

# **PLOs and CLOs**

**Program: Bachelor of Education (B.Ed.)**



# Bhuvan Malti College of Education

NCTE Approved, ISO Certified 9001:2015, UGC Recognized under section 2(f) & NAAC Accredited with Grade B+  
(Affiliated to Aryabhata Knowledge University & Bihar School Examination Board, Patna)



Established-2012

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Ref. No.....

Date:.....

## PROGRAMME LEARNING OUTCOMES OF B.ED.

- PLO-1: Competitions Development:** To empower the students and teachers with the professional competencies required to cope with the changing global scenario.
- PLO-2: Attitude Development:** To acquire knowledge regarding child psychology, classroom management, articulation of various teaching methodologies, and interdisciplinary courses.
- PLO-3: Research and Innovation:** To develop a professional attitude toward research and innovative teaching, digital, and problem-solving skills in the student and teachers to enable them to apply them in relevant situations.
- PLO-4: Ethics:** To inculcate the necessary professional ethics and create a wider vision to understand teachers' roles.
- PLO-5: Sanitization:** To create awareness in students about the use of education for value transmission and sensitize them to two words societal issues and concerns.
- PLO-6: Commitment:** To develop commitment towards environmental responsibilities and leadership in environmental competencies to plan, organize, and conduct various curricular and co-curricular activities.
- PLO-7: Lifelong Learning:** To create an urge for continued learning and updating the knowledge, thereby planning new strategies to make learning more interesting and worthy.

  
Principal  
Bhuvan Malti College of Education  
Motihari

## **B.ED., COURSE LEARNING OUTCOMES**

After studying the various papers student-teacher will be able to achieve the following knowledge –

### **CC-1: CHILDHOOD AND GROWING UP**

- Enable to gain knowledge about observation and interaction with children from diverse socio-economic and Cultural backgrounds.
- Develop an understanding of child development and stages of adolescence.
- Enable to understand the individual difference in terms of different dimensions of Cognitive, Interest, Creativity, Personality, Values, Aptitude, etc.
- Able to suggest many ways to help learners with adjustment.
- Enabling to enhance education is a key factor of socialization.

### **CC-1: CHILDHOOD AND GROWING UP ACTION TAKEN**

- Try looking at things from different angles or viewpoints. This can reveal new details and insights that you might have missed initially. Keep a journal or notebook where you can jot down observations, thoughts, and reflections. Writing things down can reinforce your memory and help you identify patterns over time. Try looking at things from different angles or viewpoints. This can reveal new details and insights that you might have missed initially.

### **CC-2: CONTEMPORARY INDIA AND EDUCATION**

- To understand the constitutional values related to the aims of Education.
- Analyze education from different Philosophical and Sociological perspectives.

- To be able to understand the policy frameworks for public education in India.
- Understand the current problems in Indian society.
- Understand the role of the Teacher in social reformation towards development.

### **CC-2: CONTEMPORARY INDIA AND EDUCATION ACTION TAKEN**

Study the educational provisions outlined in the constitution and related legal documents, such as the preamble, fundamental rights, and directive principles of state policy, to grasp the constitutional values underpinning the aims of education. Engage in comprehensive research and analysis of education from various philosophical and sociological perspectives, examining theories, perspectives, and critiques to gain a nuanced understanding of how education is perceived, structured, and experienced within different frameworks.

### **CC:3- LEARNING AND TEACHING**

- Understand the role of motivation and creativity in developing the learning process.
- Enable to analyze educational implications of different theories of learning.
- Understand the creative ideas of learning.
- Develop the knowledge for various roles of a teacher.
- The student-Teacher will be able to gain knowledge regarding, types of Intelligence, mental health, and different strategies of adjustment.

### **CC:3- LEARNING AND TEACHING ACTION TAKEN**

Conduct in-depth research and literature review on motivation and creativity in learning, exploring theories, empirical studies, and practical applications to understand their roles in the learning process. Undertake a comparative analysis of various learning theories, such as behaviorism, cognitivism, constructivism, and connectivism, to explore their educational implications. This involves examining how each theory informs teaching methods, curriculum design, assessment practices, and learning environments. Engage in brainstorming sessions or creative workshops to explore innovative and unconventional

approaches to learning, fostering a deeper understanding of how creativity can enhance the learning process.

#### **CC:4- LANGUAGE ACROSS THE CURRICULUM**

- Able to acquire knowledge about the communication process with verbal and non-verbal skills.
- Understand the importance of Language for development the of knowledge.
- Understand the importance and use of first and second language, multilingualism, and its impact on culture.
- Able to understand the historical background of language development.
- Understand the role of language as a tool for learning.

#### **CC:4- LANGUAGE ACROSS THE CURRICULUM ACTION TAKEN**

Attend workshops or training sessions on effective communication to learn about both verbal and non-verbal aspects of communication, focusing on skills such as active listening, body language interpretation, and vocal tone modulation. Engage in interdisciplinary studies and research to comprehend the pivotal role language plays in knowledge acquisition and dissemination across various fields, recognizing how language shapes perception, cognition, and communication pathways essential for intellectual growth and knowledge development. Conduct extensive research into linguistics and historical documents, studying the evolution of language from its earliest forms to modern languages, to gain a comprehensive understanding of the historical context and factors that have shaped language development over time.

#### **CC:5- UNDERSTANDING THE DISCIPLINES AND SUBJECTS**

- Understand the basic concepts of subjects.
- Understand the Importance of research for the advancement of the subject.

- Able to gain knowledge for mastery over the subject.
- Understand the Anthropological ideas about culture and tribes.
- Understand the aims of disciplines for learner development in the national context.

### **CC:5- UNDERSTANDING THE DISCIPLINES AND SUBJECTS ACTION**

#### **TAKEN**

Engage in systematic study and research to grasp fundamental concepts in various subjects, utilizing textbooks, online resources, and academic journals to build a solid foundation of understanding. Additionally, seek clarification through discussions with experts or peers to ensure comprehension of key concepts. Review seminal research papers and analyze ongoing studies to grasp their impact on shaping theories and methodologies within the subject, thereby recognizing the crucial role of research in advancing knowledge and understanding. Immerse yourself in comprehensive study materials, practice exercises, and real-world applications relevant to the subject, while seeking guidance from experts or mentors to achieve mastery through continuous learning and refinement of skills. Conduct research and analysis on the educational policies and curriculum frameworks within the national context, examining the stated aims and objectives of different disciplines to understand how they contribute to learner development and national educational goals.

### **CC:6- GENDER, SCHOOL, AND SOCIETY**

- Understand the knowledge for think beliefs on Gender bias.
- Understand the role of schools, Teachers, Curriculum, Textbooks, and peers, etc. in challenging Gender inequalities.
- Able to understand the role of women in social reform movements.
- Understand the role of a teacher as an agent of social change.

- Able to gain knowledge of policy perspectives on Gender issues.

### **CC:6- GENDER, SCHOOL, AND SOCIETY ACTION TAKEN**

Engage in interdisciplinary research, including sociology, psychology, and gender studies, to explore the nuanced concepts and empirical evidence surrounding gender bias, critically analyzing various perspectives and theories to deepen understanding and challenge existing beliefs. Analyze educational practices and policies to identify areas where schools, teachers, curriculum, textbooks, and peers can actively challenge gender inequalities, emphasizing inclusive approaches and fostering environments that promote gender equity and respect. Conduct extensive research and study historical accounts, biographies, and scholarly works to comprehend the significant contributions of women in various social reform movements, examining their roles as leaders, activists, and catalysts for change within their respective contexts. Engage in scholarly research and case studies to explore the multifaceted role of teachers as agents of social change, analyzing their influence on shaping attitudes, behaviors, and societal norms through classroom practices, advocacy efforts, and community engagement initiatives.

### **CC:8- KNOWLEDGE, AND CURRICULUM**

- Understand different ways of knowledge construction and transmission.
- Understand different facts of knowledge and their Interrelationship.
- Understand the influence of knowledge categories' social, cultural, economic, and technical aspects in shaping the present school curriculum and textbooks.

### **CC:8- KNOWLEDGE, AND CURRICULUM ACTION TAKEN**

Conduct interdisciplinary research to explore diverse epistemological frameworks and pedagogical methods, analyzing how knowledge is constructed and transmitted through experiential learning, critical inquiry, collaborative discourse, and cultural perspectives. Engage in interdisciplinary study and critical analysis to explore various facets of knowledge, examining their interconnectedness across disciplines such as philosophy, science, humanities, and social sciences, to deepen understanding of how different forms of knowledge inform and influence one another. Engage in comprehensive research, analyzing educational policies, curriculum guidelines, and textbook content to discern how social, cultural, economic, and technical factors influence the

selection and presentation of knowledge categories. This involves examining how societal values, cultural norms, economic priorities, and technological advancements shape the content and emphasis of the school curriculum and textbooks.

### **CC:9- ASSESSMENT, AND LEARNING**

- Analyze and Interpret data for drawing inferences.
- Use various types of feedback for improving learning.
- Gain a critical understanding of issues in Assessment and evaluation.
- Be exposed to different kinds of Assessments that aid student learning.
- Evolve realistic comprehensive and dynamic assessment procedures that can keep the whole student in view.

### **CC:9- ASSESSMENT, AND LEARNING ACTION TAKEN**

Engage in rigorous data analysis techniques, such as statistical analysis, qualitative coding, and data visualization, to interpret data and draw meaningful inferences. This involves identifying patterns, trends, and relationships within the data to inform decision-making, problem-solving, and research conclusions. Engage in rigorous data analysis techniques, such as statistical analysis, qualitative coding, and data visualization, to interpret data and draw meaningful inferences. This involves identifying patterns, trends, and relationships within the data to inform decision-making, problem-solving, and research conclusions. Engage in scholarly research and reflective analysis to develop a critical understanding of assessment and evaluation issues, including biases, validity, reliability, and fairness, to inform informed decision-making and improvement strategies. Integrate diverse assessment methods, including formative and summative assessments, peer evaluations, and self-assessments, to develop holistic evaluation procedures that consider students' academic, social, emotional, and developmental needs, fostering a comprehensive understanding of their progress and growth.

### **CC:10- CREATING AN INCLUSIVE SCHOOL**



- Become aware of legal provisions and policies regarding Inclusive Education in India.
- Explain the causes characteristics and special needs of children with physical, Mental, Economic, Cultural, Diversity, and learning disabilities.
- Use cooperative learning strategies in class.
- Collaborate with support teachers.
- Apply a learner-friendly evaluation process.

### **CC:10- CREATING AN INCLUSIVE SCHOOL ACTION TAKEN**

Conduct a thorough review of legal documents such as the Right to Education Act and policies like the Sarva Shiksha Abhiyan to gain insight into the legal provisions and policies governing inclusive education in India, focusing on ensuring equal access, participation, and opportunities for all learners, including those with disabilities and diverse learning needs. Undertake comprehensive research to understand the causes, characteristics, and special needs of children with physical, mental, economic, cultural, and learning disabilities, considering diverse factors such as genetic, environmental, socioeconomic, and cultural influences, to develop inclusive and supportive educational practices. Implement cooperative learning strategies such as group projects, peer tutoring, and collaborative problem-solving activities to foster student engagement, collaboration, and critical thinking skills, promoting a supportive and interactive learning environment where students learn from and with each other. Engage in regular communication and collaboration with support teachers to coordinate efforts, share resources, and implement effective strategies to meet the diverse needs of students, ensuring a cohesive and inclusive educational experience.

## **OC:11- OPTIONAL COURSE**

### **11(A): BASIC EDUCATION**

- Demonstrate a basic understanding of child development and apply this knowledge in teaching in basic schools.
- Exhibit the skills, commitment, sensitivity, and knowledge required in handling children.
- Observe and assess children’s behavior for use in planning and individualizing the curriculum.
- Recognize the uniqueness of each child and the support to offer each child.
- Plan and implement developmentally appropriate programs that advance children’s learning and development including physical, social, emotional, and intellectual competence.
- Demonstrate a clear grasp of the intended outcomes of their teaching activities and be skilled in monitoring and diagnosing problems.
- Develop critical and analytical minds that will help them to evaluate situations.

**11(A): BASIC EDUCATION ACTION TAKEN**

Acquire foundational knowledge of child development theories and milestones, integrating this understanding into teaching practices to create developmentally appropriate lesson plans and activities that cater to the diverse needs and abilities of students in basic schools. Demonstrate empathy, active listening, and effective communication skills, combined with a strong commitment to fostering a supportive and inclusive learning environment, while applying knowledge of child development principles to effectively engage and support children in their learning journey. Acknowledge and celebrate the individual strengths, interests, and needs of each child, while providing personalized support and guidance tailored to their unique characteristics and learning styles, fostering a nurturing and inclusive environment where every child can thrive. Develop a thorough understanding of the learning objectives and goals for teaching activities, while honing skills in ongoing monitoring and assessment to effectively identify and address any challenges or areas needing improvement, ensuring optimal student learning outcomes.

**11(B): HEALTH, YOGA, AND PHYSICAL EDUCATION**

- Develop an understanding of aims objectives and the Importance of teaching health and physical education in the schools/Intuitions.

- Provide direction for creating awareness regarding health physical education in sports.
- Become efficient and effective health and physical education teachers.
- Make the teaching of health and physical education more interesting and innovative.

### **11(B): HEALTH, YOGA, AND PHYSICAL EDUCATION ACTION TAKEN**

Acquire knowledge of the aims and objectives of health and physical education, recognizing its importance in promoting holistic development, instilling healthy habits, and enhancing overall well-being among students, thereby fostering a supportive and thriving learning environment. Offer guidance and resources to promote awareness of the importance of health, physical education, and sports, encouraging participation in activities that enhance physical fitness, mental well-being, and overall quality of life among students and the wider community. Engage in continuous professional development, including workshops and training sessions, to enhance knowledge of health and physical education principles and teaching strategies, thereby cultivating skills and expertise to deliver engaging and impactful lessons that promote lifelong health and well-being in students. Incorporate diverse teaching methodologies such as gamification, experiential learning, and technology integration to create dynamic and engaging health and physical education lessons, fostering student interest, participation, and enjoyment while promoting lifelong health habits.

### **11(C): GUIDANCE AND COUNSELING**

- Understand the need and importance of guidance and counseling along.
- With the development of awareness among the student teacher about the tools and techniques of guidance.
- Develop an understanding of the role and professional ethics of the counselor.

### **11(C): GUIDANCE AND COUNSELING ACTION TAKEN**

Recognize the significance of guidance and counseling in addressing students' academic, social, emotional, and career needs, while gaining insights into effective strategies and interventions to support holistic development and well-being within educational settings. Provide training sessions and workshops to student teachers on various tools and techniques of guidance, including active listening, counseling skills, and assessment instruments, fostering their awareness and proficiency in supporting students' academic, social, and emotional needs effectively. Engage in comprehensive study and training to gain insight into the responsibilities and ethical guidelines governing the role of a counselor, including confidentiality, empathy, cultural competence, and boundaries, ensuring adherence to professional standards while providing effective support and guidance to individuals in need.

#### **11(D): ENVIRONMENTAL EDUCATION**

- Understand the concept and develop a sense of awareness about environmental studies.
- Understand the contemporary issues related to the environment and the importance of sustainable development.

#### **11(D): ENVIRONMENTAL EDUCATION ACTION TAKEN**

Immerse oneself in studying environmental concepts, including biodiversity, sustainability, and conservation, fostering a heightened awareness of environmental issues and their interconnectedness with human activities, to promote responsible stewardship and informed decision-making for environmental preservation. Engage in extensive research and analysis of current environmental issues such as climate change, pollution, and resource depletion, while exploring the principles and practices of sustainable development, fostering a deep understanding of the interconnectedness between human activities and the environment, and the urgent need for sustainable solutions to ensure a healthy planet for future generations.

#### **11(E): UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP**

- It helps in the task of running the institution smoothly and effectively.
- it frames the policies, rules, and regulations.
- It lays down the structure of the organization.

- It prescribes the power, authority, functions, and responsibilities of the different positions in the organization.
- It provides good professional leadership and dynamic supervision.
- It coordinates the various activities of the institution.
- It creates a conducive condition for experimentation and research.
- It aims at effective communication to maintain better working conditions and human relationships.
- It resolves the various conflicts that arise within the institution.
- It helps the institution to function with social responsibility and ensures the socio-emotional development of the community.

### **11(E): UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP**

#### **ACTION TAKEN**

Implement efficient administrative systems and procedures, foster clear communication channels, and cultivate a collaborative work culture among staff members to facilitate smooth and effective operations within the institution, ensuring optimal productivity and achievement of organizational goals. Develop a comprehensive organizational structure that defines roles, responsibilities, and reporting relationships, ensuring clarity and efficiency in decision-making, communication, and workflow within the organization, thereby facilitating effective coordination and goal attainment. Implement strategies to cultivate strong professional leadership and dynamic supervision within the organization, including mentorship programs, leadership training, and regular performance evaluations, to empower staff, foster continuous growth, and ensure high-quality outcomes in all aspects of operations. Establish structured conflict resolution mechanisms, such as mediation sessions, open dialogue forums, and grievance procedures, to address conflicts promptly and effectively, fostering a harmonious and collaborative environment conducive to achieving organizational goals and maintaining positive relationships among stakeholders. Implement community engagement initiatives, ethical practices, and social responsibility programs within the institution, fostering a culture of empathy, inclusivity, and civic engagement to promote the socio-emotional development of the community and contribute positively to societal well-being.

### **PC:7(A): PEDAGOGY OF SCHOOL SUBJECTS**

### **PC:7 A&B 1: PEDAGOGY OF ENGLISH**

- To enable the student teacher, to know and understand about: -
- Nature and characteristics of English.
- Requirement and skill needed for mastering English.
- The various approaches for teaching English.
- Approaches for teaching various aspects of English.
- Writing lesson plans best on different skills of teaching in English.

### **PC:7 A&B 1: PEDAGOGY OF ENGLISH ACTION TAKEN**

Conduct workshops, seminars, and training sessions to equip student teachers with knowledge and understanding about various educational theories, pedagogical approaches, and instructional strategies, fostering their professional growth and effectiveness in the classroom. Engage in comprehensive study and analysis of the nature and characteristics of the English language, exploring its linguistic features, historical development, cultural significance, and global variations through academic literature, language courses, and linguistic research, fostering a deep understanding of its complexity and versatility. Undertake systematic language learning programs, practice active listening, reading, speaking, and writing regularly, utilize language learning apps and resources, and engage in language exchange activities to develop proficiency in English, focusing on vocabulary, grammar, pronunciation, and communicative skills to master the language effectively. Engage in research and professional development opportunities to explore various approaches for teaching English, including communicative language teaching, task-based learning, content and language integrated learning (CLIL), and differentiated instruction. Experiment with different methods, techniques, and materials to determine the most effective approaches for diverse learner needs and contexts, fostering meaningful language acquisition and communication skills development. Conduct research and attend professional development workshops to explore effective approaches for teaching various aspects of English, such as grammar, vocabulary, pronunciation, reading, writing, speaking, and listening skills. Experiment with diverse teaching methods, resources, and activities tailored to the specific needs and proficiency levels of learners, fostering comprehensive language acquisition and proficiency. Attend training sessions and workshops on lesson planning, analyze sample lesson plans, and study instructional design principles to develop proficiency in writing lesson plans focused on different teaching skills in English, such as grammar instruction, vocabulary development, reading comprehension, writing tasks, and speaking activities. Practice drafting lesson plans, incorporating diverse teaching strategies, materials, and assessments to ensure comprehensive skill development and effective learning outcomes.

### **PC:7A&B2: PEDAGOGY OF HINDI**

- To enable the student teacher, to understand.
- The Nature, Characteristics, and significance of the Hindi language
- The aims and objectives of teaching in Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching.
- Approaches for teaching different aspects of the Hindi language.

### **PC:7A&B3: PEDAGOGY OF PHYSICAL SCIENCE**

After completing the course, the student teacher will be able to: -

- Realize the importance of physical science teaching.
- Understand the aims and objectives of teaching physical science.
- Familiarize themselves with the methods and approaches of teaching physical science and use them effectively in the classroom.
- Gain mastery over core teaching skills required for effective physical science teaching.
- Select and organize content, plan instruction, and insure effective delivery.
- Understand the application of appropriate evaluation techniques in physical science.

### **PC:7A&B4: PEDAGOGY OF BIOLOGICAL SCIENCE**

After completing the course, the student teacher will be able to: -

- Develop an understanding of the nature and place of biological science.
- Formulate instructional objectives in terms of behavioral outcomes.
- Understand the teaching methods, approaches, and techniques for teaching material.
- Use appropriate educational technology and develop low-cost teaching materials.
- Analyze and evaluate Biological

### **PC-7A&B-5: PEDAGOGY OF MATHEMATICS**

After complting the course the student teacher will be able to: -

- Understand and appreciate the importance and use of mathematics in daily life.
- Know the various approaches to teaching mathematics
- Know the methods for planning instruction for the classroom.
- Appreciate and organize activities to develop ability in mathematics

### **PC-7A&B-6: PEDAGOGY OF SOCIAL SCIENCE - I**

#### **(HISTORY & CIVICS)**

After completing the course, the student teacher will be able to: -

- Understand the concept, nature, and scope of social science
- Understand the aims and objectives of teaching history and civics
- Get acquainted with principles and methods of curriculum construction
- Apply appropriate methods, principles maxims, and skills for teaching history and civics

### **PC-7A&B-7-: PEDAGOGY OF SOCIAL SCIENCE - II**

#### **(GEOGRAPHY & ECONOMICS)**

After completing the course, the student teacher will be able to: -

Understand the concept, meaning, and scope of social sciences.

- Get acquainted with appropriate methodology as applied to social science.
- Prepare a unit plan and lesson plan.
- Develop an understanding of a man and environment relationship.
- Understanding the core relationship between human occupation, natural resources, and natural regions.
- Acquire skills in teaching Social Sciences.
- Acquire knowledge of various evaluation procedures and devise effective evaluation tools.

### **PC-7A&B-8-: PEDAGOGY OF COMMERCE**



After completing the course, the student teacher will be able to: -

- Acquire the knowledge of the current higher secondary syllabus of Commerce and understands the aims and objectives of teaching Commerce.
- Understand the nature of Commerce.
- Define the specific objectives of teaching Commerce in terms of learning outcomes.
- Understand the teaching methods, techniques, devices, lesson planning, the process for effective teaching, the learning process, and better instruction.
- Understand the place of commerce in the higher secondary syllabus.
- Apply evaluation techniques most appropriate to assess the progress and achievement of pupils.

#### **PC-7A&B-9-: PEDAGOGY OF COMPUTER SCIENCE**

After completing the course, the student teacher will be able to: -

- To enable the student teachers.
- To know the principles of curriculum construction.
- To acquire skills of evaluation.
- To understand the importance of computers in the era of globalization.
- To familiarize me with the history of the development of Computer Science.
- To develop the skills necessary for Computer education.
- To know and understand the innovative methods for teaching Computer Science.
- To develop achievement tests for evaluation in learning in Computer Sciences.

#### **PC-7A&B-12-: PEDAGOGY OF SANSKRIT**

After completing the course, the student teacher will be able to: -

- The nature, characteristics, and significance of the Sanskrit language.
- The aims and objectives of teaching Sanskrit as an ancient Indian language.
- The various approaches to planning for a successful Sanskrit language.
- Approaches for teaching a different aspect of the Sanskrit language.

- Aids and other similar available materials could be used to teach the Sanskrit language.
- The techniques for obtaining feedback for self-evaluation and evaluation of students' success in learning and using the Sanskrit language.

### **Computer skill development Course Course Learning Outcome:-**

After completing the course the incumbent is able to use the computer for basic purposes of preparing his personnel/business letters, viewing information on Internet (the web), sending mails, using internet banking services etc.

### **Computer skill development Course Course Learning Outcome Action**

#### **Taken:-**

Provide hands-on computer training sessions covering basic skills such as word processing for letter writing, internet browsing for information retrieval, email management, and online banking, supplemented with step-by-step tutorials and practical exercises to ensure proficiency in utilizing computer applications for personal and professional purposes.

### ***English Speaking & Efficiency Course Learning Outcome:-***

It would be helpful to distinguish the word from other parts of speech and help to identify the function of the word in the sentence. It is important to use correct word form in written sentences so that readers and listeners can clearly follow the intended meaning.

### **English Speaking & Efficiency Course Learning Outcome Action taken:**

Engage in grammar and syntax exercises, including sentence analysis and sentence diagramming, to develop the ability to identify and differentiate words from other parts of speech within sentences. Practice using appropriate word forms in writing tasks, employing grammar and vocabulary resources to ensure clarity and precision in communication, thus facilitating comprehension for readers and listeners.

## **Mental Stress Management and Yoga**

### ***Course Learning Outcome:-***

- 1) Ideas on how to keep your body healthy*
- 2) Impact of yoga on daily life*
- 3) Pranayama practices and effects in daily life*
- 4) Understanding how Yogasana or Pranayama helps us to create the right lifestyle*

### **Mental Stress Management and Yoga Action taken:**

Conduct research on various strategies for maintaining physical health, such as regular exercise, balanced diet, adequate sleep, and stress management techniques. Create informative presentations or workshops to educate others on these ideas and encourage healthy lifestyle choices.

Explore the benefits of yoga on physical, mental, and emotional well-being through literature review and personal practice. Organize seminars or discussion groups to share insights on how yoga positively impacts daily life, including stress reduction, improved flexibility, and enhanced mindfulness.

Study different pranayama techniques and their effects on the body and mind, including increased energy, relaxation, and improved concentration. Develop workshops or instructional materials to teach pranayama practices and demonstrate their practical applications in daily life.

Research the principles and philosophy behind Yogas Ana and pranayama practices, emphasizing their role in promoting holistic well-being and aligning with a balanced lifestyle. Create educational resources or presentations to illustrate how incorporating these practices into daily routines can support physical health, mental clarity, and spiritual growth.

2-Year B.Ed. Syllabus of AKU, Patna

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**Aryabhatta Knowledge University**

**Patna, Bihar**

**Two year**

**Bachelor of Education (B.Ed.) Programme**

**COURSES OF STUDY**

**(Based on NCTE Curriculum Framework for two year B.Ed. Programme)**

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25/2/17  
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Marking Scheme for Internal Assessment of CCs and EPCs

Type of Courses	Break up	Marks
Courses with internal Marks 20	Internal test	10
	Assignments and Projects	10
	<b>Total</b>	<b>20</b>
Courses with internal Marks 10	Internal tests	05
	Assignments and Projects	05
	<b>Total</b>	<b>10</b>

Marking Scheme for Assessment of School Contact Program

School Internship Program – Part I		One month: 5 hours/day
Tasks	Details	Marks
1	School Diary	05
2	Classroom Observation	10
3	School Observation (Interaction with school management or Meeting with SMCs)	10
4	Teacher – Student Dialogue (Different Interaction Styles)	10
5	Case Studies	5
6	Learning Plan (Substitute Teaching Plan)	10
	<b>Total</b>	<b>50</b>

Marking Scheme for Assessment of School Internship Program

School Internship Program – Part II		Four months: 5 hours/day
Tasks	Details	Marks
1	School Diary	10
2	Classroom Observation and Peer Observations	15
3	School Observation (Interaction with school management or Meeting with SMCs)	15
4	Teacher – Student dialogue (Different Interaction Styles)	10
5	Professional Ethics (Reflection during Practice teaching)	10

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6	Evaluation (BluePrint and Achievement Test) and Action Research	40
7	Teaching Practice	50
	External Assessment (Practical Exam)	50
	<b>Total</b>	<b>200</b>

An Overview of the yearly distribution of Courses

First Year		Marks				
Course Code	Course Title	Credit	Internal	External	Total	
CC-1	Childhood and Growing up	4	20	80	100	
CC-2	Contemporary India and Education	4	20	80	100	
CC-3	Learning and Teaching	4	20	80	100	
CC-4	Language across the Curriculum	2	10	40	50	
CC-5	Understanding disciplines and Subjects	2	10	40	50	
CC-6	Gender, School and Society	2	10	40	50	
PC-7A	Pedagogy of a School Subject - Part I	2	10	40	50	
EPC-1	Reading and Reflecting on Texts	2	50	--	50	
EPC-2	Drama and Art in Education	2	50	--	50	
EPC-3	Critical Understanding of ICT	2	50	--	50	
	<b>Total</b>	<b>26</b>	<b>250</b>	<b>400</b>	<b>650</b>	
School Internship - 4 Weeks			Grades		<b>Grades</b>	
Second Year						
PC-7B	Pedagogy of School Subject - Part II	2	10	40	50	
CC-8	Knowledge and Curriculum	4	20	80	100	
CC-9	Assessment for Learning	4	20	80	100	
CC-10	Creating an Inclusive School	2	10	40	50	
OC-11	Optional Course	2	10	40	50	
EPC-4	Understanding the Self	2	50	--	50	
School Internship - 16 Weeks			10	200	50	250
	<b>Total</b>	<b>26</b>	<b>320</b>	<b>330</b>	<b>650</b>	
	<b>Grand Total</b>	<b>52</b>	<b>610</b>	<b>690</b>	<b>1300</b>	

Order of Merit

Percentage of Marks	Grade
86 & Above	O (Outstanding)
76 to 85	A+ (Excellent)
66 to 75	A (Very Good)
56 to 65	B (Good)
45 to 55	C (Average)
Less than 45	D (Fail)

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**COURSES OF STUDY OF FIRST YEAR  
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*Two year*

**Bachelor of Education (B.Ed.) Programme**

**Syllabus**



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**CC-1: CHILDHOOD AND GROWING UP**

**CREDITS: 4**

**F.M.-100(EXTERNAL-80,INTERNAL-20)**

**COURSE OBJECTIVES**

- To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
- To enable student teacher to arrive at an understanding of how different socio-political relation construct different childhoods and community.
- To bring together theories of child development and crucial aspects from the construct of childhood, which has political, social & cultural dimensions.
- To interact with children using activities as a base to establish rapport.
- To interpose how gender, caste and social class may impact the lived experiences of children.

**COURSE CONTENT**

**UNIT-I: LEARNER: CHILDHOOD AND DEVELOPMENT**

- Concept of Childhood: Historical and contemporary perspectives; major discourse
- Key Factors during Childhood: Family, Neighborhood, Community and School
- Children and their Childhood: The Contemporary realities with special focus on Bihar
- Development of learner: physical, cognitive, language, emotional, social and moral; their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).

**UNIT-II: LEARNER AND ADOLESCENCE**

- Concept of Adolescence: stereotypes, need of understanding, major issues and factors
- Understanding Stages of development with special emphasis on adolescence
- Adolescence: activities, aspirations, conflicts and challenges of learner
- The Contemporary reality of adolescence with special focus on Bihar
- Dealing with adolescents: discourse on the role of teacher, family, community and state

**UNIT-III: SOCIALIZATION AND THE CONTEXT OF LEARNER**

- Concept of Socialization: major perspectives, education as a medium and key factors
- Socialization: The context of family, community and school
- Gender Identities and Socialization Practices in: Family, Schools, other formal and informal organization, Schooling of Girls
- Process of Socialization and social realities (with special focus on Bihar): Inequalities, conflict, marginalization

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- Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age; peer group

**UNIT-IV: INDIVIDUAL DIFFERENCES AMONG LEARNERS**

- Differences in learners based on socio-cultural contexts
- Dimensions of differences in psychological attributes: cognitive, abilities, interest, aptitude, creativity, personality, values
- Understanding differences based on a range of cognitive abilities: learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness.
- Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective

**MODE OF TRANSACTION**

- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course.

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UNIT-IV : STUDY OF POLICIES

- Review of mid-day-meal programme & the role of legislative action to ensure nutrition.
- Different policies implementation and shaping of school education: NCF – 2005, BCF -2008, NCFTE -2010.
- RMSA and Sarva Shiksha Abhiyan towards enrolling and retaining marginalized children.
- Common school system report: (chapter on teacher).

MODE OF TRANSACTION

- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course.

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Syllabus on

CC4

Language across the Curriculum

Objectives:-The student teachers will be able to:-

- Recognize nature, function and role of language across the curriculum.
- Acquaint with obstacles in language usage while using the language and ways to overcome them.
- Understand importance and use of first and second language, multilingualism and impact of culture.
- Acquire knowledge about the communication process and verbal and non-verbal communication skills.
- Familiarize the students with barriers to (Listening, Speaking, Reading, Writing) LRSW skills and activities for developing these skills.

Course content/ Syllabus

Unit 1

- Language -meaning and concept.
- Functions of language.
- Role of language across curriculum.
- A brief historical background of language development.
- Theories of language development-Bloomfield and Chomsky.

Unit 2

- Understanding home language and school language
- Discussion as a tool for learning
- Nature of questioning in the classroom
- Types of questions-Teacher's role
- Different texts- Expository, Narrative, Transactional, Reflexive
- Develop strategies for using language in the classroom-oral and written.

Practicum:

- School visit to find out communication problem.
- Assignments in developing writing skills-Summary, Letter, Paragraph, Essays, Speech.
- Assignments on developing speaking skills- Oral, Presentations, Debate, Elocution, Discussion, Brain-storming.
- Assignment on developing Listening skills-listening to speech, Directions.

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**CC-3 LEARNING AND TEACHING**

**CREDITS: 4**

**F.M.-100(EXTERNAL-80,INTERNAL-20)**

**COURSE OBJECTIVES**

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

**COURSE CONTENTS**

**UNIT-I: CONCEPTS RELATED TO LEARNING**

- Learning: Implicit knowledge and beliefs; demystifying misconceptions
- Major factors affecting learning
- Analytical understanding of relations: Learning and Development; Learning and Motivation; Learning and Creativity; Learning and Intelligence

**UNIT-II: THEORETICAL PERSPECTIVES ON LEARNING**

- Reflecting on the development of theories on learning: Historical perspective Theories related to Learning: Behaviorist, Cognitivist, Information-processing view, Humanist, Social-constructivist (Throndike, Pavlov, Skinner, Kohler, Atkinson-Shiffrin model, Maslow and Vygotsky theories of Learning)
- Concepts and principles with their applicability in different learning situations
- Relevance and applicability for different kinds of learning situations
- Role of learner in various learning situations, as seen in different theoretical perspectives

**UNIT-III: LEARNING AND TEACHING**

- Organising Learning: issues and concerns; Learning as 'transmission and reception of knowledge' and Learning as 'construction of knowledge'; Individual versus group learning; learning in heterogeneous groups; nature of the learning context
- Paradigms for learning-teaching process: teacher centric, subject centric and learner centric; Teacher as a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner
- The idea of Creative Learning: Concept and its pedagogical implications
- Creating facilitative learning environments: enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning

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**UNIT-IV: PERSONALITY, INTELLIGENCE AND MENTAL HEALTH**

- Personality: Type and Trait Theories
- Personality and Its Assessment
- Concept of Intelligence and I.Q. Test for providing better learning opportunities to the learners
- Assessment of Intelligence
- Mental Health of the Students
- Difference between Mentally Healthy and Maladjusted child
- Different strategies of Adjustment

**MODE OF TRANSACTION**

- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course.

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### CC-5 UNDERSTANDING DISCIPLINES AND SUBJECTS

CREDITS: 2

F.M.-50(EXTERNAL-40,INTERNAL-10)

#### COURSE OBJECTIVES

The student teachers will be able to

- Understand the basic premises of subjects/disciplines
- Understand the need for classification of human knowledge
- Know required basic competencies for effective transaction of knowledge
- Know how to enhance knowledge of the discipline
- Importance of research for advancement of subject/discipline
- Understand the concept of Interdisciplinarity in education

#### COURSE CONTENT

##### UNIT-I: BASIC UNDERSTANDING OF DISCIPLINES AND SUBJECTS

- What is a discipline?; History of the concept of discipline.
- What Are Academic Disciplines?Need/ Perspectives of the classification of Human knowledge into disciplines & Subjects; 1. The Philosophical Perspective: Unity and Plurality, 2. The Anthropological Perspective: Culture and Tribes, 3. The Sociological Perspective: Professionalization and Division of Labour 4. The Historical Perspective: Evolution and Discontinuity, 5. The Management Perspective: Market and Organization, 6. The Educational Perspective: Teaching and Learning
- Difference between discipline and subject; Nature and scope of disciplines/subjects
- Strengths and weaknesses of disciplines
- Basic premises and philosophy of subject
- Aims of disciplines/subjects for learners development in the national context

##### UNIT-II: COMPETENCIES FOR AND ADVANCEMENT OF THE DISCIPLINES/SUBJECTS

- Mastery over the subject
- Communicating the subject
- Subject specific terms and their uses
- Projects/activities in the subject
- Research in subject/discipline; Methods of data collection in the subject, Drawing conclusion, generalization and theory development, Preparing reference, notes and bibliography
- Interdisciplinary learning and the related issues (What is Interdisciplinary learning? Interdisciplinary learning – a dialectical process?How can you assess interdisciplinary learning?,What criteria can be used for quality assurance of interdisciplinary subjects? )

#### TRANSACTION METHOD

The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

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**CC - 6 GENDER, SCHOOL AND SOCIETY**

**CREDITS: 2**

**F.M.-50(EXTERNAL-40,INTERNAL-10)**

**COURSE OBJECTIVES**

- To understand the gender roles in society, through a variety of institution such as the family, caste, religion, culture, media and popular culture (films, advertisement, songs etc,) law and the state.
- To understand how socialization into a specific gender influences, how we and others look at ourselves and others.
- To examine the role of schools, peers, teachers, curriculum and textbooks etc. I challenging gender enequalities or reinforcing gende parity.
- To help students to rethink their beliefs on gende bias and subjects.
- To formulate positive notions of sexuality among young people and to impact larger issues.

**COURSE CONTENT**

**UNIT-I: GENDER ISSUES: KEY CONCEPTS**

- Gender, sex, sexuality, patriarchy, masculinity and feminism
- Historical backdrop: Some landmarks from social reforms movements; focus on women's experiences of education, legislative
- Policy perspectives about Gender issues
- Gender bias, gender stereotyping, and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- Gender and Society: Understanding the context of India with special focus on Bihar

**UNIT-II: GENDER AND EDUCATION: CURRICULUM, PEDAGOGY AND TEACHER**

- Paradigm shift from women's studies to gender studies; perspective of researches
- School and Curriculum: The question of gender sensitivity; gender and hidden curriculum; Understanding school spaces from the perspective of gender
- Gender in text and pedagogy: Analyzing the 'Construction of gender' in textbooks and classroom practices
- Role of Education for gender equality
- Teacher: as an agent of change; gender sensitive professional

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*Dr. K. S. Chakraborty*  
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**TRANSACTION METHOD**

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Content analysis of 2 textbooks of school with respect to gender.
- Development of a project on the organizational climate of two schools single sex and co-ed. educational school.

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# PEDAGOGY OF SCHOOL SUBJECTS 7A

PC-7A: PEDAGOGY OF SCHOOL SUBJECTS			
SL.No	Code	Name	Page No
01	PC-7A-1	Pedagogy of English	23
02	PC-7A-2	Pedagogy of Hindi	25
03	PC-7A-3	Pedagogy of Science-I (Physical Science)	27
04	PC-7A-4	Pedagogy of Science-II (Biological Science)	29
05	PC-7A-5	Pedagogy of Mathematics	31
06	PC-7A-6	Pedagogy of Social Science-I(History & Civics)	33
07	PC-7A-7	Pedagogy of Social Science-II(Geog.& Econ.)	35
08	PC-7A-8	Pedagogy of Commerce	37
09	PC-7A-9	Pedagogy of Computer Science	39
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11	PC-7A-11	Pedagogy of Urdu	43
12	PC-7A-12	Pedagogy of Sanskrit	44
13	PC-7A-13	Pedagogy of Maithili	46
14	PC-7A-14	Pedagogy of Bhojpuri	47
15	PC-7A-15	Pedagogy of Arabic	48
16	PC-7A-16	Pedagogy of Persian	50
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# COURSES OF STUDY OF SECOND YEAR OF

*Two year*

**Bachelor of Education (B.Ed.) Programme**

**Syllabus**



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## CC-8 KNOWLEDGE AND CURRICULUM

CREDITS: 4

F.M.-100(EXTERNAL-80,INTERNAL-20)

### COURSE OBJECTIVES

After going through this course the students will be able to

- Understand the concepts of knowledge and knowing.
- Understand different ways of knowing, knowledge construction, the relative roles of knower and known in knowledge transmission and construction.
- Analyze the different facets of knowledge and their interrelationship.
- Comprehend the forms of knowledge and their organization in school education
- Understand the meaning of curriculum and its associated concepts
- Analyze the elements, organization, scope, various perspectives, needs, priorities, curriculum concerns, and changes in the pedagogical approaches, sequence, evaluation schemes and other reforms in the documents of National curriculum frame works
- Understand the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the text books
- Understand the different approaches and process of curriculum development

### COURSE CONTENT

#### UNIT-I: KNOWLEDGE AND KNOWING

- Knowledge: major discourse; concept of information, belief and truth in relation
- Knowing Process: Different ways of knowing; knowledge construction
- Role of socio-cultural aspect in knowing

#### UNIT-II: UNDERSTANDING CURRICULUM

- Curriculum: need and concept; Clarity among curriculum framework, curriculum, syllabus and textbook; major facets
- Curriculum determinants: Criteria, knowledge categories, Vision, ideological stances, Socio-cultural context of learners, Nation and school level determinants
- Different approaches towards curriculum development: major principles; Subject-centered; environmentalist (incorporating local concerns); behaviorist; competency- based (including 'minimum levels of learning'); learner-centered.

#### UNIT-III: UNDERSTANDING EDUCATION

- Education: Understanding meaning, nature and notion of an educated person
- Analyzing the thoughts of various Indian thinkers: Swami Vivekananda, Sri Anurobindo and Dr. Zakir Husain.
- Analyzing the thoughts of various western thinkers: Plato and Paulo Freire

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**UNIT-IV: PURPOSE OF EDUCATION**

- Purpose of Education: individual or social development, providing knowledge or information, materialistic and spiritual development; worthiness and political agenda of education
- Education and Values: What are values? Are they relative or absolute? Who creates values? What kinds of values education perpetuates? Do different school contexts have a differential impact on learners' value formation?
- Constitutional Values: democracy, equality, liberty, secularism, and social justice

**TRANSACTION METHOD**

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

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**CC- 9 ASSESSMENT FOR LEARNING**

**CREDITS: 4**

**F.M.-100(EXTERNAL-80,INTERNAL-20)**

**COURSE OBJECTIVES**

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
  - Realise the need for school based and authentic assessment
  - Examine the contextual roles of different forms of assessment in schools
  - Understand the different dimensions of learning and the related assessment procedures, tools and techniques
  - Develop assessment tasks and tools to assess learners performance
  - Analyse, manage, and interpret assessment data
  - Analyse the reporting procedures of learners performance in schools
  - Develop indicators to assess learners performance on different types of tasks
  - Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
  - Traces the technology bases assessment practices and other trends at the international level

**COURSE CONTENT**

**UNIT-I: PERSPECTIVES ON ASSESSMENT AND EVALUATION**

- Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- Difference between 'true ability' and 'observed ability', Principles of assessment and evaluation, Behaviorist, Cognitivist and Constructivist Perspectives
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm-referenced, criterion referenced) and context (internal, external).

**UNIT-II: ASSESSMENT OF LEARNING**

- Dimensions of learning: cognitive, affective and performance
- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment

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- Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment
- Assessment of Performance: tools and techniques for assessment of skills
- Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved indicators.

**UNIT-III: ASSESSMENT FOR LEARNING**

- Assessment information as an input for learning, metacognition and development - need for continuous, formative and diagnostic assessment.
- Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.
- Developing Performance Tasks (Subject Specific)
- Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills.
- Portfolio Assessment – its meaning, scope and uses; Planning, development and Assessment.
- Self, Peer and Teacher Assessments.

**UNIT-IV: ISSUES, CONCERNS AND TRENDS IN ASSESSMENT AND EVALUATION**

- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys.
- Management of assessment and examinations, Use of question bank
- Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity,
- Impact of entrance test and public examination on teaching and learning – the menace of coaching
- Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
- Standards based assessment – international practices.
- Role of statistics in assessment: Introductory Elementary statistics, Central tendencies, standard deviation, correlation, graphical representation of data

**TRANSACTION METHOD**

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Development of Achievement test and administration and reporting the results using statistical measures.

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**CC – 10 CREATING AN INCLUSIVE SCHOOL**

**CREDITS: 2**

**F.M.-50(EXTERNAL-40,INTERNAL-10)**

**COURSE OBJECTIVES**

- Understand the nature of and characteristics of Inclusive system of Education
- Develop concept of contemporary Indian Schooling
- Understand the perspectives of different types of schools setting
- Understand the need and demands of different students belonging to different educational setting.
- Develop the idea about creating a conducive environment in a inclusive school.

**COURSE CONTENT**

**UNIT-I: CONTEMPORARY INDIAN SCHOOLING: POLICY CONCERNS AND ISSUES**

- Name and types of the School: Development in the light Policy perspectives; As a source to understand the contemporary structure of schools in India as well as Bihar
- Curriculum of the School: Major developments with reference to Policy perspectives;
- Evaluation system in a school: Policy perspectives about major changes; the Context of Evaluation in schools of Bihar
- Making of School time table, Structure of Educational Administration
- Universalisation of School Education: Right to Education and Universal Access, Issues of Universal enrollment and Universal retention
- Inequality in schooling: Public-private schools, rural-urban schools; Social-cultural-economical aspects
- Idea of common school system: with special focus on CSS Report, Govt. of Bihar

**UNIT-II: CREATING AN INCLUSIVE SCHOOL**

- Inclusive School
- Inclusive Education: understanding the development of the concept
- Analysis of related policy documents: International, National and State level
- Understanding diversities–concepts, characteristics, classification of children with diversities; Assessment of children to know their profile
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- School's readiness for Inclusive approach: Role of School, community and State

**TRANSACTION METHOD**

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions
- Visit to a school having Inclusive setup.

**REFERENCES**

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## OPTIONAL COURSES

### OC 1.1 BASIC EDUCATION

CREDITS: 2

F.M.-50(EXTERNAL-40,INTERNAL-10)

#### COURSE CONTENT

##### UNIT-I: UNDERSTANDING GANDHIAN PHILOSOPHY

- Gandhian philosophy of Life: its bearing on the principles and the Practice of Basic Education
- A review of the different experiments and experiences of Mahatma Gandhi made in South Africa and in India culminating in the evaluation of Basic Education
- Basic Education System: Backdrop and its development-Wardha Committee and after
- The Development of Basic Education System in Bihar
- Policy perspectives related to Basic Education: A Critical Study of the recommendations and assessment made by the important committees, commissions in respect of its implementation

##### UNIT-II: BASIC EDUCATION: CURRICULUM, SCHOOL AND TEACHER

- The Principle of Correlation in basic education and its pedagogical aspects
- The curriculum of Basic Education: Analysis and review; Comparison with the general school curriculum;
- Nature of Assessment in the curriculum of Basic Education
- Envisioning new curriculum of Basic Education for contemporary Education: Objectives, structure and process of knowledge generation
- Schools for Basic Education: Organizational set up, infrastructure and functioning, relation with community
- Teachers for Basic Education: Expectations and professional preparation .

#### TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

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## PEDAGOGY OF SCHOOL SUBJECTS (7B)

<b>PC-7A: PEDAGOGY OF SCHOOL SUBJECTS</b>			
SL.No	Code	Name	Page No
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03	PC-7B-3	Pedagogy of Science-I (Physical Sciences)	69
04	PC-7B-4	Pedagogy of Science-II (Biological Sciences)	71
05	PC-7B-5	Pedagogy of Mathematics	73
06	PC-7B-6	Pedagogy of Social Science-I(History & Civics)	74
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08	PC-7B-8	Pedagogy of Commerce	78
09	PC-7B-9	Pedagogy of Computer Science	80
10	PC-7B-10	Pedagogy of Home Science	82
11	PC-7B-11	Pedagogy of Urdu	84
12	PC-7B-12	Pedagogy of Sanskrit	85
13	PC-7B-13	Pedagogy of Maithili	87
14	PC-7B-14	Pedagogy of Bhojpuri	88
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16	PC-7B-16	Pedagogy of Persian	91
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