



J.E.S. COLLEGE (B.Ed.)

Near Gatora Rly Station, Gram Farhada, Bilaspur (C.G.)

Ph. 407035, Fax 07752-407159

Programme Learning outcome (PLOs)

4. Curriculum and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject *knowledge*, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as case studies, discussions on reflective journals, observations of children and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

Saya
18/11/20
PRINCIPAL
J.E.S. COLLEGE
GRAM FARHADA, BILASPUR
Bilaspur



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Course Learning Outcomes (CLOs)

This course provides an introduction to the study of childhood and adolescence. It aims to sensitize the student teacher towards multiple childhoods and adolescence as constructed in different socio-economic and cultural settings and their implications for education.

The learners will be looked at not merely from the point of view of school, classroom and learning but in a larger social context of childhood and adolescence. This interdisciplinary course draws from psychological, sociological and anthropological studies.

It also offers a critical study of significant theories of child development and their relevance in the Indian context. It would also help build a perspective on issues of marginalization, diversity and stereotyping, inclusion and the concerns of adolescents. The course also seeks to introduce methods for studying children and adolescents.

The pedagogy to be followed in this course consists of the teacher educator enabling or helping student teachers to reflect on their own life worlds and experiences, engaging with significant theoretical perspectives, using tools or methods of study in the context of adolescents or children, interacting with adolescents around them and reading about children and adolescents from diverse contexts.

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Principal
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