Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-101   **Course Name:** CONTEMPORARY INDIA & EDUCATION

Course Objectives
(CO1): To understand that development of education is influenced by socio-political forces of the time.
(CO2): To acquire the knowledge of features of education in ancient, medieval and pre-Independent period in India with their strengths and weaknesses
(CO3): To understand the contribution of various Committees and Commissions on education set up from time to time in the economic development of India.

(CO4): To appreciate the developments of Indian Education in the Post Independent Period.
Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students
   i. Basic Knowledge of education system of India.
Equipment required in Classroom/ Laboratory/ Workshop
  i. Projector
  ii. White Board
Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	**80**
2	**Internal Evaluation Scheme**	**20**
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Pupil teacher get the **Knowledge** about epistemology. **(Understand K(2))**
(CO2): Pupil teacher acquire the proficiency in **Language and Reading Comprehension. (Understand K (2)).**
(CO3): Pupil teacher develop the capacity for **Developing Writing skills. (Understand K (2))**
(CO4): Pupil teacher get the practical knowledge of **Curriculum & Development** designing. **(Understand K(2))**
(CO5): Pupil teacher acquire and **Determinants of Curriculum.**
 (Understand K (2))

S.No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
				Unit-1			
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Education in India	Vedic Period,		• Lecture • Brainstorming	CO-1		
		Buddist Period		• Lecture • Brainstorming	CO-1		
		Medieval Period.		• Lecture • Brainstorming	CO-1		
Unit – 2							
	Policy Framework of Education in Pre-Independent Period	Macaulay's, Minutes (1835)		• Lecture • Brainstorming	CO-2		
		Woods Despatch (1854)		• Lecture • Brainstorming	CO-2		
		Hunter Commission (1882)		• Lecture • Brainstorming	CO-2		
		Indianisation of Education		• Lecture • Brainstorming	CO-2		
		National Education Movement		• Lecture • Brainstorming	CO-2		
		Lord Curzon Policy (1902)		• Lecture • Brainstorming	CO-2		
		Gokhle Bill (1910)		• Lecture • Brainstorming	CO-2		

		Sadler Commission (1917)		• Lecture • Brainstorming	**CO-2**	
		Hartog Committee (1929)		• Lecture • Brainstorming	**CO-2**	
		Basic Education (1937)		• Lecture • Brainstorming	**CO-2**	
		Sargent Report (1944)		• Lecture • Brainstorming	**CO-2**	
Unit - 3						
	Policy Framework of Education in Post-Independent Period	University Education Commission (1948-49)		• Lecture • Brainstorming	**CO-3**	
		Secondary Education Commission (1952-53)		• Lecture • Brainstorming	**CO-3**	
		Indian Education Commission (1964-66) in the context of Industrialisation		• Lecture • Brainstorming • Demonstration	**CO-3**	
		National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy		• Lecture • Brainstorming • Demonstration	**CO-3**	
		National Curriculum Framework -2005		• Lecture • Brainstorming • Demonstration	**CO-3**	
Unit – 4						
	Elementary Education	Universalization of Education (Provision, Enrolment,		• Lecture • Brainstorming	**CO-4**	

		Retention, Success).					
		Wastage & Stagnation.		• Lecture • Brainstorming	**CO-4**		
		Education for all (Sarva Shiksha Abhiyan).		• Lecture • Brainstorming	**CO-4**		
		Minimum Level of Learning (MLL).		• Lecture • Brainstorming	**CO-4**		
		Review of Mid-Day Meal Programme		• Discussion	**CO-4**		
		Kasturba Balika Yojna.		• Lecture • Brainstorming	**CO-4**		
		RTE (2009).		• Lecture • Brainstorming	**CO-4**		
Unit – 5							
	Secondary Education	Expansion & Differentiation of Curricula between boys and girls		• Lecture • Brainstorming	**CO-5**		
		Discrimination of Curricula		• Lecture • Brainstorming	**CO-5**		
		Vocationalization of Education.		• Lecture • Brainstorming	**CO-5**		
	Current Issues	University Autonomy, Privatisation of Education, Commercialization of Education		• Lecture • Brainstorming	**CO-1**		
		Medium of Schooling-Three Language Formula.		• Lecture • Brainstorming	**CO-1**		
		Population Education.		• Lecture • Brainstorming	**CO-1**		

Text Books:
• Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society,

NCERT, New Delhi.

- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
- Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.

Reference Books:
- GOI(1964-1966):'Education and National Development". Ministry of Education, Government of India 1966.
- GOI(2004):Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
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- NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006a). *Position paper-National focus group on education with special needs*
- NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
- NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006d). *Position paper-National focus group on teaching of Indian language*
- Ozial, A.O. 'Hand Book of School Administration and Management', London, Macmillan.
- Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi – 1999.
- Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of Nai Talim, Naitalim Samiti: Wardha.
- UNESCO; (1997). Learning the Treasure Within.
- Dr. Vada Mitra(1967). Education in Ancient India, Arya book Depot, New Delhi
- UNDPA. Human Development Reports. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and

learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- World Bank, (2004). Reaching the Child: An Integrated Approach to Child
  Development. Oxford University Press, Delhi.

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-102
Course Name: Philosophical & Sociological Perspectives of Education

Course Objectives
(CO1): To answer three basic questions- What, Why & How of the
Education.
(CO2): To develop an understanding of contribution of Indian &
Western philosopher.
(CO3): To build their own view about different Indian Religion and
respect them.
(CO4): To describe the role of Education in desirable social change and
socio-economic development.
(CO5): To transform one-self and society to empower people to assure
responsibilities for creating sustainable future.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students
      i. Basic knowledge of Philosophy and Sociology.
Equipment required in Classroom/ Laboratory/ Workshop
      iii. Projector
      iv. White Board
Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)
(CO1): Pupil teacher get the **Knowledge** about epistemology. **(Understand K(2))**
(CO2): Pupil teacher acquire the proficiency in **Language and Reading Comprehension.**
(Understand K (2)).
(CO3): Pupil teacher develop the capacity for **Developing Writing skills. (Understand K (2))**
(CO4): Pupil teacher get the practical knowledge of **Curriculum & Development** designing
(Understand K(2))
(CO5): Pupil teacher acquire and **Determinants of Curriculum. (Understand K (2))**

S. N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO-Cov e red	Facult y Sign	HoD' s Re m ark wit h Dat e
			Unit - 1				
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			**CO-1 to CO-5**		
	Education and knowledge	Education – meaning, nature and modes- formal, Informal and Nonformal		• Lecture • Brainstorming	**CO-1**		
		Purposes of Education- Individual Development or social Transformatio n		• Lecture • Brainstorming	**CO-1**		
		Knowledge- meaning and ways of knowing		• Lecture • Brainstorming	**CO-1**		
		Forms of knowledge-Local & universal, concrete & Abstract, Theoretical & Practical, Contextual & Texual, School & out-of- school.		• Lecture • Brainstorming	**CO-1**		
			Unit – 2				

Education and Philosophy	Philosophy of Education- meaning and significance in the context of Aims of Education, Curriculum, methods of Teaching & discipline etc.		• Lecture • Brainstorming	CO-2		
	Major schools of thoughts and their Impact of an Education. (i) Idealism , Naturalism, Realism, Pragmatism and Humanism. (ii) Sankhya ,Yoga &Advaita Philosophy.		• Lecture • Brainstorming	CO-2		
Unit - 3						
Education and Society	Educational Sociology – meaning & nature & socialization of the child.		• Lecture • Brainstorming	CO-3		
	Educati on as a means of social change and social welfare		• Lecture • Brainstorming	CO-3		
	Education as a means of Human Resource Development & Economical Development.		• Lecture • Brainstorming • Demonstration	CO-3		

		Meaning of a new social order and modernization of Education		• Lecture • Brainstorming • Demonstration	**CO-3**		
		Unit – 4					
Educational Thoughts : Indian & Western Thinkers	MK Gandhi ,Tagore, Aurobindo, Vivekanand, Giju Bhai.		• Lecture • Brainstorming		**CO-4**		
	Aristotle, Socretes, Plato, Rousseau, Dewey, Froebel, Montessori.		• Lecture • Brainstorming		**CO-4**		
		Unit – 5					
Education and Values	Values – Meaning, Nature & Types.		• Lecture • Brainstorming		**CO-5**		
	Source of values – The Constitution of India, Democracy, Secularism, etc., Fundamental Rights & Duties, Directive principles, Constitutional provisions for Education.		• Lecture • Brainstorming		**CO-5**		
	Education for peace – Issues of National & International conflicts, social injustice, communal conflicts harmony, Individual Alienation, Role of Individuals in making peace : A way of life.		• Lecture • Brainstorming		**CO-5**		

Unit - 6					
Education for National Integration	National Integration – meaning & Need, Role of Teacher, Institutions & Cultural Heitage, Regional expectation and aspiration.		• Lecture • Brainstorming	**CO-1**	
	Role of celebration of Indian Festivals		• Lecture • Brainstorming	**CO-1**	

Text Books:
- Butler., J. Donald (1968): Four Philosophies and their Practice in Education and Religion, New York: Harper and Bros., 1951.
- Broudy, Harry S. (1965) Building a Philosophy of Education; New Delhi: Prentice Hall.
- Brubacher, J. S. (1962) Modern Philosophies of Education, New York: Mc-Grew Hill Book Co. 1962.
- Besant, Annie: The Bhagwad Gita; Adyar, Theosophical Publishing House.
- Corner, D.J.: Modern Philosophies of Education; Central Book Depot, Allahabad.
- Dewey, John. (1916). Democracy and Education; New York: Macmillan & Co.
- Dutta, D.M.(1958) Six Ways of Knowing; Calcutta: University Press.
- Elmhirst Leonard. (1961) Rabindranath Tagore: Pioneer in Education; London: John Murray.
- Gandhi, M.K. (1951) Basic Education. Ahmedabad:Navajivan Publishing House.

Reference Books:
- Morries Vancleve: Existentialism in Education, N.Y. Harper and Row Publisher, 1966.
- *Oad, L.K.: Shiksha Ki Darshnik Pristhabhumi; Rajashthan Hindi Grantha Akadmi, Jaipur*
- Pandey, R.S.: Major Philosophies of Education; Vinod Pustak Mandir, Agra.
- *Pandey, R.S.: Shiksha Darshan (Snatakottar Kakshao Nimitt) Vinod Pustak Mandir, Agra.*
- *Pandey, R.S.: Bhartiya Shiksha Darshan; Vinod Pustak Mandir, Agra, 1994.*
- Rousseau, J.J. (1914). Emile, London: Every Mans Library, Dent.
- Radhakrishnan, S. Indian Philosophy, London; George Allen & Unwin.
- Radhakrishnan, S. A Source Book on Indian Philosophy; Paper Back.
- Radhakrishnan, S.: The Hindu View of life; London, Unwin Books.
- Ross, J.S. : Groundwork of Educational Theory:George G. Harap & Co. Ltd., 1937.
- Sahitya Akademi (1961). Rabindranath Tagore: Centenary, Volume 1861-1961. New Delhi.
- Sri Aurobindo Ashram (1997). Sri Aurobindo and the Mother on Education.
- Pondicherry: Sri Aurobindo Ashram.
- *Singh, N.P.: Shiskha Ke Darshnik Adhar, R.Lal Book Depot, Meerut.*
- *Singh, Ramdhari: Sanskriti ke char Adhyaya; Udayan Prakashan, Patna.*

- Seetharamu, A.S.: Philosophies of Education; Ashish Publishing House, New Delhi, 1989.
- Tagore, Rabindranath (1931) The Religion of Man. New Delhi: Rupa & Co. Reprint.
- Tagore, Rabindranath (1961) Towards Universal Man, Delhi: Asia Publishing House.
- Aikara, J., Sociology of Educaiton, New Delhi: Indian Council of social science research.
- Brown, F.J., Educational Sociology, New York: Prentice Hall Inc.
- Chaube, S.P and Chaube, A., Philosophical and sociological foundation of education, Agra: Vinod Pustak Mandir.
- Clarke, F., Education and Social Change, London: Sheldon Press.
- Cummings, K. William, The Revival of value education in Asia and West, New York: Pregamon Press Inc.
- Doshi, S.L. aur Jain, P.C., Pramuh Samaj Sastriya Vicharak, Jaipur: Rawat Publication.
- Gore, M.S., Indian Education: Structure and Process, Jaipur: Rawat Publication.
- Kumar, K., Social character of Learning, New Delhi: SAGE.
- Kumar, K., Shaikshik Gyan avam varchasva, New Delhi, Grantha Shilpi.
- Mathur, S.S. *Shiksha ke darshnik tatha Samajshastriya Adhar*, Agara: Vinod Pustak Mandir.
- Ottaway, A.K.C., Education and Society (An introducation of sociology of education) London: Routledge & Kegan paul.
- Chaube, S.P., Shiksha ke samajsastriya Adhar, Agra: Vinod Pustak Mandir.
- Pandey, R.S., Shiksha Ki Darshnik Avam Samajsasthriya Pristhbhumi, Agra: Vinod Pustak Mandir.
- Ruhela, S.P., Shiksha ka Samajshastra, Uttar Pradesh Hindi Grantha Akademy.
- Ruhela, S.P., Shiksha ke darshnik tatha samaj sastriya adhar, Agra: Agarwal Publication.
- Saxena, N.R. S., Shiksha ke darshnik avam samajsastriya sidhanth, Meerut: R.Lal Book Depot.
- Saxena, N.R.S. Philosophical and sociological Priniciples of education, Meerut: Surya Publication.
- Sharma,, K.Y., Sociological Philosophy of Edcuation, New Delhi: Kanishka publication Distributors.
- Sadgopal, A. *Shiksha mai badlav ka sawal*, New Delhi: Granth Shilpi.
- Singh, M.K., *Shiksha aur Bhartiya Samaj*, Meerut: Loyal Book Depot.
- Shukla, S. C. aur Kumar, K., (ed) Shiksha ka samajshastra, New Delhi: Granth Shilpi.

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-103
Course Name: GROWING UP AS A LEARNER

Course Objectives
(CO1): To acquire the basic principles of psychology of learners.
(CO2): To understands learner characteristics and implications for teaching-learning.
(CO3): To understand learner's mental health problems & choose appropriate strategis to cope with such problems.
(CO4): To apply various psychological principles and approaches to Learning.

(CO5): To appreciate the role of psychology in the teaching-learning process.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

i. Basic knowledge of Psychology.

Equipment required in Classroom/ Laboratory/ Workshop

v. Projector

vi. White Board

vii. Psychology laboratory

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Pupil teacher get the **Knowledge** about epistemology. **(Understand K(2))**

(CO2): Pupil teacher acquire the proficiency in **Language and Reading Comprehension.**
 (Understand K (2)).

(CO3): Pupil teacher develop the capacity for **Developing Writing skills. (Understand K (2))**

(CO4): Pupil teacher get the practical knowledge of **Curriculum & Development** designing (Understand K(2))

(CO5): Pupil teacher acquire and **Determinants of Curriculum. (Understand K (2))**

S. N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO- Cov e red	Facult y Sign	HoD ' s Re m ark wit h Dat e
			Unit - 1				
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			CO- 1 to CO- 5		
	Psychology and learner	Psychology – Its meaning, Nature & scope.		• Lecture • Brainstorming	CO-1		
		Educational Psychology – Meaning, Scope and its relevance for teachers, teaching and learning.		• Lecture • Brainstorming	CO-1		
		Individual Differences- Concept and Nature.		• Lecture • Brainstorming	CO-1		
		Exceptional Children- Mentally retarded, Backward, Delinquent, Gifted & Slow learner.		• Lecture • Brainstorming	CO-1		

Unit – 2						
Human Development	Concept & Stages of Development – Infancy, Childhood, Adolescence		• Lecture • Brainstorming	**CO-2**		
	Types of Development- Physical, Cognitive social, Emotional, moral with reference to Piaget.		• Lecture • Brainstorming	**CO-2**		
Unit - 3						
Learning and Motivation	Concept & Theories of Learning and its Implications – Thorndike, Pavlov, Kohler, Skinner, Lewin		• Lecture • Brainstorming	**CO-3**		
	Factors affecting Learning.		• Lecture • Brainstorming	**CO-3**		
	Motivation- Concept, Sources and its Importance for teaching-learning process		• Lecture • Brainstorming • Demonstration	**CO-3**		
Unit – 4						
Mental Health	Concepts & Factors affecting Mental Health, ways of improving Mental Health.		• Lecture • Brainstorming	**CO-4**		
	Adjustment & ways for reducing Maladjustment, Defence mechanism		• Lecture • Brainstorming	**CO-4**		

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	Unit – 5						
	Personality	Concept, Dimensions & Theories of personality-psycho-analytic, Trait, Type		• Lecture • Brainstorming	**CO-5**		
		Measurement of personality-projective techniques, etc.		• Lecture • Brainstorming	**CO-5**		
	Unit - 6						
	Intelligence & Creativity	Intelligence-Meaning, Nature & Types of Intelligence with reference to multiple Intelligence, Emotional Intelligence & Social Intelligence.		• Lecture • Brainstorming	**CO-1**		
		Theories of Intelligence-Two-factor, Muilti-factor, Group factor and Three-dimentional Guilford model		• Lecture • Brainstorming	**CO-1**		
		Measurement of Intelligence		• Lecture • Brainstorming	**CO-1**		
		Creativity – Meaning, Nature and Measurement, Techniques for fostering creativity		• Lecture • Brainstorming	**CO-1**		

Text Books:

• Cole, M and Cole, S (1989*). The Development of Children,* Scientific American Books, New York

• Hurlock, E.B. (2003). *Child Growth and Development,* Tata Mc Graw - Hill Education

• Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi

• Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.) *Childhood in South Asia*. New Delhi: Pearson Education India

Reference Books:

Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Students and UNICEF

• Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), *Readings on the Development of Children*. New York: WH Freeman and Company

• Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), *Culture, Socialisation and Human Development: Theory, Research and Applications in India*. New Delhi. Sage

• Sharma, N (2011). *Understanding Adolescence*, NBT, New Delhi , India

• Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi.

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-104

Course Name: TEACHER, TEACHING AND TECHNOLOGY

Course Objectives

CO 1: To obtain a total perspectives of the role of technologies in modern educational practices.

CO 2: To equip the student teacher with his various technological applications available to him/her for improving instructional practices

CO 3: To help the teacher to obtain a total gender of his role of scientific management in education.

CO 4: To provide the teacher the skills required for effective instructional and institutional management.

CO 5: To develop professional skills required for guiding pupils in the three initial areas educational penal and victual.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

    i. Basic knowledge of Teaching process and Educational Technology.

Equipment required in Classroom/ Laboratory/ Workshop

    viii. Projector

    ix. White Board

    x. Educational Technology laboratory

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20

2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)
(CO1): Pupil teacher get the **Knowledge** about epistemology. **(Understand K(2))**
(CO2): Pupil teacher acquire the proficiency in **Language and Reading Comprehension.**
 (Understand K (2)).
(CO3): Pupil teacher develop the capacity for **Developing Writing skills. (Understand K (2))**
(CO4): Pupil teacher get the practical knowledge of **Curriculum & Development** designing
(Understand K(2))
(CO5): Pupil teacher acquire and **Determinants of Curriculum. (Understand K (2))**

S.N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO-Cov e red	Facult y Sign	HoD's Re m ark wit h Dat e
			Unit - 1				
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			**CO-1 to CO-5**		
	Technology and Teaching	Educational Technology-meaning, concept & types- hardware, software, systems approach		• Lecture • Brainstorming	**CO-1**		
		Types of Educational Technology-Teaching technology, Instructional technology, Behavioural technology, Information and Communicatio n Technology		• Lecture • Brainstorming	**CO-1**		

Unit – 2						
Task of Teaching	Phases of Teaching and its Operations-Pre-active, Inter-active & Post-active		• Lecture • Brainstorming	**CO-2**		
	Levels of Teaching-Memory, Understanding & Reflective		• Lecture • Brainstorming	**CO-2**		
Unit - 3						
Teaching Aids & Teaching	Teaching Aids-Meaning, Need, Types-Projected, Non-projected & Electronic		• Lecture • Brainstorming	**CO-3**		
	Edgar Dale's Cone of experience		• Lecture • Brainstorming	**CO-3**		
	Audio-visual Equipments-OHP, Radio, Television, Computer, LCD Projector, etc.		• Lecture • Brainstorming • Demonstration	**CO-3**		
	Use of New Technologies – Tele-conferencing (Face to Face Distance mode of Education) Language Laboratory, e-mail, internet, Smart classes, CAI, etc.		• Lecture • Brainstorming • Demonstration	**CO-3**		
Unit – 4						
Management of Learning and Teaching	Planning		• Lecture • Brainstorming	**CO-4**		

		Organising		• Lecture • Brainstorming	**CO-4**		
		Leading		• Lecture • Brainstorming	**CO-4**		
		Controlling		• Lecture • Brainstorming	**CO-4**		
**Unit – 5**
	Strategies of Teaching & Modification of Teacher Behaviour	Concept & classification of different Teaching Strategies-Lecture, Demonstration Heurism, Discovery, Project, Assignment, Tutorial Group, Brain-Storming, Role Playing, Team Teaching.		• Lecture • Brainstorming	**CO-5**		
		Modification of Teacher Behaviour - Micro Teaching with special reference to components of various teaching skills like - Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc. - Simulation Teaching, T-Group Training, Action Research,		• Lecture • Brainstorming	**CO-5**		
**Unit - 6**
	Profesional Development of Teachers	Teacher Evaluation, Teacher		• Lecture • Brainstorming	**CO-1**		

		Autonomy, Teacher Accountability, Code of Ethics for Teachers.					
		Strategies for professional development of Teachers		• Lecture • Brainstorming	**CO-1**		

Text & Reference Books:

1. Sharma, R.A.: Advanced educational technology, Loyal Book Depot, Meerut.
2. Khan, M.I. and Sharma, S.R.: Instructional technology, Kanishka Publishers, Delhi.
3. Mehra, Vandana : Educational technology, S.S. Publishers, Delhi.
4. Sharma, R.A.: Technology of teaching, Modern publishers.
5. Joyce, B. and Well, M. : Models of teaching, Prentice Hall, New Jersey.
6. Flanders, N.A.:Analysing teacher behavior, Addison Wesley Pub. Co., London.
7. Anglin Jr., L.W. et. al.:Teaching : What it's all about, Harper & Row, New York.
8. Ausubel, D.P.: The psychology of meaningful verbal learning, Grune& Stratton, New York.

Reference Books:

- DeCecco, J.P.: Educational technology, Prentice Hall, New Jersey.
- Tara Chand: Educational technology, Anmol Publications, New Delhi.
- Venkataiah, N. : Educational technology, APH Publishing Cor., New Delhi.
- Mukhopadhyay, M. (1990). Educational Technology – Challenging Issues, New Delhi, Sterling Publishers Pvt. Ltd.
- N. Sareen, Information and Communication Technology, Anmol Publication.
- Rosenberg, M.J. (2001): e-learning New York: Mc.Graw Hill.
- Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, SterlingPublishers.

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-201
Course Name: Pedagogy of Hindi

Course Objectives

(CO1): To Understand about the nature and characteristics of a language and mothertongue and the use of language.
(CO2): To Practice the required skill and their insterlinks for mastering a language.
(CO3): To Understand the various approaches for planning for successful language teaching.
(CO4): Understand the Approaches for teaching different aspects of language.
(CO5): Understand the Aids and other similar available material that could be used for teaching language.
(CO6): Practice the teachnique of obtaining feedback for selfevaluation

and evaluation of stuent's success in learning and
using the language.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

      i.   Basic Knowledge of nature of hindi and skills to communicate fluently.

Equipment required in Classroom/ Laboratory/ Workshop

    xi. Projector
    xii. White Board

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Understand the importance of language and education. **(Understand K(2))**
(CO2): Explore different methodology of teaching Hindi**. (Understand K (2)).**
(CO3): Develop proper skills of language learning .**(Understand K (2))**
(CO4): Attain efficiency and effectiveness in teaching and learning Hindi Language
(Understand K(2))

S. N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO-Cov e red	Facult y Sign	HoD ' s Re m ark wit h Dat e
				Unit-1			
	Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes			**CO-1 to CO-4**		
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Unit – 2					
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Unit - 3					
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Unit – 4							
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संदर्भ

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5. ईलिच, आई. 1981, "टोट मदर लैंग्वेज एंड वर्नाकुलर टंग", पटनायक डी. पी. 1981 में मल्टीलिंगुएलिज्म एंड मदर टंग एजूकेशन, ऑक्सफोर्ड यूनिवर्सिटी प्रेस।

6. अग्निहोत्री, आर. के.1988, 'एरर्स एज लर्निंग स्ट्रेटेजीज़', इंडियन जर्नल ऑफ़ अप्लॉयड लिंग्विस्टिक्स 14.1:1-14

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8. शिक्षा मंत्रालय, शिक्षा आयोग "कोठारी कमीशन" 1964-1966, शिक्षा एवं राष्ट्रीय विकास, शिक्षा मंत्रालय, भारत सरकार 1966

9. नेशनल पॉलिसी ऑन एजूकेशन, 1986, मानव संसाधन विकास मंत्रालय, शिक्षा विभाग, नयी दिल्ली।

10. पंडित, पी.बी. 1988, 'ट्वाईस ए ग्रामर ऑफ़ वैरिएशन', खूबचंदानी, एल. एम. 1988 (संपादक) में, लैंग्वेज इन ए प्लूरल सोसायटी, दिल्ली: मोतीलाल बनारसीदास और शिमला आई. आई. ए. एस.।

11. श्रीवास्तव, आर. एन. 1984 (संपादक), भाषाशास्त्र के सूत्रधार, नयी दिल्ली: नेशनल पब्लिशिंग हाउस।

12. तिवारी, बी. एन., चतुर्वेदी, एम. और सिंह, बी. 1972 (संपादकगण), भारतीय भाषा विज्ञान की भूमिका, दिल्ली: नेशनल पब्लिशिंग हाउस।

13. राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, प्रकाशन विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली

14. समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली

15. आकलन स्रोत पुस्तिका, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली

16. अभिव्यक्ति और माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली

17. सृजन, 1, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली

18. विचार की अभिव्यक्ति, ग्रंथशिल्पी प्रा. लि., नई दिल्ली

19. बच्चे की भाषा और अध्यापक एवं निर्देशिका, कृष्ण कुमार, एन बीटी, नई दिल्ली

20. भाषा शिक्षण और चिट्ठीवाचन, गिजू भाई बधेका, सृजन, बिकानेर

Lesson Plan

Program: B.Ed. **Year:** I **Course Code**: E-202

Course Name: Pedagogy of English

Course Objectives

(CO1): To Understand about the nature and characteristics of a language and mothertongue and the use of language.

(CO2): To Practice the required skill and their insterlinks for mastering a language.

(CO3): To Understand the various approaches for planning for successful language teaching.

(CO4): Understand the Approaches for teaching different aspects of language.

(CO5): Understand the Aids and other similar available material that could be used for teaching language.

(CO6): Practice the teachnique of obtaining feedback for selfevaluation and evaluation of stuent's success in learning and using the language.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic Knowledge of nature of English and skills to communicate fluently.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Language laboratory

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Understand the need and importance of English language. (**Understand K(2)**)
(CO2): Develop proficiency in the language**. (Understand K (2)).**
(CO3): Familiar with the psycholinguistics and sociolinguistics aspects of language**.**
(Understand K (2))
(CO4): Able to use technology to enrich language teaching (**Understand K(2)**)
(CO5): Aware of the pedagogical practices required for teaching English on second
Language (Understand K(2))

S.N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO-Cove red	Facult y Sign	HoD's Re m ark wit h Dat e
			Unit - 1				
	Introducti onand discussion about the subject and syllabus	Course Objective andCourse Outcomes			**CO-1 to CO -5**		
	Background to the Study of English	Role of English in the present day; Position of English in the Indian school curriculum in the context of the three language formula		• Lecture • Brainstormin g	**CO-1**		
		English as a second Language		• Lecture • Brainstormin g	**CO-1**		
		Functions of language		• Lecture • Brainstormin g	**CO-1**		
		Linguistic principles.		• Lecture • Brainstormin g	**CO-1**		
		Aims and objectives of teaching of English at Junior and Secondary level		• Lecture • Brainstormin g	**CO-1**		

		Unit – 2				
Content and pedagogical analysis	Teaching of prose, poetry, composition and grammar		• Lecture • Brainstorming	**CO-2**		
	Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammer		• Lecture • Brainstorming	**CO-2**		
	Preparation of micro lessons based on the following skills : (i) Introduction. (ii) Questioning. (iii) Explaning (iv) Illustration (v) Stimulus variation		• Lecture • Brainstorming	**CO-2**		
		Unit - 3				
Methods of Teaching and Skills of Teaching	Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.		• Lecture • Brainstorming	**CO-3**		
	Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach		• Lecture • Brainstorming	**CO-3**		
	Development of following linguistic skills		• Lecture • Brainstorming • Demonstrati	**CO-3**		

	(i) Listening and understanding (ii) Speaking (iii) Reading (iv) Writing				on		
			**Unit – 4**				
Unit and Lesson Planing	Unit Planning		• Lecture • Brainstorming		**CO-4**		
	Lesson Planning; concept importance & preparation (a) Prose, its importance, planning and teaching (b) Grammar, its importance, planning and teaching (c) Composition, its importance, planning and teaching (d) Poetry, it importance, planning and teaching		• Lecture • Brainstorming		**CO-4**		
			Unit – 5				
Teaching Aids and Text-Books	Importance of Instructional material and their Effective use.		• Lecture • Brainstorming		**CO-5**		
	Use of following aids : (i) Chalk board (vii) Record-Player (linguaphones) (ii) Flannel board (viii) Radio (iii) Pictures. (ix) Television (iv) Picture cut-out (x) Film and filmstrips (v) Charts (xi) Overhead Projector (vi) Tape-recorder. (xii) Language laboratory		• Lecture • Brainstorming		**CO-5**		
	Qualities of a Good English Text-Book		• Lecture • Brainstorming		**CO-5**		
			Unit – 6				

Evaluation in English	Basic principles of testing English, Tools and Techniques of Evaluation		• Lecture • Brainstorming	CO-1		
	The Meaning and Significance of Comprehensive and Continuous Evaluation in English		• Lecture • Brainstorming	CO-1		
	Development of good test items in English (objectives type, short answer type, essay type).		• Lecture • Brainstorming	CO-1		
	Construction of an achievement test		• Lecture • Brainstorming	CO-1		
	Diagnostic testing & Remedial teaching in English		• Lecture • Brainstorming	CO-1		

Text Books:
1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
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8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.

Reference Books:
- Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
- Samajh ka Madhyum, National Council of Educational Research and Training, New Delhi 2009
- Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
- Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015

- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary stage in English, National Council of Educational Research and Training, New Delhi 2015
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Sociocultural
  and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
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- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-204
Course Name: Pedagogy of Social Sciences

Course Objectives
(CO1): To Understand concept, meaning and scope of social sciences.
(CO2): To Get acquainted with appropriate methodology as applicable to social sciences
(CO3): To Prepare unit plan and lesson plan.
(CO4): Acquire skill in teaching social sciences.
(CO5): Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
(CO6): Acquire the ability to develop instructional support materials.
Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students
- Basic knowledge of Social science.

Equipment required in Classroom/ Laboratory/ Workshop
- Projector
- White Board
- Globe

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80

2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Develop understanding about the basic differences between Social Studies and

Social Sciences. **(Understand K(2))**

(CO2): Explore the need for teaching Social Sciences as an integrated discipline.
(Understand K (2)).

(CO3): Develop critical understanding to justify the relevance of social Sciences in terms of Contemporary events.

(Understand K (2))

(CO4): Gain knowledge about the different approaches associated with the discipline
(Understand K(2))

S.No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	FacultySign	HoD's Remark with Date
			Unit - 1				
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Nature and Scope of Social Sciences	Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them		• Lecture • Brainstorming	CO-1		
		Rational for incluiding these area in school curriculum		• Lecture • Brainstorming	CO-1		
		Instructional objectives of Teaching Social Sciences at Secondary level		• Lecture • Brainstorming	CO-1		

Unit – 2					
Methodology for Social Science Pedagogy	Strategies for teaching Social Science in terms of specifics methods like Lecture, Question-Answer, Group Discussion, Project and Sourse Methods, Socialized Recitation and Supervised Study, Tutorials.		• Lecture • Brainstorming	**CO-2**	
	Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black Writing etc.		• Lecture • Brainstorming	**CO-2**	
	Selecting and using teaching aids: Chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: Slide projectors, Film Projectors, Overhead projectors, epidiascope		• Lecture • Brainstorming	**CO-2**	
Unit - 3					

Content Analysis and Lesson Planning	Content analysis		• Lecture • Brainstorming	CO-3			
	Unit Plannin g		• Lecture • Brainstorming	CO-3			
	Lesson Planning.		• Lecture • Brainstorming • Demonstratio n	CO-3			

Unit – 4

Curriculum and Text-Books	Place of social Studies in Secondary School Curriculum. Principles of Curriculum Construction for Social science.		• Lecture • Brainstorming	CO-4			
	Characteristics of good text-book, Evaluation of Social Science Textbooks		• Lecture • Brainstorming	CO-4			

Unit – 5

Social Science Teacher and co-curricular activities	Qualities of Social Science teacher		• Lecture • Brainstorming	CO-5			
	Principles of organizing co-curricular activities		• Lecture • Brainstorming	CO-5			
	Formation and management of Social Science clubs		• Lecture • Brainstorming	CO-5			
	Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript		• Lecture • Brainstorming	CO-5			

		magazine.			
		Using Community Resources		• Lecture • Brainstorming	CO-5	
		Organizing field trips		• Lecture • Brainstorming	CO-5	
		Social Science Room		• Lecture • Brainstorming	CO-5	
			**Unit – 6**			
	Transaction mode and Evaluation	Objectives of evaluation in social science		• Lecture • Brainstorming	CO-1	
		Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions		• Lecture • Brainstorming	CO-1	
		Construction of achievement test in Social Science		• Lecture • Brainstorming	CO-1	
		Continuous evaluation using feedback for improvement of teaching and learning in Social Science.		• Lecture • Brainstorming	CO-1	
		Diagnostic testing and Remedial teaching		• Lecture • Brainstorming	CO-1	

Text Books:
1. Kochhar, S.K.: Teaching of Social Science, Sterling Publication, New Delhi.
2. Bunning, A.C.: Teaching of Social Studies in Secondary Schools, McGraw Hill Book Company, Inc., New York.
3. High, J.: Teaching Secondary School Social Studies, The Macmillan Company, New York.

Reference Books:
4. Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.

5. Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
6. Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-205
Course Name: Pedagogy of Mathematics

Course Objectives

(CO1): To Understand and appreciate the uses and significance of mathematics in daily life
(CO2): To Learn successfully various approaches of teaching mathematics and to use them judiciously
(CO3): To Know the methods of planning instruction for the classroom.
(CO4): Prepare curricular activities as per the needs.
(CO5): Appreciate and organize activities to develop aesthetics of mathematics.
(CO6): Obtain feedback both about teaching as well as students learning.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of Mathematics.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	**80**
2	**Internal Evaluation Scheme**	**20**
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)
(CO1): Understand the nature of Mathematics. **(Understand K(2))**
(CO2): Critically explore the historical developments leading to concepts in modern
Mathematics**. (Understand K (2)).**
(CO3): Analyze learning theories and their applications in Mathematics Education**.**
(Understand K (2))
(CO4): Improve the competencies in secondary level Mathematics **(Understand K(2))**

S. N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO-Cove red	Facult y Sign	HoD' s Re m ark wit h Dat e
			Unit - 1				
	Introductio nand discussion about the subject and syllabus	Course Objective andCourse Outcomes			**CO-1 to CO-5**		
	Entering into the Discipline	Meaning & nature of mathemtics, Use & Significance of Mathematics		• Lecture • Brainstormin g	**CO-1**		
		Contribution of some great mathematicians - Aryabhatta, Bhaskaracharya, Ramanujam, Euclid, Pythagorus & Rene Decarte.		• Lecture • Brainstormin g	**CO-1**		
			Unit – 2				
	Aims and Objectives of Mathematics Teaching	Aims and objectives of teaching mathematics at secondary and senior secondary levels		• Lecture • Brainstormin g	**CO-2**		

		Taxonomy of Educational Objectives		• Lecture • Brainstorming	**CO-2**		
		Objectives of teaching mathematics in terms of behaviour outcomes		• Lecture • Brainstorming	**CO-2**		

Unit - 3							
	Methodology for Mathematics Teaching	Methods of Teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method		• Lecture • Brainstorming	**CO-3**		
		Techniques of Teaching: Oral, Written, Drill, Home- Assignment, Supervised study.		• Lecture • Brainstorming	**CO-3**		
		Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black- Board Writing etc.		• Lecture • Brainstorming • Demonstration	**CO-3**		

Unit – 4							
	Developing Unit Plan, Lesson Plan and Material Aids	Unit plan – Meaning and purpose of unit plan		• Lecture • Brainstorming	**CO-4**		
		Lesson plan - Meaning, purpose and Performa of lesson plan and its rationality		• Lecture • Brainstorming	**CO-4**		

		Teaching –Aids importance and classification		• Lecture • Brainstorming	CO-4	
		Developing/preparing low cost improvised teaching aids, relevant to local ethos		• Lecture • Brainstorming	CO-4	
		Application of computer in teaching of Mathematics.		• Lecture • Brainstorming	CO-4	
Unit – 5						
Development of Curriculum, Text Book and Activities of Mathematics	Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children		• Lecture • Brainstorming	CO-5	
	Organization of Mathematics Laboratory		• Lecture • Brainstorming	CO-5	
	Text book of Mathematics- Qualities of a good text book of mathematics		• Lecture • Brainstorming	CO-5	
	Using Mathematics as a game for recreation; organizing quiz programmers, skilldevelopment in answering puzzles riddles, magic squares, word search etc.		• Lecture • Brainstorming	CO-5	
	Learning about the short cuts mentioned in Vedic mathematics		• Lecture • Brainstorming	CO-5	
Unit – 6						
Evaluation in Mathematics	Meaning and needs of Evaluation		• Lecture • Brainstorming	CO-6	

		Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioral development		• Lecture • Brainstorming	CO-6		
		Comprehensive and continuous evaluation (C.C.E.) in Mathematics		• Lecture • Brainstorming	CO-6		
		Development of test item (short answer and objective type).		• Lecture • Brainstorming	CO-6		
		Preparation of an Achievement test.		• Lecture • Brainstorming	CO-6		
		Diagnostic testing and Remedial Teaching.		• Lecture • Brainstorming	CO-6		

Text Books:
1. Kapur, J.N.(1998). *Suggested experiments in mathematics,* New Delhi : Arya Book Depot
2. Siddiqui, M.H. (2009). *Teaching of mathematics*. New Delhi : APH Publishing Corporation
3. Sharma, C.S. and others (2003) Textbook of mathematics. New Delhi : Arya Book Depot

Reference Books:
- Weil, J. and Weil, M. *Models of teaching*.
- Copeland, R.W. (1979). *How children learn mathematics. New York : MacMillan*
- Cooney, Thomas, J. *et al.* (1975). *Dynamics of teaching secondary school mathematics*. Boston : Houghton Mifflin
- Rouse Ball, W.W. (1947). *Mathematical recreation and essay*. Macmillan & Co.

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-207
Course Name: Pedagogy of Biological Science

Course Objectives
(CO1): To Develop broad understanding of principles and knowledge used in biology science.
(CO2): To Develop their essential skills for practicing biological science

(CO3): To Know various approaches and methods of teaching life science.
(CO4): Lesson planning of biological science properly.
(CO5): Prepare tools for evaluation in biological sciences.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of biological science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Science laboratory

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Acquire a conceptual understanding of the Pedagogy of Biology **(Understand K(2))**

(CO2): Acquire and learn specific laboratory skills to conduct practical work in Biology. **(Understand K (2)).**

(CO3): Develop and use the techniques of CCE for assessment of student's performance **(Understand K (2))**

(CO4): Evolve as a reflective practitioner through use of innovative practices in the teaching of Biology **(Understand K(2))**

S. N o.	Topics	Sub Topics	Date of implement ation	Pedagogy	CO-Cove red	Facult y Sign	HoD 's Re m ark wit h Dat e
			Unit - 1				
	Introductio nand discussion about the subject and syllabus	Course Objective andCourse Outcomes			**CO-1 to CO-5**		
	Nature, concepts and importance	History and nature of biological science.		• Lecture • Brainstormin g	**CO-1**		
		Importance of biological science for environment, health and peace.		• Lecture • Brainstormin g	**CO-1**		
		Interdisciplinary linkage of biological science and other school subjects.		• Lecture • Brainstormin g	**CO-1**		
		Value of biology in our lives.		• Lecture • Brainstormin g	**CO-1**		
		Four Indian eminent biologists and their discoveries		• Lecture • Brainstormin g	**CO-1**		
			Unit – 2				

Objectives of Biology Teaching	General aims and objectives of teaching biology difference between aims and objectives. Bloom's taxonomy of educational objectives.		• Lecture • Brainstorming	**CO-2**		
	Writing objectives in terms of learning outcomes (behavioural term) for different levels of school teaching VIII, IX and X classes-RCEM approach of writing objectives.		• Lecture • Brainstorming	**CO-2**		
Unit - 3						
Exploring learning	Inductive and deductive approach. Different methods and techniques of teaching biology		• Lecture • Brainstorming	**CO-3**		
	Teacher centered approaches-lecture, demonstration, lecture cum demonstration		• Lecture • Brainstorming	**CO-3**		
	Child centered approach-project method, heuristic, problem solving, assignment.		• Lecture • Brainstorming • Demonstration	**CO-3**		
	Use of ICT in Teaching-Learning process of Biological Science with computer-aided methods like-Power Point, Simulation, Webinars etc.		• Lecture • Brainstorming • Demonstration	**CO-3**		

	Micro-teaching skills-Intoduction, Explaining, Probing questioning,Illustration and stimulus variaton etc.		• Lecture • Brainstorming • Demonstration	**CO-3**		

Unit – 4						
Content Analysis and Lesson Planning	Content analysis, pedagogical analysis of content (Taking an example of any one topic of Biological science). Following points should be followed for pedagogical analysis – - Identification of minor and major concepts. - Listing behavioral outcomes. - Listing activity and experiments. - Listing evaluation procedure.		• Lecture • Brainstorming	**CO-4**		
	Developing unit plans and lesson plans.		• Lecture • Brainstorming	**CO-4**		

Unit – 5						
Learner centered school curriculum	Principles of development of biological science curriculum. Trends in science curriculum		• Lecture • Brainstorming	**CO-5**		
	Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX asnd X classes.		• Lecture • Brainstorming	**CO-5**		
	Importance and type of teaching aids. Use of audiovisual aids and improvised apparatus in teaching biology, biology laboratory		• Lecture • Brainstorming	**CO-5**		

		Biology museum, biology club, field trips, acquarium herbarium and vivarium exhibition.		• Lecture • Brainstorming	CO-5	

Unit – 6						
Concept of evaluation and measurement	Meaning and nature of evaluation and measurement		• Lecture • Brainstorming	CO-6		
	Tools and techniques of evaluation in biological science.		• Lecture • Brainstorming	CO-6		
	Characteristics of a good test-reliability, validity, usability and norms of a test.		• Lecture • Brainstorming	CO-6		
	Esay type, Short answer and objective type tests, Their Merits and demerits		• Lecture • Brainstorming	CO-6		
	Concept of formative, summative and diagnostic test.		• Lecture • Brainstorming	CO-6		
	Construction of Achievement test.		• Lecture • Brainstorming	CO-6		
	Diagnostic testing and Remedial teaching.		• Lecture • Brainstorming	CO-6		

Text Books:

1. Agarwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
2. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992
3. Yadav Seema and Singh A.K*.: Teaching of Life Science*, New Delhi: Dominant Publications
4. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982
5. Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi

Reference Books:

- Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications
- K.Yadav "Teaching of Life Sciences"
- Miller and Blaydes "Methods and Materials for Teaching Biological Sciences.
- Mohan,. Radha(2004):lnnovative Science Teaching, Prentice Hall of India, New Delhi

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-208

Course Name: Pedagogy of Computer Science

Course Objectives

(CO1): To Develop a broad understanding of the principles and procedures used in computer science education.

(CO2): To Develop their skills necessary for preparing international accessories.

(CO3): To Know the methods of planning instruction for the classroom.

(CO4): Learn successfully various methods of teaching computer science and use them judiciously.

(CO5): Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of working of Computers and its components.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- IT resource centre

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)
(CO1): Acquire a conceptual understanding of the Pedagogy of Computer Science. **(Understand K(2))**
(CO2): Acquire and learn specific computing skills to conduct practical work in computer. **(Understand K (2)).**
(CO3): Develop and use the methods, techniques & resources of computing for assessment of student's performance **(Understand K (2))**
(CO4): Evolve as a reflective practitioner through use of innovative practices in the teaching of computer science. **(Understand K(2))**

S. N o.	Topics	Sub Topics	Date of implementat ion	Pedagogy	CO-Cove red	Faculty Sign	HoD's Rem ark with Date
			Unit - 1				
	Introduction and discussion about the subject and syllabus	Course Objective andCourse Outcomes			**CO-1 to CO-5**		
	Historical perspective, Aims and Objectives of Computer Science	Historical Development of Computer (hardware and software)		• Lecture • Brainstorming	**CO-1**		
		Present status of computer science as a school subject.		• Lecture • Brainstorming	**CO-1**		
		Significance of teaching computer science at secondary/senior secondary schools.		• Lecture • Brainstorming	**CO-1**		
		Aims and Objectives of teaching computer science- - Aims and Objectives of teaching computer science. - Classification of educational objectives (Bloom's taxonomy). - Statement of		• Lecture • Brainstorming	**CO-1**		

		specific objectives in behavioral terms.				

			Unit – 2			
Development of Curriculum in Computer Science	Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children.			• Lecture • Brainstorming	**CO-2**	
	Organization of Computer Science Laboratory			• Lecture • Brainstorming	**CO-2**	
	Text book of Computer Science - qualities of a good text book of Computer Science.			• Lecture • Brainstorming	**CO-2**	

			Unit - 3			
Methods of Teaching Computer Science	Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method			• Lecture • Brainstorming	**CO-3**	
	CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, Webinars etc			• Lecture • Brainstorming	**CO-3**	
	Co-operative Learning Approach, System Approach, Multimedia Approach			• Lecture • Brainstorming • Demonstration	**CO-3**	
	Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.			• Lecture • Brainstorming • Demonstration	**CO-3**	

			Unit – 4			
Unit Planning, Lesson Planning and	Meaning and Definition of unit plan and lesson			• Lecture • Brainstorming	**CO-4**	

Teaching Aids:	plan				
	Importance and steps of planning a lesson		• Lecture • Brainstorming	**CO-4**	
	Need, Importance, Preparation and using of Teaching Aids in Computer Science		• Lecture • Brainstorming	**CO-4**	
	Organization of Computer Laboratory		• Lecture • Brainstorming	**CO-4**	
Unit – 5					
Basic Processes in Computer Science:	Basic Programming.		• Lecture • Brainstorming	**CO-5**	
	Data Representation		• Lecture • Brainstorming	**CO-5**	
	Computer Organization		• Lecture • Brainstorming	**CO-5**	
	Operating Environment		• Lecture • Brainstorming	**CO-5**	
	Computer Network		• Lecture • Brainstorming	**CO-5**	
Unit – 6					
Evaluation in Computer Science:	Meaning and importance of evaluation		• Lecture • Brainstorming	**CO-6**	
	Comprehensive and continuous evaluation (CCE) in computer science.		• Lecture • Brainstorming	**CO-6**	
	Development of test items objective type, short answer type, essay type		• Lecture • Brainstorming	**CO-6**	
	Preparation of an Achievement Test.		• Lecture • Brainstorming	**CO-6**	
	Analysis and Interpretation of Test results.		• Lecture • Brainstorming	**CO-6**	
	Diagnostic testing and Remedial teaching		• Lecture • Brainstorming	**CO-6**	

Text & Reference Books :

• **Agarwal J. C. (2006)**, Essential of educational technology, Teaching

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-209

Course Name: Pedagogy of Home Science

Course Objectives

(CO1): To Understand the nature and scope of Home Science.

(CO2): To Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.

(CO3): To Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.

(CO4): Understand the various methods and techniques that can be employed in the teaching of Home Science.

(CO5): Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.

(CO6): Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

- Basic knowledge of home science .

Equipment required in Classroom/ Laboratory/ Workshop/Project

- Projector
- White Board
- Workshop
- Project

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Acquire a conceptual understanding of the Pedagogy of Computer Science. **(Understand K(2))**

(CO2): Acquire and learn specific computing skills to conduct practical work in computer. **(Understand K (2)).**

(CO3): Develop and use the methods, techniques & resources of computing for assessment of student's performance **(Understand K (2))**

(CO4): Evolve as a reflective practitioner through use of innovative practices in the teaching of computer science. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
			Unit - 1				
	Introduction and discussion about the subject and syllabus	Course Objective andCourse Outcomes			CO-1 to CO-5		
	Concepts	The concept of Home Science: Meaning and components; place of Home Science in secondary education.		• Lecture • Brainstorming	CO-1		
		Job opportunities in Home Science		• Lecture • Brainstorming	CO-1		
		Aims and objectives of teaching of Home Science		• Lecture • Brainstorming	CO-1		
		Correlation of Home Science with other school subjects.		• Lecture • Brainstorming	CO-1		
			Unit – 2				
	Pedagogical Analysis	Foods, Nutrition and Health		• Lecture • Brainstorming	CO-2		

		Child Care.		• Lecture • Brainstorming	**CO-2**	
		Fiber and Fabric.		• Lecture • Brainstorming	**CO-2**	
		Home Management-Importance of planning, principles of budget making.		• Lecture • Brainstorming	**CO-2**	
		Hygiene and sanitation.		• Lecture • Brainstorming	**CO-2**	
			Unit - 3			
	Methods of Teaching	Method of teaching as applied to Home Science (a) Teacher centred methods-lecture, demonstration (b) Child centred method-laboratory, project, assignment, discussion.		• Lecture • Brainstorming	**CO-3**	
		Micro-teaching skills-Intoduction, Explaining, Probing Questioning, Illustration, stimulus variaton ,etc.		• Lecture • Brainstorming	**CO-3**	
		Use of ICT in Teaching-Learning process of Home Science with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.		• Lecture • Brainstorming • Demonstration	**CO-3**	
			Unit – 4			
	Content Analysis and Lesson Planing	Content analysis, pedagogical analysis of content (Taking an example of any one topic		• Lecture • Brainstorming	**CO-4**	

		of Home science). Following points should be followed for pedagogical analysis – - Identification of minor and major concepts. - Listing behavioral outcomes. - Listing activity and experiments. - Listing evaluation procedure.				
		Developing unit plans and lesson plans		• Lecture • Brainstorming	**CO-4**	
Unit – 5						
	Equipments of Teaching	Development and designing of curriculum.		• Lecture • Brainstorming	**CO-5**	
		Teaching aids- classification and importance		• Lecture • Brainstorming	**CO-5**	
		Development of text books		• Lecture • Brainstorming	**CO-5**	
		Planning of space and equipment for Home Science laboratory.		• Lecture • Brainstorming	**CO-5**	
Unit – 6						
	Evaluation	Evaluation in Home Science- Meaning and importance of evaluation.		• Lecture • Brainstorming	**CO-6**	
		Characteristics of a good evaluation device.		• Lecture • Brainstorming	**CO-6**	
		Comprehensive and continuous evaluation.		• Lecture • Brainstorming	**CO-6**	
		Evaluation devices- written, oral, observation, practical work, assignment		• Lecture • Brainstorming	**CO-6**	
		Diagnostic testing and Remedial teaching.		• Lecture • Brainstorming	**CO-6**	

Text Books:
1. Sherry, G.P. Grah Vigyan Shikshak, Vinod Pustak Mandir, Agra
2. Sukhia, S.P. & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
3. Sharma, Shakuntala, Grah Vigyan Shikshan, Apollo Prakashan, Jaipur
4. Pathak, R.P., Teaching Skills, Pearson, Delhi
5. Yadav, Seema, Teaching of Home Science, Anmol Publications Pvt. Ltd., New Delhi
6. Sharma, B.L. & Saxena, B.M., Teaching of Home Science, R.Lal Book Depot, Meerut

Reference Books:
- Das, R.R. & Ray, B., Teaching of Home Science, Sterling Publications Pvt. Ltd., New Delhi
- Bloom, B.S. Texonomy of Educational objectives, Mckay Co. New York
- Ryon, D.C., Characteristics of Teachers, Sterling Publications Co. Pvt. Ltd., Delhi
- Chandra, A., Introduction to Home Science (2nd revised edition) Metropolitan, New Delhi
- Ray, Binita, Fundamentals of Home Science (Part I & II), Sterling Publications Co. Pvt. Ltd., Delhi.

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-210
Course Name: Pedagogy of Commerce

Course Objectives
(CO1): To Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
(CO2): To Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
(CO3): To Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
(CO4): Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
(CO5): Develop interests in learning recent developments in Commerce and Accountancy
(CO6): Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.
Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students
- Basic knowledge of Commerce.

Equipment required in Classroom/ Laboratory/ Workshop
- Projector
- White Board

- Workshop

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Develop an understanding and use concept mapping and curricular elements in Financial Accountingteaching. **(Understand K(2))**

(CO2): Develop the ability to plan Curriculum in Financial Accounting at senior secondary level. **(Understand K (2)).**

(CO3): Undertake Critical appraisal of existing Financial Accounting curriculum at senior secondary stageprescribed by RBSE / CBSE **(Understand K (2))**

(CO4): Know the qualities of text book of Financial Accountancy. **(Understand K(2))**

(CO5): Develop necessary skills to prepare and use various instructional/learning methods and MediaIntegration. **(Understand K (2))**

(CO6): Develop the ethics & Professional growth of a Financial Accounting teacher. **(Understand K (2))**

S.No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
			Unit - 1				
	Introduction and discussion about the subject and syllabus	Course Objective andCourse Outcomes			**CO-1 to CO-5**		
	Concept, Aims and Objectives of Commerce Teaching	Meaning and scope of Commerce as a subject, Historical development of commerce education in India		• Lecture • Brainstorming	**CO-1**		
		Place of commerce in Indian school Curriculum		• Lecture • Brainstorming	**CO-1**		
		Aims and Objectives of Commerce		• Lecture • Brainstorming	**CO-1**		
		Instructional Objectives -meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy).		• Lecture • Brainstorming	**CO-1**		

		Objectives of Commerce education at High school and Intermediate levels (vocational & academic).		• Lecture • Brainstorming	**CO-1**		
Unit – 2							
Methods and Techniques of Commerce Teaching		Various Methods of teaching Commerce-Lecture and discussion methods, Project method, Heuristics, Problem solving method etc.		• Lecture • Brainstorming	**CO-2**		
		Techniques of Commerce teaching-questioning & demonstration		• Lecture • Brainstorming	**CO-2**		
		Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach).		• Lecture • Brainstorming	**CO-2**		
		Plans of commercial practice teaching (rotation, office model, battery and co-operative plan).		• Lecture • Brainstorming	**CO-2**		
		Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Writing etc.		• Lecture • Brainstorming	**CO-2**		
		Use of ICT in Teaching-Learning process of Commerce with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.		• Lecture • Brainstorming	**CO-2**		
Unit - 3							

Teaching Aids and Text Books of Commerce Teaching	Teaching aids in Commerce		• Lecture • Brainstorming	**CO-3**		
	Co-curricular activities in Commerce		• Lecture • Brainstorming	**CO-3**		
	Commerce Room		• Lecture • Brainstorming • Demonstration	**CO-3**		
	Text book of Commerce teaching		•			
Unit – 4						
Content Analysis and Lesson Planning	Content Analysis		• Lecture • Brainstorming	**CO-4**		
	Unit Plan and Resource Plan		• Lecture • Brainstorming	**CO-4**		
	Lesson Planning		•			
Unit – 5						
Curriculum, Correlation with other Subjects, Commerce Teacher	Curriculum in Commerce (i) Principles of curriculum construction (ii) Critical evaluation of High School syllabus		• Lecture • Brainstorming	**CO-5**		
	Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlation with Maths, Geography & Economics.		• Lecture • Brainstorming	**CO-5**		
	Commerce teaching (i) Profile of a good Commerce teacher (ii) Professional growth of a Commerce teacher.		• Lecture • Brainstorming	**CO-5**		
Unit – 6						
Evaluation in Commerce.	Concept, scope and importance of evaluation.		• Lecture • Brainstorming	**CO-6**		

		Tools and Techniques of evaluation and characteristics of a good test.		• Lecture • Brainstorming	**CO-6**		
		Construction and administration of an achievement test.		• Lecture • Brainstorming	**CO-6**		
		Diagnostic testing and Remedial teaching		• Lecture • Brainstorming	**CO-6**		

Text Books:
- Singh, R.P. & Singh, and P.: *Vanijya Shikshan*, Agra: Vinod Pustak Mandir.
- Tripathi, S.: Teaching Methods, New Delhi: Radha Publications.
- Chauhan, S.S.: Innovations in Teaching Learning Process, New Delhi: Vikas Publication House.
- Siddiqui, M.H.: Excellence of Teaching, Asia Publication House, New Delhi
- Rao, S.: Teaching of Commerce, New Delhi: Anmol Publications.

Reference Books:
- Tyagi, G.D.: Vanijya Shikshan, Agra, Agarwal Publications.
- Singh,Y.K: Teaching of Commerce, New Delhi: A.P.H. Publishing House
- Aggarwal, J.C.(2009). Teaching of commerce. Vikas Publishing House Pvt. Ltd.Noida.
- Gupta Rainu .(2009). Teaching of commerce. Shipra Publications. New Delhi.
- NCERT. (2013) Commerce. Publication Division. NCERT Carnpus, New Delhi.
- Singh, Y.K.(2005).Teaching of commerce. A P H Publishing, New Delhi

Lesson Plan

Program: B.Ed.   **Year:** I   **Course Code**: E-206
Course Name: Pedagogy of Physical Science

Course Objectives
(CO1): To Develop a broad understanding of the principles and procedures used in modern physical science education.
(CO2): To Develop their essential skill for practicing modern physical science education.
(CO3): To Develop their skills necessary for preparing international accessories.
(CO4): Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
(CO5): Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students
- Basic knowledge of Science.

Equipment required in Classroom/ Laboratory/ Workshop

- Projector
- White Board
- Science laboratory

Assessment Schemes

S. No.	Criteria	Marks (100)
1	**CCSU End Term Examination**	80
2	**Internal Evaluation Scheme**	20
2(a)	Subject based Presentation	05
2(b)	Subject based Assignment	05
2(c)	Internal Test	10

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Develop a broad understanding of the principles and procedures used in modern physical science education. **(Understand K(2))**

(CO2): Develop their essential skill for practicing modern physical science education **(Understand K (2)).**

(CO3): Develop their skills necessary for preparing international Accessories **(Understand K (2))**

(CO4): Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson. **(Understand K(2))**

(CO5): Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives **(Understand K(2))**

S.No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
				Unit - 1			
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Concept, Nature and Importance	Meaning and nature of physical science, Path tracking discoveries and land mark development in science, Impact of science on modern communities, Globalization and Science.		• Lecture • Brainstorming	CO-1		
		Justification for including science as a subject in school curriculum, Eminent Indian and world Scientists - an		• Lecture • Brainstorming	CO-1		

		introduction, Professions in the area of science.					

		Unit – 2					
Aims and Objectives of Teaching Physical Science	General aims and objectives of teaching physical science at secondary and senior secondary school stage. Instructional objectives with special emphasis on Bloom's Taxonomy		• Lecture • Brainstorming	**CO-2**			
	Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary.		• Lecture • Brainstorming	**CO-2**			
		Unit - 3					
Methodology of Teaching Physical Science	Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving		• Lecture • Brainstorming	**CO-3**			
	Techniques – Team-Teaching, Computer Assistance Teaching		• Lecture • Brainstorming	**CO-3**			
	Excursion, Science – museums, Science – club,		• Lecture • Brainstorming • Demonstratio	**CO-3**			

		Science – fair, Science projects		n		
		Micro Teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.		• Lecture • Brainstorming • Demonstration	**CO-3**	
		Use of ICT in Teaching-Learning process of Physical Science with computer-aided methods like-Power Point, Multimedia, Simulation, Webinars etc		• Lecture • Brainstorming • Demonstration	**CO-3**	
Unit – 4						
	Curriculum & Instructional Material Development	Meaning, definition and Principles of Curriculum Construction and its types		• Lecture • Brainstorming	**CO-4**	
		Curriculum organization using procedure like concentric, topical, process and integrated approaches, Adaptation of the curriculum according to the local needs and the availability of local resources.		• Lecture • Brainstorming	**CO-4**	
		Development of Physical science curriculum at different stages of school education e.g. primary, upper primary,		• Lecture • Brainstorming	**CO-4**	

		secondary and senior secondary					
		Current trends in science curriculum.		• Lecture • Brainstorming	CO-4		
		Preparation, selection and use of teaching aids		• Lecture • Brainstorming	CO-4		
		Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials		• Lecture • Brainstorming	CO-4		
Unit – 5							
	Content Analysis and Lesson Planning	Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis – - Identification of minor and major concepts. - Listing behavioral outcomes. - Listing activity and experiments. - Listing evaluation procedure.		• Lecture • Brainstorming	CO-5		
		Developing unit plans and lesson plans		• Lecture • Brainstorming	CO-5		
Unit – 6							
	Evaluation in Science Teaching	Evaluation: Meaning and needs,		• Lecture • Brainstorming	CO-6		

		Formative and summative evaluation					
		Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.		• Lecture • Brainstorming	**CO-6**		
		Diagnostic testing and Remedial teaching.		• Lecture • Brainstorming	**CO-6**		
		Preparation of achievement test, development of improvised apparatus		• Lecture • Brainstorming	**CO-6**		

Text Books:

1. Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
2. Sood, J.K. : Teaching of Physical Science, Agarwal Publication, Agra
3. Pandey, Shashi Kiran : Science teaching, Vani Prakashan, New Delhi
4. Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
5. Das, R.C. : Science teaching in schools, Steerling Publication, New Delhi
6. Bennett, Jeffrey : on teaching Science (print/e-book) Big Kid Science
Publication

Reference Books:

- Singh, R.: Teaching methods in schools, Commonwealth Publication, Delhi.
- Norman Herr : The source book for teaching Science (e-book/print) Wiley Publication
- Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
- Yadav, M.S. : Objective Science, Anmol Publication, New Delhi
- Siddiqui, N.N. & Siddiqui, M.N. : Teaching of Science, Doaba House, New Delhi
- Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
- Chandra, T. : Principles of teaching, Anmol Publication, New Delhi
- Bloom, B.S.: Taxnomy of educational objectives, Mckay Co. New Delhi.

Lesson Plan

Program: B.Ed.   **Year:** II   **Course Code**: E-301
Course Name: CREATING AN INCLUSIVE SCHOOL

Course Objectives

 CO 1: To understand inclusive education- concept and nature

 CO 2: To understand the global and national commitments towards the

education of children with diverse needs

CO 3: To prepare conducive teaching learning environment in inclusive schools.

CO 4: To identify and utilize existing resources for promoting inclusive practice.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

     i. Basic knowledge of Inclusive Education.

Equipment required in Classroom/ Laboratory/ Workshop

     xiii. Projector

     xiv. White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	**CCSU End Term Examination**	40
2	**Internal Evaluation Scheme**	10
2(a)	Subject based Presentation	2.5
2(b)	Subject based Assignment	2.5
2(c)	Internal Test	5

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Identify and address the diverse needs of all learners. **(Understand K(2))**

(CO2): Acquaint with the trends and issues in Inclusive Education.
 (Understand K (2)).

(CO3): Develop capacity of student- teachers for creating an inclusive School.
(Understand K (2))

(CO4): Appreciate various inclusive practices to promote Inclusion in the classroom.
(Understand K(2))

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
				Unit-1			

Introductio nand discussion about the subject and syllabus	Course Objective and Course Outcomes				**CO-1 to CO-4**	
Introduction to Inclusive Education	Definition, concept needs and importance of Inclusive education.		• Lecture • Brainstorming		**CO-1**	
	Historical perspectives on education of children with diverse needs.		• Lecture • Brainstorming		**CO-1**	
	Difference between Special education, Integrated education and Inclusive education.		• Lecture • Brainstorming		**CO-1**	
	Policies and Legislations for Inclusive Education and Rehabilitation, Government scheme and provisions.		• Lecture • Brainstorming		**CO-1**	
Unit – 2						
Children with Diverse Needs	Definition and characteristi cs of children with divers needs		• Lecture • Brainstorming		**CO-2**	
	Sensory (hearing, visual and physically challenged)		• Lecture • Brainstorming		**CO-2**	
	Intellectual (gifted, talented and		• Lecture • Brainstorming		**CO-2**	

		mentally challenged)				
		Developmental disabilities (autism, cerebral palsy, learning disabilities)		• Lecture • Brainstorming	**CO-2**	
		Social and emotional problems		• Lecture • Brainstorming	**CO-2**	
		Scholastic backwardness, under achievement, slow learners		• Lecture • Brainstorming	**CO-2**	
		Children belonging to other marginal groups.		• Lecture • Brainstorming	**CO-2**	
		Role of teachers for meeting these diverse needs of learners.		• Lecture • Brainstorming	**CO-2**	
		Unit - 3				
Inclusive Education and its Practices		Inclusive instructional design and collaborative instruction for inclusion		• Lecture • Brainstorming	**CO-3**	
		Differentiating Instruction – peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self regulated learning.		• Lecture • Brainstorming	**CO-3**	
		Inclusive instruction strategies at school level- Remedial help,		• Lecture • Brainstorming • Demonstration	**CO-3**	

		team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement.					
		E-learning, web based learning & inclusive education.		• Lecture • Brainstorming • Demonstration	**CO-3**		
			Unit – 4				
	Inclusive Schools	Infrastructural facilities for an Inclusive school		• Lecture • Brainstorming	**CO-4**		
		An ideal inclusive school		• Lecture • Brainstorming	**CO-4**		
		Role of inclusive school in modern times		• Lecture • Brainstorming	**CO-4**		
		Inclusive classroom managements		• Lecture • Brainstorming	**CO-4**		
			Unit – 5				
	Teachers Role in Inclusive Education	Qualities of an Inclusive teacher		• Lecture • Brainstorming	**CO-1**		
		Teachers role in shaping Inclusive class room.		• Lecture • Brainstorming	**CO-1**		
		Inclusive teacher-educator in facilitating inclusive education		• Lecture • Brainstorming	**CO-1**		
		Guidance and counseling for inclusive teachers, students and principals		• Lecture • Brainstorming	**CO-1**		

		Training programme for Inclusive teachers		• Lecture • Brainstorming	**CO-1**		

Text Books:
- Ainscow,M. and Booth, T *(2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.*
- *Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.*
- Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd*
- Julka. A*, Index of Incusion (2012) NCERT, New Delhi.*
- *Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai*
- *Julka, A (2006) Meeting special needs in schools" A manual, NCERT, New Delhi*
- *UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu*

Reference Books:
- *World Bank (2003)Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.*
- Ysseldyke, J.E. and Algozzine, B. *(1998) Special Education A Practical approach for Teachers*, New Delhi: Kanishka Publishers Distributors.
- *Julka, A.(2015) Including Children with Special Needs: Upper Primary Stage, NCERT, New Delhi.*
- *Julka,A. (2014) Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study*
- *NCERT(2006), Position Paper : National Focus Group on Education of children with Special Needs, NCERT;DEGSN, New Delhi*
- *NCERT(2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, New Delhi.*
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development, New Delhi

Lesson Plan

Program: B.Ed.   **Year:** II   **Course Code**: E-302
Course Name: GENDER, SCHOOL AND SOCIETY

Course Objectives

CO 1: To sensitize the future teachers towards basic understanding of various key concepts of gender studies.

CO 2: To learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.

CO 3: To help them understand the contribution of women in social, economic & political development of the society.

CO 4: To apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

      i. Basic knowledge of gender related issues.

Equipment required in Classroom/ Laboratory/ Workshop

      xv. Projector

      xvi. White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	**CCSU End Term Examination**	**40**
2	**Internal Evaluation Scheme**	**10**
2(a)	Subject based Presentation	2.5
2(b)	Subject based Assignment	2.5
2(c)	Internal Test	5

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Develop understanding of some key concepts and terms and relate them with their context in understanding the power relations with respect to Educating and Education **(Understand K(2))**

(CO2): Develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop. **(Understand K (2)).**

(CO3): Reflect on different theories of Gender and Education and relate it to power relations. **(Understand K (2))**

(CO4): Analyze the institutions involved in Socialization processes and see how socialization practices impact power relations and identity formation **(Understand K(2))**

S. N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Cov e red	Faculty Sign	HoD's Re m ark wit h Dat e
			Unit-1				
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-4		
	Gender Issues :Key Concepts	Gender, sex, sexuality, patriarchy, masculirity and feminism – in cross cultural perspectives.		• Lecture • Brainstorming	**CO-1**		
		Gender bias, gender stereotyping and empowerment		• Lecture • Brainstorming	**CO-1**		
		Equity and Equality in relation with caste, class, religion, ethnicity, disability and region		• Lecture • Brainstorming	**CO-1**		
			Unit – 2				

Gender Inequality in the Schools	In the structure of knowledge		• Lecture • Brainstorming	CO-2		
	In the development of curriculum, Gender and hidden curriculum.		• Lecture • Brainstorming	CO-2		
	Gender in text and context (text books inter sectionlity with other disciplines, classroom processes including pedagogy).		• Lecture • Brainstorming	CO-2		
	In the class room.		• Lecture • Brainstorming	CO-2		
	In the management of school.		• Lecture • Brainstorming	CO-2		
	Teachers as agent of change.		• Lecture • Brainstorming	CO-2		
Unit - 3						
Women in Indian Society	• Situational analysis of women in India society (focus on sex ratio pattern, education, health, work participation violence against women).		• Lecture • Brainstorming	CO-3		
	Women's access to and participation in formal and non-formal education (gender bias in enrolme nt, curricul um content, dropout s).		• Lecture • Brainstorming	CO-3		

		Participation of women in planning and decision making.		• Lecture • Brainstorming • Demonstration	**CO-3**		
		Human Right and Empowerment of women.		• Lecture • Brainstorming • Demonstration	**CO-3**		
**Unit – 4**						
Theories on Gender and Education : In Indian Context	Socialisation theory.			• Lecture • Brainstorming	**CO-4**		
	Gender difference theory			• Lecture • Brainstorming	**CO-4**		
	Structural theory			• Lecture • Brainstorming	**CO-4**		
	Deconstructive theory.			• Lecture • Brainstorming	**CO-4**		
**Unit – 5**						
Gender, Sexuality, Sexual Harassment and Abuse	Linkage and differences between reproductive rights and sexual rights.			• Lecture • Brainstorming	**CO-1**		
	Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)			• Lecture • Brainstorming	**CO-1**		
	Sites of conflict : social and emotional			• Lecture • Brainstorming	**CO-1**		
	Understanding the importance of addressing sexual harassment in family, neighbourhood			• Lecture • Brainstorming	**CO-1**		

		and other formal and informal institutions.					
		Agencies perpetuating violence : family, school, work place and media (print and electronic)		• Lecture • Brainstorming	**CO-1**		
		Institutions redressing sexual harassment and abuse.		• Lecture • Brainstorming	**CO-1**		

Text Books:
- Desai, Neera and Thakkar, Usha. (2001). *Women in Indian Society*. National Book Trust, New Delhi
- Dunne, M. et al. (2003). *Gender and Violence in Schools*. UNESCO
- Kirk Jackie (ed) , (2008), *Women Teaching in South Asia*, SAGE, New Delhi
- Leach, Fiona. (2003). *Practising Gender Analysis in Education*, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on *Gender Issues in Education*, New Delhi

Reference Books:
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, *Women Pioneers in India's Renaissance,* National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998). *The Girl Child in Crisis*. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), *Gender and Peace in Textbooks and Schooling Processes,* Concept Publishing Company Pvt. Ltd, New Delhi
- Unterhalter, Elaine. (2007). *Gender, Schooling and Global Social Justice,* Routledge.

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Lesson Plan
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Program: B.Ed.   **Year:** II   **Course Code**: E-303
Course Name: KNOWLEDGE, LANGUAGE & CURRICULUM

Course Objectives
CO 1: To examine the Epistemological basic of education
CO 2: To understand the concept and principles of curriculum development
CO 3: To understand the formulation of new curriculum
CO 4: To develop the ability to read & comprehend
CO 5: To develop writing skill

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

i. Basic knowledge of language & curriculum.

Equipment required in Classroom/ Laboratory/ Workshop

    xvii.   Projector

    xviii.   White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	**CCSU End Term Examination**	40
2	**Internal Evaluation Scheme**	10
2(a)	Subject based Presentation	2.5
2(b)	Subject based Assignment	2.5
2(c)	Internal Test	5

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Understand the meaning of the term Knowledge and Curriculum. **(Understand K(2))**

(CO2): Sensitize towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy. **(Understand K (2)).**

(CO3): Explore the role of School as an organization and its culture along with the teacher in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy. **(Understand K (2))**

(CO4): Familiarize with the recommendation of NCF 2005 and NCFTE2009 pertaining to Curriculum and Schooling. **(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
			Unit-1				
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-4		
	Knowledge	Epistemology – meaning,		• Lecture • Brainstorming	CO-1		

		philosophical basic of knowledge according to Indian & Western Philosophy					
		Knowledge – Nature and sources, validity of knowledge		• Lecture • Brainstorming	**CO-1**		
		Differences between knowledge and skill, Teaching and Training, Knowledge and Information, reason and belief		• Lecture • Brainstorming	**CO-1**		
		Chronological review on knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge patterns and their relationship		• Lecture • Brainstorming	**CO-1**		
Unit – 2							
Language and Reading Comprehension	Need & Importance			• Lecture • Brainstorming	**CO-2**		
	Types of reading : skimming & scanning			• Lecture • Brainstorming	**CO-2**		
	Strategies for effective reading, mechanism for reading, loud reading, silent			• Lecture • Brainstorming	**CO-2**		

		reading.					
		Schema Theory of reading		• Lecture • Brainstorming	CO-2		

Unit - 3

Developing Writing skills	Need & Importance			• Lecture • Brainstorming	CO-3		
	Making Reading writing connection			• Lecture • Brainstorming	CO-3		
	Process & strategies of writing for children, mechanism of writing, Note Making, Summarising			• Lecture • Brainstorming • Demonstration	CO-3		
	Analysing Children's writing.			• Lecture • Brainstorming • Demonstration	CO-3		

Unit – 4

Curriculum & Development	Meaning & concept of curriculum syllabus & units			• Lecture • Brainstorming	CO-4		
	Curriculum development – meaning, concept stages in the process of curriculum Development			• Lecture • Brainstorming	CO-4		

Unit – 5

Determinants of curriculum	Philosophical Foundation of curriculum development in view of different schools of philosophy			• Lecture • Brainstorming	CO-1		
	Social & Political forces, Cultures and			• Lecture • Brainstorming	CO-1		

		Cultural roots of curriculum, sociology of curriculum					
		Model of curriculum Development : Hilda Taba's Model		• Lecture • Brainstorming	**CO-1**		
		Core Curriculum, Activity Curriculum, Interdisciplinary Curriculum.		• Lecture • Brainstorming	**CO-1**		

Text & Reference Books:

• Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
• Arora, G.L. (1984): Reflections on Curriculum. NCERT.29
• Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
• Butchvarov,P.(1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
• Chomsky, N (1986). Knowledge of Language, Prager, New York.
• Datta, D.M. (1972). Six ways of Knowing. Calcultta University Press, Calcultta.
• G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
• Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
• Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
• Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
• Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.

Reference Books:

• NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
• NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
• Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
• NCTE (2009) National Curriculum Framework for Teacher Education.
• NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
• NCERT (2005). National Curriculum Framework, NCERT, Sri AurobindoMarg, New Delhi.

• NCERT (2014). Basics in Education, NCERT, Sri AurobindoMarg, New Delhi.
• Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
• Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
• Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
• Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
• Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
• Whecker D.K. (1967) Curriculum Process, University of London Press.

Lesson Plan

Program: B.Ed.   **Year:** II   **Course Code**: E-304
Course Name: WORK EDUCATION, GANDHIJI'S NAI TALIM AND COMMUNITY ENGAGEMENT

Course Objectives

 (CO 1): To appreciate the concept of work and dignity of labour.

 (CO 2): To sensitize the importance of the Gandhiji's ideas on Nai Talim

 (CO 3): To compatible with various curriculum frameworks related to Nai Talim.

 CO 4: To analyze the school education programmes and policies, which incorporate local community engagement aspects.

 CO 5: To reflect the various Nai Talim approaches in every walk of life.

 CO 6: To participate efficiently in the local community services.

 CO 7: To analyze the school education programmes and policies, which incorporate local community engagement aspects.

 CO 8: To reflect the various Nai Talim approaches in every walk of life

 Session Duration: 50 minutes

 Participants:

 Entry level knowledge and skills of students
        i. Basic knowledge of work education and community.

 Equipment required in Classroom/ Laboratory/ Workshop
        xix. Projector
        xx. White Board

 Assessment Schemes

S. No.	Criteria	Marks (50)
1	**CCSU End Term Examination**	40
2	**Internal Evaluation Scheme**	10
2(a)	Subject based Presentation	2.5

2(b)	Subject based Assignment	2.5
2(c)	Internal Test	5

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. **(Understand K(2))**

(CO2): Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. **(Understand K (2)).**

(CO3): Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. **(Understand K (2))**

(CO4): Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.**(Understand K(2))**

S. No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
				Unit-1			
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-8		
	Work and Education	Meaning and concept of Work-Significance of work and labour		• Lecture • Brainstorming	CO-1		
		Work and livelihood		• Lecture • Brainstorming	CO-1		
		Work with happiness and satisfaction		• Lecture • Brainstorming	CO-1		
		Work Education: Purpose, social, economic and pedagogical values of work and craft education		• Lecture • Brainstorming	CO-1		
				Unit – 2			

Gandhiji's Nai Talim	Gandhiji's ideas on Education - Basic principles of Nai Talim		• Lecture • Brainstorming	**CO-2**		
	Experiential learning: Meaning and concept		• Lecture • Brainstorming	**CO-2**		
Unit - 3						
Community Engagement	Community Engagement- School, family and community partnership		• Lecture • Brainstorming	**CO-3**		
	Government programmes for Education and development of literacy		• Lecture • Brainstorming	**CO-3**		
	Role of School management committees, Teachers and Headmasters for community engagement.		• Lecture • Brainstorming • Demonstration	**CO-3**		
	Parent Engagement in School matters		• Lecture • Brainstorming • Demonstration	**CO-3**		
	Contemporary relevance of Nai Talim, Work Education, Experiential learning and Community Engagement as per National Curriculum Framework (2005), RTE (2009) and NCFTE (2010).		•			

Unit – 4							
Models and approaches of Nai Talim	Models: Gandhiji, Tagore, and John Dewey		• Lecture • Brainstorming	**CO-4**		
	Approaches: - Constructivism - Paulo Friere's Critical Pedagogy and Dialogic method, - Vygotsky,s Social Construction Approach - Humanistic approaches for Character-building.		• Lecture • Brainstorming	**CO-4**		
Unit – 5							
Nai Talim and Field Engagement	Connecting Knowledge to life from outside the school		• Lecture • Brainstorming	**CO-5**		
	Nai Talim and Field Engagement: Community services and its impact		• Lecture • Brainstorming	**CO-5**		
	Best practices: Local production, Waste management, Water harvesting, participating in Agriculture operations in villages.		• Lecture • Brainstorming	**CO-5**		

Text Books:

• Work Education by Dr. Santosh Kumar Shukla , Mahesh Kumar Dhiman, Thakur publication pvt. Ltd.

Reference Books:

- Work Education, Gandhiji's Nai Talim And Community Engagement by Mrs. Veera Thakur, Thakur publication pvt. Ltd.

- Work and Education by Dr. Satish Singh, Ramashankar Yadav, Thakur publication pvt. Ltd.

- Work Education by Gur Charan Singh Sehgal, A.P.H. Publishing corporation, New Delhi

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Lesson Plan

Program: B.Ed.   **Year:** II   **Course Code**: E-401

Course Name: ASSESSMENT FOR LEARNING

Course Objectives

(CO 1): To Become cognizant of key concepts such as measurement & evaluation, assessment, test examination, formative & summative evaluation etc.

(CO 2): To Be exposed to different kinds of assessment that aid student learning

(CO 3): To Have an idea of new trands in evaluation.

(CO 4): To Learn the different characteristics of standardize test- Reliability, validity, Norms, etc.

(CO 5): To Relate & use statistics in educational setting

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

    i. Basic knowledge of Measurement, Assessment and Evaluation.

Equipment required in Classroom/ Laboratory/ Workshop

    xxi. Projector

    xxii. White Board

Assessment Schemes

S. No.	Criteria	Marks (50)
1	**CCSU End Term Examination**	**40**
2	**Internal Evaluation Scheme**	**10**
2(a)	Subject based Presentation	2.5
2(b)	Subject based Assignment	2.5
2(c)	Internal Test	5

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): Differentiate between Measurement, Examination, Assessment and Evaluation **(Understand K(2))**

(CO2): Critically evaluate different Tools of evaluation **(Understand K (2)).**

(CO3): Explore different methods of Statistics in Evaluation **(Understand K (2))**

(CO4): Critically examine new trends in evaluation **(Understand K(2))**

S.No.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Covered	Faculty Sign	HoD's Remark with Date
				Unit-1			
	Introduction and discussion about the subject and syllabus	Course Objective and Course Outcomes			**CO-1 to CO-8**		
	Measurement, Assessment and Evaluation	Concept of Measurement, Assessment & Evaluation, Test Assessment, Examination, Formative & Summative Evaluation, Continuous and Comprehensive Evaluation		• Lecture • Brainstorming	**CO-1**		
		New Trands: Open Book Examination, Grading, CGPA (Cummulative Grade Point Average), CBCS (Choice Based Criedt System).		• Lecture • Brainstorming	**CO-1**		
		Distinction between 'Assessment for Learning'		• Lecture • Brainstorming	**CO-1**		

	& 'Assessment of Learning'				
Unit – 2					
Assessment Tools	Quantitative & Qualitative Tools.		• Lecture • Brainstorming	**CO-2**	
	Contructing an Achievement Test- Preparation of Blue-Print, Item-Analysis and Try out**.**		• Lecture • Brainstorming	**CO-2**	
Unit - 3					
Standardizati on of Measuring Instrument	Objectivity		• Lecture • Brainstorming	**CO-3**	
	Reliability		• Lecture • Brainstorming	**CO-3**	
	Validity		• Lecture • Brainstorming • Demonstration	**CO-3**	
	Norms.		• Lecture • Brainstorming • Demonstration	**CO-3**	
Unit – 4					
Data and Measures of Central Tendencies	Data: Meaning & Types of data, Frequency Distribution, Graphic Representation, Percentage.		• Lecture • Brainstorming	**CO-4**	
	Measures of Central Tendencies – Mean, Median & Mode.		• Lecture • Brainstorming	**CO-4**	
Unit – 5					
Measurs of Variability & Correlation	Range, Quartile Deviation, Standard Deviation, Percentile		• Lecture • Brainstorming	**CO-5**	

		Coorelation: Meaning and Types, Calculation of coorelation by Spearman Rank-order method		• Lecture • Brainstorming	**CO-5**		

Text Books:
1. Thorndike, E.L., & E.P., Hagen (1969). Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York
2. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.
3. Suzanne (1995).Assessment, Testing and Evaluation in Teacher Education (print/e-book),Ablex Publising corporation ,USA
4. Shepard, L.A. (2000). The role of assessment in a learning culture. Educational Researcher, 4–14.
5. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. Phi Delta Kappan, 324–328

Reference Books:
- Black, Paul(2005).Assessment for Learning: putting into practice(e-book), McGraw-Hill
- Dweck, C. (2006). Mindset: The new psychology of success. Random House LLC.
- Sindhu,K.S(2007).New Approaches to Measurement and Evaluation, Sterling Publication
- Wiliam,Dylam(2011).Assessment for Learning: why, what and how(ebook), Institute of Education ,London
- Secolsky,Charls(2011) Handbook on Measurement and Evaluation in Higher Education(print/e-book), Routledge
- Pathak,R.P.,(2012).Measurement and Evaluation in Education. Pearson Publication New Delhi

Lesson Plan
Program: B.Ed. ` **Year:** II **Course Code**: E-503
Course Name: Environment Education

Course Objectives
  CO1: To Enable the student teacher understand about the concept of environmental education.
  CO2: To Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
  CO3: To Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
  CO4: To Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.

CO5: To Enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Session Duration: 50 minutes

Participants:

Entry level knowledge and skills of students

      i. Basic knowledge of Environment and Ecology.

Equipment required in Classroom/ Laboratory/ Workshop

    xxiii.   Projector

    xxiv.   White Board

    xxv. Real object

Assessment Schemes

S. No.	Criteria	Marks (50)
1	**CCSU End Term Examination**	40
2	**Internal Evaluation Scheme**	10
2(a)	Subject based Presentation	2.5
2(b)	Subject based Assignment	2.5
2(c)	Internal Test	5

Course Outcomes (starting with action-oriented observable and measurable verb)

(CO1): To understand philosophical and epistemological basis of EVS as a composite area of study that draws upon the science, social science and environ mental education
 (Understand K(2))

(CO2): Helping student teacher develop the ability to plan comprehensive units for holistical view. Analysis, intellectual discourse and essential projects **(Understand K (2)).**

(CO3): Understanding about the issues of conservation and environmental regeneration has been infused at appropriate places in all the textbooks. **(Understand K (2))**

(CO4): To analyze and understand environment concerns through the process of inquiry. **(Understand K(2))**

(CO5): To develop in the pupil teachers a sense of awareness about the environment hazards and its causes and remedies **(Understand K(2))**

S. N o.	Topics	Sub Topics	Date of implementation	Pedagogy	CO-Cov e red	Facult y Sign	HoD' s Re m ark wit h Dat e
				Unit-1			
	Introductio n and discussion about the subject and syllabus	Course Objective and Course Outcomes			CO-1 to CO-5		
	Basic Concept and Nature of Environment	Meaning, scope and nature of environment. Natural and Man-made Environment.		• Lecture • Brainstorming	CO-1		
		Ecosystem-Structure, function and its components.		• Lecture • Brainstorming	CO-1		
		Energy flow in Ecosystem-Food chains, Food webs and Ecological pyramids.		• Lecture • Brainstorming	CO-1		

Unit – 2						
Natural Resourses and Associated Problems	Forest Resourses – use and overexploitation. Deforestation-cause, effects and remedy		• Lecture • Brainstorming	**CO-2**		
	Water Resourses- use and overexploitation of surface and ground water. Rain water Harvesting and watershed management.		• Lecture • Brainstorming	**CO-2**		
	Mineral Resourses- use, exploitation and conservation, effect of mining on man & environment		• Lecture • Brainstorming	**CO-2**		
	Food Resourses- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pestisides, water logging and Salinity.		• Lecture • Brainstorming	**CO-2**		
	Energy Resourses- growing energy need renewable and non-renewable energy sources, Conservation and alternate energy sourses.		• Lecture • Brainstorming	**CO-2**		
Unit - 3						

Biodiversity and its conservation	Meaning and values of Biodiversity, India as a Mega diversity Nation		• Lecture • Brainstorming	**CO-3**		
	Threats to Biodiversity- habitat loss, poaching of wild life, man-wildlife conflicts.		• Lecture • Brainstorming	**CO-3**		
	Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature.		• Lecture • Brainstorming • Demonstration	**CO-3**		
**Unit – 4**
Environment Issues and Its Preventive Measures	Causes and effects of environmental hazard, global and local Environmental pollution and its remedies. Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution.		• Lecture • Brainstorming	**CO-4**		
	Climate Change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.		• Lecture • Brainstorming	**CO-4**		
	Natural Disasters- Flood, Earthquake , Cyclone		• Lecture • Brainstorming	**CO-4**		

		and Land slides.				

Unit – 5						
Environment Management	Programmes of Environmental Education for attitude changes among the children			• Lecture • Brainstorming	**CO-5**	
	Environmental Ethics and Values			• Lecture • Brainstorming	**CO-5**	
	Environmental Acts, Rule and Regulations			• Lecture • Brainstorming	**CO-5**	
	Role of school in environmental conservation and sustainable development			• Lecture • Brainstorming	**CO-5**	

Text Books:

1. Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment
2. Agarwal, A. &Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
3. Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
4. Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
5. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education
6. Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Educating for the Environment. Ahmadabad: CEE.
7. Driver R. Guesne, E. &Tiberghien, A. (1985). Children's Ideas in Science. U.K.: Open University Press

Reference Books:

- Harvey, B. &Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
- Kumar, D. K. Chubin, D. (2000). Science, Technology and Society : A source book on research and practice. London: Kluwer Academic Publication

- Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.
- NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
- Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE)Education. In The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education. Science and Technology Education. Vol. 19, 219-239.
- Raghunathan, Meena&Pandy, Mamta(Eds) (1999). The Green Reader: An Introduction to Environmental Concerns & Issues. Ahmadabad: Centre for Environment Education
- Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication
- UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment Programme.
- UNESCO – UNEP (1980). Environment Education: What, Why, How . . . Paris: International Education Series. UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In Environment Education Newsletter. Paris: UNESCO
- VidyaBhawan Society (1995). Report of the Seminar on Environmental studies (23rd -25 th November, 1995). Udaipur

Reports and Journals for study

- Journal "Terra Green" by TERI, India.
- Journal of Environmental Sciences, Elesvier