



# OUR LADY COLLEGE OF EDUCATION

(A Christian Minority Institution)

(Approved by NCTE (1) M.Ed. - F.No.SRC / NCTE / TN / APSO6241 / M.Ed. / 392nd / 2020 / 121887

(2) B.Ed. - F.No. SRC / NCTE / TN / APSO 3023 / B.Ed. / 392nd / 2020 / 121878

NAAC Accredited with "B" Grade (CGPA of 2.89)

Our Lady Nagar, Maduravoyal, Chennai - 600 095. Phone. 044-2378 0899

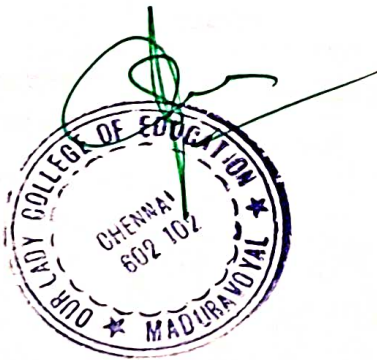
## Key Indicator

### 1.3 Curriculum Enrichment

#### Metric No. 1.3.2

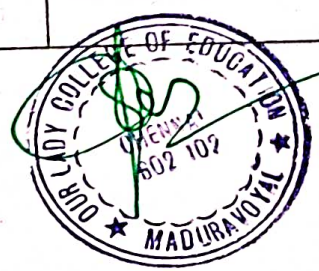
*Institution familiarizes the students with the diversities in school system*

**Action Plan indicating the way students are familiarized with the diversities in Indian School Systems**

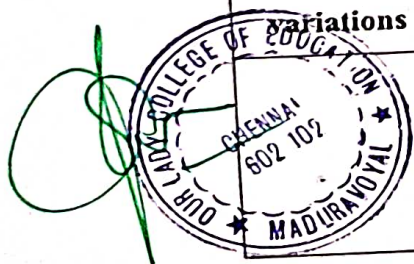


Dr. Y. STANLY SELVAKUMAR  
PRINCIPAL  
Our Lady College of Education  
Our Lady Nagar,  
Maduravoyal, Chennai-45

<b>Functioning of Various Boards of School Education</b>	B.Ed. – Semester I - Understanding Disciplines and Subjects	<ul style="list-style-type: none"> <li>• Unit I - Evolution and Emerging Trends in Academic Discipline</li> </ul>
	B.Ed. – Semester I – Language Across Curriculum	<ul style="list-style-type: none"> <li>• Unit I - Need for acquisition of First/Second School Language in Teaching School Subject</li> </ul>
	B.Ed. – Semester II - Knowledge and Curriculum	<ul style="list-style-type: none"> <li>• Unit II - Process of Curriculum Development in Schools of India</li> </ul>
	B.Ed. – Semester IV - Pre-primary Education	<ul style="list-style-type: none"> <li>• Unit I - Importance, Objectives, Trends, Recommendations, Policies of Pre-primary Education</li> <li>• Unit II - Physical Structure and Facilities, Teaching methods, Co-curricular Activities.</li> <li>• Unit IV – Health, Nutrition, and the Problems of Pre- School Children</li> <li>• Unit V – Responsibilities of Pre -School Teachers and Parents</li> </ul>
	M.Ed. – Semester III - Structure, Status and Issues in Secondary Education	<ul style="list-style-type: none"> <li>• Unit I - Central Board and State Board of Education, Organizational Structure of School in India</li> </ul>
	M.Ed. – Semester III - Adult Education	<ul style="list-style-type: none"> <li>• Unit V – Recent Trends in Adult Education Directorate of Adult Education - Open Schooling and Distance Education</li> </ul>
	B.Ed. – Semester IV - Early Childhood Education	<ul style="list-style-type: none"> <li>• Unit II - Analysis of Early Childhood Education in Indian Context</li> </ul>
<b>Functional Difference Between Various</b>	B.Ed. – Semester II - Knowledge and Curriculum	<ul style="list-style-type: none"> <li>• Unit IV - the Educational Objectives and Curriculum Organization</li> <li>• Unit IV - Approaches to Curriculum Organization, Types of Curricula.</li> </ul>



<b>Boards of Education</b>		<ul style="list-style-type: none"> <li>• Unit V - Role of NCERT, NCTE and NCT in curriculum Development</li> </ul>
	B.Ed. – Semester IV - Gender, School and Society	<ul style="list-style-type: none"> <li>• Unit V - The role of Government and Legal Provisions, and NGOs and women Group in Sensitizing Society towards Gender Parity</li> </ul>
<b>Assessment system</b>	B.Ed. – Semester II - Assessment for Learning	<ul style="list-style-type: none"> <li>• Unit III - Continuous and Comprehensive Evaluation.</li> <li>• Unit IV - Construction Achievement Test, Construction of Diagnostic Test, Administration of the Test and Marking Scheme and Analysis of the results.</li> </ul>
	Creating an Inclusive School	<ul style="list-style-type: none"> <li>• Unit III - Flexibility in Assessment and Evaluation in the Inclusive Settings</li> </ul>
<b>Norms and standards</b>	B.Ed. – Semester I - Education in Contemporary India	<ul style="list-style-type: none"> <li>• Unit II - Education in Diverse Indian society</li> </ul>
	B.Ed. – Semester IV - Creating an inclusive school	<ul style="list-style-type: none"> <li>• Unit I - Need and Importance of Inclusive Education, Special Education, and Integrated Education</li> <li>• Unit V - Educational Policies and Government Schemes, Educational Concessions and Allowances on Inclusion</li> </ul>
	B.Ed. – Semester IV - Human rights Education	<ul style="list-style-type: none"> <li>• Unit I - Evolution of Human Rights Education</li> <li>Unit III - Human Rights Courts</li> </ul>
	B.Ed. – Semester IV Early Childhood Education	<ul style="list-style-type: none"> <li>• Unit V - Role of Various Agencies Early Childhood Education</li> </ul>
	B.Ed. – Semester IV Human Rights Education	<ul style="list-style-type: none"> <li>• Unit III - the National and State Human Rights Commission Reports</li> </ul>
<b>State wise variations</b>	B.Ed. – Semester IV Human Rights education	<ul style="list-style-type: none"> <li>• Unit II - Human Rights in International Context like UN Charter, Universal Declaration of Human Rights, International covenants, international court of Justice.</li> </ul>





<b>An International and Comparative Perspective</b>	M.Ed. – Semester I - History and Political Economy of Education	• Unit IV - Globalization and Challenges in Education at Different Levels, Restructuring of Education due to Globalization.
	M.Ed. – Semester II - Philosophy of Education	• Unit IV - The Perspectives of Indian Philosophy and Western Philosophy of Education, Contribution of Indian, and Western thinkers in Education
	M.Ed. – Semester II - Sociology of Education	• Unit IV - Multicultural Education
	M.Ed. – Semester IV- Teacher Education: Issues and Challenges	• Unit III - Teacher Education in the Global Perspective: Comparative Study of Teacher Education in Russia, UK, USA, France, Germany, China and Scandinavian countries, India
	M.Ed. – Semester IV- Environmental Studies	• Unit V - Global Educational Issues, International Conventions and protocols and Conservation of Environmental Heritage, Need for Conservation, Preservation and Protection of rich Environmental Heritage
	B.Ed. – Semester IV - Early Childhood Education	• Unit I - Global Perspectives in Early Childhood Education and Analysis of Early Childhood Education in Indian context





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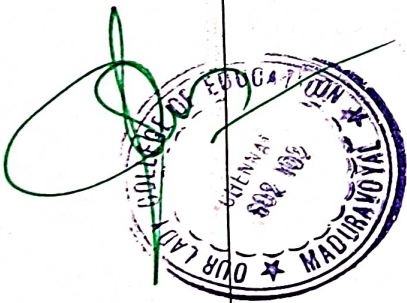
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## 1.3.2 Action Plan indicating the way students are familiarized with the diversities in Indian School Systems

Action Plan		
Development of School System	B.Ed. – Semester I - Education in Contemporary India	<ul style="list-style-type: none"> <li>• Unit I: Different forms of education</li> <li>• Unit II: Education in Ancient and Medieval India, Colonial Education and Development of Indian education during Post-independent Period.</li> <li>• Unit III: Emerging Trends in education</li> </ul>
	B.Ed. – Semester I - Understanding Disciplines and Subjects	<ul style="list-style-type: none"> <li>• Unit I: Curriculum change as Socio-political Process, Importance of Subjects in School Curriculum.</li> <li>• Unit III: Careers related to each Discipline, Science and Social Science with respect to Global issues: Promoting Peace, Respecting Diversity, Sustainable development, Health issues.</li> </ul>
	B.Ed. – Semester II - Knowledge and Curriculum	<ul style="list-style-type: none"> <li>• Unit I - Education according to Indian and Western Thinkers</li> </ul>
	M.Ed. – Semester I - History and Political Economy of Education	<ul style="list-style-type: none"> <li>• Unit I - Development of school education and teacher education in India, Education in Ancient and Medieval in India</li> </ul>
	M.Ed. – Semester II - Philosophy of Education	<ul style="list-style-type: none"> <li>• Unit IV - Contributions of Indian and western Thinkers to Education</li> </ul>
	M.Ed. – Semester I - Perspectives in Teacher Education	<ul style="list-style-type: none"> <li>• Unit I – Indian Educational System in Teacher Education</li> </ul>







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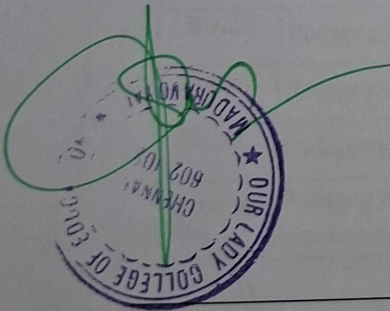
## Key Indicator

### 1.3 Curriculum Enrichment

#### Metric No. 1.3.1

*Curriculum provides opportunities for the students to acquire knowledge and skills*

### Documentary Evidence



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