

**BRILLIANT PUBLIC SCHOOL,  
SITAMARHI  
(Affiliated to C.B.S.E., New Delhi)**



**Academic Pedagogy**

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**Office: Rajopatti, Dumra Road, Sitamarhi (Bihar), Pin-843301  
Ph.06226-252314 , Mobile:9431636758**

## Academic Pedagogy

### Academic Team (Faculty)

- 1) Presently, a strong Faculty Team of over 45 teachers is the core strength of our school. The Faculty Team includes expert teachers in various subjects being taught.
- 2) Most of the Faculty Team leaders/members are B.Tech. / M.Sc. /M.A. /B.Sc. /B.A. with Hons.from reputed colleges. They understand the present need and requirement of education very well.
- 3) All the Faculty Members are recruited through a rigorous Recruitment Process which involves Scrutiny of Applications, Written Test, Demonstration Class and Personal Interview.
- 4) A Faculty Member who is new to the school; is sufficiently trained in Teaching Knowledge, Attitude and Skill before getting face to face with students inside the Classroom. They also attend the classes of Senior Faculty Members to understand the teaching methodology, effective use of teaching aids and general behaviour inside.
- 5) Apart from Regular Teaching and Problems Solving; the Faculty members also deliver motivational thoughts and tips to revitalize the students and keep their momentum up towards the ultimate target.

### Regular Classes

- 1) Classes are held on regular basis from Monday to Saturday as per prescribed norms of C.B.S.E. with respect to specified no. of classes per week per subject for different classes.
- 2) Theoretical learning consist of Theory coupled with important concepts /fundamentals, formulae and is taught through solved/ unsolved examples/illustrations and derivations.
- 3) The Discussion part is more of interactive type and students are motivated to raise and discuss their doubts/objections to understand the concepts/fundamentals used in problem solving.
- 4) Exhaustive & detailed Class Notes are prepared by the students in the Classroom for all topics which almost eliminates the need of any other study material.
- 5) Appropriate Home Work is assigned in the form of Daily Practice Problems (DPPs) and Problems from some standard/NCERT books.
- 6) The assigned home work is discussed in the next class with interactive participation of the students.

### **Doubt Discussion Classes**

- 1) The Objective of Doubt Discussion Classes is to provide additional attention and care to the students. It helps those students who couldn't understand a concept at first which is now affecting their performance.
- 2) It also helps those students who hesitate to ask/discuss their doubts in the classroom because of their shyness and their past academic environment.
- 3) In fact Doubt Discussion Class is a One to One Discussion Forum between the student and the teacher.
- 4) Doubt Discussion Class encourages the students to clarify their doubts immediately without affecting the performance by ensuring firm hold on the concepts/fundamentals of the subject.
- 5) A student feels Personal Touch/Attention while attending the Doubt Discussion Classes. It motivates him to focus on his/her target with improved energy and enthusiasm.
- 6) Sometimes Doubt Discussion Classes become a good platform to recover the lost syllabus for those students who couldn't take admission at the time of beginning of the course and have got delayed due to some reason(s).
- 7) Discussion Classes help students recovering this lost syllabus to certain extent. In case a student falls sick or is unable to attend the classes due to some unavoidable circumstances and loses some syllabus taught during the absence period.
- 8) The Doubt Discussion Classes are also very helpful to those students who don't feel confident in a particular subject and it is affecting their overall performance. Through Doubt Discussion Classes such students can increase their grasp in that subject.

### **Periodic Assessment Tests (PATs)**

- 1) The Periodic Assessment Tests are conducted once in a month.
- 2) The pattern of Periodic Assessment Tests is as per the C.B.S.E. guided continuous comprehensive evaluation (C.C.E.) programmes.
- 3) However, sometimes Subjective Periodic Tests are also conducted to measure the fundamental based problem solving approach of the students. Since it develops an attitude to solve the problems in step-by-step manner; it is very helpful for regular school

going students in terms of daily learning and to practice for writing school/board examinations.

4) The quantity of Periodic Assessment Tests is sufficient to remove the examination fear amongst the students.

### **Academic Administration and Management**

1) The Academic Calendar for the whole session is systematically planned for various courses at the beginning of the session itself.

2) The Academic Calendar includes Curriculum Planning, Designing & Development, Course Pedagogy, Syllabus Division, Test Schedule and Class Planning.

3) The Overall Academic Management is divided into three parts:

1. Management of Classes (Core Academics).
2. Management of Study Material (Co-Academics).
3. Management of Test Papers (Co-Academics).

4) The Hierarchy of Academic Team is designed in such a manner that the mentors are involved at various functioning areas related to academic and co-academic deliverables.

5) The Academic Management Team is supported by a Non-academic Management Team in running the Academic Management System effectively and efficiently.

5) A regular Syllabus Progress Monitoring Report is compiled and analyzed on weekly basis for all the courses to ensure syllabus execution as per academic planning.

6) Academic Discipline Guidelines & Code of Conduct is followed by all the Faculty Members related to syllabus execution, content delivery, start/end of classes, attitude & behaviour towards students.

7) Regular meetings of Academic Team members are held to review the academic planning & its execution, performance of faculty members, performance of students and to discuss the areas for improvement.

### **Academic Performance Analysis**

1) The academic performance of a student is also analyzed and studied at Micro level (i.e. subject wise, topic wise, question wise etc.) and special academic initiatives are taken to improve the performance.

2) Each periodic test is concluded with a summary report of the number of mistakes and wrong practices adopted by the students in attempting the problems; it helps in refining

the preparation of students by highlighting their weak areas and accordingly measures are suggested to them.

3) Continuous Development of Effective Learning Tools to enhance the student's performance. It includes improvement in Teaching Methodologies, new and innovative problems in study material, change in test paper pattern, its toughness level and variety in the problems asked.

4) To improve the academic performance of the faculty members Faculty Training Need Identification Surveys and Faculty Trait & Competence Analysis are done.

5) The analysis report of the above is used to design and develop Faculty Knowledge (subject and fundamentals), Skill (Communication Practices and Methodologies, Use of Modern Training Tools, techniques and Technologies) & Attitude (teaching aptitude and behaviour) Improvement Programmes.

6) The overall focus of the Academic Performance Analysis is on the improvement in the subject knowledge, understanding of the fundamentals behind scientific concepts, application of the concepts in problem solving with speed & accuracy through rigorous practice and persistence.

### **Co-academic Arrangements**

1) School provides excellent infrastructure & facilities to create an ideal ambience for effective learning with caring and committed management and administration.

2) Students are made to sit in the classroom in order of the ascending sequence of their ranks to enthuse the student with a competitive spirit at every step.

3) The students' batches are reshuffled on the basis of their performance in Periodic test. This again inculcates the spirit of competition amongst the students.

4) Extra Classes are planned and conducted as and when required to complete the syllabus on time and to remain aligned with the Course Planning.

5) Back up Classes are planned and arranged for specific students of various courses according to their performance to improve the performance level of such students.

6) The institute also plays the role of a guardian by keeping a vigil on attendance and indisciplinary activities of the students. Further, Motivation Classes are conducted to ease the stress and pressure from the mind of students.

7) Awareness is created through counseling amongst students for Various Science & Mathematics Olympiads and other Competitions which are relevant and could be helpful in improving the confidence level of the students.