



T. N. RAO COLLEGE OF TEACHER EDUCATION

Managed by : સવ્યસાચી Education Trust, Rajkot

Action Plan for familiarizing the trainees with the diversified school system

- Design and facilitate a series of workshops and expert lectures focusing on fostering cultural sensitivity, promoting inclusive diversity, enhancing gender awareness, and providing exposure to special education practices. These sessions will include field visits to various schools, encompassing institutions catering to diverse needs, including those serving mentally challenged individuals.
- Engage trainees in community-based projects aimed at applying their learning in real-world contexts. Encourage active participation through discussions and presentations among trainees to deepen understanding and encourage knowledge exchange.
- Facilitate the creation of reflective teaching journals by trainees, fostering a process of self-assessment and continuous improvement in their practice.



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Institution Familiarizes Students with the Diversities in School Systems in India and an International Perspective

T.N. Rao College of Teacher Education's B.Ed curriculum includes the "PE-4 School Policies and Administration" course, a 4-credit module dedicated to exploring the complexities of educational diversity. This course is instrumental in providing future educators with a comprehensive understanding of how different educational systems, both in India and abroad, address diversity. Through a combination of field visits and expert sessions, students are equipped with the knowledge and skills needed to foster inclusive and equitable learning environments.

Field Visits to Diverse Educational Institutions

Field visits are a cornerstone of the "PE-4 School Policies and Administration" course. These visits offer students practical exposure to a variety of educational settings, allowing them to observe and understand different approaches to managing diversity.


- 1. Visit to the District Primary Education Officer (DPEO) Office:** During this visit, students engaged with Saradava Sir, a key figure in the district's educational administration. This interaction provided valuable insights into how educational policies are implemented at the district level and the critical role of leadership in managing and supporting diverse student populations. Students learned about the strategic decisions and administrative processes involved in ensuring equitable access to quality education, highlighting the importance of effective leadership in addressing the diverse needs of students.



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2. **Visit to Shala Number 67 – Resource Center for Disabled Children:** On February 2, 2019, students visited Shala Number 67 in Rajkot, a resource center dedicated to children with disabilities. This center supports 21 different types of disabilities and is part of Gujarat's initiative to promote inclusive education. During the visit, students observed how specialized resources and teaching methods are used to meet the unique needs of students with disabilities. This experience underscored the importance of creating accessible and inclusive learning environments that accommodate the diverse needs of all students.



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3. **Visits to Private, Government, and Self-Financed Schools:** Students also visited a range of schools, including private, government, and self-financed institutions, to understand their unique approaches to managing educational diversity:
- **Private Schools:** These visits highlighted how private schools leverage their resources to implement innovative teaching methods and personalized learning experiences. Students observed how private institutions can provide flexible and adaptable educational models that cater to the diverse needs of their student bodies.
 - **Government Schools:** Visits to government schools demonstrated the commitment to providing quality education despite resource constraints. Students learned about the implementation of inclusive practices and policies designed to support students from various socio-economic backgrounds.
 - **Self-Financed Schools:** These schools blend characteristics of both private and government institutions, offering a balanced approach that maintains broad accessibility while striving to deliver high-quality education. Students explored how self-financed schools manage to offer flexible and inclusive educational models that address the needs of diverse student populations.

Expert Sessions on Educational Diversity and Administration

Expert sessions are integral to the course, providing students with theoretical and practical perspectives on managing educational diversity and administration.


1. **Session on Duties of BRC and CRC under Samagra Shiksha Abhiyan:** Mrs. Pooja Paija, Block Resource Coordinator, and Mr. Gautam Indrodiya, Cluster Resource Coordinator, from Paddhari, led a session on the roles of BRCs (Block Resource Coordinators) and CRCs (Cluster Resource Coordinators) under the Samagra Shiksha Abhiyan. They discussed how these roles support schools in enhancing educational quality and ensuring the effective implementation of policies aimed at promoting inclusivity. This session provided practical insights into grassroots educational administration and the mechanisms through which BRCs and CRCs facilitate the diverse educational needs of schools within their jurisdictions.



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2. **Insights from Esteemed Educators and Experts:** The curriculum is further enriched by sessions with distinguished educators and experts, each contributing unique perspectives on educational practices and diversity management:

- **Dr. Nidatt Barot**, Principal at the Institute of Language Teaching, discussed the importance of multilingual education and cultural diversity within schools. Dr. Barot highlighted how multilingual education supports cultural inclusivity and helps students from different linguistic backgrounds feel valued and included.



- **Dr. Ramesh Sakhiya**, a teacher at Rabindranath Tagore Government School, shared his experiences in managing diverse classrooms. He provided practical insights into inclusive teaching practices and strategies for engaging students from varied backgrounds.



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- **Dr. Nishat Babi**, a lecturer at DIET Rajkot, focused on the need for inclusive education policies and how they prepare educators to meet the diverse needs of their students. Dr. Babi emphasized the importance of policy frameworks that support inclusive educational practices and ensure that all students have access to quality education.



- **Dr. Nayan Jobanputra**, Assistant Professor and former Director at the Computer Centre, Saurashtra University, discussed the role of technology in supporting diverse educational requirements and enhancing learning accessibility. Dr. Jobanputra highlighted how technology can be used to create more inclusive and adaptive learning environments.



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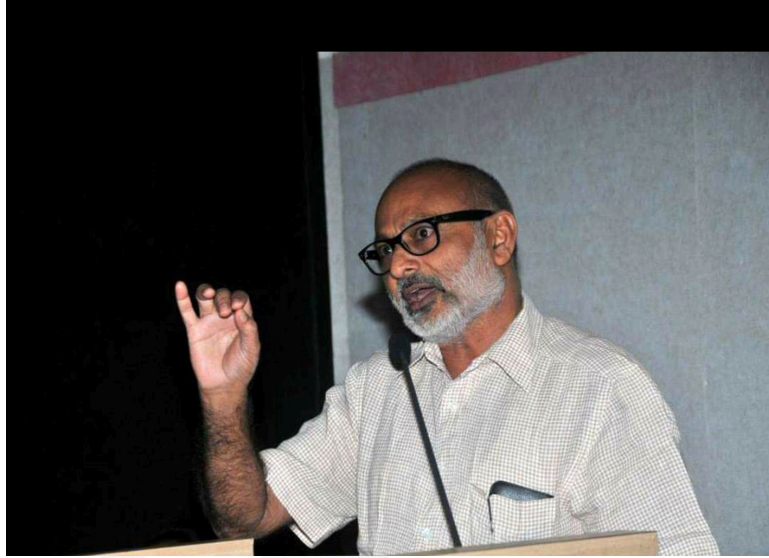




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- **Dr. Janak Makwana**, former Principal of Darbar Gopal Das Shikshan Mahavidyalay College, provided insights into the role of leadership in fostering inclusive school environments and managing educational diversity. Dr. Makwana discussed how effective leadership can drive positive change and promote inclusivity within educational institutions.



- **Dr. Shilpa Dave**, from Government Kanya Vidyalay Dhoraji, emphasized strategies for promoting girls' education and addressing gender equity. Dr. Dave discussed the challenges faced in ensuring gender equity in education and shared practical strategies for overcoming these challenges.



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- **Meghija Nandji**, a monk of the Ramkrishna order and former assistant editor of a Hindi monthly magazine, discussed integrating moral and value education in diverse cultural contexts. Meghija Nandji highlighted the importance of moral education in promoting cultural inclusivity and fostering a sense of shared values among students.



- **Nirav Mehta**, a teacher at Vachhatpar Primary Government School, shared practical strategies for engaging primary students from various backgrounds and creating inclusive classrooms. Nirav Mehta emphasized the importance of using differentiated teaching methods to meet the diverse learning needs of young students.



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- **Dr. Balvant Jani**, Head of the Gujarati Department at Saurashtra University and NCTE Chairman, stressed the role of regional languages and cultural education in supporting school diversity. Dr. Jani discussed how promoting regional languages can help preserve cultural heritage and ensure that students from different linguistic backgrounds feel included in the educational process.
- **Juhi Mankand**, Principal of Bhimrao Primary School, discussed the challenges of school administration and the importance of leadership in managing diverse educational settings. Juhi Mankand provided insights into how school leaders can create inclusive and supportive educational environments that cater to the needs of all students.



- **Dr. Hirva Adhveryu**, from Little Shining Star Early Learning Centre, Australia, delivered an insightful session at T.N. Rao College of Teacher Education, Rajkot. The session provided an in-depth understanding of the Australian school system and its policies, with a focus on early childhood education. Dr. Adhveryu highlighted the structure of the Australian education system, key policies like the Early Years Learning Framework and the National Quality Framework, and the critical role of educators in early learning. She also shared best practices such as play-based learning, inclusive education, and the integration of technology. The session emphasized the importance of holistic development and strong community partnerships in early education.



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Conclusion

Through a blend of field visits and expert sessions, the "PE-4 School Policies and Administration" course at T.N. Rao College of Teacher Education provides students with a comprehensive understanding of educational diversity. This preparation ensures that our graduates are well-equipped to address the varied needs of students in both Indian and international contexts, fostering inclusive and equitable learning environments. By integrating practical experiences with expert insights, the course prepares future educators to become adaptive, inclusive, and innovative leaders in the field of education.



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