P.N. Arora, K. (1983) The Teacher and Education in Emerging Indian Society, New Delhi: Orient Longman Ltd
19. National Curriculum Framework. (2005).
20. National curriculum Framework for teacher education (2004).
21. Rama Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
22. Rusk, R. R. (Scotland, J. Revised) (1979) Doctrines of the Great Educators, Delhi, Dublin, New York: The Mac Milan Press Ltd.,

23. Saiyidain. K.G. (1966) The Humanist Tradition in Indian Education Thought, New Delhi: Aria Publishing House
24. Shukla, R.P. (2005). Value Education and Human Rights, New Delhi: Samp &Sons.
25. Varghese, A. (2000) Education for the Third Millennium, Indore Satprachar Press
26. अल्तेकर, अ.स. : प्राचीन भारतीय शिक्षा पद्वति।
27. आर, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
28. गुप्ता एस.पी. एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास शरदा पुस्तक प्रकाशन, इलाहाबाद।
29. रावत, प्यारे लाल : भारतीय षिक्षा का इतिहास, आगरा।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याए ं,शारदा पुस्तक भवन,इलाहाबाद।
31. लाल रमन बिहारी : भारतीय श्क्षा और उसकी समस्याएं, रस्तोगी पब्लिकशेन्स, मेरठ।
32. साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

Web Links:

- http://www.dreducation.com/2013/08/data-statistics-india-student-college.html (August 25, 2013)
- https://www.zeroerp.com/
- http://www.yourarticlelibrary.com/essay/constitutional-provisions-regardingeducation-in-india/45229
- https://www.owlgen.com/question/which-constitutional-provisions-are-relatedto-education
- https://pcer.ac.in/wp-content/uploads/2015/12/Contemporary-India-andEducation.pdf
- http://egyankosh.ac.in/bitstream/123456789/8525/1/Unit%204.pdf
- https://slideplayer.com/slide/13043561/ 6. https://www.ukessays.com/essays/education/education-important-factor-in-adeveloping-country-education-essay.php
- https://en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India
- http://www.yourarticlelibrary.com/political-science/equality-meaning-featuresand-types-of-equality/40362
- Http://www.simplydecoded.com/2013/10/28/indian-preamble-and-itsimportance/

- http://www.publishyourarticles.net/knowledge-hub/political-science/essay-onlegal-equality/4666/
- https://www.investopedia.com/terms/s/social-justice.asp
- https://www.quora.com/What-is-the-difference-between-a-government-schooland-a-private-school-in-India
- https://www.mapsofindia.com/my-india/education/condition-of-govt-schoolsin-india-quality-of-teachers-and-teaching
- https://yourstory.com/2018/09/technology-teacher-absenteeism-uttarakhand (check for a case study)
- https://www.britishcouncil.in/sites/default/files/indian_school_education__system_-_an_overview_1.pdf
- http://vesyeola.com/blog/others/3266-urban-education-v-s-rural-education.html
- https://www.mapsofindia.com/my-india/education/gap-between-private-andpublic-schools-how-it-is-hurting-india
- https://timesofindia.indiatimes.com/blogs/minorityview/time-to-end-themenace-of-single-teacher-schools/ 8. https://www.thehansindia.com/posts/index/Hans/2017-04-13/Single-teacherschools-affecting-education/293057
- https://archive.org/stream/TheSingleTeacherSchool-J.P.Naik/1.Jp-TheSingleteacherSchool_djvu.txt
- https://www.civilsocietyonline.com/column/back-to-school/schools-with-justone-teacher/
- https://www.teachermagazine.com.au/columnists/geoff-masters/big-fivechallenges-in-school-education
- https://www.edexlive.com/news/2019/jan/23/single-teacher-schools-ktakaranks-6-in-india-with-4700-such-schools-5123.html
- https://www.livemint.com/Opinion/h5HSgEHIroT6PbmRFzHYnJ/OpinionReforms-to-save-government-schools-in-Karnataka.html
- https://www.indiainfoline.com/article/news-top-story/education-gender-gapand-rural-urban-differences-widespread-115070100222_1.html
- http://vesyeola.com/blog/others/3266-urban-education-v-s-rural-education.html 16.
- https://women-s.net/difference-rural-and-urban-education
- https://home.hiroshima-u.ac.jp/cice/wp-content/uploads/2014/10/16-2-1.pdf
- http://www.khpt.org/wp-content/uploads/2017/04/barriers-and-enablers-toeducation.pdf
- https://plato.stanford.edu/entries/equal-ed-opportunity/
- https://www.youthkiawaaz.com/2018/02/education-in-india-some-debates/
- https://files.eric.ed.gov/fulltext/ED537169.pdf
- https://www.slideshare.net/siva8492/sociology-equalization-of-educationaloppurtunity
- . https://www.thehindu.com/news/cities/bangalore/government-has-notaddressed-the-gap-in-universal-access-to-school/article23402575.ece
- https://www.infochangeindia.org/education/185-education/backgrounders/ 9215-challenges-in-implementing-the-rte-act 3. https://socialissuesindia.wordpress.com/2010/07/15/rte-act-2009-anomaliesand-challenges/

- http://www.dise.in/Downloads/Publications/Publications%202011-2/ State%20Report%20Cards%202011-12.pdf
- http://indiacode.nic.in/coiweb/amend/amend86.htm
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RTI_Mode l_Rules.pdf
- https://www.academia.edu/11348054/challenges_for_implementation_ of_right_to_education_act_rte_for_children_with_hearing__impairment_in_ inclusive_education_-_a_survey
- _http://mhrd.gov.in/sites/upload_files/mhrd/files/document- reports/
- http://mhrd.gov.in/pmmmnmtt
- http://www.vinsonias.com/DynImg/d1fe7d3b-2261-45c1-83de99765ae63656.pdf
- http://www.tezu.ernet.in/tlc/pdf/MHRD%20VISIT.pdf
- https://currentaffairs.gktoday.in/tags/pmmmnmtt
- http://calem.tiss.edu/?page_id=425 7. http://www.indiagk.net/2015/07/pandit-madan-mohan-malaviyanational.html

Learning out Come -

The student teacher will know about policy debaters over time, implementation of policies and programme for development of education. Learn the concepts of social change and social transformation in relation of education.