



TM

BASUNDHARA TEACHERS' TRAINING COLLEGE
(A UNIT OF NORTH BIHAR EDUCATIONAL TRUST)

RECOGNISED BY NCTE-ERC, BHUBANESHWAR
AFFILIATED B.R.A BIHAR UNIVERSITY, MUZAFFARPUR
DR. U.S. ROY KNOWLEDGE PARK, SILOUT (NEAR MARKAN CHOWK) N.H. 28,
MUZAFFARPUR (BIHAR) PIN-843119



PLOs and CLOs

Program: Bachelor of Education

(B.Ed.)

And

(B.A.B.Ed./B.Sc.B.Ed.)



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PROGRAMME LEARNING OUTCOMES

(B.Ed.)

And

(B.A.B.Ed./B.Sc.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
Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar

Coordinator
IQAC
B TTC, Muzaffarpur

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.

Member
Coordinator
IQAC
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Principal
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Training College, Sitout
Muzaffarpur, Bihar

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 completing 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 Learning Outcomes: -

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 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.


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Babasaheb Bhimrao Ambedkar
Bihar University, Muzaffarpur (Bihar)-842001
Department of Education

B.Ed. Syllabus Development Committee

01. डॉ० ए० आर० खान, संकायाध्यक्ष, शिक्षा-संकाय, बी०आर० अम्बेदकर बिहार विश्वविद्यालय, मुजफ्फरपुर।
02. डॉ० सतीश कुमार राय, प्रोफेसर, हिन्दी विभाग एवं कुलानुशासक, बी०आर० अम्बेदकर बिहार विश्वविद्यालय, मुजफ्फरपुर।
03. डॉ० रत्नेश मिश्रा, मनोविज्ञान विभाग एवं कुलसचिव, बी०आर० अम्बेदकर बिहार विश्वविद्यालय, मुजफ्फरपुर।
04. डॉ० (मो०) वासे जफर, संकायाध्यक्ष, शिक्षा-संकाय, पटना विश्वविद्यालय, पटना।
05. डॉ० आशुतोष कुमार - सह प्राध्यापक, शिक्षा विभाग, पटना विश्वविद्यालय, पटना।
06. डॉ० ज्ञानदेव मणि त्रिपाठी - सदस्य, एन०सी०टी०ई०, प्रधानाचार्य, मैत्रेय कॉलेज ऑफ एडुकेशन एवं मैनेजमेन्ट, हाजीपुर (वैशाली)।
07. श्री ललन कुमार (संयोजक), प्रशासनिक पदाधिकारी, दूरस्थ शिक्षा निदेशालय, बी०आर० अम्बेदकर बिहार विश्वविद्यालय, मुजफ्फरपुर।

06-01-2016

01/11/2016

01/11/16

01/11/16

06-1-16

Principal

**Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar**

01/11/16

01/11/16

Syllabus

Of

2-Years Bachelor of Education (B.Ed.)

Programme

(As per Regulation of 2-Years B.Ed. Course approved by the Governor's Secretariat, Bihar in pursuance of the guidelines of NCTE - 2014)

(With effect from Session 2015-16)



2015

Faculty of Education
B.R.A.B.U., Muzaffarpur
(under Self-financing Scheme)

Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur

Objectives of the B.Ed. Programme

Through the B.Ed. Programme the students will be helped to:

- understand the way learning occurs and to create plausible situations conducive to learning.
- view knowledge as personal experience constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks.
- be sensitive to the social, professional and administrative contexts in which they need to operate;
- develop appropriate competencies to be able to not only seek the abovementioned understanding in actual situations, but also to create them.
- attain a sound knowledge base and proficiency in language;
- identify their own personal expectations, perceptions of self, capacities and inclinations.
- consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- view appraisal as a continuous educative process;
- develop an artistic and aesthetic sense in children through art education;
- address the learning needs of all children, including those who are marginalized and disabled;
- pursue an integrated model of teacher-education for strengthening the professionalization of teachers;
- develop the needed counselling skills and competencies to be a 'facilitator' for and 'helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations; and
- learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

Faculty of Education, B.R.A.B.U., Muzaffarpur

Scheme of Study

(Annual Distribution of the Courses)

B.Ed. - 1st Year

Course No.	Course Name	Credit	Theory	Practicum*	Full Marks
Course 1	Childhood and Growing Up	4	80	20	100 marks
Course 2	Contemporary India and Education	4	80	20	100 marks
Course 3	Learning and Teaching	4	80	20	100 marks
Course 4	Language Across the Curriculum	2	40	10	50 marks
Course 5	Understanding Disciplines and Subjects	2	40	10	50 marks
Course 6	Gender, School and Society	2	40	10	50 marks
Course 7a	Pedagogy of a School Subject–Part- I	2	40	10	50 marks
Course EPC 1	Reading And Reflecting On Texts	2	40	10	50 marks
Course EPC 2	Drama And Art in Education	2	40	10	50 marks
Course EPC 3	Critical Understanding of ICT	2	40	10	50 marks
Total		26			650 marks

*Engagement with the Field: Task and Assignments for Courses 1-6 & 7a.

B.Ed. - 2nd Year

Course No.	Course Name	Credit*	Theory	Practicum**	Full Marks
Course 7b	Pedagogy of a School Subject–Part- II	2	40	10	50 marks
Course 8	Knowledge and Curriculum	4	80	20	100 marks
Course 9	Assessment for Learning	4	80	20	100 marks
Course 10	Creating an Inclusive School	2	40	10	50 marks
Course 11	Optional Course***	2	40	10	50 marks
Course EPC 4	Understanding the Self	2	40	10	50 marks
	School Internship	10	250 marks
Total		26	650 marks

*One credit is equal to 16 hours for theory and for practicum 32 hours.

**Engagement with the Field: Task and Assignments for Courses 7b & 8-10.

***Each student-teacher will take one Optional paper from the following- Vocational/Work Education, Health & Physical Education, Peace Education, Guidance & Counseling etc. and can also be an Additional Pedagogy Course.

Ordinance for Admission to B.Sc. - B.Ed. Integrated Course

1. Preamble

The four-year integrated programme **B.Sc.B.Ed.** aims at integrating general studies comprising **sciences** and professional studies comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for Upper Primary and Secondary stages of education.

2. Duration of the course

- a. The B.SC. B.Ed. Programme shall be of four academic years (Having Eight Semesters of Six Months each)
- b. University Examination Shall be held at the end of each semester on the dates notified by the University.
- c. There shall be at least 20 weeks of teaching in each Semester
- d. The institution concerned shall work for a minimum of thirty six hours in a week (Five or Six days) during which physical presence in the institutions of all the teachers and students-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation and for mentoring students.

3. Working Days

- a. In a year, there shall be at least two hundred and fifty working days per year excluding the period of examination and admission.
- b. A working day will be of a minimum of 5- 6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring providing group or individual guidance
- c. The minimum attendance of each student shall have to be 80% for all course work and 90% for field attachment. A part from the 6 weeks in the various Inter semester breaks. 7 weeks shall be allocated to the field immersion. Each academic year should have a total of atleast-250 working days excluding the admission and examination period.

4. Eligibility / Admission qualification

- a. Admission shall be made on merit on the basic of marks obtained in the qualifying examination/entrance examination.

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Governor's Secretariat
Bihar, Patna

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- b. Candidates with at last 50% marks in the senior secondary/+2 or its equivalent are eligible for admission.
- c. However, there shall be relaxation of 5% marks for the candidates belonging to SC/ST/OBC/Differently Abled persons/Women or any other category as per the rules of the State Government.
- d. The reservation policy of the State Government shall be followed in the process of admission.

5. Admission Procedure

- a. The admissions will be made strictly from the merit list prepared on the basis of the admission test to be conducted by the University.
- b. The question papers of the admission test shall consist of 100 objective type questions of 2 marks each as per the following details.
 - (i) Reasoning type - 25 questions
 - (ii) English and Hindi - 25 questions
 - (iii) Science - 25 questions
 - (iv) General Awareness - 25 questions
- c. The test shall be of three hours duration.
- d. In order to qualify the test, a candidate must obtain not less than 40% of the total marks in General Category and 35% of the total marks in Reserved Category.
- e. The fee for admission test shall be Rs. 1250/- for General Category students and Rs. 1000/- for Reserved Category students. The admission test fee may be revised from time to time by the University on the recommendation of the Syndicate.

5(A) As the N.C.T.E. has already granted recognition / permission; hence for each basic unit i.e. for an intake of 50, the distribution of seats subjectwise shall be as under

For B.A.-B.Ed. course

(a) Hindi(H)	-	5
(b) English(H)	-	5
(c) History(H)	-	4
(d) Sanskrit(H)	-	4
(e) Geography(H)	-	4
(f) Political Science(H)	-	4
(g) Economics(H)	-	4

For B.Sc.-B.Ed. course

(a) Physics(H)	-	4
(b) Chemistry(H)	-	4
(c) Zoology(H)	-	4
(d) Botany(H)	-	4
(e) Mathematics(H)	-	4

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6. Fees

The institution shall charge only such annual fee for B.Ed. course as prescribed by the State Government / competent authority.

7. Degree to be awarded

Those students/candidates who complete the programme successfully shall be awarded B.SC. B.Ed. Degree by the university in the prescribed format specifying the Grade in which he/she has been placed.

8. Medium of Instruction

Hindi and English



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Governor Secretariat
Bihar, Patna

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Regulation for Examinations of B.Sc.-B.Ed. Integrated course

The B.Sc.-B.Ed. programme shall be under the faculty of Education.

1. Nomenclature:

- 1.1 These Regulations may be called Regulation for B.Sc.-B.Ed. integrated course.
- 1.2 These Regulations shall come into force with effect from the Academic session 2016-17.

**2. Scheme of Study for Four year. B.Sc. B.Ed. Integrated Programme:
(Semester wise distribution of the course)**

Semester-1 (July to December) 450 + GRADE

Course No.	Semester No.	Language	Profession	Specialization	Total
1	Semester I	100	50	300	450
2	Semester II	100	200	300	600
3	Semester III	--	200	300	500
4	Semester IV	--	150	400	550
5	Semester V	--	250	300	550
6	Semester VI	--	350	300	650
7	Semester VII	--	250	400	650
8	Semester VIII	--	150	400	550
		200	1600	2700	4500

3. Examinations

- 3.1. B.Sc. B.Ed. Integrated programme would follow semester system with continuous and comprehensive assessment as an integral part.(attendance, assessment and behaviour).
- 3.2. To be permitted to appear at the semester end University Examination for the Degree of the B. Sc. B.Ed. (Bachelor of Science and Bachelor of Education) a candidate must have:

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- Registered with the University as a student
 - Completed the course of study prescribed for the B.Sc. B.Ed. Programme
 - Completed 80% attendance in their classes, 90% in internship practicum of the total classes held.
 - Completed the B.Sc. B.Ed. course in a maximum of Six years from the date of admission to the programme
- 3.3. A Candidate for B.Sc. B.Ed. Degree shall be examined in Forty Nine (49) Papers carrying total of **4500 marks** of Four years.(Eight Semester)
- The written examination in each of the theoretical Core papers, Special papers & Elective papers shall be of three hours duration.
 - Paper containing 50 marks will be of three hours duration.
- 3.4. A candidate who after having completed the course, in case fails to appear at the examination or fails to pass the examination shall be allowed to take subsequent examination of the same semester on payment of prescribed examination fee without having required to repeat/ complete the course again. However, this opportunity shall be given only in one more examination within a period not exceeding Six years from the date of admission.
- 3.5. A candidate shall be allowed to appear at the final examination of B.Sc. B.Ed. course only if he/she clears in 1st, 2nd, 3rd, 4th 5th 6th 7th semester examinations within the stipulated period of Six years from the date of admission, he/she will not be allowed to appear at the final (8th Semester) examination.

4. Registration:

Any Such Student who is not already registered with the university shall have to get himself/herself registered in the university on payment of the requisite fees mentioned in the University regulation. The Students who are not registered under the university shall neither be allowed to continue their studies nor to appear at the examination.

5. Numbr of papers and Marks in each Semester

5.1. 1st Semester Examination

Semester I				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
English	25	75	--	100

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Professional	15	35	--	50+ Grade (Internal)
Physics	15	60	25	100
Mathematics	15	60	25	100
Chemistry	15	60	25	100
Botany	15	60	25	100
Zoology	15	60	25	100
Total PCM	85	290	75	450
Total CBZ	85	290	75	450

5.2. IInd Semester Examination

Semester II				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
MIL/Alt. English	25	75	--	100
Professional (Paper I & II)	50	150	--	200
Physics	15	60	25	100
Mathematics	15	60	25	100
Chemistry	15	60	25	100
Botany	15	60	25	100
Zoology	15	60	25	100
Total PCM	120	405	75	600
Total CBZ	120	405	75	600

5.3. IIIrd Semester Examination

Semester III				
Subject	Sessional	Terminal	Practical	Total (Full Marks)

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	(Internal)			
Professional (Paper III & IV)	55	145	--	200
Physics	15	60	25	100
Mathematics	15	60	25	100
Chemistry	15	60	25	100
Botany	15	60	25	100
Zoology	15	60	25	100
Total PCM	100	325	75	500
Total CBZ	100	325	75	500

5.4. IVth Semester Examination

Semester IV				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
Professional (I)	25	75	--	100
(II)	15	35		50 (Internal)
Physics	15	60	25	100
Mathematics	15	60	25	100
Biology for PCM	25	75	--	100
Chemistry	15	60	25	100
Botany	15	60	25	100
Zoology	15	60	25	100
G.S.	25	75	--	100
Total PCM	110	365	75	550
Total CBZ	115	360	75	550

5.5. Vth Semester Examination

Semester V				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
Professional (I) Pedagogy-	25	75	--	100

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 A circular stamp with text: "Office of the Registrar, Bhabha Bhawan, Bhabha Bhawan, Bhabha Bhawan".
 Another signature below the stamp.

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1A	25	75	--	100
(II) Pedagogy-1B	--	--	50	50(Internal)
(III) Teaching				
Physic	15	60	25	100
Mathematics	15	60	25	100
Chemistry	15	60	25	100
Botany	15	60	25	100
Zoology	15	60	25	100
Total PCM	145	330	75	550
Total CBZ	145	360	75	550

- * PCM- Physics, Chemistry, Math. [Opt one Honours paper and two subsidiaries. Honours paper is major pedagogy (Method -1A.) & any one of two subsidiary one paper is minor pedagogy (Method- 1B)]
- ** CBZ-Chemistry, Botany, Zoology. . [Opt one Honours paper and two subsidiaries. Honours paper is major pedagogy (Method -1A.) & any one of two subsidiary one paper is minor pedagogy (Method- 1B)]

5.6. VIth Semester Examination

Semester VI				
Subject	Sessional (Internal)	Terminal	Practical	Total
Professional (I)Pedagogy-2A	25	75		100
(II) Pedagogy-2B	25	75		100
(III) A Learning			50	50 (Internal)
(IV) Teaching				
Physics	15	60	25	100
Mathematics	15	60	25	100
Chemistry	15	60	25	100
Botany	15	60	25	100
Zoology	15	60	25	100
Total PCM	170	405	75	650
Total CBZ	170	405	75	650

- * PCM- Physics, Chemistry, Math. [Opt one Honours paper and two subsidiaries. Honours paper is major pedagogy (Method -2A.) & any one of two subsidiary one paper is minor pedagogy (Method- 2B)]
- ** CBZ-Chemistry, Botany, Zoology. . [Opt one Honours paper and two subsidiaries. Honours paper is major pedagogy (Method -2B.) & any one of two subsidiary one paper is minor pedagogy (Method- 2B)]

5.7. VIIth Semester Examination

Semester VII	
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Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
Professional (I) Pedagogy	--		150	150 (Internal)
Internship	15	35		50
(II) Gender Issue in Class Room	15	35		50
(III) Education for Peace				
Physics (Hons)	30	120	50	200
(elective)	15	60	25	100
Mathematics (Hons)	30	120	50	200
(elective)	15	60	25	100
Chemistry (Hons)	30	120	50	200
(elective)	15	60	25	100
Botany (Hons)	30	120	50	200
(elective)	15	60	25	100
Zoology (Hons)	30	120	50	200
(elective)	15	60	25	100
Total Phy. (Hons)	240	310	100	650
Math (Hons)	240	310	100	650
Chem (Hons)	240	310	100	650
Bot (Hons)	240	310	100	650
Zoo (Hons)	240	310	100	650

5.8. VIIIth Semester Examination

Subject	Semester VIII			Total (Full Marks)
	Sessional (Internal)	Terminal	Practical	
Professional (I) Vision of Education	25	75		100
(II) Managment of Res. In School	15	35		50
(III) Field Work with Communiti.				Grade
Physics (Hons)	30	120	50	200
(elective)	15	60	25	100
Mathematics (Hons)	30	120	50	200
(elective)	15	69	25	100
Chemistry (Hons)	30	120	50	200
(elective)	15	60	25	100
Botany (Hons)	30	120	50	200
(elective)	15	60	25	100

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Group Secretary
G. P. Patna

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Zoology(Hons)	30	120	50	200
(elective)	15	60	25	100
Total Phy. (Hons)	100	350	100	550
Math (Hons)	100	350	100	550
Chem (Hons)	100	350	100	550
Bot (Hons)	100	350	100	550
Zoo (Hons)	100	350	100	550

+ PCM- Physics, Chemistry, Math.
 ** CBZ-Chemistry, Botany, Zoology.

6. Conduct of examination and Moderation of Results :

- 6.1. All the eight semesters end Examination shall be conducted by the university.
- 6.2. The examinations of first, third, fifth and seventh semester shall be conducted preferably in the month of November / December and second, fourth, sixth and eighth semester shall be conducted preferably in the month of May / June.
- 6.3. Answer sheets shall be coded before sending to the examiners and shall be decoded before tabulation of marks.
- 6.4. In order to pass B.Sc. B.Ed. Integrated Course a candidate shall have to obtain at least 45 % marks in each theory papers and 50% marks in each practicum paper/activities separately. A candidate not securing the above qualifying marks shall be declared as fail.
- 6.5. Final result of B.Sc. B.Ed. Course shall be published on the basis of candidates' performance in all the paper spread over all the eight semesters.
- 6.6. The final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the regulations.

7. Promotion :

- 7.1. A student who fails in not more than two papers (Theory + Practical) in first semester examination, he/she may be promoted to second semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- 7.2. If a second semester student fails in not more than two papers he/she may be promoted to 3rd semester but all such students will have to clear their backlog papers of 2nd semester in the next succeeding examination of that semester.

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Governor Secretariat
Bihar, Patna

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- 7.3. No student shall be promoted to 8th semester unless he/she has cleared all the backlog papers.
- 7.4. The name of successful candidates shall be arranged in order of merit as follows:

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)

8. Result improvement

- 8.1. A student can re-appear in maximum of two theory papers in the immediate succeeding examination of that semester to improve his/her result. The better of two scores shall be considered for preparation of the final result.
- 8.2. This facility shall be provided with first Seventh Semester Examination only.
- 8.3. A Student can avail this facility only one time for each semester. In no case second chance shall be provided /permitted.
- 8.4. However the name of such candidates with improved results shall not be included in the merit list.

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*Head of Social Sci. Dept. (HOD)
Governing Department
Bihar, Patna*

Rao

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**Pattern for question papers in B.Sc. B.Ed.
Semester Examination.**

1. Syllabus for each 4 credit theory paper shall be divided into 5 units. Based on the question paper pattern in the semester Examination shall be as follows :-

Time : 3 Hours

Total Marks : 75

Pass Marks : 34

Ten Long Questions having equal weightage shall be set; two questions from each unit. Students must answer at least one from two questions against each unit.

5x15=75 marks

2. Syllabus for each 4 credit theory paper shall be divided into 5 units. Based on the question paper pattern in the semester Examination shall be as follows :-

Time : 3 Hours

Total Marks : 60

Pass Marks : 27

Ten Long Questions having equal weightage shall be set; two questions from each unit. Students must answer at least one from two questions against each unit.

5x12=60 marks

3. Syllabus for each 2 credit theory paper shall be divided into 3 units. Based on this, the question paper pattern in the semester examination shall be as follows :-

Time : 3 Hours

Total Marks : 35

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Pass Marks : 16

Six long Answer Questions (Two Questions from each unit) shall be set. The questions from 1st Units shall carry 11 marks each and questions from 2nd & 3rd units shall carry 12 marks each. The candidates shall be asked to answer one question from each unit.

(1x11+2x12=35 marks)

4. Questions should be set in both English and Hindi.

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Principal
Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar

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Chancellor, Bihar Univ. (BUB)
Governor, Secy, Bihar
Bihar, Patna

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Ordinance for Admission to B.A. - B.Ed. Integrated Course

1. Preamble

The four-year integrated programme B.A. B.Ed. aims at integrating general studies comprising **social sciences or humanities** and professional studies comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for Upper Primary and Secondary stages of education.

2. Duration of the course

- a. The B.A.-B.Ed. Programme shall be of four academic years (Having Eight Semesters of six Months each)
- b. University Examination Shall be held at the end of each semester on the dates notified by the University.
- c. There shall be at least 20 weeks of teaching in each Semester.
- d. The institution concerned shall work for a minimum of thirty six hours in a week (Five or Six days) during which physical presence in the institutions of all the teachers and students-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation and for mentoring students.

3. Working Days

- a. In a year, there shall be at least two hundred and fifty working days per year excluding the period of examination and admission.
- b. A working day will be of a minimum of 5- 6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring providing group or individual guidance
- c. The minimum attendance of each student shall have to be 80% for all course work and 90% for field attachment. A part from the 6 weeks in the various inter semester breaks. 7 weeks shall be allocated to the field immersion. Each academic year should have a total of atleast-250 working days excluding the admission and examination period.

4. Eligibility / Admission qualification

- a. Admission shall be made on merit on the basis of marks obtained in the qualifying examination / entrance examination.

- b. Candidates with at last 50% marks in the senior secondary/+2 or its equivalent are eligible for admission.
- c. However, there shall be relaxation of 5% marks for the candidates belonging to SC/ST/OBC/Differently Abled persons/Women or any other category as per the rules of the State Government.
- d. The reservation policy of the State Government shall be followed in the process of admission.

5. Admission Procedure

- a. The admissions will be made strictly from the merit list prepared on the basis of the admission test to be conducted by the University.
- b. The question papers of the admission test shall consist of 100 objective type questions of 2 marks each as per the following details.
 - (i) Reasoning type - 25 questions
 - (ii) English and Hindi - 25 questions
 - (iii) Social Science - 25 questions
 - (iv) General Awareness - 25 questions
- c. The test shall be of three hours duration.
- d. In order to qualify the test, a candidate must obtain not less than 40% of the total marks in General Category and 35% of the total marks in Reserved Category.
- e. The fee for admission test shall be Rs. 1250/- for General Category students and Rs. 1000/- for Reserved Category students. The admission test fee may be revised from time to time by the University on the recommendation of the Syndicate.

5(A) As the N.C.T.E. has already granted recognition / permission; hence for each basic unit i.e. for an intake of 50, the distribution of seats subjectwise shall be as under

For B.A.-B.Ed. course

(a)	Hindi(H)	-	5
(b)	English(H)	-	5
(c)	History(H)	-	4
(d)	Sanskrit(H)	-	4
(e)	Geography(H)	-	4
(f)	Political Science(H)	-	4
(g)	Economics(H)	-	4

For B.Sc.-B.Ed. course

(a)	Physics(H)	-	4
(b)	Chemistry(H)	-	4
(c)	Zoology(H)	-	4
(d)	Botany(H)	-	4
(e)	Mathematics(H)	-	4

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6. Fees

The institution shall charge only such annual fee for B.Ed. course as prescribed by the State Government / competent authority.

7. Degree to be awarded

Those students who complete the programme successfully shall be awarded B.A. B.Ed. Degree by the university in the prescribed format specifying the Grade in which he/she has been placed.

8. Medium of Instruction

Hindi and English



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Chaudhary

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Regulation for Examinations of B.A.-B.Ed. Integrated course

The B.A.-B.Ed. programme shall be under the faculty of Education.

1. Nomenclature:

- 1.1 These Regulations may be called Regulation for B.A.-B.Ed. integrated course.
- 1.2 These Regulations shall come into force with effect from the Academic session 2016-17.

**2. Scheme of Study for Four year. B.A. B.Ed. Integrated Programme:
(Semester wise distribution of the course)**

Semester-1 (July to December) 450 + GRADE

Course No.	Semester No.	Language	Profession	Specialization	Total
1	Semester I	100	50	300	450
2	Semester II	100	200	300	600
3	Semester III	--	200	300	500
4	Semester IV	--	150	400	550
5	Semester V	--	250	300	550
6	Semester VI	--	350	300	650
7	Semester VII	--	250	400	650
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3. Examinations

- 3.1. B.A. B.Ed. Integrated programme would follow semester system with continuous and comprehensive assessment as an integral part. (attendance, assessment and behaviour).
- 3.2. To be permitted to appear at the semester end University Examination for the Degree of the B.A. B.Ed. (Bachelor of Arts and Bachelor of Education) a candidate must have:
 - Registered with the University as a student

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BABA SAHEB BHIMRAO AMBEDKAR BIHAR UNIVERSITY, MUZAFFARPUR

- Completed the course of study prescribed for the B.A. B.Ed. Programme
 - Completed 80% attendance in their classes, 90% in internship practicum of the total classes held.
 - Completed the B.A. B.Ed. course in a maximum of Six years from the date of admission to the programme
- 3.3. A Candidate for B.A. B.Ed. Degree shall be examined in Forty Nine (49) Papers carrying total of **4500 marks** of Four years.(Eight Semester)
- The written examination in each of the theoretical Core papers, Special papers & Elective papers shall be of three hours duration.
 - Paper containing 50 marks will be of three hours duration.
- 3.4. A candidate who after having completed the course, in case fails to appear at the examination or fails to pass the examination shall be allowed to take subsequent examination of the same semester on payment of prescribed examination fee without having required to repeat/ complete the course again. However, this opportunity shall be given only in one more examination within a period not exceeding Six years from the date of admission.
- 3.5. A candidate shall be allowed to appear at the final examination of B.A. B.Ed. course only if he/she clears in 1st, 2nd, 3rd, 4th 5th 6th 7th semester examinations within the stipulated period of Six years from the date of admission, he/she will not be allowed to appear at the final (8th Semester) examination.

4. Registration:

Any Such Student who is not already registered with the university shall have to get himself/herself registered in the university on payment of the requisite fees mentioned in the University regulation. The Students who are not registered under the university shall neither be allowed to continue their studies nor to appear at the examination.

5. Numbr of papers and Marks in each Semester

5.1. Ist Semester Examination

Semester I				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
English (Compulsory)	25	75	--	100
Professional	15	35	--	50+ Grade (Internal)

Office of Special Duty (B.A.)
 Governor, Bihar University
 Bihar University
 Muzaffarpur
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Hindi	25	75	--	100
English	25	75	--	100
Sanskrit	25	75	--	100
History	25	75	--	100
Political Science	25	75	--	100
Economics	25	75	--	100
Geography	25	75	--	100
Total	115	335	--	450

Subjects to be offered:

- Hindi, English, Sanskrit (out of three one opted as Honours subject or Elective subject) Compulsory
- History and Geography or Political Science and Economics (out of two one opted as Honours subject or Elective Subject)

5.2. IInd Semester Examination

Semester II				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
MIL/Alt. English	25	75	--	100
Professional (Paper I & II)	50	150	--	200
Hindi	25	75	--	100
English	25	75	--	100
Sanskrit	25	75	--	100
History	25	75	--	100
Political Science	25	75	--	100
Economics	25	75	--	100
Geography	15	60	25	100
Total	150/140	450/435	25	600

Subjects to be offered :

- Hindi, English, Sanskrit (out of three one opted as Honours subject or Elective subject) Compulsory
- History and Geography or Political Science and Economics (out of two one opted as Honours subject or Elective Subject)

5.3. IIIrd Semester Examination

Semester III				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)

Official of Central Exch. Dept.
 Muzaffarpur
 [Signatures: P. Chandra, A. K., Anand, P. K., and another signature]

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Professional (Paper III & IV)	55	145	--	200
Hindi	25	75	--	100
English	25	75	--	100
Sanskrit	25	75	--	100
History	25	75	--	100
Political Science	25	75	--	100
Economics	25	75	--	100
Geography	25	75	--	100
Total	130	370		500

Subjects to be offered :

- Hindi, English, Sanskrit (out of three one opted as Honours subject or Elective subject) Compulsory
- History and Geography or Political Science and Economics (out of two one opted as Honours subject or Elective Subject)

5.4. IVth Semester Examination

Semester IV				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
Professional (I)	25	75	--	100
(II)	15	35		50 (Internal)
Hindi	25	75	--	100
English	25	75	--	100
Sanskrit	25	75	--	100
History	25	75	--	100
Political Science	25	75	--	100
Economics	25	75	--	100
Geography	15	60	25	100
G.S.	25	75	--	100
Total	115/105	410/395	25	550

Subjects to be offered :

- Hindi, English, Sanskrit (out of three one opted as Honours subject or Elective subject) Compulsory
- History and Geography or Political Science and Economics (out of two one opted as Honours subject or Elective Subject)

5.5. Vth Semester Examination

Semester V

The bottom of the page features several handwritten signatures in blue ink. On the left, there is a signature that appears to be 'P. K. Singh'. In the center, there is a signature that looks like 'Anand K. Singh'. On the right, there is a signature that appears to be 'Ramesh K. Singh'. There are also some official stamps and marks, including a circular stamp on the left side and a rectangular stamp in the center.

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Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
Professional (I) Pedagogy-1A	25	75	--	100
(II) Pedagogy-1B	25	75	--	100
(III) Teaching	--	--	50	50(internal)
Hindi	25	75	--	100
English	25	75	--	100
Sanskrit	25	75	--	100
History	25	75	--	100
Political Science	25	75	--	100
Economics	25	75	--	100
Geography	25	75	--	100
Total	125	375	50	550

Subjects to be offered : Hindi, English, Sanskrit. History, Political Science, Economics, Geography

- Opt any one Subject as honours and among the rest two as Elective
- Honours Subject is major pedagogy (Method- 1A) and among the rest two Elective Subjects one is treated as minor pedagogy (Method- 1B).

5.6. VIth Semester Examination

Semester VI				
Subject	Sessional (Internal)	Terminal	Practical	Total
Professional (I) Pedagogy-2A	25	75	--	100
(II) Pedagogy-2B	25	75	--	100
(III) A Learning	25	75	--	100
(IV) Teaching	--	--	50	50 (Internal)
Hindi	25	75	--	100
English	25	75	--	100
Sanskrit	25	75	--	100
History	25	75	--	100
Political Science	25	75	--	100
Economics	25	75	--	100
Geography	25	75	--	100
Total	150	450	50	650

Subjects to be offered : Hindi, English, Sanskrit. History, Political Science, Economics, Geography

- Opt any one Subject as honours and among the rest two as Elective

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- Honours Subject is major pedagogy (Method- 2A) and among the rest two Elective Subjects one is treated as minor pedagogy (Method- 2B).

5.7. VIIIth Semester Examination

Semester VII				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
Professional (I)Pedagogy	--	--	150	150 (Internal)
Internship	15	35	--	50
(II) Gender Issue in Class Room	15	35	--	50
(III) Education for Peace				
Hindi (Hons)	25	75	--	100
(elective)	25	75	--	100
English (Hons)	25	75	--	100
(elective)	25	75	--	100
Sanskrit (Hons)	25	75	--	100
(elective)	25	75	--	100
History (Hons)	25	75	--	100
(elective)	25	75	--	100
Political Science (Hons)	25	75	--	100
(elective)	25	75	--	100
Economics (Hons)	25	75	--	100
(elective)	25	75	--	100
Geography(Hons)	25	75	--	100
(elective)	25	75	--	100
Total. (Hons)	130	370	150	650

5.8. VIIIth Semester Examination

Semester VIII				
Subject	Sessional (Internal)	Terminal	Practical	Total (Full Marks)
Professional (I)Vision of Education	25	75	--	100
(II)Manegment of Res. In School	15	35	--	50
(III) Field Work with Communitti.				Grade
Hindi (Hons)	25	75	--	100
(elective)	25	75	--	100
English (Hons)	25	75	--	100
(elective)	25	75	--	100
Sanskrit (Hons)	25	75	--	100

Director of Special Duty (Joint)

 Governor Secretariat

 Bihar, Patna

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(elective)	25	75	--	100
History (Hons)	25	75	--	100
(elective)	25	75	--	100
Political Science (Hons)	25	75	--	100
(elective)	25	75	--	100
Economics (Hons)	25	75	--	100
(elective)	25	75	--	100
Geography(Hons)	25	--	75	100
(elective)	25	75	--	100
Total Phy. (Hons)	140	410/335	75	550

6. Conduct of examination and Moderation of Results :

- 6.1. All the eight semesters end Examination shall be conducted by the university.
- 6.2. The examinations of first, third, fifth and seventh semester shall be conducted preferably in the month of November / December and second, fourth, sixth and eighth semester shall be conducted preferably in the month of May / June.
- 6.3. Answer sheets shall be coded before sending to the examiners and shall be decoded before tabulation of marks.
- 6.4. In order to pass B.A. B.Ed. Integrated Course a candidate shall have to obtain at least 45 % marks in each theory papers and 50% marks in each practicum paper/activities separately. A candidate not securing the above qualifying marks shall be declared as fail.
- 6.5. Final result of B.A. B.Ed. Course shall be published on the basis of candidates' performance in all the paper spread over all the eight semesters.
- 6.6. The final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the regulations.

7. Promotion :

- 7.1. A student who fails in not more than two papers (Theory + Practical) in first semester examination, he/she may be promoted to second semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.

Signature
 Head of Section (Hons)
 Department of Arts
 B.A. B.Ed. Integrated Course

Aug 17

Signature

Signature

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- 7.2. If a second semester student fails in not more than two papers he/she may be promoted to 3rd semester but all such students will have to clear their backlog papers of 2nd semester in the next succeeding examination of that semester.
- 7.3. No student shall be promoted to 8th semester unless he/she has cleared all the backlog papers.
- 7.4. The name of successful candidates shall be arranged in order of merit as follows:

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)

8. Result improvement

- 8.1. A student can re-appear in maximum of two theory papers in the immediate succeeding examination of that semester to improve his/her result. The better of two scores shall be considered for preparation of the final result.
- 8.2. This facility shall be provided with first Seventh Semester Examination only.
- 8.3. A Student can avail this facility only one time for each semester. In no case second chance shall be provided.
- 8.4. However the name of such candidates with improved results shall not be included in the merit list.

See below
Ans. 17
Rajesh
10/12
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Ans. 17

**Pattern of question papers in B.A. B.Ed.
Semester Examination.**

- 1. Syllabus for each 4 credit theory paper shall be divided into 5 units. Based on the question paper pattern in the semester Examination shall be as follows :

Time : 3 Hours
Total Marks : 75
Pass Marks : 34

Ten Long Questions having equal weightage shall be set; two questions from each unit. Students must answer at least one from two questions against each unit.

5x15=75 marks

- 2. Syllabus for each 4 credit theory paper shall be divided into 5 units. Based on the question paper pattern in the semester Examination shall be as follows :

Time : 3 Hours
Total Marks : 60
Pass Marks : 27

Ten Long Questions having equal weightage shall be set; two questions from each unit. Students must answer at least one from two questions against each unit.

5x12=60 marks

- 3. Syllabus for each 2 credit theory paper shall be divided into 3 units. Based on this, the question paper pattern in the semester examination shall be as follows :-

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Signatures: "Rachan", "Anand", "Laxmi", "R.K. Sharma"
Page number: "11 | Page"

BABA SAHEB BHIMRAO AMBEDKAR BIHAR UNIVERSITY, MUZAFFARPUR

Time : 3 Hours

Total Marks : 35

Pass Marks : 16

Six long Questions (Two Questions from each unit) shall be set. The questions from First Unit shall carry 11 marks each and questions from Second & Third units shall carry 12 marks each. The candidates shall be answered one question from each unit.

(1x11+2x12=35 marks)

4. Questions should be set in both English and Hindi.

Ramini
Principal
Basundhara Teachers
Training College, Silout
Muzaffarpur, Bihar

Prakash Chandra

Officer on Special Duty (Legal)
Governor Secretariat
Bihar, Patna

de. Anand

Prakash
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