



(NAAC Accredited 'A' Grade Institute & Approved U/s 2(f) of UGC Act 1956)

**Lingaya's Lalita Devi Institute of Management & Sciences**  
Mandi Road, Mandi, New Delhi – 110047  
(Affiliated to GGSIP University, Delhi, Govt. of Delhi & NCTE)



### Department of Education (B.Ed.)

**Name of the faculty:** Dr Manju Sharma & Ms. Rohini Jain

**Subject:** Childhood and Growing Up

**Subject code** : BED101

#### Objectives:

- To familiarize student- teachers about the conceptions about child and childhood (specifically with reference to the Indian Social context)
- To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.
- To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India
- To acquaint them with respect to the role of different agencies in the healthy development of children.

#### Learning Outcomes/ Course Expected Outcomes

1.	discuss the concept of human growth and development in terms of principles and factors affecting growth and development.
2.	explain the different developmental domains in view of physical, cognitive and social theories of development
3.	discover the similarities and diversities within childhood stage within the different social, educational, political and cultural context of India.
4.	analyse the role of various agencies in a child's overall development as well as the techniques used to cope up with stress.

#### Unit-I: Growth and Development

S. No.	Topic	Duration	Methodology	Recapitulation	Evaluation
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1.	Physical- Motor Development	2	Lecture	Reflective questions Based on Survey	Formative
2.	Development of Gross and Fine Motor Skills	1	Discussion	Presentation	Formative
3.					
4.	Physical : Concept, Types, Importance in Physical Development Cognitive Development: Concepts & Development of thinking & Problem Solving, (Piaget's and Vygotsky Social, Emotional and Moral Development:	2	Debate	Group Discussion	Oral Questioning
5.					
6.	Erickson's theory of Psycho Social Development	2	Audio-Visual Presentation	Presentation	
	Kohlberg's Theory of Moral Development	2	Lecture/Debate	Presentation	Written

**Unit- III: Socialisation Agencies and the Child**

**Allotted Hours: 12**

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation



1.	Meaning of Growth, Development and Maturation	1	Lecture Discussion	Presentation Discussion	Formative Oral
2.	Stages of Growth and Development with special emphasis on the Development stages of Childhood and Adolescence	2	PPT	Group Presentation	Oral
3.	Factors affecting Growth and Development.	2	Group Discussion	Reflections	Questions from Groups
4.	Principles of Development.	2	Blended		

**Unit-II : Developmental Aspects/Domains**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Multiple Childhood- , similarities and Diversities with particular reference to the Indian context.	3	Lecture	Reflective questions Based on Survey	Formative
2.	Concept of Socialisation	2.30	Debate	Presentation	Oral Questioning
3.	(a) Family, Parenting, Child Rearing practices and its agencies	1.30	Audio-Visual Presentation	Group Discussion	Written
	(b) Peers- Friendships and Gender competition , cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences				
	(c) School . Relationship with peers, Teachers and Staff,Teacher Expectation and schoolachievement ,overage learners and peer relationships.				
	Social, Economic and Cultural Differences in Socialisation: Implications for Inclusion.	2	Group Discussion	Presentations	Field Work
		3	Reading and Discussion	Reflections	Assignment

**Unit-IV: Childhood: Issues and Concerns.**

**Allotted Hours: 12**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Childhood Issues and concerns (a) Separation of Parents (b) Child Abuse: Issues and Problems and Awareness about Rights of the Child	3	Lecture/Debate	Reflective questions Based on Survey	Formative
	(c) Role Of media in dealing with Issues (d) Child Obesity: Causes and Remedies, Prevention through sports activities and yoga (e) Juvenile Delinquency	3	Audio-Visual Presentation	Presentation	Oral Questioning
3.	(f) Adolescence Issues g) Adolescence concerns	3	Reading and Discussion	Group Discussion	Written
	h) Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs	3	Lecture	Reflections	Field Work /Project

**Practical Assignments/Field Engagement (any one):**

- Student teachers to collate about ten newspaper articles that involve issues of parenting and childhood. Analyze these issues and conduct group discussions.
- Prepare a report on media coverage concerning following issues using content analysis
  - o Child Labour
  - o Juvenile Delinquency

**Suggested Readings:**

- Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood,
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Harris, M. and Butterworth(2002) The two concepts of childhood, *Developmental Psychology: a student's handbook*. New York: Taylor & Francis, Chapter 1: A Brief History of Developmental Psychology.



- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications.

#### Links for topics:

#### Unit -1

<https://in.docworkspace.com/d/sIFGyooJD56TnqgY>

<https://in.docworkspace.com/d/sIF6yooJDv5TnqgY>

<https://in.docworkspace.com/d/sIMqyooJD8pbnqgY>

<https://in.docworkspace.com/d/sIE6yooJDraDnqgY>

#### Unit-2

<https://in.docworkspace.com/d/sID-yooJDp8bnqgY>

<https://in.docworkspace.com/d/sIHSyooJDv8LnqgY>

<https://in.docworkspace.com/d/sIJOyooJD1KvnqgY>

<https://in.docworkspace.com/d/sIDW-yooJDv8TnqgY>

<https://in.docworkspace.com/d/sIlayooJD8MLnqgY>

#### UNIT 3

<https://simplysociology.com/first-agent-of-socialization.html>

<https://www.yourarticlelibrary.com/sociology/agencies-of-socialisation-family-school-peer-groups-and-mass-media/35087>

<https://www.youtube.com/watch?v=RllkjbcqHIQ>

<https://www.youtube.com/watch?v=wLDJ2JSWbXc>

[https://www.youtube.com/watch?v=78Cf0ui\\_ZDA](https://www.youtube.com/watch?v=78Cf0ui_ZDA)

<https://www.youtube.com/watch?v=GfPHUKqEpFU>



UNIT 4

<https://theswaddle.com/parents-separation-shouldnt-impact-a-childs-education-karnataka-hc/>

<https://my.clevelandclinic.org/health/diseases/9467-obesity-in-children>

[https://en.wikipedia.org/wiki/Juvenile\\_delinquency](https://en.wikipedia.org/wiki/Juvenile_delinquency)

<https://www.unicef.org/india/what-we-do/education-for-all>

<https://en.wikipedia.org/wiki/UNICEF>

<https://www.youtube.com/watch?v=6kcKX2In0B0>

<https://www.youtube.com/watch?v=bl-RKK8XQtc>

<https://www.youtube.com/watch?v=gQK4vj1Lzlg>

<https://www.youtube.com/watch?v=VUq-gSAk4O4>

<https://www.youtube.com/watch?v=PMHULm8FJSo>





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**Department of Education (B.Ed.)**

**SEMESTER-I**

**Name of the faculty: Dr. Jyoti Dahiya & Mr. Pawan Kumar Mishra**  
**Subject: Philosophical Foundation of Education**  
**Subject code: BED 103**

**Objectives:**

- To gain an understanding of the concept, meaning and aims of education and the inter-relation of education and philosophy.
- To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
- To promote clarity and coherence in explaining philosophical concepts, theories, and policies
- To build up their capacity to be able to formulate their response to the concerns in education.

**Course Expected Outcomes:**

The students will be able to

CEO <sub>1</sub>	establish the interrelationship between meaning and functions of education and philosophy.
CEO <sub>2</sub>	discuss the epistemological basis of education
CEO <sub>3</sub>	analyse the philosophical perspective of various schools of thought viz. idealism, realism, naturalism, pragmatism and existentialism.
CEO <sub>4</sub>	analyse the educational thoughts of Indian and western thinkers in contemporary education system

**Course Content:**

**Unit-I: Education and Philosophy**

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Concept, Meaning and Aims of Education	2	Lecture and Question- Answer	Discussion	Verbal
2.	Concept, Meaning, Branches and Aims of Philosophy	2	Lecture and Discussion	Discussion	Verbal
3.	Relationship of Philosophy and Education	1	Discussion	Question-Answer	Verbal
4.	Indian perspective of Philosophy through Vedas and Bhagwad Geeta	2	Discussion	Discussion	Verbal
5.	Education as a liberal discipline and its Interdisciplinary nature	1	Discussion and Question- Answer	Discussion	Verbal
6.	Conceptual distinction between Teaching, Training, Learning, Inquiry and Indoctrination w.r.t. children	4	Discussion	Discussion	Verbal

### Unit-II: Epistemological Basis of Education

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Meaning of Knowledge, Reason, Belief	3	Lecture and Question- Answer	Discussion	Verbal
2.	Sources of Knowledge: Empirical Knowledge, Rational Knowledge, Authentication of Knowledge, Experience, Values and Ideals	3	Lecture and Discussion	Discussion	Verbal
3.	Validation of knowledge: <b>Indian perspective:</b> Pratyaksha, Praman, Anuman, Upman and Shahad <b>Western Perspective:</b> perception, inference, comparison and testing	3	Group Discussion	Question-Answer	Verbal
4.	Relationship of School, Education, Knowledge, Subjects	3	Discussion and Question- Answer	Discussion	Verbal



### Unit-III: Schools of Philosophy

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Assumptions about human nature	1	Lecture and Question- Answer	Discussion	Verbal
2.	Various Schools of Thoughts in Philosophy with special reference to their educational objectives & pedagogical practices: Idealism, Realism, Naturalism, Pragmatism, Existentialism & Humanism: Sankhya Yog and Advaita Philosophy	9	Lecture and Discussion	Discussion	Verbal
3.	Relevance of Ethics and Values for teachers and students	1	Group Discussion	Question- Answer	Verbal
4.	Teacher-Student Relationship in light of the above.	1	Discussion and Question- Answer	Discussion	Verbal

### Unit-IV: Philosophers and Their Influence on the Development of Human Thinking

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Indian Thinkers: M.K.Gandhi, Aurobindo, Vivekanand, Dayanand, Rabin dranath Tagore, Jiddu Krishnamurti	5	Lecture, Role Play and Question- Answer	Discussion	Verbal
2.	Western Thinkers: Plato, J.J. Rousseau, John Dewey, Paulo Frère, Froebal, Montessori	5	Lecture, Role Play and Discussion	Discussion	Verbal
3.	Dialogue: (with reference to Plato's Allegory of the Cave), the Upanishad (The Nachiketa-Yama dialogue, and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role	3	Group Discussion	Question- Answer	Verbal



4.	of a teacher Activity:(With reference to Dewey's ideas on learning and Gandhi's NaiTalin)	1	Discussion and Question- Answer	Discussion	Verbal
5.	Discovery: (With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry) in the process of education.	1	Lecture and Discussion	Discussion	Verbal

### References (Video Links)

- [https://youtu.be/vAT1J-UihhM?si=s1V7Q\\_PehWfGz5ed](https://youtu.be/vAT1J-UihhM?si=s1V7Q_PehWfGz5ed)
- <https://youtu.be/mCMZqTxBne8?si=D19vxZlQ9F1ER4fd>
- [https://youtu.be/bVL2dmKJs\\_U?si=Ugyv0ebvNodQB450](https://youtu.be/bVL2dmKJs_U?si=Ugyv0ebvNodQB450)
- <https://youtu.be/euR1tIOlaoQ?si=QGX4tRqBwOMjTZX>
- <https://youtu.be/Z-HZN5ctveY?si=H8gFP02vn0cTJvJW>
- <https://youtu.be/5pe-UxZllo?si=-8pRpa77EFTcHSyE>
- <https://youtu.be/tG8KfDexHf8?si=x0vLqAa3ZkeLzf72>
- <https://youtu.be/tG8KfDexHf8?si=BEdHAWIMfiTiQJDp>
- <https://youtu.be/B2eJxFFoqnc?si=E5kfqJdprtuJP19H>
- <https://youtu.be/MOQrfRut6rU?si=-wWx5s0tvMWiUEU8>
- <https://youtu.be/vvSHUi824pA?si=J0a4BJx19Z5q8B6->
- <https://youtu.be/UC7rU-VICmE?si=Yor9iYIMMCL7Pi8i>
- <https://youtu.be/NjeRNqjvAYE?si=xBJNVQk-tM7AwB3>
- <https://youtu.be/bP-NZ0wihqk?si=jWeSe9cetryldKFG>



- [https://youtu.be/wGbTN4Pvc\\_k?si=aovmVmAF-eJPrW](https://youtu.be/wGbTN4Pvc_k?si=aovmVmAF-eJPrW)
- <https://youtu.be/A3ylA7TYNo?si=cGqeD6F9N0PRJkF>
- [https://youtu.be/cBGte8\\_vxPg?si=oOJ7RZkhDSIXbLU9](https://youtu.be/cBGte8_vxPg?si=oOJ7RZkhDSIXbLU9)
- [https://youtu.be/rRGNiNgnEuI?si=F8B2Fa5m-8\\_ybNk5](https://youtu.be/rRGNiNgnEuI?si=F8B2Fa5m-8_ybNk5)
- <https://youtu.be/RxDMrI.299aA?si=-H16UVIGyCnlpILJ>
- <https://youtu.be/rjfr9UQ7xGg?si=VjV6kg9F8eZBDJPG>
- <https://youtu.be/FzvjkuVrLJU?si=V0XfpDzSeh8nyCaI>
- <https://youtu.be/j7cCGrKmvIU?si=EQheWRuYiRr7Mqt>
- <https://youtu.be/VvPpfdJeFOU?si=FJqXJwsZPVvgUKPK>
- [https://youtu.be/WjS0Fu7dw3U?si=8eF6b\\_2w6Nc2Hzr7](https://youtu.be/WjS0Fu7dw3U?si=8eF6b_2w6Nc2Hzr7)
- [https://youtu.be/jEB8LY2DeVc?si=sJ8payme7pCudZ\\_F](https://youtu.be/jEB8LY2DeVc?si=sJ8payme7pCudZ_F)
- <https://youtu.be/7jXzDby-mZ4?si=16V8rGVSDiFRibr>
- <https://youtu.be/vlxqNortd5Q?si=cYhDHMjMQFcx6EGX>
- <https://youtu.be/fgMmOHnj2Yo?si=xkymrQxO4RbaXJ2y>
- <https://youtu.be/v3Ta8zuvMzM?si=8xVjj3WwP897XqB1>
- [https://youtu.be/WSdbmw\\_U6y0?si=-hdhzcIfYTiO21TN](https://youtu.be/WSdbmw_U6y0?si=-hdhzcIfYTiO21TN)
- <https://youtu.be/bhNx5L3GA7E?si=NjxMasK2a8btyvyG>
- <https://youtu.be/kg3jPigLUqM?si=OkeM7Ngnv28ihkbg>
- <https://youtu.be/REo7n2nvZWs?si=NET4PinovGBiMKZQ>
- <https://youtu.be/H9wIF908Y4k?si=utHTtcpjblmcy3O>
- <https://youtu.be/H3EY7-l-ILU?si=Le9hbnjCEVmeLnvT>
- <https://youtu.be/oO7L6bDwZNE?si=naunMeu55VzsMKg3>
- <https://youtu.be/RQPAjmX3HQ?si=42Yj8t4IrvUKCe6V>
- <https://youtu.be/kHzxl6nzdBQ?si=0mkV9WknOM2IEipc>
- <https://youtu.be/2wOxwUcA3VU?si=Nbmb5L3aE-6leNtf>
- [https://youtu.be/pF3p1\\_yb74U?si=iBGWou69hwsMA9XX](https://youtu.be/pF3p1_yb74U?si=iBGWou69hwsMA9XX)
- <https://youtu.be/gi5v4iJYGsU?si=Ake9lOylK3OYJx00>
- <https://youtu.be/-LUW6kBgDPs?si=26rhpzJQcmfCO3IC>





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**Department of Education (B.Ed.)**

**Name of the faculty:** Dr Manju Sharma & Ms. Rohini Jain

**Subject:** Childhood and Growing Up

**Subject code** : BED101

**Objectives:**

- To familiarize student- teachers about the conceptions about child and childhood(specifically with reference to the Indian Social context)
- To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.
- To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India
- To acquaint them with respect to the role of different agencies in the healthy development of children.

**Learning Outcomes/ Course Expected Outcomes**

1.	discuss the concept of human growth and development in terms of principles and factors affecting growth and development.
2	explain the different developmental domains in view of physical, cognitive and social theories of development
3	discover the similarities and diversities within childhood stage within the different social, educational, political and cultural context of India.
4	analyse the role of various agencies in a child's overall development as well as the techniques used to cope up with stress.

**Unit-I: Growth and Development**

S. No.	Topic	Dura tion	Methodology	Recapitulation	Evaluation
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1.	Physical- Motor Development	2	Lecture	Reflective questions Based on Survey	Formative
2.	Development of Gross and Fine Motor Skills	1	Discussion		
3.	Physical : Concept, Types, Importance in Physical Development	2		Presentation	Formative
4.	Cognitive Development: Concepts & Development of thinking & Problem Solving, (Piaget's and Vygotsky Social, Emotional and Moral Development:	2	Debate	Group Discussion	Oral Questioning
5.	Erickson's theory of Psycho Social Development	2	Audio-Visual Presentation	Presentation	
6.	Kohlberg's Theory of Moral Development	2	Lecture/Debate	Presentation	Written

**Unit- III: Socialisation Agencies and the Child**

**Allotted Hours: 12**

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Meaning of Growth, Development and Maturation	1	Lecture Discussion	Presentation Discussion	Formative Oral
2.	Stages of Growth and Development with special emphasis on the Development stages of Childhood and Adolescence	2	PPT	Group Presentation	Oral
3.	Factors affecting Growth and Development.	2	Group Discussion	Reflections	Questions from Groups
4.	Principles of Development.	2	Blended		

**Unit-II : Developmental Aspects/Domains**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Multiple Childhood- similarities and Diversities with particular reference to the Indian context.	3	Lecture	Reflective questions Based on Survey	Formative
2.	Concept of Socialisation	2.30	Debate	Presentation	Oral Questioning
3.	(a) Family, Parenting, Child Rearing practices and its agencies	1.30	Audio-Visual Presentation	Group Discussion	Written
	(b) Peers- Friendships and Gender competition , cooperation and conflict; Aggression and bullying from Early childhood to Adolescence, Peer Influences				
	(c) School . Relationship with peers, Teachers and Staff,Teacher Expectation and schoolachievement ,overage learners and peer relationships.				
	Social, Economic and Cultural Differences in Socialisation: Implications for Inclusion.	3	Reading and Discussion	Reflections	Field Work
		2	Group Discussion	Presentations	Assignment

**Unit-IV: Childhood: Issues and Concerns.**

**Allotted Hours: 12**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Childhood Issues and concerns (a) Separation of Parents (b) Child Abuse: Issues and Problems and Awareness about Rights of the Child	3	Lecture/Debate	Reflective questions Based on Survey	Formative
	(c) Role Of media in dealing with Issues (d) Child Obesity: Causes and Remedies, Prevention through sports activities and yoga (e) Juvenile Delinquency	3	Audio-Visual Presentation	Presentation	Oral Questioning
3.	(f) Adolescence Issues g) Adolescence concerns	3	Reading and Discussion	Group Discussion	Written
	h) Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs	3	Lecture	Reflections	Field Work /Project

**Practical Assignments/Field Engagement (any one):**

- Student teachers to collate about ten newspaper articles that involve issues of parenting and childhood. Analyze these issues and conduct group discussions.
- Prepare a report on media coverage concerning following issues using content analysis
  - o Child Labour
  - o Juvenile Delinquency

**Suggested Readings:**

- Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood.
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- Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications.

### Links for topics:

#### Unit -1

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- <https://in.docworkspace.com/d/sIMqyooJD8pbnggY>
- <https://in.docworkspace.com/d/sIE6yooJDraDnqgY>

#### Unit-2

- <https://in.docworkspace.com/d/sID-yooJDp8bnqgY>
- <https://in.docworkspace.com/d/sIHSyooJDv8LnqgY>
- <https://in.docworkspace.com/d/sIJOyooJD1KvnqgY>
- <https://in.docworkspace.com/d/sIDWyooJDu8TnqgY>
- <https://in.docworkspace.com/d/sIJayooJD8MLnqgY>

#### UNIT 3

- <https://simplysociology.com/first-agent-of-socialization.html>
- <https://www.yourarticlelibrary.com/sociology/agencies-of-socialisation-family-school-peer-groups-and-mass-media/35087>
- <https://www.youtube.com/watch?v=RllkjbcqHIQ>
- <https://www.youtube.com/watch?v=wLDJ2JSWbXc>
- [https://www.youtube.com/watch?v=78Cf0ui\\_ZDA](https://www.youtube.com/watch?v=78Cf0ui_ZDA)
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<https://www.unicef.org/india/what-we-do/education-for-all>

<https://en.wikipedia.org/wiki/UNICEF>

<https://www.youtube.com/watch?v=6kcKX2In0B0>

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<https://www.youtube.com/watch?v=gQK4vj1Lzlg>

<https://www.youtube.com/watch?v=VUg-gSAk4O4>

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**Department of Education (B.Ed.)**

**SEMESTER-1**

**Name of the faculty: Dr. Jyoti Dahiya & Mr. Pawan Kumar Mishra**  
**Subject: Philosophical Foundation of Education**  
**Subject code: BED 103**

**Objectives:**

- To gain an understanding of the concept, meaning and aims of education and the inter-relation of education and philosophy.
- To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
- To promote clarity and coherence in explaining philosophical concepts, theories, and policies
- To build up their capacity to be able to formulate their response to the concerns in education.

**Course Expected Outcomes:**

The students will be able to

CEO <sub>1</sub>	establish the interrelationship between meaning and functions of education and philosophy.
CEO <sub>2</sub>	discuss the epistemological basis of education
CEO <sub>3</sub>	analyse the philosophical perspective of various schools of thought viz. idealism, realism, naturalism, pragmatism and existentialism.
CEO <sub>4</sub>	analyse the educational thoughts of Indian and western thinkers in contemporary education system

**Course Content:**

**Unit-I: Education and Philosophy**

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Concept, Meaning and Aims of Education	2	Lecture and Question- Answer	Discussion	Verbal
2.	Concept, Meaning, Branches and Aims of Philosophy	2	Lecture and Discussion	Discussion	Verbal
3.	Relationship of Philosophy and Education	1	Discussion	Question- Answer	Verbal
4.	Indian perspective of Philosophy through Vedas and Bhagwad Geeta	2	Discussion	Discussion	Verbal
5.	Education as a liberal discipline and its Interdisciplinary nature	1	Discussion and Question- Answer	Discussion	Verbal
6.	Conceptual distinction between Teaching, Training, Learning, Inquiry and Indoctrination w.r.t. children	4	Discussion	Discussion	Verbal

### Unit-II: Epistemological Basis of Education

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Meaning of Knowledge, Reason, Belief	3	Lecture and Question- Answer	Discussion	Verbal
2.	Sources of Knowledge: Empirical Knowledge, Rational Knowledge, Authentication of Knowledge, Experience, Values and Ideals	3	Lecture and Discussion	Discussion	Verbal
3.	Validation of knowledge: <b>Indian perspective:</b> Pratyaksha, Praman, Anuman, Upman and Shabad <b>Western Perspective:</b> perception, inference, comparison and testing	3	Group Discussion	Question- Answer	Verbal
4.	Relationship of School, Education, Knowledge, Subjects	3	Discussion and Question- Answer	Discussion	Verbal



### Unit-III: Schools of Philosophy

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Assumptions about human nature	1	Lecture and Question- Answer	Discussion	Verbal
2.	Various Schools of Thoughts in Philosophy with special reference to their educational objectives & pedagogical practices: Idealism, Realism, Naturalism, Pragmatism, Existentialism & Humanism; Sankhya Yog and Advaita Philosophy	9	Lecture and Discussion	Discussion	Verbal
3.	Relevance of Ethics and Values for teachers and students	1	Group Discussion	Question- Answer	Verbal
4.	Teacher-Student Relationship in light of the above.	1	Discussion and Question- Answer	Discussion	Verbal

### Unit-IV: Philosophers and Their Influence on the Development of Human Thinking

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Indian Thinkers: M.K.Gandhi, Aurobindo, Vivekanand, Dayanand, Rabin dranath Tagore, Jiddu Krishnamurti	5	Lecture, Role Play and Question- Answer	Discussion	Verbal
2.	Western Thinkers: Plato, J.J. Rousseau, John Dewey, Paulo Frère, Froebal, Montessori	5	Lecture, Role Play and Discussion	Discussion	Verbal
3.	Dialogue: (with reference to Plato's Allegory of the Cave), the Upanishad (The Nachiketa-Yama dialogue, and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role	3	Group Discussion	Question- Answer	Verbal



4.	of a teacher Activity:(With reference to Dewey's ideas on learning and Gandhi's NaiTalim)	1	Discussion and Question- Answer	Discussion	Verbal
5	Discovery: (With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry) in the process of education.	1	Lecture and Discussion	Discussion	Verbal

### References (Video Links)

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## Department of Education (B.Ed.)

### SEMESTER I

Name of the faculty: **Dr. Babita Bhardwaj and Ms. Bharti Kashyap**

Subject: **Language across the Curriculum**

Subject code : **BED105**

#### Objectives of the Course:

- To understand language as a medium for comprehending ideas, reflection and thinking and for expression and communication.
- To develop competencies in fostering the language skills among school children.
- To understand the different theories of language acquisition.
- To develop sensitivity and competency towards catering to a multilingual audience.

#### Unit-I: Understanding Language and Communication (13 Hours)

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Meaning and Concept of Language	2	Lecture	Presentation	Formative
2.	Features of Language		Discussion	Discussion	Oral
3.	Functions of Language Meaning and Concept of Communication	2	PPT	Group Presentation	Oral
4.	(Types of Communication Human and Animal Communication •	3			
5.	Differences between Language and Communication	3	Group Discussion	Reflections	Questions from Groups
6.	(Perspectives in Language Development(with reference to how children acquire language	3	Lecture	Reflections	Written & Oral both



at an early age) 1. Nativist: Noam Chomsky's views on language development  2. Behaviourist: B.F. Skinner's views on language development  3. Social-Interactionist: Lev Vygotsky's views on language development	PPT	Discussion	
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### Unit- 2 Language Skills (11 Hours)

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	• Meaning and Concept of Language Acquisition	1	Lecture	Reflective questions Based on Survey	Formative
2.	• Differences between Language Acquisition and Language Learning	1	Discussion		
3.	• Acquisition of the Four Language Skills	1		Presentation	Oral Questioning
4.	• Listening Skills- Kinds and Strategies	1	Debate		
5.	• Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills	2	Audio-Visual Presentation		
6.	• Reading Skills: Process types and strategies of Reading, Pre-Reading and Post-Reading Activities	2	Discussion	Group Presentation	Written
7.	• Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum	2	Audio-Visual Presentation	Group Discussion	
8.	• Emergent Literacy: Meaning and Implications	1	Lecture	Discussion	

### Unit-3 Understanding Language Diversity (10 Hours)



Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	<ul style="list-style-type: none"> <li>Socio-Cultural Variations in Language and dialects</li> </ul>	1	Lecture	Reflective questions Based on Survey	Formative
2.		2	Debate		
3.	<ul style="list-style-type: none"> <li>Relationship of Language and Society: Identity, Power and Discrimination</li> </ul>	1	Discussion		
4.	<ul style="list-style-type: none"> <li>Language Diversity in context of India:</li> </ul>	1	Discussion	Presentation	Oral Questioning
5.	<ul style="list-style-type: none"> <li>Bilingualism and Trilingualism</li> <li>Multilingualism in the classroom: Meaning, its challenges and implications for teachers</li> </ul>	2	Debate		
6.	<ul style="list-style-type: none"> <li>Status of Languages in India and Constitutional Provisions</li> </ul>	1	Discussion	Group Presentation	Written
7.	<ul style="list-style-type: none"> <li>Status of Languages in India and Constitutional Provisions</li> </ul>	1	Audio-Visual Presentation		
8.	<ul style="list-style-type: none"> <li>Three Language Formula</li> </ul>	1	Discussion	Group Discussion	

#### Unit-4: Role of Language in Teaching- Learning Process

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	<ul style="list-style-type: none"> <li>Language and teaching-learning process: concept, principles and goals, advantages and limitations</li> </ul>	2	Lecture	Reflective questions Based on Survey	Formative
		2			
		2	Discussion		
		2			
2.	<ul style="list-style-type: none"> <li>Role of Language teachers and subject teachers in LAC approach</li> </ul>	2	Debate	Presentation	Oral Questioning
		2			
3.	<ul style="list-style-type: none"> <li>Relationship to Content Based Instruction</li> </ul>	2	Audio-Visual	Group	Written



4	<ul style="list-style-type: none"> <li>Humanities ,Sciences &amp;Mathematics Classroom Discourse: Purpose, Types and Importance</li> </ul>		Presentation	Discussion	
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#### Practical assignments/field engagement:

1. **Debate and Discussion** in classroom on the NEP 2020 with respect to languages and multilingualism, followed by report writing.
2. ) Students have to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations in a formal and informal setup and the challenges they face in communication.

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3. Social-Interactions: Lev Vygotsky's views on language development.

#### Unit-2

##### Bullet-1

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- <https://www.simplypsychology.org/language.html>

##### Bullet-2

- <https://www.differencebetween.com/what-is-the-difference-between-language-acquisition-and-language-learning/>
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##### Bullet-3

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Unit-3

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Unit -4

- Role of Language teachers and subject teachers in LAC approach
  - Relationship to Content Based Instruction  
Humanities ,Sciences&Mathematics

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. Classroom Discourse: Purpose, Types and Importance

[https://in.docworkspace.com/d/sIKeyooJDxK\\_rggY](https://in.docworkspace.com/d/sIKeyooJDxK_rggY) (PPT )



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**Department of Education (B.Ed.)**

**LESSON PLAN**

**SEMESTER I**

**Faculty- Ms. Melita Stephen Nata & Ms. Pooja Pawar**  
**Subject: Understanding Discipline and Subjects**  
**Course Code: BED107**

**Teaching Objectives:**

- To understand the concept of discipline and subjects
- To explain the process of concept formation.
- To reflect upon the pedagogic practices and process of learning.
- identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

**Course Expected Outcomes:**

The students will be able to

CEO1	understand the concept and meaning of Disciplines and Subjects
CEO2	explain the meaning of concept formation and the formation of misconception in child and adults
CEO3	critically appraise the learner-centred practices and notions associated with it
CEO4	acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.

**Unit I: Knowledge and Methods of Enquiry**

**Allotted Hours: 10Hrs**

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Disciplinary Knowledge :Nature and Scope,	1	Lecture	Reflective questions based on readings	Formative
2.	Interdisciplinary Knowledge: Nature ,Scope and Need	1.30	Discussion	Presentation	Oral
3.	Knowledge as Construction of Experience; Case examples from School Subjects	1.30	PPT	Discussion	Oral
4.	Knowledge as distinct from Information;Case examples from School Subjects	1.30	Group Discussion	Group Presentation	Questions from Groups
5.	Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking ,Critical Thinking	2.30	Lecture	Reflections	Written
6.	Language, Social Relations, Power, Identity and Thinking(Relationship and Interface with Knowledge) .	3	Reading and Discussion	Reflections	Formative

**Unit II: Learner and their Contexts**

**Allotted Hours: 8 Hrs**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Interface between Knowledge, Subjects, Curriculum, Textbooks, Linguistic background of learners	2	Lecture	Reflective questions Based on Survey	Formative
2.	Alternative Frameworks of Children's Thinking	2	Debate	Presentation	Oral Questioning
3.	Child and Adult Misconceptions : Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions.	2	Audio-Visual Presentation	Group Discussion	Written
4.	Everyday Concepts and Situated Cognition	1	Lecture and Discussion	Reflections	Oral
5.	Pedagogical Perspective and Concerns of Inclusive Education in Schools	1	Reflective learning	Discussion with illustrations	Field Work /Project

**Unit III: Pedagogic Practice and the Process of Learning**

**Allotted Hours: 10 Hrs**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Pedagogical and curricular structure of school education according to NEP2020 of learners	2	Lecture	Reflective questions Based on Survey	Formative
2.	Pedagogical Perspective and Concerns of Inclusive Education in Schools	2	Debate	Presentation	Oral Questioning
3.	Factors responsible for the effective learning of various disciplines	2	Audio-Visual Presentation	Group Discussion	Written
4.	Critical Examination of Terminology and Notions associated with Child-centered Education.	2	Lecture and Discussion	Reflections	Oral
5.	Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.	2	Reflective learning	Discussion with illustrations	Lecture

**Unit IV: Selection of Subjects based on Attitudes, Aptitudes and Interests of Learners**

**Allotted Hours: 10 Hrs**



Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Distinction among Attitudes, Aptitudes and Interests	2	Lecture	Reflective questions Based on Survey	Formative
2.	Identifying Students' Attitudes, Aptitudes and Interests during the students' School Life	2	Debate	Presentation	Oral Questioning
3.	Role of teachers in identifying Students' Attitudes, Aptitudes and Interests at various school levels	2	Audio-Visual Presentation	Group Discussion	Written
4.	Keeping longitudinal records of students' Attitudes, Aptitudes and Interests during their school years.	2	Lecture and Discussion	Reflections	Oral
5.	Aptitude Tests and their application for assigning different subjects at the senior secondary level.	2	Reflective learning	Discussion with illustrations	Lecture

#### Suggested Readings :

- Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
- Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press, 2: Folk Pedagogy, 44-65.
- Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.
- Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.

#### E-Content Link:

Course title – understanding disciplines and Subject

Unit 1 : concept of discipline and subject

B1: Discipline concept , Meaning , definition , characteristics

Notes ( self made)

B2: Nature of Discipline

Notes ( self made)

B3: Disciplinary , interdisciplinary , multidisciplinary ,and trans disciplinary



By video [https://youtu.be/CpBqVy\\_dRM4?si=ITkuD3u-NYzsUVc0](https://youtu.be/CpBqVy_dRM4?si=ITkuD3u-NYzsUVc0)

**B 4,5,6 and 7.**

Subject, concept, definition, characteristics,

Academic discipline

School subject need and important

Curriculum concept Meaning and principal

Note .....With the help of book and notes also given by self made.(Bullet 4567)

Unit 2 : concept Formation

B1: Meaning of concept and concept Making process, concept of method and strategies

<https://www.slideshare.net/ezekiellita/concept-formation-strategy>

B2: Interrelation between among disciplines

Lal, H. (2011). Manual of Low Cost Technological Aids. Faridabad: Sai Publications.

• Kumar, K.L. (1996). Educational Technology. New Delhi: New Age International.

• IGNOU (2000). Educational Technology: State of the Art. New Delhi: IGNOU.

B3:- formation of school subject

<http://www.egyankosh.ac.in/bitstream/123456789/33122/1/Unit10.pdf>

• <http://www.egyankosh.ac.in/bitstream/123456789/33123/1/Unit11.pdf>

• [http://www.ischool.zm/media/ptddl\\_m1\\_wholemodule.pdf](http://www.ischool.zm/media/ptddl_m1_wholemodule.pdf)

• <http://www.sil.org/lingualinks/literacy/referencematerials/>

B:- Child and Adult misconception

• <http://www.egyankosh.ac.in/bitstream/123456789/33123/1/Unit11.pdf>

• [http://www.ischool.zm/media/ptddl\\_m1\\_wholemodule.pdf](http://www.ischool.zm/media/ptddl_m1_wholemodule.pdf)

• <http://www.sil.org/lingualinks/literacy/referencematerials/>

[glossaryofliteracyterms/whatisateachingaid.htm](http://www.egyankosh.ac.in/bitstream/123456789/33123/1/Unit11.pdf)

• [http://georgeyonge.net/sites/georgeyonge.net/files/Lesontwerp\\_Ch5.pdf](http://georgeyonge.net/sites/georgeyonge.net/files/Lesontwerp_Ch5.pdf)

• <http://www2.unescobkk.org/elib/publications/nonformal/M5.pdf>

By notes and ppt



### Unit 3: -Pedagogical Practice and Process of Learning

#### B1:- pedagogical and curriculum structure of NEP 2020

<https://www.twinkl.ro/teaching-wiki/5-pedagogical-approaches>

<https://youtu.be/QcpwEoW1uY8?feature=shared>

#### B2:- Inclusive Education in School

<https://www.slideshare.net/PragatiKachhi1/inclusive-schools-pptpptx>

#### B3:- critical Examination of terminology and notions

<https://www.twinkl.co.in/blog/teaching-acronyms-and-pedagogical-terms-in-education#:~:text=Pedagogy%20is%20a%20tern%20that,and%20different%20ways%20to%20learn.>

#### B4:-Implementation strategies for specific area of knowledge and Teaching Learning

process [https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://learningjournals.co.uk/what-are-the-different-pedagogical-approaches-to-learning/%23%20text%3DPedagogy%2520refers%2520to%2520the%2520method,the%2520curriculum%2520to%2520the%2520class.&ved=2ahUKEwjfsvL84OCBAxViumMGHV328vkQFnoECBMQBQ&usq=AOvVaw1\\_TuUcK\\_YhLpPRWCXkolh5](https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://learningjournals.co.uk/what-are-the-different-pedagogical-approaches-to-learning/%23%20text%3DPedagogy%2520refers%2520to%2520the%2520method,the%2520curriculum%2520to%2520the%2520class.&ved=2ahUKEwjfsvL84OCBAxViumMGHV328vkQFnoECBMQBQ&usq=AOvVaw1_TuUcK_YhLpPRWCXkolh5)

By notes and video

### Unit 4:- Selection of subjects on based on attitude, Aptitude and Interest of learner

#### B1:- Distinction among Attitude, Aptitude and Interest

<https://www.slideshare.net/SureshbabuG11/attitude-aptitude-and-interest>

#### B:-2 Identifying students attitude, aptitude and Interest

<https://www.slideshare.net/SureshbabuG11/testing-of-attitude-aptitude-and-interest>

#### B:-3 Role of teacher in identifying

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5602565/>

#### B:-4 keeping longitudinal records of students

[https://www.researchgate.net/publication/232578442\\_A\\_Longitudinal\\_Analysis\\_of\\_Achievement\\_Goals\\_From\\_Affective\\_Antecedents\\_to\\_Emotional\\_Effects\\_and\\_Achievement\\_Outcomes](https://www.researchgate.net/publication/232578442_A_Longitudinal_Analysis_of_Achievement_Goals_From_Affective_Antecedents_to_Emotional_Effects_and_Achievement_Outcomes)

#### B:- Aptitude test and their application

<https://www.slideshare.net/bhartisharma175/aptitude-test-and-its-types>

Notes and ppt





(NAAC Accredited 'A' Grade Institute & Approved U/s 2(f) of UGC Act 1956)

**Lingaya's Lalita Devi Institute of Management & Sciences**  
Mandi Road, Mandi, New Delhi – 110047  
(Affiliated to GGSIP University, Delhi, Govt. of Delhi & NCTE)



**Department of Education (B.Ed.)**

**LESSON PLAN**

**SEMESTER I**

Name of Faculty: Ms. Anjali Bhardwaj

Credits – 4

Course Title : Critical Understanding of ICT

Course Code: BED109

**Objectives:**

To enable the teacher trainees:

- To equip student – teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarise them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organising and creating her/his own digital resources.
- To sensitise them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

**Learning Outcomes:**

- The students will be able to
- Identify the important recommendations and provisions of National Policy on ICT in school education.
- Apply the understanding of different ICT based teaching- learning resources and approaches in classroom.
- Evaluate the different available tools and software's for documentation and communication.
- Recognize the scope of online teaching learning and various virtual communities and their educational implications

**Unit - I: ICT: Connecting with World**

**(18 hours)**

S. No	Topic	Hrs Altd.	Methodology	Recapitulation	Evaluation



1.	Meaning, Concept and Characteristics of ICT	2	PPT Visit to MHRD website		
2.	Policy perspectives on ICT in Education: o "Technology Use and Integration" NEP 2020 o National Policy on ICT in School Education	6	PPT	Hands on experience using ICT	Practical work to be given to the students
3.	Internet as a Learning Resource: Using Websites, Search Techniques, Browsing e-resources	6			Use of MS WORD
4.	Features and Educational Applications of Microsoft Office.	4	PPT		Use of MS EXCEL MOVIE MAKER

**Unit – II ICT for Teaching-Learning: Possibilities and Concerns (16 hours)**

S. No	Topic	Hrs Altd	Methodology	Recapitulation	Evaluation
1.	NteQ Model	1	PPT		Formative
2.	Need, Relevance and Criteria for authenticating of ICT resources	2	Discussion		Practical work to be given:
3.	ICT – based teaching-learning approaches in schools	2	PPT	Hands on experiences using ICT	Preparation of Lesson plan infusing ICT
4.	Educational Radio and TV, Mobile Learning, Teleconferencing/ Video Conferencing	2	Discussion		MULTIMEDIA lesson
5.	Infusion of ICT in Lesson Planning	2	Workshop		Use of HYPERLINKS in lesson analysis
6.	Curating digital resources	1	PPT		
7.	Sakshat and Swayam Portals for Online Access	2	PPT		
	Digital storytelling and Story Boarding	1	PPT		
	Cyber Crimes: Concerns and				



8.	Implications, Software Piracy and Legal Remedies	2	PPT		Formative
9.	Plagiarism and Fair Use Proprietary and Open-Source Software•	1	Discussion		Use of MS WORD in INDIAN LANGUAGES

#### Unit-III: ICT for Evaluation, Documentation and Communication (18 hours)

1.	ICT: Scope and Techniques for Evaluation	3	Exploring Use of HOT POTATOES & other ICT resources for Evaluation		Practical work to be given to the students
2.	Exploring and using appropriate Software tools for Evaluation	3		Hands on activities using ICT	Construction of Question bank using HOT POTATOES
3.	Constructing and Implementing ICT based Tests / Quizzes using ICT Resources	3	PPT PPT		Use MS - Excel for keeping the records of students' performance
4.	• Managing Data, Analysis of results and tracking student achievement using ICT Software tools.	3	Discussion		
5.	Role of information management, process and tools in Educational Administration and Management	3	ppt		
6.	UDISE: State and National Level Data bases in Education	3	Visit to UDISE, NUEPA & Govt. database related Websites		

#### Unit-IV: Virtual Communities and Online teaching learning resources

1.	Virtual Communities and its Educational Implications		PPT		Formation of
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2.			Discussion		
3.	Sharing thoughts and Ideas on Blogs, Social Networking websites and Discussion Forums	4	PPT	Hands on experiences using ICT	Peer network/ social network /BLOG for educational purpose
4.	Scope and Challenges of Online Teaching Learning		Exploring different social networking sites		
5.	Ethics for Online Teaching Learning	4	PPT		
6.	Indian Initiatives in Open-Source Software and Sharing of Digital Content		Discussion		
7.	LMS, OERs, MOOCs		PPT		
8.	Refresher Courses for teachers (With special focus on SWAYAM-MOOCs etc.)*	4	PPT	Discussion	Practical work: Collect five types of data and their analysis

#### Practicals (Entailing Hands on Experience Individually)

- Write an article of your choice and check it using an online freely available Plagiarism Software and attach its plagiarism report with the article written.
- Prepare an online assessment tool for students using freely accessible softwares such as Google forms, Kahoot etc.

#### Suggested Readings:

*-Guide to measuring Information and Communication Technologies in Education.*

(2009). Canada: UNESCO Institute for Statistics. Retrieved from:

<http://www.uis.unesco.org>

□□Lowther, D. L., Grant, M. M., Marvin, E. D., Inan, F., Cheon, J., & Clark, F. (2005). *Teacher's technology handbook: A resource to support effective technology integration*. Appalachian Technology in Education Consortium and the University of Memphis, Memphis, TN.

□□Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two - Way Street between Cognition and Instruction. *New Directions for Teaching and Learning*. Number 89. 55-71..

□□Morrison, G.R., Lowther, D.L. & Demeulle L. (1999). *Integrating Computer Technology into the Classroom*. United States of America: Merrill (Prentice Hall)

□□Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*. Retrieved from website of University of Oregon: [www.uoregon.edu](http://www.uoregon.edu)



- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy, Ministry of HRD, GOI. Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)
- Rajasekar, S. (2010). *Computers in Education*. ND: Neelkamal Publications Pvt. Ltd.
- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.
- *Shiksha Mein Computer* (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>

### Using the link followed

#### **Unit I: ICT: Connecting with World**

- Meaning, Concept and Characteristics of ICT  
<https://www.lisedunetwork.com/ict-concepts-and-meaning-definition/>
- Policy perspectives on ICT in Education:
  - "Technology Use and Integration" NEP 2020  
<https://shikshan.org/nep-2020/technology-integration/>
  - National Policy on ICT in School Education  
<https://www.slideshare.net/PoojaWalia6/national-policy-on-ict-in-school-education>
- Internet as a Learning Resource: Using Websites, Search Techniques, Browsing e resources  
<https://youtu.be/4wVWqpo9dzqA?si=8RuLWXqFTkxgYwwF>
- Features and Educational Applications of Microsoft Office.  
<https://youtu.be/U-TVdLYU8?si=ug-xfyxfi43gchzS>

#### **Unit II: ICT for Teaching-Learning: Possibilities and Concerns**

- NteQ Model  
<https://www.slideshare.net/carmenlweaver/the-nteq-model>
- Need, Relevance and Criteria for authenticating of ICT resources  
<https://www.youtube.com/watch?v=TAGI3KH9GLs>
- ICT – based teaching-learning approaches in schools  
<https://qyansanchay.csjmu.ac.in/wp-content/uploads/2023/02/Approaches-to-Integrating-ICT-in-Teaching-and-Learning.pdf>
- Educational Radio and TV, Mobile Learning, Teleconferencing/ Video Conferencing <https://youtu.be/Ord9WdDuzAs?si=ug19v5SC6-7aUvNz>
- Infusion of ICT in Lesson Planning  
<https://oaji.net/articles/2017/1201-1509101870.pdf>



- Curating digital resources  
[https://en.wikipedia.org/wiki/Digital\\_curation](https://en.wikipedia.org/wiki/Digital_curation)
- Sakshat and Swayam Portals for Online Access  
<https://www.youtube.com/watch?v=DAOjGhBG/hw>
- Digital storytelling and Story Boarding  
<https://research.auctr.edu/c.php?q=197213&p=1297860>
  - Cyber Crimes: Concerns and Implications, Software Piracy and Legal Remedies <https://indianlegalsolution.com/cyber-crimes-security-and-its-remedies/>
- Plagiarism and Fair Use  
[https://edge.sagepub.com/sites/default/files/ethics\\_section\\_05\\_module03.pdf](https://edge.sagepub.com/sites/default/files/ethics_section_05_module03.pdf)
- Proprietary and Open-Source Software  
<https://www.geeksforgeeks.org/difference-between-open-source-software-and-proprietary-software/>

### Unit III: ICT for Evaluation, Documentation and Administration

- ICT: Scope and Techniques for Evaluation  
<https://youtu.be/WQPQ6mr9KF8?si=koVidN0X-Sig6dzh>
- Exploring and using appropriate Software tools for Evaluation  
<https://brainly.in/question/13316723>
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources <https://egyankosh.ac.in/bitstream/123456789/46312/1/Unit-11.pdf>
- Managing Data, Analysis of results and tracking student achievement using ICT Software Tools.  
<https://www.youtube.com/watch?v=ahUqmsT3WSE>
- Role of information management, process and tools in Educational Administration and Management  
<https://www.egyankosh.ac.in/bitstream/123456789/46325/1/Unit-13.pdf>
- UDISE: State and National Level Data bases in Education  
[https://en.wikipedia.org/wiki/Unified\\_District\\_Information\\_System\\_for\\_Education](https://en.wikipedia.org/wiki/Unified_District_Information_System_for_Education)

### Unit IV: Virtual Communities and Online teaching learning resources

- Virtual Communities and its Educational Implications  
[https://www.academia.edu/10097701/Virtual\\_Community\\_Concepts\\_Implications\\_and\\_Future\\_Research\\_Directions](https://www.academia.edu/10097701/Virtual_Community_Concepts_Implications_and_Future_Research_Directions)
- Sharing thoughts and Ideas on Blogs, Social Networking websites and Discussion Forums



<https://www.studocu.com/in/document/guru-gobind-singh-indraprastha-university/critical-understanding-of-ict/unit-1v-parta-bullet-2/3397574>

- **Scope and Challenges of Online Teaching Learning**  
<https://www.mkgmotivation.com/2022/06/scopes-and-challenge-of-our-online.html>
- **Ethics for Online Teaching Learning**  
<https://kashmirreader.com/2020/09/08/the-ethics-of-online-education/>
- **Indian Initiatives in Open-Source Software and Sharing of Digital Content** <https://www.youtube.com/watch?v=W6Qb2vfVVOs>
- **LMS, OERs, MOOCs**  
<https://www.slideshare.net/TamilchudarR1/oer-and-moocs-242206293> <https://www.edtechupdate.com/lms/oer/>
- **Refresher Courses for teachers (With special focus on SWAYAM-MOOCs etc.)** [https://onlinecourses.swayam2.ac.in/arp19\\_ap67/preview](https://onlinecourses.swayam2.ac.in/arp19_ap67/preview)



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**LESSON PLAN**

**B.Ed. (2022-23)**

**SEMESTER I**

**Faculty- Ms. Ghazala Khatoon & Dr. Mala Dixit**

**Credit: 4**

**Subject: School Organization and Management**

**Course Code: BED111**

**Teaching Objectives:**

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
- To develop an understanding of the concept of quality enhancement & management in schools
- To acquaint the students with specific problems of school management.

**Course Expected Outcomes:**

The students will be able to

CEO1	Understand the role of school as an organization in terms of infrastructure, maintenance and budget allocation.
CEO2	identify different facets of school administration in building a positive organizational culture
CEO3	recognize the similarities and differences between the ideas and program between the school management committee, parents and teachers association
CEO4	List the requirements of quality management in schools to foster a stress- free work environment.



**Unit I: Administration of Schools****Allotted hours: 12hours**

S.No.	Topic	Hrs Ald.	Methodology	Recapitulation	Evaluation
1.	Meaning, Concept, Scope and Functions of Educational Administration · Principles of Educational Administration ·	2	Reading and discussion	Question and Answer	Formative
2.	Principles of Educational Administration · Educational Administration and their Advantages and Disadvantages ·	2	Reading and discussion	Discussion	Formative
3.	Role of a Head in a School as a Transformative Leader · Analysis of Need and Relevance of any Change before institutionalizing the same, Taking the Team On-board ·	2	Reading and discussion	Discussion	Written work
4.	Organizational Culture in a School to foster a Stress-free Work Environment for the Head, Teachers, Staff and Students	3	Group Discussion	Reflective questions	PPT
5.		3	Presentation	Discussion	Written Summary



**Unit II: School as an Organization**  
12hours

**Allotted hours:**

S. No	Topic	Hrs Altd	Methodology	Recapitulation	Evaluation
1.	The School and its functions and relationship with the society	3	Discussion	Question Answer	Oral
2.	School building: Design and Components (including Hostels)	3	Discussion	Discussion	Assignment
3.	School Personnel-Roles and Responsibilities :		Discussion		
4.	Headmaster, Teachers, Non-Teaching Staff			Question and answer	Formative
	School finance n Sources of Income and Items of Expenditure ,School Budget	3	Group Discussion		
		3		Discussion	Formative



**Unit III: Dynamics of Supervision**

**Allotted hours: 13hours**

S.No.	Topic	Hrs Ald.	Methodology	Recapitulation	Evaluation
1.	Supervision : Concept, Need, Functions and Scope	3	Reading and discussion	Question and Answer	Formative
2.	Role of the Head and Teachers of the Institution in Supervision	3	Reading and discussion	Discussion	Formative
3.	Role of School Management Committees(SMCs),Mother Teacher Associations(MTAs),Parent Teacher Associations(PTAs) in School Development · Democratic Decision Making ·Concept and Procedure with respect to functioning of a School	4	Group Discussion	Discussion	Written work
4.		3	Presentation	Reflective questions	PPT



**Unit IV: Elements of School Management**

**Allotted hours: 15 hours**



S.No.	Topic	HrsAld.	Methodology	Recapitulation	Evaluation
1.	School Climate: Meaning and Types ·	1	Reading and discussion	Question and Answer	Formative
2.	Timetable :Principles and Techniques of Time -table preparation ·	3	Reading and discussion	Discussion	Formative
3.	Preparation of a Calendar of Activities of Co-curricular Activities ·	3	Group Discussion	Discussion	Written work
4.	School Discipline : Concept and Approaches, Self Discipline: Concept and Relevance in a School ·	3	Presentation	Question and Answer	Formative
	Problems Faced in School Management :Issues of Security and Disaster Management ·	3	Group Discussion		
5.	Juvenile Delinquency: Concept and Steps to Deal Effectively in a School	2	Reading and Discussion	Reflective questions	PPT
6.				Question and Answer	Formative

**Practical Assignments/Field Engagement:**



- The students to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school : Attendance Registers, Marks Registers, Cumulative Records of CCE(Continuous Comprehensive Evaluation) in particular.( Also to include the role of ICT as an Assistive Technology in the same)
- A meeting of student & teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
- The students to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation.

### **Suggested Readings:**

- Owens, Robert G(1970): Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Safaya, R.N. and Shaida, B.D.(2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi
- Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi,

### **E- Links**

#### **Unit-1**

##### **1. The school - its functions and relationship with the society.**

<https://youtu.be/wlnLFHIVc?si=FeatwFPR6D3IDCpu> & <https://prepwithbarshita.com/relationship-between-school-and-society/#:~:text=Schools%20promote%20democratic%20values%2C%20critical,%2C%20values%2C%20and%20ethical%20standards.>

##### **2. Infrastructure of the school & School Complex -**

<https://www.powershow.com/view0/8e2d16-NDkxY/5> Infrastructural Facilities that Make a School Modern powerpoint ppt presentation

##### **3. School Records and Registers: Need & Importance, Types, Characteristics & Maintenance- <https://wandofknowledge.com/register-need-importance-types-maintenance-of-registers/>**



**4. Human resource of the school: Roles and responsibilities-**

<https://www.toppr.com/bytes/human-resource-in-school/#:~:text=These%20people%20are%20responsible%20for,teachers%20happens%20due%20to%20HRM.>

**5. School Finance – School Budget, Sources of Income and Items of Expenditure.-**

<https://wandofknowledge.com/sources-of-income-expenditure/>

**Unit-2**

**1. Educational Administration: Meaning, Concept, Scope and Functions-**

<https://www.slideshare.net/rveenriquez3/educational-administrationppt>

**2. Principles of Educational/School Administration-**

<https://www.slideshare.net/MaryAnneColico/function-and-principles-of-school-administration>

**3. Educational Administration: Strengths and Weaknesses-**

<https://www.slideshare.net/Imran764/educational-administration>

**4. Difference between Administration and Management-**

<https://www.slideshare.net/avindeona/management-vs-administration>

**5. Structure of School Administration in India: Types of Schools and School affiliation boards-**

<https://www.slideshare.net/SatishRaj4/structure-of-education-in-india>

**6. School Development Plan: Meaning, process and rationale-**

<https://www.slideshare.net/NajmaKazi/school-development-plan-sdp-ppt>

**Unit-3**

**1. School Environment: Meaning and Types-**

<https://egyankosh.ac.in/bitstream/123456789/8294/1/Unit-10.pdf>

**2. School Management: Concept, Need, Importance and Functions-**

<https://www.slideshare.net/AvubAnsari8/school-management-238875654>

**3. Leadership: Concept, Need,& development of leadership qualities, types-administrative and instructional, Styles of Educational Leadership-Autocratic, Laissez-faire and Democratic.-**

<https://www.vogiraj.co.in/explain-the-concept-of-leadership>

**4. Role of a Head in a School as a Transformative Leader-**

[https://link.springer.com/article/10.1007/s12564-019-09575-3#:~:text=An%20important%20responsibility%20of%20a,education%20innovation%20\(Cohen%20et%20al.](https://link.springer.com/article/10.1007/s12564-019-09575-3#:~:text=An%20important%20responsibility%20of%20a,education%20innovation%20(Cohen%20et%20al.)

[20\(Cohen%20et%20al.](https://link.springer.com/article/10.1007/s12564-019-09575-3#:~:text=An%20important%20responsibility%20of%20a,education%20innovation%20(Cohen%20et%20al.)



5. **Role of School Management Committees (SMCs), Mother Teacher Associations (MTAs), Parent Teacher Associations (PTAs) in School Development -**  
<https://cnishss.org/wp-content/uploads/2016/02/School-Management-Committee.pdf>
6. **Calendar of Activities & Timetable - Principles and Techniques of Time -table preparation, CCA-**  
<https://egyankosh.ac.in/bitstream/123456789/8674/1/Unit-2.pdf>
7. **School Discipline: Concept and Approaches, Self-Discipline: Concept and Relevance in a School-**  
<https://www.youtube.com/watch?v=ucFpTCgzprM#:~:text=or%20positive%20discipline%20approach%20a,and%20respectful%20to%20the%20children.>
8. **Problems Faced in School Management: Issues & Concerns-**  
<https://proctur.com/blog/what-are-the-major-challenges-of-school-management/>

#### Unit-4

1. **Organizational Culture in a School to foster a Stress-free Work Environment-**  
<https://www.deccanherald.com/education/for-stress-free-school-environment-2004206#:~:text=Reducing%20class%20size%20or%20allowing,are%20given%20mat ches%20their%20abilities.>
2. **Concept of TQM: Structure and Function-** <https://asq.org/quality-resources/total-quality-management#:~:text=A%20core%20definition%20of%20total,culture%20in%20whic h%20they%20work.>
3. **Accreditation and quality assurance: role and function of different agencies in School Education-** <https://egyankosh.ac.in/bitstream/123456789/8451/1/Unit-12.pdf>
4. **Supervision: Concept, Need, Functions and Scope & Principles.-**  
<https://egyankosh.ac.in/bitstream/123456789/33198/5/Unit-1.pdf>
5. **Professional development of teacher-a brief introduction-**  
<https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf>
6. **School Development Plan-** <https://www.education-ni.gov.uk/articles/school-development-planning>



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**Department of Education (B.Ed.)**

**LESSON PLAN**

**SEMESTER I**

**Faculty- Ms. Ghazala Khatoon & Dr. Mala Dixit**

**Credit: 4**

**Subject: School Organization and Management**

**Course Code: BED111**

**Teaching Objectives:**

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
- To develop an understanding of the concept of quality enhancement & management in schools
- To acquaint the students with specific problems of school management.

**Course Expected Outcomes:**

The students will be able to

CEO1	Understand the role of school as an organization in terms of infrastructure, maintenance and budget allocation.
CEO2	identify different facets of school administration in building a positive organizational culture
CEO3	recognize the similarities and differences between the ideas and program between the school management committee, parents and teachers association
CEO4	List the requirements of quality management in schools to foster a stress- free work environment.



**Unit I: Administration of Schools****Allotted hours: 12hours**

S.No.	Topic	Hrs Ald.	Methodology	Recapitulation	Evaluation
1.	Meaning, Concept, Scope and Functions of Educational Administration	2	Reading and discussion	Question and Answer	Formative
2.	Principles of Educational Administration	2	Reading and discussion	Discussion	Formative
3.	Educational Administration and their Advantages and Disadvantages	2	Reading and discussion	Discussion	Written work
4.	Role of a Head in a School as a Transformative Leader :Analysis of Need and Relevance of any Change before institutionalizing the same, Taking the Team On-board	3	Group Discussion	Reflective questions	PPT
5.	Organizational Culture in a School to foster a Stress-free Work Environment for the Head, Teachers, Staff and Students	3	Presentation	Discussion	Written Summary



**Unit II: School as an Organization**  
**12hours**

**Allotted hours:**

S. No	Topic	Hrs Altd	Methodology	Recapitulation	Evaluation
1.	The School and its functions and relationship with the society	3	Discussion	Question Answer	Oral
2	School building: Design and Components (including Hostels)	3	Discussion	Discussion	Assignment
3.					
4	School Personnel-Roles and Responsibilities : Headmaster, Teachers, Non-Teaching Staff		Discussion		
	School finance ñ Sources of Income and Items of Expenditure ,School Budget	3	Group Discussion	Question and answer	Formative
		3		Discussion	Formative



**Unit III: Dynamics of Supervision****Allotted hours: 13hours**

S.No.	Topic	Hrs Ald.	Methodology	Recapitulation	Evaluation
1.	Supervision : Concept, Need, Functions and Scope Role of the Head and Teachers of the Institution in Supervision	3	Reading and discussion	Question and Answer	Formative
2.	Role of School Management Committees(SMCs),Mother Teacher Associations(MTAs),Parent Teacher Associations(PTAs) in School Development	3	Reading and discussion	Discussion	Formative
3.	Democratic Decision Making :Concept and Procedure with respect to functioning of a School	4	Group Discussion	Discussion	Written work
4.		3	Presentation	Reflective questions	PPT





**Unit IV: Elements of School Management**

**Allotted hours: 15 hours**

S.No.	Topic	HrsAld.	Methodology	Recapitulation	Evaluation
1.	School Climate: Meaning and Types ·	1	Reading and discussion	Question and Answer	Formative
2.	Timetable :Principles and Techniques of Time -table preparation ·	3	Reading and discussion	Discussion	Formative
3.	Preparation of a Calendar of Activities of Co-curricular Activities ·	3	Group Discussion	Discussion	Written work
4.	School Discipline : Concept and Approaches, Self Discipline: Concept and Relevance in a School ·	3	Presentation	Question and Answer	Formative
	Problems Faced in School Management :Issues of Security and Disaster Management ·	3	Group Discussion		
5.	Juvenile Delinquency: Concept and Steps to Deal Effectively in a School	2	Reading and Discussion	Reflective questions	PPT
6.				Question and Answer	Formative



### **Practical Assignments/Field Engagement:**

- The students to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school : Attendance Registers, Marks Registers, Cumulative Records of CCE(Continuous Comprehensive Evaluation) in particular.( Also to include the role of ICT as an Assistive Technology in the same)
- A meeting of student & teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
- The students to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation.

### **Suggested Readings:**

- Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Kimbrough, R.B. and Nunaery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Bhatnagar, R.P. and J.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Safaya, R.N. and Shaida,B.D.(2000) : School Administration and Organization. Dhaupat Rai and Sons, Delhi
- Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi,

### **E- Links**

#### **Unit-1**

##### **1. The school – its functions and relationship with the society.**

<https://youtu.be/wInLFHilVe?si=FeatwFPR6D3IDCpu> &  
<https://prepwithharshita.com/relationship-between-school-and-society/#:~:text=Schools%20promote%20democratic%20values%2C%20critical,%2C%20values%2C%20and%20ethical%20standards.>

##### **2. Infrastructure of the school & School Complex -**

[https://www.powershow.com/view0/8e2d16-NDkxY/5/Infrastructural\\_Facilities\\_that\\_Make\\_a\\_School\\_Modern\\_powerpoint\\_ppt\\_presentation](https://www.powershow.com/view0/8e2d16-NDkxY/5/Infrastructural_Facilities_that_Make_a_School_Modern_powerpoint_ppt_presentation)



3. School Records and Registers: Need & Importance, Types, Characteristics & Maintenance- <https://wandofknowledge.com/register-need-importance-types-maintenance-of-registers/>

4. Human resource of the school: Roles and responsibilities- <https://www.toppr.com/bytes/human-resource-in-school/#:-:text=These%20people%20are%20responsible%20for,teachers%20happens%20due%20to%20HRM.>

5. School Finance – School Budget, Sources of Income and Items of Expenditure.- <https://wandofknowledge.com/sources-of-income-expenditure/>

## Unit-2

1. Educational Administration: Meaning, Concept, Scope and Functions- <https://www.slideshare.net/ryeenriquez3/educational-administrationppt>

2. Principles of Educational/School Administration- <https://www.slideshare.net/MaryAnneColico/function-and-principles-of-school-administration>

3. Educational Administration: Strengths and Weaknesses- <https://www.slideshare.net/Imran764/educational-administration>

4. Difference between Administration and Management- <https://www.slideshare.net/ayindeona/management-vs-administration>

5. Structure of School Administration in India: Types of Schools and School affiliation boards- <https://www.slideshare.net/SatishRaj4/structure-of-education-in-india>

6. School Development Plan: Meaning, process and rationale- <https://www.slideshare.net/NajmaKazi/school-development-plan-sdp-ppt>

## Unit-3

1. School Environment: Meaning and Types- <https://egyankosh.ac.in/bitstream/123456789/8294/1/Unit-10.pdf>
2. School Management: Concept, Need, Importance and Functions- <https://www.slideshare.net/AyubAnsari8/school-management-238875654>
3. Leadership: Concept, Need, & development of leadership qualities, types-administrative and instructional, Styles of Educational Leadership-Autocratic, Laissez-faire and Democratic.- <https://www.yogiraj.co.in/explain-the-concept-of-leadership>
4. Role of a Head in a School as a Transformative Leader- <https://link.springer.com/article/10.1007/s12564-019-09575->







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### Department of Education (B.Ed.)

#### LESSON PLAN

#### SEMESTER- II

**Name of the faculty :** Prof.( Dr).Manju Sharma & Dr. Jyoti Dahiya  
**Subject:** Learning & Teaching  
**Subject code :** BED102

#### Objectives:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of Intelligence, Personality and Adjustment.

#### Course Expected Outcomes:

The students will be able to

CEO1	establish the relationship between development and learning.
CEO2	apply the various learning theories in the teaching-learning process.
CEO3	appreciate the role of intelligence and motivation in fostering learning.
CEO4	apply the various personality theories and concept of adjustment in the teaching-learning process.



**Course Content:****Unit I: Development and Learning**

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Learning and Teaching – Nature, Relevance and Relationship.	1	Lecture	Presentation	Formative
2.	Nature and Nurture, Relationship between Development and Learning	1	Discussion	Discussion	Oral
3.	Developmental Influences: Development as a resultant of interactions between Individual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological)	3	PPT	Group Presentation	Oral
4.		3	Group Discussion	Reflections	Questions
5.	Learning styles of learners with special reference to Fleming's VARK model of learning		Lecture	Reflections	Written
6.	Concept of Teaching, Models of teaching, organizing learning experiences, teaching learning resources ODL (Open and Distance Learning) and Self Learning	1			
7.					

**Unit-II :Cognition and Learning**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Approaches to Learning: Behaviourist, Cognitivist, Information-Processing, Humanist, Social Constructivist.	1	Lecture	Reflective questions Based on Survey	Formative
2.	Theories of Learning (Concepts, Principles and applicability in different learning situations): - Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky	2	Debate	Presentation	Oral Questioning
3		3			
4		2			
6	Distinction between learning as 'Construction of Knowledge' and learning as 'Transmission and Reception of Knowledge', Upanishad Method of Learning.	3	Audio-Visual Presentation	Group Discussion	Written
	Meaning of 'Cognition' and its role in learning.	.	Reading and Discussion	Reflections	Field Work /Project
	Socio-Cultural factors influencing Cognition and Learning	2.			

### Unit- III: Intelligence and Motivation

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation



1.	<b>Concept &amp; Nature of Intelligence</b> and the role of Heredity and Environment	3	Lecture	Reflective questions Based on Survey	Formative
	<b>Theories of Intelligence</b>		PPT		
2.	(a) Spearman's Two Factor theory	2		Presentation	Oral Questioning
	(b) Guilford's Factor Analytical Theory	2			
	(c) Cattell and Horn's Theory of Intelligence		Audio-Visual Presentation	Group Discussion	Written
	(d) Sternberg's Information Processing Theory	3		Reflections	Field Work
	(e) Howard Gardner's Theory of Multiple Intelligence		Discussion questioning		
	(f) Emotional Intelligence (Ability Model)	2			
3.	<b>Assessment of Intelligence</b> • Use, Misuse and Abuse of Intelligence Testing	2			Assignment
	a) Individual Tests – Verbal Tests	2	Group Discussion & lecture	Presentations	
	(b) Group Tests: Verbal/Non-Verbal.				
4.	<b>Motivation</b> -Meaning and Need, Difference between Needs and Drives, Motives and Incentives	3	Audio-Visual Presentation	Questioning	Assignment
5.	Role of a teacher in motivating students: Need and Strategies, Maslow's Theory of Motivation.		Group Discussion & lecture	Questioning	Assignment

#### Unit-IV Personality and Individuality

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	<b>Meaning and Nature of Personality</b> Theories of Personality •	3	Lecture/Debate	Reflective questions Based on Survey	Formative
2.	(a) Type Approach <b>Hippocrates, Kretschmar, Sheldon, Jung</b>	4	Audio-Visual Presentation	Presentation	Oral Questioning
3.	(b) Trait Approach – <b>Cattell</b>		PPT	Quiz	Assignment
4.	(c) Type cum Trait Approach – <b>Eysenck</b>		Discussion	Group Discussion	Written
5.	(d) Psychoanalytic Approach – <b>Adler</b>		Discussion	Reflections	Field Work /Project
	<b>Individual Differences-Concept and Determinants</b>	3	PPT		
	<b>Role of Heredity &amp; Environment in Individual Differences, Catering to individual differences through educational programs.</b>				

#### Practical Assignments / Field Engagements (any one )

- Student-teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

#### Suggested readings

##### Digital content

##### 1.Theories of intelligence

<https://www.gkexams.com/ask/22640-Buddhi-Ke-Sidhhant-pdf>

##### 2.Emotional intelligence

<https://www.universalclass.com/articles/self-help/emotional-intelligence/emotional-intelligence-the-ability-model.htm>



<https://www.rjstudyblog.com/motivation-notes-pdf/>

### 3.Theories of motivation

[https://examnotesfind.com/abhiprema-ke-](https://examnotesfind.com/abhiprema-ke-siddhant/https://open.baypath.edu/psy321book/chapter/c18p2/)

[siddhant/https://open.baypath.edu/psy321book/chapter/c18p2/](https://open.baypath.edu/psy321book/chapter/c18p2/)

### 4.Individual differences

<https://www.psychologydiscussion.net/individual-differences/individual-differences-meaning-and-causes-educational-psychology/1841>

### 5.ASSESSMENT OF INTELLIGENCE

<https://egyankosh.ac.in/bitstream/123456789/65122/3/>





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**Department of Education (B.Ed.)**

**LESSON PLAN**

**SEMESTER II**

**Faculty- Ms pooja pawar & Ms. Vandana Sharma**

**Subject:** Contemporary perspectives in Education

**Course Code: BED104**

**Teaching Objectives:**

- To understand the contemporary development of Indian Education.
- To explain the concept of Globalization, Liberalization and Privatization.
- To understand the socio-cultural context of Indian Education.
- To reflect upon the social issues in education.

**Course Expected Outcomes:**

The students will be able to

CEO1	explain the system, issues and agencies of contemporary Indian Education System.
CEO2	analyse various global issues of education and role of agencies of Indian Education
CEO3	evaluate the role of education in socio-cultural context as well as value incultation in schools
CEO4	create awareness and resolve social issues through education.

**Unit I: Contemporary development of Indian Education**

**Allotted Hours: 10Hrs**

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	System of Indian Education	1	Lecture	Reflective questions based on readings	Formative
2.	5+3+3+4(NEP2020,4.1-4.5)	1.30	Discussion	Presentation	Oral
3.	ECCE(NEP2020,1.1-1.5) o UEE o USE (RMSA) o Higher Education (RUSA) Issues of	1.30	PPT	Discussion	Oral



4.	o Indian Education Vocational Education (NEP 2020 16.1 –16.8)	2.30	Lecture	Reflections	Written
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**Unit II: : Issues and debates on Globalization, Liberalization and privatization**

**Allotted Hours: 8 Hrs**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Decentralization of Educational Administration (Administrative Hierarchy) Autonomy & Accountability in Higher Education	2	Lecture	Reflective questions Based on Survey	Formative
2.	Student Unrest (Special reference to Lingdoh Committee Report)	2	Audio-Visual Presentation	Group Discussion	Written
3	Agencies of Indian Education o UGCNCERT, NCTE, NAAC, CBSE, RCI(Rehabilitation Council of India)	4	Lecture and Discussion	Reflections	Oral

**Unit III Education & Socio-Cultural Context**

**Allotted Hours: 15 Hrs**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Constitutional provisions on Education (Different Articles), Right to Education Act and its provisions	2	Lecture Debate	Reflective questions Based on Survey Presentation	Formative Oral Questioning



2.	Fundamental duties (article 51A) as recommended by NEP 2020	1	Audio-Visual Presentation	Group Discussion	Written
3.	Universalization of School Education	1			
4.	Issues of equity, equality and quality of education (NEP 2020) Sustainable development Goals (SDG4) of 2030 Agenda for Sustainable development as recommended by NEP 2020 Equitable and inclusive education learning for all (NEP 2020 6.1-6.20) Adult Education and lifelong learning (NEP 2020 21.1- 21.10)	4	Lecture and Discussion	Reflections	Oral
5.	Universal access to education at all levels (NEP 2020 3.1- 3.7)	1	Reflective learning	Discussion with illustrations	Lecture
6.	Equity and inclusion in higher education (NEP 2020 14.1- 14.4)	1	Lecture and Discussion		
7.	Relationship between Society & Education Social Process: Socialisation, Social Stratification, Social Change, Social mobility	2	Reflective learning Reflective learning	Group Discussion	oral
8.	Education as an instrument of social Change, Influence of education on Society, Family & their practices.	2	Lecture and Discussion	Group Discussion	Lecture
9.	Socio-Cultural influences on the aims & organization of education (in context of Sanskritization)	1	Reflective learning	Group Discussion	Lecture

Unit IV: Social Issues in Education

Allotted Hours: 10 Hrs



Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Democracy, Socialism & Secularism: Concept & Practices in Schools.	2	Lecture	Reflective questions Based on Survey	Formative
2.	Role of Education in reproducing dominance & challenges of Marginalization with reference to Class, Caste, Gender & Religion	3	Debate & Audio-Visual Presentation	Presentation & Group Discussion	Oral Questioning Written
3.	Teacher & Society: Teacher Education (NEP 2020 15.1 –15.11) Approach to teacher education (NEP 2020 5.22 –5.29) Service environment and culture for teachers (NEP 2020 5.8 – 5.14)	5	Lecture and Discussion	Reflections	Oral

#### Suggested Readings:

- NEP 2020, MHRD (Now MOE), Government of India.
- Sharma, Sanjay(2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Agarwal J. C. ;(2012), Philosophical and Sociological Perspective of Education, ShipraPublication New Delhi.
- <https://www.india.gov.in/my-government/constitutionindia/constitution-india-full-text>.
- Aggarwal, J. C. (2003). Modern Indian Education. Delhi: Shipra Publications
- Aggarwal, J. C. (1983, Revised 2005). Landmarks in the History of Modern Indian Education. Delhi: Vilas Publishing House Pvt.Ltd.
- Safaya, R.N. (1972, Revised 2005), Development Planning and Problems of Indian Education, New Delhi: Dhanpat Rai Publishing Co. (P)Ltd.

E content



### Unit 1

<https://www.geeksforgeeks.org/education-system-in-india/>  
<https://www.dnaindia.com/explainer/report-explained-what-is-the-5334-formula-in-national-educational-policy-know-the-new-framework-of-schooling-3035825>  
<https://www.adda247.com/teaching-jobs-exam/national-education-policy-2020-for-higher-education/#:~:text=A%3A%20The%20National%20Education%20Policy,integrati on%20of%20technology%20in%20education.>

### Uni2

[https://www.researchgate.net/publication/249022177\\_Decentralization\\_of\\_higher\\_education\\_and\\_its\\_implications\\_for\\_educational\\_autonomy\\_in\\_Taiwan](https://www.researchgate.net/publication/249022177_Decentralization_of_higher_education_and_its_implications_for_educational_autonomy_in_Taiwan)  
<https://www.youtube.com/watch?v=Tyh9KBmuEg0>  
<https://targetstudy.com/organisations/>

### Unit 3

[http://dse1.education.gov.in/rte#:~:text=The%20Constitution%20\(Eighty%2Dsixt h%20Amendment,may%2C%20by%20law%2C%20determine.](http://dse1.education.gov.in/rte#:~:text=The%20Constitution%20(Eighty%2Dsixt h%20Amendment,may%2C%20by%20law%2C%20determine.)  
<https://www.legalserviceindia.com/legal/article-5780-fundamental-duties-in-india-article-51-a-.html>  
<https://testbook.com/question-answer/universalisation-of-education-means--60efc61e6fd23f8ce7f9a714#:~:text=Universalization%20of%20education%20mea ns%20providing,in%20the%20pre%2Dindependence%20era.>  
<https://www.unesco.org/sdg4education2030/en>  
<https://www.aicte-india.org/sites/default/files/nep2020.pdf>  
<https://shikshan.org/nep-2020/higher-education-inclusion/>  
<https://ncert.nic.in/textbook/pdf/kesy201.pdf>  
<https://www.jetir.org/papers/JETIR1810828.pdf>  
<https://www.youtube.com/watch?v=ZINRb6wixCo>

### UNIT 4

<https://sol.du.ac.in/solsite/Courses/UG/StudyMaterial/16/Part1/ED/English/SM-2.pdf>  
<https://www.oxfamindia.org/blog/caste-class-and-education>  
<https://scert.cg.gov.in/pdf/ncf-2022/1-NEP%20TASK's%20List%20MHRD-nov2020.xls>





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**Department of Education (B.Ed.)**



**LESSON PLAN**

**Name of Faculty: Ms. Ghazala Khatoon & Ms. Mahima Nijhawan**

**Department: Education**

**Course : B.Ed**

**Semester: II**

**Subject : Assessment of Learning.**

**Subject Code: BED 106**

**Teaching Objectives:**

- To understand The Nature, Purpose & Types of Educational Assessment & Evaluation.
- To comprehend various Tools & Techniques of Evaluation.
- To analyze & Interpret result of the Assessment qualitatively and by using Elementary Statistical Methods
- To analyze the recent Trends & Issues in Learning Assessment

**Course Expected Outcomes:**

The students will be able to

CEO1	Distinguish between Measurement, Examination, Assessment and Evaluation
CEO2	Design question papers using various tools of evaluation for assessment of learning.
CEO3	Select appropriate statistical methods for analysis and interpretation of test scores.
CEO4	Adopt new trends in evaluation for assessment of learning

**Unit- I: Concept of Evaluation**

**Allotted Hours-14**

S.No	Course content	Hrs. Alotted	Methodology	Recapitulation	Project/ Assign./ Evaluation
.					





1.	Concept of Measurement, Assessment & Evaluation.	3	Discussion to explain the difference between assessment, measurement and evaluation	Explain the difference on a compare contrast table	Relate your knowledge of child psychology and suggest How a child should be assessed in various grades.
2.	Need & Scope of Evaluation.	3			
3.	Distinction between the following; Measurement, Examination, Assessment & Evaluation.	3	Lecture	Group activity to brainstorm and give real life examples of each	Student Discussion
4.	Evaluation Approaches: Formative-Summative	2	Individual Activities for each and consolidation of the activities to show how all three are related		Daily school Related Evaluation process discussion
5.	Difference between Assessment of learning, Assessment for learning and Assessment as Learning	3	PPT & Activity to design a formative and summative assessment sheet for same topic	Work in pairs and present your opinions on CCE. Its relevance and why it was called off from CBSE	Design a Formative assessment paper and a summative assessment with Blue print and answer scheme.



6	Continuous and Comprehensive Assessment: Need, Implementation Procedure.		Individual Activities for each and consolidation of the activities to show how all three are related	Group activity to brainstorm and give real life examples of each	Ask Examples and give project.
7	Types of evaluation: Norm referenced and Criterion referenced interpretations of test results		PPT & Activity to design a formative and summative assessment sheet for same topic	Examples	Project Work.

**Unit- II: Tools & Techniques of Evaluation**

**Allotted Hours-12**

S.No	Course content	Hrs. Alotted	Methodology	Recapitulation	Project/ Assign./ Evaluation
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1.	Characteristics of good measuring instruments & factors affecting them.	2	PPT. Activity to show how the nature of concept affects the use of an instrument of measurement is	Class Discussion.
2.	Reliability & Validity of Tools.	2	Explanation followed by activity where students will check the reliability and validity of given samples of questions.	Give to Prepare Valid Test paper and Relate.
3.	Tools of Evaluation:- Quantitative- Written, Oral & Practical ( Types of Questions; Short, Long, MCQs covering all three domains of Learning- Cognitive, Affective & Psychomotor)	2	Lecture to show how Blooms taxonomy is important in assessment of Learning outcomes.	Project work on Tools of Evaluation
4.	Qualitative- Observation, Introduction, Projection & Sociometry.	2	PPT followed by use of each tool of Qualitative assessment for hands on learning	Design an MCQ based on blue print catering to all learning domains
5.	Use of these tools for internal assessment & maintaining cumulative records of learners in School.	2	Share sample of cumulative records from school. Explanation of their importance.	Use at least three tools on a sample of students and record your observations
6.	Planning & Preparation of test (including blue print)	2	Sharing of the flow of process of designing of QP and conducting an Examination.	
7.	Alternative Assessment Techniques: Portfolios, Rubrics,	2	PPT followed by use of each tool of Qualitative	



**UNIT III: Statistical Methods & Interpretation of Scores.**

**Allotted Hours-14**

S.No	Course content	Hrs. Alotted	Methodology	Recapitulation	Project/ Assign./ Evaluation
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1.	Need & Importance of Statistics in Evaluation.	2	Lecture	Concept Discussion	
2.	Graphical Representation; Histogram, Frequency Polygon, Pi Charts.	2	Explanation and Practice through given data.	Solving Problems based on these concepts	For all the Subunits relevant numerical will be done
3.	Measures of Central Tendency:- Mean, Median, Mode. ( Meaning, Characteristics, use only)	2	PPT with practice of numerical.	Solving Problems based on these concepts	For all the Subunits relevant numerical will be done
4.	Measures of Variability: (Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation.	2	Practice through exercise and PPT with practice of numerical.	Solving Problems based on these concepts	For all the Subunits relevant numerical will be done
5.	Normal Profitability Curve:- Properties & Uses. ( Skewness & Kurtosis (Meaning & Reasons)	2	Plotting a probability curve for given data and analyzing it and practicing it the other way.	Solving Problems based on these concepts	Solving Problems based on these concepts
6.	Coefficient of Correlation- Spearman' Rank Rule Method.	2	Explanation and Practicing the given problems	Solving Problems based on these concepts	Solving Problems based on these concepts
7.	Percentile & Percentile rank (Meaning & Users)	2	PPT comparing the use of percentages ,averages and percentile of a given data and its relevance		Project Work  Assignment



**UNIT IV: New Trends in Evaluation (Need & Use)**

**Allotted Hours-10**

S.No	Course content	Hrs. Alotted	Methodology	Recapitulation	Project/ Assign./ Evaluation
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1.	Question Bank	1	PPT . How QB are created in soft and hard and their relevance	Discussion	Create Question Bank
2.	Grading System	1	Practice on giving grades for Marks, Calculating CGPA	Discussion on CBSE system	Observation and Report on Grading system
3.	Online Examination- Use of Various online platform for online Exams	2	PPT and lecture. Experience the process online Examination  Lecture and hands on experience	Discuss various types of platforms.	Visit different types of websites or software.
4.	Critical appraisal of current evaluation practices in the light of NPE 2020	1	Lecture	Discussion	Debate
5.	Open Book Examination.	1	PPT	Link Previous school life experience in exams.	
6.	Choice based choice System (CBCS)	1	PPT and Lecture	Discussion on IP university pattern.	Make a PPT.
7.	Cumulative Grade point Average (CGPA)	1	Practice on giving grades for Marks, Calculating CGPA	Discussion on CBSE system	Make a Report.
8.	No Detention policy- Role of Evaluation	1	Lecture	Discussion	Observation and Report on Grading system
9.	Construction and Standardization of an Achievement Test	1	Hand on Experience and Create question Paper.	Discussion	Debate PPT and Discussion



### Practical Assignments/ Field Engagement:

- Develop a Power Presentation on the current practice of Assessment & Evaluation at the Upper Primary Stage.
- Analyse the questions question papers of the subject of your choice (previous- 3 Years- Classes X & XII (any board) in the light of new approach of assessment.
- Develop a question paper for upper primary & secondary stage to assess all the aspects of language learning using ICT as a tool.
- Analyse answers giving by the learners for one particular question.
- Select any ten questions from the Class VI textbook of the subject of your choice which lend scope to the creativity of the learners.
- Study the key points of the 1<sup>st</sup> Term assessment of any student of Class VI.
- Devise a strategy to incorporate the suggestions given in the 1<sup>st</sup> CCE report for the progress of the learner.

### Suggested Readings:

- Cohen, Louis; Manion, Lawrence & Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer- Taylor & Francis Group; London.
- Ebel Robert L., (1991). Essentials of Educational Measurement, Practice Hall of India
- Linn, Robert L. & Gronlund Norman E. (2000). Measurement & Assessment in Teaching; Pearson Education Inc.
- Gunter, Mary Alice et.al(2007)., instruction; A Model's Approach- Fifth Edition, Pearson Education Inc.; Boston
- Kubiszyn Tom. (2003). Educational Testing & Measurement, John Wiley.

### Suggested Links:-

#### Unit-1

- <https://www.youtube.com/watch?v=T99ZTEyi7I8>
- [https://www.youtube.com/watch?v=ULE\\_tSGY0iA](https://www.youtube.com/watch?v=ULE_tSGY0iA)
- <https://www.youtube.com/watch?v=4FgnNAtarJk>
- <https://www.youtube.com/watch?v=f-2ziIphl5s>
- [https://www.youtube.com/watch?v=X\\_gageyEqJ4](https://www.youtube.com/watch?v=X_gageyEqJ4)
- <https://www.youtube.com/watch?v=eKckDecchHko>
- <https://www.youtube.com/watch?v=hwUK9-bXBkM>

#### Unit-2

- [https://www.youtube.com/watch?v=rT\\_40GGEXEc](https://www.youtube.com/watch?v=rT_40GGEXEc)
- <https://www.youtube.com/watch?v=TH7FoD507RI>
- <https://www.youtube.com/watch?v=kgHuBjyvqlo>
- <https://www.youtube.com/watch?v=RpBjVF-cyXY>
- 





- [https://www.youtube.com/watch?v=gR51yttNJ\\_0](https://www.youtube.com/watch?v=gR51yttNJ_0)
- <https://www.youtube.com/watch?v=Uy3PMN8O7WQ>
- <https://www.youtube.com/watch?v=BI3CWF05pQk>

### Unit-3

- <https://www.youtube.com/watch?v=7eH5IxoDZVk>
- <https://www.youtube.com/watch?v=faFafAazUi8>
- <https://www.youtube.com/watch?v=XsXO0ogPMxs>
- <https://www.youtube.com/watch?v=p63PivJfEEc>
- <https://www.youtube.com/watch?v=4r4gIh0M-EA>
- <https://www.youtube.com/watch?v=cmTkQugkeJY>
- <https://www.youtube.com/watch?v=DEpQQQFmDQY>

### Unit-4

- <https://www.youtube.com/watch?v=ICaUJ5jb8p4>
- [https://www.youtube.com/watch?v=\\$vuuUUh5fAg](https://www.youtube.com/watch?v=$vuuUUh5fAg)
- [https://www.youtube.com/watch?v=qXdd2\\_Quqj4](https://www.youtube.com/watch?v=qXdd2_Quqj4)
- <https://www.youtube.com/watch?v=mIEczQX2cvk>
- <https://www.youtube.com/watch?v=isCOT99RsQU>
- [https://www.youtube.com/watch?v=wpP\\_MAxSmX8](https://www.youtube.com/watch?v=wpP_MAxSmX8)
- <https://www.youtube.com/watch?v=vM0r5xzf60>
- <https://www.youtube.com/watch?v=svNOyGYderU>
- <https://www.youtube.com/watch?v=gc2fe4x0gLE>



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Mandi Road, Mandi, New Delhi – 110047  
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Department of Education (B.Ed.)

SEMESTER II

## LESSON PLAN

Name of the faculty: Ms. Rohini Jain and Ms. Melita Stephen Natal  
Subject : Experiential Learning  
Subject code : BED108

### Objectives of the Course:

- To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning,
- To enable them to identify experiential activities at the different levels of school education, and
- To enable the student-teachers to follow experiential learning in completing their teaching-learning transaction as suggested in the NPE-2020.

### Course Expected Outcomes:

- The students will be able to

CEO <sub>1</sub>	understand the fundamental concept and components of Experiential Learning
CEO <sub>2</sub>	reflect on various theories and models of Experiential Learning
CEO <sub>3</sub>	critically evaluate the methods and techniques associated with Experiential Learning
CEO <sub>4</sub>	recognize the scope of Experiential Learning at different school levels



### Unit I: Fundamentals of Experiential Learning (9 Hours)

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Concept and Features Experiential Learning, Experiential Education.	2	Lecture	Reflective questions Based on Survey	Formative
2.	Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations,.	2.30	Debate/ discussion	Presentation	Oral Questioning
3.	Teaching Non-projectable topics through Experiential mode.	1.30	Audio-Visual Presentation	Group Discussion	Written
4.	Experiential Learning and Indian Thinkers	3	Reading and Discussion	Reflections	Field Work

### Unit II: Theories of Experiential Learning (12 Hours)

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	<b>Kolb's Theory of Experiential Learning</b> <ul style="list-style-type: none"> <li>● His Model and Styles of Experiential Learning.</li> <li>● His Learning Style Inventory.</li> <li>● Implications of his Theory.</li> <li>● Criticism.</li> </ul>	4	Lecture followed with discussion	Reflective questions	Formative
2.	<b>Features and process of learning of the following models:</b> <ul style="list-style-type: none"> <li>● Kiser's Integrative Processing Model</li> <li>● ORID Model</li> <li>● Clayton's DEAL Model</li> <li>● Content-based Experiential Learning Model</li> </ul>	4	Audio-Visual Presentation	Discussion	Oral Questioning
3.	<b>Compatibility and Appraisal of the different models</b>	4	Deductive method and Brainstorming	Debate/Group Discussion	Presentation

**Unit III: Types of Experience-based Methods and Techniques (11 Hours)**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	<b>Method in Use</b> -Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method, Problem Solving Method, Project-based Learning.	3	Lecture/Debate	Reflective questions Based on Survey	Formative
2.	<b>Progressive Types</b> – Play-based Experiential Learning Methods- Games, Simulation, Roleplay.	2	Audio-Visual Presentation	Presentation	Oral Questioning
3.	<b>Constructivist Learning Methods/Models</b> - Concept of Constructivism – Types of Constructivism- Cognitive Constructivism, Social Constructivism, Radical Constructivism.	3	Reading and Discussion	Group Discussion	Written
4.	Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model	3	Lecture	Reflections	Field Work /Project

#### Unit IV: Nature of Experiential Learning at Different School Levels (8 Hours)

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation
.					



Nature of Experiential Learning at Different School Levels					
1.	Pre-primary Stage	2	Lecture	Presentation	Formative
2.	Primary Stage-Lower and upper	2	Audio-Visual Presentation	Reflective questions Based on Discussion	Oral Questioning
3.	Secondary Stage	2	Reading and Discussion	Group Discussion	Group task/Assignment
4.	Proper Implementation of Experiential Learning at each stage in Schools	2	Debate/ Discussion	Presentation	Written

**Practical assignments/field engagement (any one):**

- Visit a school lab/subject room of your teaching methodology paper, examine the materials, aids, stock registers, etc. kept there and write a report about the lab/subject room status, justifying how far it is serving the students' needs.
- Choose a suitable topic from your methodology paper and explain step by step how you will teach it through the Project Method.
- How are concrete experiences transformed to abstract conceptualizations? Take a suitable topic from your school subject and illustrate how Kolb would have done it.
- Taking clues from any of the three models- Integrative Processing, ORID or DEAL-, write step by step how you will teach a topic of your teaching subject to your class.
- Choose a suitable topic of your teaching subject and give the process of teaching it through Discovery Learning and Inquiry-based Learning respectively.

**Suggested Readings:**

- Ash, S. L., & Clayton, P. H. (2009): Learning through critical reflection: A tutorial for service-learning students (Instructor version). Raleigh, NC.
- Bhatia, S. & Joshi, D. (2021). Experiential Learning: An offshoot of National Education Policy 2020, Paragon International Publishers, New Delhi.
- Barell, J. (2007-2<sup>nd</sup> Ed.): Problem-Based Learning: An Inquiry Approach, Corwin.



- Breunig, Mary C. (2009) "Teaching Dewey's Experience and Education Experientially" ISBN 978071260 "
- Colin Beard, John P. Wilson (2018, 4th Edition): Experiential Learning: A Practical Guide for Training, Coaching and Education, Kogan Page.
- Jarvis, P, Holford, J and Griffin, C. (1998): The Theory and Practice of Learning, London, Kogan Page.
- Harris JH, & Katz LG. (2001): Young investigators: The Project Approach in the Early Years. New York.
- Kayes, C. (2002). Experiential learning and its critics: Preserving the Role of experience in management learning and education. In *Academy of Management Learning & Education*, 1(2)
- Kolb, D. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.
- M. Drysdale (2019): Models of Experiential Learning, St. Jerome's University/University of Waterloo
- Moon, J. (2004). A Handbook of Reflective and Experiential Learning: Theory and Practice. London: Routledge Falmer
- Van Ments, M. (2nd Ed. 1999): The Effective use of Role Play: Practical Techniques for improving Learning, Kogan Page, London.

#### Links for videos/content

<https://www.youtube.com/watch?v=0TeaFPSQsMY>

<https://www.youtube.com/watch?v=L8mtcFh2x04>

<https://www.youtube.com/watch?v=aF63HHVbpQ8>

<https://www.youtube.com/watch?v=WI8ZKVU0QZw>

[https://www.youtube.com/watch?v=cnkKHL\\_dyGE](https://www.youtube.com/watch?v=cnkKHL_dyGE)  
<https://simplypsychology.org/learning-kolb.html>

<https://practera.com/what-is-the-experiential-learning-theory-of-david-kolb/#:~:text=Kolb's%20theory%20explains%20that%20concrete,for%20students%2C%20educators%20and%20employers.>

[https://extensionaus.com.au/extension-practice/the-orid-method-objective-reflective-interpretive-and-decisional/#:~:text=The%20ORID%20Method%20\(Objective%2C%20Reflective%2C%20Interpretive%20and%20Decisional\),-Published%20%2D%2015%20July&text=The%20ORID%20method%20is%20a,through%20an%20experiential%20learning%20process.](https://extensionaus.com.au/extension-practice/the-orid-method-objective-reflective-interpretive-and-decisional/#:~:text=The%20ORID%20Method%20(Objective%2C%20Reflective%2C%20Interpretive%20and%20Decisional),-Published%20%2D%2015%20July&text=The%20ORID%20method%20is%20a,through%20an%20experiential%20learning%20process.)

<https://www.youtube.com/watch?v=BL10IPyA7zk>

<https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/020560997X.pdf>





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## Department of Education (B.Ed.)

### LESSON PLAN

### SEMESTER II

Faculty- DR SANGEET SHARMA  
**Subject:** Entrepreneurship in Education  
Course Code: BED110

#### Teaching Objectives:

- To provide a foundation for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
- To acquaint students with the process of creativity and innovation
- To expose students to various aspects of entrepreneurship and business
- To expose students to case studies on successful entrepreneurs

#### Course Expected Outcomes:

The students will be able to

CEO1	Students form a foundation for basic entrepreneurial skills
CEO2	Students understand creativity and innovation for opportunity recognition
CEO3	Students learn about opportunity analysis and writing a business plan
CEO4	Students are inspired by examples of successful entrepreneurs.

Unit I : Introduction to Entrepreneurship in Education Allotted Hours: 10hrs

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Definition and importance of an	1	Lecture	Reflective questions	Formative





	Entrepreneur, Entrepreneurship in Education			based on readings	Oral
2.	Role and significance of entrepreneurs in the Economy and in Education	1.30	Discussion	Presentation	Oral
3.	Developing entrepreneurial qualities through Education	1.00	PPT	Discussion	Questions from Groups
4	Key traits, skills and Characteristics of successful Educational Entrepreneurs	2.30	Group Discussion	Group Presentation	Written
5	Myths of Entrepreneurship	3	Lecture	Reflections	Formative
6	Challenges for Entrepreneurship Education in India.	2	Reading and Discussion	Reflections	



Unit II: Development of Entrepreneurial Mindset  
Hours: 8 Hrs

Allotted

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Entrepreneur and Edupreneur: Meaning & Characteristics. of learners	2	Lecture	Reflective questions Based on Survey	Formative
2.	Role of Teacher in Developing Entrepreneurial Mindset and Pedagogy involved.	2	Debate	Presentation	Oral Questioning
	Mental & emotional wellbeing of student entrepreneurs.		Audio-Visual Presentation	Group Discussion	Written
3.		1	Lecture and Discussion	Reflections	Oral
4.	Creativity: Steps to generate creative ideas, Techniques for fostering creativity, Overcoming barriers to creativity	1	Reflective learning	Discussion with illustrations	Field Work /Project
	Innovation: Concept and importance, Different types of innovation, Strategies to foster innovation within entrepreneurial ventures				
5.					

Unit III: Sources of Finance and Promotion of a Model School:

Hours: 10 Hrs



Allotted

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Entrepreneurial Curriculum at School level.	2	Lecture	Reflective questions Based on Survey	Formative
2.	Sources of Finance: Overview of various financing options for entrepreneurs, Debt financing (Bank loans, microfinance, government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs	2	Debate	Presentation	Oral Questioning
		2	Audio-Visual Presentation	Group Discussion	Written
		2	Lecture and Discussion	Reflections	Oral
		2	Reflective learning	Discussion with illustrations	Lecture
3	Opportunity Analysis: Identification and evaluation of educational opportunities, conducting market analysis and customer segmentation, Assessing the feasibility and students' growth				
3	External Environment Analysis: Economic, Social and Technological analysis.				
4.					



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**Unit IV: Entrepreneurship Support in the field of Education:  
Allotted Hours: 10 Hrs**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Entrepreneurial Development Programmes (EDP): Definition and objectives of EDPs	2	Lecture	Reflective questions Based on Survey	Formative
2.	Significance of EDPs in nurturing entrepreneurship	2	Debate	Presentation	Oral Questioning
3.	Role of Government in Organizing EDPs; Institutions supporting educational enterprises: central level, state level, other agencies	2	Audio-Visual Presentation	Group Discussion	Written
4.	Government initiatives and schemes to promote entrepreneurship	2	Lecture and Discussion	Reflections	Oral
5.	Analysing case studies of accomplished Indian entrepreneurs to gain insights into their strategies and success factors	2	Reflective learning	Discussion with illustrations	Lecture

**Suggested Readings :**



- Charantimath (8th Ed., 2014), Entrepreneurship Development and Small Business Enterprise, Pears Education.
- Bamford C.E (1st Ed 2015), Entrepreneurship: A Small Business Approach, McGraw Hill Education.
- Hisrich et al. (2013) Entrepreneurship, McGraw Hill Education
- Balaraju, Theduri (2012), Entrepreneurship Development: An Analytical Study, Akansha Publishing House.
- David, Otis, (2014), A Guide to Entrepreneurship, Jaico Books Publishing House, Delhi.
- Kaulgud, Aruna, (2012), Entrepreneurship Management, Vikas Publishing House, Delhi,
- Chhabra, T.N. (2014), Entrepreneurship Development, Sun India.
- Lackéus, Martin (2015) Entrepreneurship in Education - What, why, When, How, OECD
- 

E-Content link:-

**Unit I: Introduction to Entrepreneurship in Education**

- Definition and importance of an Entrepreneur, Entrepreneurship in Education
- Role and significance of entrepreneurs in the Economy and in Education
- Developing entrepreneurial qualities through Education
- Key traits, skills and Characteristics of successful Educational Entrepreneurs
- Myths of Entrepreneurship
- Challenges for Entrepreneurship Education in India.

**E-CONTENT**

[https://en.wikipedia.org/wiki/Entrepreneurship\\_education](https://en.wikipedia.org/wiki/Entrepreneurship_education)

[https://en.wikipedia.org/wiki/Entrepreneurship\\_education%E2%80%A2Role\\_and\\_significance\\_of\\_entrepreneurs\\_in\\_the\\_Economy\\_and\\_in\\_Education](https://en.wikipedia.org/wiki/Entrepreneurship_education%E2%80%A2Role_and_significance_of_entrepreneurs_in_the_Economy_and_in_Education)

<https://www.ijcrt.org/papers/IJCRT1813496.pdf>

<https://in.indeed.com/career-advice/career-development/characteristics-of-an-entrepreneur>

<https://www.entrepreneursdata.com/common-myths-about-entrepreneurs-entrepreneurship/>

<https://apeejay.edu/aimtc/aimtc-journal/docs/volume12/entrepreneurship-education-in-india-prospects-and-challenges.pdf>

**• Unit II: Development of Entrepreneurial Mindset**

- Entrepreneur and Edupreneur: Meaning & Characteristics.
- Role of Teacher in Developing Entrepreneurial Mindset and Pedagogy involved.



- Entrepreneurial Mindset Across various disciplines
- Mental & emotional wellbeing of student entrepreneurs.
- Creativity: Steps to generate creative ideas, Techniques for fostering creativity, • Overcoming barriers to creativity
- Innovation: Concept and importance, Different types of innovation, Strategies to foster • innovation within entrepreneurial venture

#### E-CONTENT

<https://www.teachfloor.com/blog/what-is-an-edupreneur-how-to-become-one-the-ultimate-guide-2022#:~:text=Entrepreneurs%20are%20profit%20centric%2C%20while,living%20while%20creating%20a%20legacy.>

<https://www.sciencedirect.com/science/article/pii/S1472811722001239#:~:text=The%20teacher's%20contact%20with%20students,skills%20and%20abilities%20to%20develop>

<https://www.indiatoday.in/education-today/featurephilia/story/how-to-create-an-entrepreneurial-mindset-among-students-2008581-2022-10-05>

[https://www.researchgate.net/publication/370691056\\_Analysing\\_the\\_Mental\\_Health\\_and\\_Well-Being\\_of\\_Entrepreneurs](https://www.researchgate.net/publication/370691056_Analysing_the_Mental_Health_and_Well-Being_of_Entrepreneurs)

<https://www.indeed.com/career-advice/career-development/creativity-techniques>

<https://aicontentfy.com/en/blog/role-of-innovation-in-entrepreneurship#:~:text=Innovation%20is%20a%20key%20driver,grow%2C%20and%20create%20new%20jobs.>

#### UNIT-3 Sources of Finance and Promotion of a Model School

- Entrepreneurial Curriculum at School level.
- Sources of Finance: Overview of various financing options for entrepreneurs, Debt • financing (Bank loans, microfinance, government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs
- Opportunity Analysis: Identification and evaluation of educational opportunities, • conducting market analysis and customer segmentation; Assessing the feasibility and students' growth
- External Environment Analysis: Economic, Social and Technological analysis.

#### E CONTENT-

<https://theknowledgereview.com/the-importance-of-entrepreneurship-in-school-curriculum/#:~:text=There%20are%20many%20ways%20entrepreneurship,integrated%20in%20the%20school%20curriculum.&text=Students%20can%20practice%20writing%2C%20interview,and%20hours%20of%20the%20businesses.>



<https://www.extension.iastate.edu/agdm/wholefarm/html/c5-92.html>

<https://blog.marketresearch.com/5-keys-to-conducting-a-market-opportunity-analysis>

<https://www.investopedia.com/terms/p/pest-analysis.as>

#### UNIT-4 : Entrepreneurship Support in the field of Education:

- Entrepreneurial Development Programmes (EDP): Definition and objectives of EDPs
- Significance of EDPs in nurturing entrepreneurship
- Role of Government in Organizing EDPs; Institutions supporting educational enterprises:• central level, state level, other agencies
- Government initiatives and schemes to promote entrepreneurship
- Collaborative efforts between the government and private organizations to foster entrepreneurship

#### E CONTENT-

<https://www.yourarticlelibrary.com/entrepreneurship/entrepreneurship-development-programmes-meaning-need-and-objectives-of-edp/40707#:~:text=As%20the%20term%20itself%20denotes,successfully%20run%20his%20%2F%20he%20enterprise.>

<https://www.simplynotes.in/e-notes/mbabba/entrepreneurship-development/importanceneed-of-entrepreneurship-development-programme-edp/#:~:text=Effective%20EDPs%20can%20help%20in,training%20to%20the%20prospective%20entrepreneurs.&text=Entrepreneurs%20are%20always%20on%20the,explore%20and%20exploit%20the%20opportunities.>

<https://theintactone.com/2019/06/13/ed-u3-topic-6-role-of-government-in-organizing-edps-critical-evaluation/>

<https://www.studocu.com/in/document/guru-nanak-dev-university/bcom/role-of-government-in-edp/34483239>

<https://www.theofficepass.com/toppings/best-government-schemes-for-promoting-entrepreneurship-in-india.html>

<https://hamptongroup.com/blog/government-and-private-sector-collaboration-for-innovation>





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**Lingaya's Lalita Devi Institute of Management & Sciences**  
Mandi Road, Mandi, New Delhi – 110047  
(Affiliated to GGSIP University, Delhi, Govt. of Delhi & NCTE)



**Department of Education (B.Ed.)**

**SEMESTER II (2022-23)**

Name of the faculty: Prof. (Dr ) Manju Sharma

Subject : Teaching of Hindi

Subject code : BED116

शैक्षणिक उद्देश्य 1-भाषा के महत्व को सत्यापित करें, भाषा कौशल को ठीक से विकसित करें

शैक्षणिक उद्देश्य 2-उन्नत भाषा में व्याकरणिक सूत्रों के महत्व को स्थापित करना

शैक्षणिक उद्देश्य 3-भाषा की प्रगति तकनीकी संसाधनों के उपयोग को स्पष्ट कर सकती है।

शैक्षणिक उद्देश्य 4-भाषा की उन्नति के लिए अध्ययन, अभ्यास और लेखन की आवश्यकता को पहचानेंगे

पाठ्यक्रम के परिणाम(Course Expected Outcomes)

CEO-1-भाषाशिक्षणके लक्ष्यों औरउद्देश्योंकोपूराकरने केलिएछात्रउपलब्धसंसाधनों औरउचिततरीकोंका प्रभावी ढंगसेउपयोगकरनेमेंसक्षमहोंगे।

CEO2.-छात्रभाषाशिक्षणकीसमस्याओंकोदूरकरनेकीदिशामेंप्रयासकरसकेंगे

CEO3-छात्रभाषाशिक्षणकेलक्ष्यकोपूराकरनेकेलिए आत्मकौशलविकसितकरने में सक्षम हों सकेंगे।

CEO4-छात्रभाषाशिक्षणसेसंबंधितनियमोंकामूल्यांकन करने में सक्षमहों पायेंगे।

**प्रथम इकाई- भाषा शिक्षणके सैद्धान्तिक पक्ष**

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	भाषा की उत्पत्ति, भाषाकी विभिन्न भूमिकाएँ	1	भाषण	प्रदर्शन	रचनात्मक
		2	विचार-विमर्श	विचार-विमर्श	मौखिक
2.	भाषा का अर्थ, भाषाके प्रकार, भाषा का महत्व, भाषा के कार्य	2	पीपीटी	समूह प्रस्तुति	मौखिक
		2			
3.	हिन्दी भाषा के शैक्षिक महत्व, स्थान एवं आवश्यकता पर विभिन्न समितियों की सिफारिशें		एक समूह में चर्चा	कुछ विचार	समूहों से प्रश्न
4.	नईशिक्षानीति 2020 के अनुसार विद्यालयी शिक्षा के संदर्भमें हिन्दी भाषा का स्थान		भाषण	कुछ विचार विचार-विमर्श	लिखित और मौखिक दोनों

### द्वितीय इकाई - भाषा कौशल एवं भाषा शिक्षण

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	भाषा-कौशलों का अभिप्राय और भाषा-शिक्षण में उनकी भूमिका	2	भाषण	सर्वेक्षण पर आधारित चिंतनशील प्रश्न	रचनात्मक
2.	श्रवण कौशल का महत्व, शिक्षण की विधियाँ, दोष एवं बाधाएं, श्रवण कौशल सम्बंधित पाठ योजना का निर्माण	2	विचार-विमर्श		मौखिक
3.	वाचन कौशल की आवश्यकता. शिक्षण विधियाँ. उच्चारण सम्बन्धी व्यावहारिक समस्याएँ और समाधान एवं पाठयोजना का निर्माण	2	बहस	प्रस्तुतीकरण	मौखिक
4.	लेखन कौशल के विकास की विधियाँ एवं पाठयोजना का निर्माण	2	श्रव्य-दृश्य प्रस्तुति	समूह में चर्चा	समूहों से प्रश्न
5.	पठन कौशल के प्रकार, पठन कौशल आधारित पाठ योजना का निर्माण व्यावहारिक व्याकरण शिक्षण व्याकरण शिक्षण- कौशल एवं विधियाँ	2	भाषण	समूह में चर्चा	लिखित और मौखिक दोनों
	पद्य एवं गद्य शिक्षण की विधियाँ महत्व, उद्देश्य एवं मूल्यांकन		श्रव्य-दृश्य प्रस्तुति	समूह में चर्चा	
			गतिविधि आधारित शिक्षण		

तृतीयइकाई-

विद्यालयी शिक्षा में भाषा एवं मूल्यांकन



Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	विद्यालयी शिक्षा में भाषा एवं मूल्यांकन	2	भाषण	सर्वेक्षण पर आधारित चिंतनशील प्रश्न	रचनात्मक मौखिक
2.	माध्यमिकस्तर पर भाषाशिक्षण के महत्व उद्देश्य शिक्षण विधियाँ एवं मूल्यांकन विधियाँ	2	विचार - विमर्श		मौखिक
3.	उच्चमाध्यमिक स्तर पर भाषाशिक्षण का महत्व उद्देश्य, शिक्षण विधियाँ एवं मूल्यांकन विधियाँ	2	बहस	प्रदर्शन	समूहों से प्रश्न
4.	मूल्यांकन के प्रकार मूल्यांकन की आवश्यकता, प्रश्नपत्र के निर्माण का आधार तथा प्रकार  उपलब्धि परीक्षण का अर्थ आवश्यकता, निर्माण की विधि एवं उपयोगिता	2	श्रव्य-दृश्य प्रस्तुति  बहस	समूह विचार-विमर्श  समूह विचार-विमर्श	लिखित और मौखिक दोनों

चतुर्थइकाई- ऑनलाइनशिक्षण, आभासी (वर्चुअल) शिक्षण एवं मैसिव ओपन ऑनलाइनकोर्स

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	ऑनलाइन एवं आभासी (वर्चुअल) शिक्षणका अर्थ, महत्व आवश्यकता, लाभ एवं हानियाँ	2	भाषण Discussion	प्रदर्शन	मौखिक
2.	ऑनलाइन एवं आभासी (वर्चुअल) शिक्षण की विधियाँ तकनीकी उपकरण एवं संसाधन	2	भाषण	समूह विचार-विमर्श	समूहों से प्रश्न
3.	अधिगम मापन हेतु मूल्यांकन के प्रकार एवं विधियाँ	2	विचार-विमर्श		
4.	आधुनिकयुग में हिन्दी भाषा शिक्षक के लिए आवश्यक व्यावसायिक गुण एवं दक्षता की चर्चा	2	श्रव्य-दृश्य प्रस्तुति	समूह विचार-विमर्श	लिखित और मौखिक दोनों

### भाषाशिक्षण के व्यावहारिक पक्ष (कोई दो)

- 1) घरेलू रद्दी सामग्री से किन्हीं पाँच शिक्षण सहायक सामग्री का निर्माण करें।
- 2) हिन्दी भाषाशिक्षण में गद्य पद्य एवं व्याकरणशिक्षण के लिए 40 मिनट की पाठ योजना का निर्माण करें।
- 3) श्रुतलेख प्रतियोगिता का संचालन एवम रिकॉर्डिंग करें।
- 4) दो लघु कहानी एवम कविताओं का सृजन करें।

116 Digital content

<https://www.hindivibhag.com/%E0%A4%AD%E0%A4%BE%E0%A4%B7%E0%A4%BE-%E0%A4%95%E0%A5%80-%E0%A4%AA%E0%A4%B0%E0%A4%BF%E0%A4%AD%E0%A4%BE%E0%A4%B7%E0%A4%BE/>

त्रिभाषा सूत्र

<https://www.hindikeguru.com/2021/06/three-language-formula-in-hindi.html>



<https://www.hindikeguru.com/2021/06/three-language-formula-in-hindi.html>

विश्व में हिन्दी का स्थान

<https://www.hindikunj.com/2019/09/vishy-me-hindi-ka-sthan.html?m=1>

<https://www.drishtias.com/hindi/daily-updates/daily-news-editorials/language-of-unity-on-rejection-of-the-three-language-formula>

भाषा के कौशल

<https://www.mpgkpdf.com/2021/11/types-of-language-skills-in-hindi.html?m=1>

मध्य शिक्षण

<https://www.mpgkpdf.com/2021/11/types-of-language-skills-in-hindi.html?m=1>

<https://www.scotbuzz.org/2019/03/gady-shikshan.html?m=1>

कविता शिक्षण

<https://www.scotbuzz.org/2019/03/kavita-shikshan.html?m=1>

उपलब्धि परीक्षण

<https://ctetnotes.com/uplabdhi-parikshan-arth-paribhasha-uddesh-prakar-aur-visheshtaen/>

ब्लूम टेक्सोनॉमी

<https://sarkariguider.com/blooms-taxonomy-in-hindi/>

व्याकरण शिक्षण

<https://fb.watch/j1sRtJw2W7/>

<https://www.kailasheducation.com/2021/08/vyakaran-shikshan-ki-vidhiyan.html?m=1>



## IMPORTANT LINKS

भाषा के तत्व

<https://youtu.be/mUVY3tFq8II>

[http://www.abhivyakti-hindi.org/snibandh/hindi diwas/samvidhan me hindi.htm](http://www.abhivyakti-hindi.org/snibandh/hindi%20diwas/samvidhan%20me%20hindi.htm)

हिन्दी की संवैधानिक स्थिति

[https://www.tripurauniv.ac.in/Page/Rajbhasha hindi ki sanbidhanik stiti](https://www.tripurauniv.ac.in/Page/Rajbhasha%20hindi%20ki%20sanbidhanik%20stithi)

रचना शिक्षण ppt

<https://drive.google.com/file/d/1sa6-s5-nu3mUj9RdOJJiwzg3vxmQmhRo/view?usp=drivesdk>

<https://gradeup.co/hindi-pedagogy-bhasha-kaushal-and-types-i>

गहन पठन एवम व्यापक पठन

<https://youtu.be/mUVY3tFq8II>

[http://www.abhivyakti-](http://www.abhivyakti-hindi.org/snibandh/hindi%20diwas/samvidhan%20me%20hindi.htm)

[hindi.org/snibandh/hindi diwas/samvidhan me hindi.htm](http://www.abhivyakti-hindi.org/snibandh/hindi diwas/samvidhan me hindi.htm)<https://drive.google.com/file/d/1sa6-s5-nu3mUj9RdOJJiwzg3vxmQmhRo/view?usp=drivesdk>

[https://www.tripurauniv.ac.in/Page/Rajbhasha hindi ki sanbidhanik stiti](https://www.tripurauniv.ac.in/Page/Rajbhasha%20hindi%20ki%20sanbidhanik%20stithi)<https://youtu.be/f24yalloPh4><https://youtu.be/6D8eZ34appc>

Preview YouTube video हिंदी भाषा के मूल तत्व संज्ञा, सर्वनाम, विशेषण आदि







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**Department of Education (B.Ed.)**

**LESSON PLAN**

NAME OF FACULTY : Bharti Kashyap                      DEPT. : Education

COURSE : B.Ed    SEMESTER : II

SUBJECT : Teaching of English                                      SUB. CODE : 120

**SESSION: (2023-2025)**

**Learning Objectives:**

- To enable the students understand the need and importance of English language
- To help students develop effective learning resources for English teaching
- To understand the need & importance of English language and develop proficiency in the language.
- To extend awareness of the pedagogical practices of teaching English.
- To understand the process of language assessment and continuous professional development
- To develop activities and tasks for learners including audio-video materials, ICT and internet

**Unit: Fundamentals of Language (12 Hours)**

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation





<ul style="list-style-type: none"> <li>• Nature, Scope and Functions of Language</li> <li>• Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic</li> <li>• Psycholinguistic and Sociolinguistic perspectives of language</li> <li>• Role of Language in Life: Intellectual, Emotional, Social and Cultural Development</li> <li>• Language Acquisition vs. Language Learning</li> <li>• Multilingualism as resource to Second Language Teaching-Learning</li> <li>• Language across Curriculum</li> <li>• Principles and Maxims of Language Teaching</li> <li>• History and status of English language in India – aims and objectives of teaching English language at secondary and senior secondary levels</li> </ul>	1	❖ Lecture	Reflective questions Based on Survey	Formative
	2			
	1	❖ Debate	Presentation	Oral Questioning
	1	❖ Discussion		
	1	❖ Brainstorming	Group Discussion	Written
	1			
	1	❖ Reading and Discussion	Reflections	Field Work
	2			
	2			

**Unit II: Language Development Skills: Listening, Speaking, Reading and Writing Skills (9 Hours)**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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<ul style="list-style-type: none"> <li>• Listening: Concept, Types, Importance, Role and Significance, Factors affecting listening, Activities to develop Listening and its evaluation</li> <li>• Speaking: Concept, features of connected speech: Stress, pronunciation, rhythm and rhyme, intonation and modulation, Factors affecting Speaking, Significance and activities to develop speaking and its evaluation</li> <li>• Reading: Concept, reading as a process, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading), Developing study skills including using a thesauruses, dictionary &amp; encyclopedia and evaluation of reading</li> <li>• Writing: Mechanics of writing, writing as a process; various stages of different writing, developing writing skills through reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisement, creative writing (poetry &amp; short stories), Evaluating writing and giving feedback</li> </ul>	2	❖ Lecture followed with discussion	Reflective questions	Formative
	2	❖ Debate		
	2	❖ Audio-Visual Presentation ❖ Ppt presentation	Discussion	Oral Questioning
	3	❖ Deductive method and Brainstorming  ❖ Journal Writing	Debate/Group Discussion	Presentation  KWL charts Rubrics Portfolio

**Unit III: English Language Pedagogy and Learning resources (12 Hours)**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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<ul style="list-style-type: none"> <li>• Micro Teaching Skills</li> <li>• Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach</li> <li>• Planning a Lesson, Instructional Objectives and Specifications for:               <ul style="list-style-type: none"> <li>o Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)</li> <li>o Poetry: Methods (Recitation, Song-action), Techniques of Appreciation</li> <li>o Grammar: Types (Functional, Formal), Methods (Inductive and Deductive)</li> </ul> </li> <li>• Developing and using audio-visual aids, including CALL programmes and library</li> <li>• Innovative practices: Online language learning resources – access and use of ICT and use of language games</li> <li>• Use of language laboratory for promoting language proficiency.</li> <li>• Formation of language clubs: organizing various activities for promoting functional competencies in English Language (quiz, role play, elocution, literary club, debates etc.)</li> </ul>	1				
	2	❖ Lecture cum Discussion	Reflective questions	Formative	
	1				
	1	❖ Debate	Presentation	Oral Questioning	
	1	❖ Discussion	Group Discussion	Written	
	1	❖ Brainstorming			
	1				
	1	❖ Audio-Visual aids	Presentation	Project work	
	1	❖ Reading and Discussion	Brainstorming	Ppt Presentation	
	2				

#### Unit IV: Professional Growth and Evaluation (13 Hours)

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation



<ul style="list-style-type: none"> <li>Assessing language skills: strategies- oral &amp; written, peer and group assessment, assessment within and beyond classroom.</li> </ul>	2	❖ Lecture	Presentation	Formative
<ul style="list-style-type: none"> <li>Constructive approach to assessment: Rubric, e-portfolio, journal writing and Open-ended test</li> </ul>	1			
<ul style="list-style-type: none"> <li>Selecting, adapting and using authentic course material for teaching English (textbook, teachers guide, supplementary readers)</li> </ul>	1	❖ Debate	Reflective questions Based on Discussion	Oral Questioning
<ul style="list-style-type: none"> <li>Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment.</li> </ul>	2	❖ Discussion	Group Discussion	Group task/Assignment
<ul style="list-style-type: none"> <li>Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report</li> </ul>	2	❖ Brainstorming	Presentation	Presentation
<ul style="list-style-type: none"> <li>Critical Appraisal of an English text book.</li> </ul>	1			Grid Analysis
<ul style="list-style-type: none"> <li>Professional Competencies of a teacher.</li> </ul>	1	❖ Reading and Discussion	Ppt	
<ul style="list-style-type: none"> <li>Comprehensive and Continuous Evaluation and its use in English class.</li> </ul>	1			Written task
<ul style="list-style-type: none"> <li>Different Elicitation Techniques used in English; cloze, diagnostic and achievement test.</li> </ul>	1	❖ Brainstorming	Debate	
<ul style="list-style-type: none"> <li>Remedial Teaching, Contrastive analysis; Error analysis</li> </ul>	1			

**Practical Assignments/Field Engagement(Any one):**

- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Preparation of an Achievement Test in English.



- Identifying and Evaluating ICT resources suitable for teaching English.
- Developing any five activities for enhancing various skills of language learning (Listening, speaking, reading & writing)
- Developing ICT resources such as audio-cassettes, games and CALL programme for teaching speaking and listening

**Learning Outcome :**

- The students will be able to understand and critically comment on theories of language development and learning
- The students will be able to develop effective learning resources for teaching of English
- The students will be able to develop appropriate assessment tools for assessment in English teaching

**Course Expected Outcomes:**

The students will be able to

CEO <sub>1</sub>	explain the fundamental of language and its principles
CEO <sub>2</sub>	practice the requisite skills and their interlinks for mastering the language.
CEO <sub>3</sub>	use the different type of approaches and strategies in their teaching and learning process
CEO <sub>4</sub>	imbibe the professional competencies of an English language teacher.

**Suggested Readings:**

- Halbe Malati, (2005): Methodology of English Teaching, Himalaya Publishing House,
- Sahni Geeta (2006), Suggested Methodology of Teaching English.
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- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms, Language and Language Teaching, 22-26

**References :**

Ref. Book:



1. Pedagogy of English- SM Acharya

2. Literate Lives- Amy Seely Flint

Ref. Books 1. The Study of Language- George Yule

2. National Curricular Framework

E-content Links:

- <https://encyclopedia.pub/entry/35237>
- <https://www.simplypsychology.org/language.html>
- <https://www.differencebetween.com/what-is-the-difference-between-language-acquisition-and-language-learning/>
- <https://egyankosh.ac.in/bitstream/123456789/73377/1/Unit-1.pdf>
- <https://youtu.be/bEB8-SWMyhI?si=njHS58sJUGUuK1v0>
- <https://online.maryville.edu/blog/types-of-listening/>
- <https://online.maryville.edu/blog/types-of-listening/>
- <https://www.coursera.org/ca/articles/active-listening>
- [https://www.youtube.com/watch?v=bEB8-SWMyhI&ab\\_channel=LearnEnglishwithEnglishClass101.com](https://www.youtube.com/watch?v=bEB8-SWMyhI&ab_channel=LearnEnglishwithEnglishClass101.com)
- <https://www.britishcouncil.in/blog/seven-simple-ways-improve-your-speaking-skills>
- <https://egyankosh.ac.in/bitstream/123456789/21170/1/Unit-7.pdf>

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- [https://www.scrip.org/html/10-6305328\\_105776.htm](https://www.scrip.org/html/10-6305328_105776.htm)

- <https://www.twinkl.co.in/teaching-wiki/reading-skills>
- <https://sabarishedn.blogspot.com/2022/04/language-across-curriculum-reading-with.html>

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- <file:///E:/LLDIMS/105%20LAC/Reading%20and%20writing%20skills.pdf>
- <file:///E:/LLDIMS/105%20LAC/Rosenblatt%20Reading.pdf>
- <file:///E:/LLDIMS/105%20LAC/An%20Intensive%20Study%20of%20Factors%20Relating%20to%20Reading%20Readiness%20with.pdf>

- <https://www.blogbrandz.com/tips/types-of-writing-skills/>
- <https://www.coursera.org/articles/writing-skills>
- <https://www.scribbr.com/academic-writing/writing-process/>

pdf- <https://egyankosh.ac.in/bitstream/123456789/7803/1/Unit-5.pdf>

- <file:///E:/LLDIMS/105%20LAC/196-205Dr.PARUPALLISRJNIVASRAO.pdf>



- [file:///E:/LLDIMS/105%20LAC/Importance\\_of\\_Writing\\_Skill\\_to\\_Develop\\_Students\\_C.pdf](file:///E:/LLDIMS/105%20LAC/Importance_of_Writing_Skill_to_Develop_Students_C.pdf)

#### Bullet-4

- <https://eclkc.ohs.acf.hhs.gov/school-readiness/home-visitors-online-handbook/emergent-literacy>
- <https://egyankosh.ac.in/bitstream/123456789/73477/1/Unit-2.pdf>
- <https://bookem-kids.org/wp-content/uploads/2013/03/7-components-of-literacy.pdf>
- <https://dyslexialibrary.org/wp-content/uploads/file-manager/public/1/Fall11%2035-38%20Emergent%20Arrow%20McLachlan.pdf>
- <https://www.lwtears.com/blog/literacy-development-stages>
- <https://journals.sagepub.com/doi/pdf/10.1177/2158244015577664>
- <https://www.playstreet.in/2023/01/12/understanding-the-foundations-of-emergent-language-literacy-skills/>

#### Unit

##### Bullet-1

- [https://www.researchgate.net/publication/337499049\\_LANGUAGE\\_VARIATION/link/5d4c38bb299bf10c5a3340d6/download](https://www.researchgate.net/publication/337499049_LANGUAGE_VARIATION/link/5d4c38bb299bf10c5a3340d6/download)
- <http://www.sfs.uni-tuebingen.de/~dm/04/spring/201/socio.pdf>
- <https://www.studysmarter.co.uk/explanations/english/sociolinguistics/>
- <https://egyankosh.ac.in/bitstream/123456789/22567/1/Unit-1.pdf>

##### Bullet-2

- <https://www.worldsupporter.org/en/chapter/77122-introducing-sociolinguistics-relationship-between-language-and-society>
- [https://www.academia.edu/24791015/RELATIONSHIP\\_BETWEEN\\_LANGUAGE\\_AND\\_SOCIETY](https://www.academia.edu/24791015/RELATIONSHIP_BETWEEN_LANGUAGE_AND_SOCIETY)
- <https://aspiringyouths.com/essay/relationship-between-language-and-society/>
- <https://prepwithharshita.com/relationship-between-language-and-society/>

##### Bullet -3

- <https://egyankosh.ac.in/bitstream/123456789/8538/1/Unit%203.pdf>
- <https://www.tutorialspoint.com/bilingualism-meaning-and-significance>
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- <https://www.cambridgeenglish.org/Images/539682-perspectives-impact-on-multilingualism.pdf>
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- <https://www.studyiq.com/articles/the-national-language-of-india/#:~:text=What%20are%20the%202022%20Official,of%20the%202022%20languages%20spoken.>
- <https://rajbhasha.gov.in/en/languages-included-eighth-schedule-indian-constitution>
- [https://www.mha.gov.in/sites/default/files/EighthSchedule\\_19052017.pdf](https://www.mha.gov.in/sites/default/files/EighthSchedule_19052017.pdf)
- <https://www.ling.upenn.edu/~jason2/papers/natlang.htm>
- <https://www.drishtiiias.com/daily-news-analysis/eighth-schedule-of-the-indian-constitution>
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- <https://iasbaba.com/2020/08/three-language-formula-history-and-analysis/>
- <https://indianexpress.com/article/cities/kolkata/mother-tongue-first-language-in-govts-3-language-formula-8932710/>
- [https://stjosephuniv.edu.in/gjaec/sma/articles/Apr\\_2022/GJSE004.pdf](https://stjosephuniv.edu.in/gjaec/sma/articles/Apr_2022/GJSE004.pdf)
- <https://www.hindustantimes.com/analysis/why-the-three-language-formula-is-a-bad-idea/story-xkmmLnWyJGq6Pale1RdhJ.html>
- <https://www.deccanherald.com/india/3-language-formula-a-failed-policy-makes-a-comeback-737738.html>
- <https://www.newindianexpress.com/states/tamil-nadu/2020/aug/04/whats-tns-problem-with-3-language-policy-2178747.html>







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**Department of Education (B.Ed.)**

**SEMESTER- II**

**Name- Ghazala Khatoun**

**Subject: Teaching of Mathematics (126)**

**Semester-II**

**Teaching Objectives:**

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand the learning theories and their applications in Mathematics Education.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To understand the preparation and use of diagnostics test and organize remedial teaching.
- To apply appropriate evaluation techniques in Mathematics.

**Course Expected Outcomes:**

The students will be able to

CEO1	explain the nature of mathematics
CEO2	Imbibe professional competencies of a Mathematics teacher.
CEO3	design lesson plans in teaching mathematics using various pedagogical approaches and methods
CEO4	Apply appropriate evaluation tools and techniques in teaching of Mathematics.

**Unit I: Mathematics in School Curriculum**

**Allotted Hours- 14**

S.No.	Topic	Hrs Altd.	Methodology	Recapitulation	Evaluation
1.	Nature and scope of mathematics, nature of mathematical proposition, mathematical proof, structure	2	Reading and discussion	Question and Answer	Formative



	and logic.		Reading and discussion	Discussion	Formative
2.	Meaning & building block of mathematics: undefined terms, definitions, axioms, postulates, theorems, propositions, logically valid conclusion, use of quantifiers, implications.	2			
3.	Value of mathematic, Need and importance of Mathematics at secondary stage.	2	Reading and discussion	Discussion	PPT
4.	Critical evaluation of the curriculum in use in Mathematics at the secondary stage.	2	Discussion	Reflective questions	Written work
5.	Correlation of Mathematics with other subjects	2	Group Discussion	Discussion	Written Summary
6.	Contributions of Indian & Western Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya, Shakuntala Devi, Pythagorus, Rene Descarte, Euclid).	2	Presentation	Discussion	Formative
7.	General and specific objectives of teaching mathematics (bloom's taxonomy with Anderson's revision), Specification of objectives in terms of learning outcomes	2	PPT	Discussion	Formative



**Unit II: Instructional Planning, Designing and Transaction in Mathematics**  
**Allotted Hours- 14**

S. No	Topic	Hrs Altd.	Methodology	Recapitulation	Evaluation
1	Unit Planning and Lesson Planning in Mathematics	2	Discussion	Question Answer	Preparation of LP on Topic
2	Instructional Approaches: Inductive & Deductive approach, Analytic and Synthetic approach, Constructivist approach	2	Discussion	Question and answer	Oral
3	Instructional Methods: Traditional methods, Problem solving, Heuristic, Project, Activity method, Laboratory Method and cooperative learning, Self-learning, peer learning, and 5E model.	2	Group Discussion	Discussion	Classroom Activity
4.	Instructional Media: Text books, Reference books, OERs, Magazines, Journals, Encyclopaedia, Newspapers, Teaching Aids and other Media	2	Group Discussion	Discussion	Formative
5.	Content analysis in mathematics, concepts formation and concepts attainment	2	Discussion	Question and answer	Formative
	Developing Critical				



6.	Thinking, Creative Thinking, Problem Solving Skills (Higher Order Thinking Skills (HOTS))	2	Discussion	Question and answer	Formative
7.	Co-curricular Activities for Mathematics: Use and Development Mathematics clubs, Mathematics fairs, quiz, Olympiad, talent search examination.	2	Group Discussion	Discussion	Classroom Activity

**Unit- III Assessment and Evaluation of Learning and Teaching of mathematics**  
**Allotted Hours- 15**

S. No.	Topic	Hrs Altd	Methodology	Recapitulation	Evaluation
1.	Concept and types of Assessment-Norm-referenced & Criterion- Referenced, Placement, Formative, Diagnostic & Summative Assessment	2	Group Discussion	Discussion	Class room Activity
2.	Continuous and Comprehensive Assessment	1	PPT	Discussion	Presentation
3.	Assignments, projects, and portfolios in mathematics.	1	Group Discussion	Discussion	Students Project Work Activity
4.	Unit test, designing blue prints, item construction, marking	2		Student Discussion	Construction of



	scheme.				Question Paper.
5.	Tools of Assessments: Observation Schedule, Checklist, Rating Scale, Anecdotal Records, Tests, Rubrics, Open-Book examination, online examination	2	Discussion  Group Discussion	Question Answer	Student Activity
6.	Achievement tests: Their construction, Administration and Analysis, Need and importance of class tests.	1	Problem Solving Method	Discussion	Assignment
7.	Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)	2	Co-Operative Learning	Presentation	Presentation
8.	Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self- assessment, Peer assessment	2	PPT	Presentation	Student Activity
9.	Diagnostics test and remedial teaching in Mathematics.	2	Co-Operative Learning	Presentation	Student Activity



Unit IV: Professional Development of Mathematics Teacher

Allotted Hours- 14

S.No.	Topic	Hrs Altd.	Methodology	Recapitulation	Evaluation
1.	Professional Development: Need & relevance at individual level, Organizational level and governmental level	2	PPT	Oral	Questions
2.	Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc as well as membership of Professional Organisations in Professional development of Teachers, Field Visits for enrichment	4	Group Discussion	Questions	Presentation
3.	Teacher as a Researcher: Need and Competencies	2	Discussion	Oral	Role Play Activity
4	Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.	2	Discussion	Questions	Student Activity



5.	Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report.	2	Group Discussion	Questions	Formative
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### Suggested Readings:

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- •Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- •Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- •Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
- •Gupta H.N. and Shankaran V (Ed.), (1984); Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- •Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- •James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
- •Johan R.E. et.al, (1961); Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
- •Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- •Kulshreshtha, A.K. (2012) Teaching of Mathematics, R. Lal and Sons. Meerut, U.P.
- •Tyagi, S.K.(2004); Teaching of Arithmetic; Commonwealth Publications.

### Suggested Links:-

#### Unit-1

- <https://www.youtube.com/watch?v=Nqx6AMaZY8w>
- <https://www.youtube.com/watch?v=818EvW9-1mc>
- <https://www.youtube.com/watch?v=mDzsfLMLzC0>
- <https://www.youtube.com/watch?v=09Fykw55Kao>
- [https://www.youtube.com/watch?v=bwu\\_jyrv31M](https://www.youtube.com/watch?v=bwu_jyrv31M)
- <https://www.youtube.com/watch?v=NZR3M6XEgA>
- <https://www.youtube.com/watch?v=aQqwsz4luK0>

#### Unit-2

- <https://www.youtube.com/watch?v=7iJmLDNZw7c>
- <https://www.youtube.com/watch?v=df73Bb1DCb0>
- [https://www.youtube.com/watch?v=gnjOsA\\_IFxM](https://www.youtube.com/watch?v=gnjOsA_IFxM)



- <https://www.youtube.com/watch?v=CkBESMbgDMU>
- <https://www.youtube.com/watch?v=4w32K1rO13k>
- <https://www.youtube.com/watch?v=01r9CukgasU>
- <https://www.youtube.com/watch?v=9-WWQhgB6ms>

### Unit-3

- [https://www.youtube.com/watch?v=MVOv\\_pykJTk](https://www.youtube.com/watch?v=MVOv_pykJTk)
- <https://www.youtube.com/watch?v=4rQynbyJTQk>
- <https://www.youtube.com/watch?v=wyJJ3fw4LCQ>
- <https://www.youtube.com/watch?v=2LWfd8UuNEk>
- <https://www.youtube.com/watch?v=RpBjVF-cvXY&t=49s>
- [https://www.youtube.com/watch?v=25YNla73\\_vg](https://www.youtube.com/watch?v=25YNla73_vg)
- [https://www.youtube.com/watch?v=pMEjJU\\_wpPY](https://www.youtube.com/watch?v=pMEjJU_wpPY)
- <https://www.youtube.com/watch?v=kKInM9HjHzl>
- <https://www.youtube.com/watch?v=KBxoeM2fzRk>

### Unit-4

- <https://www.youtube.com/watch?v=bjpf5g5jAbmE>
- <https://www.youtube.com/watch?v=HKu5pnSzKMM>
- <https://www.youtube.com/watch?v=ElMdscK4mF4>
- <https://www.youtube.com/watch?v=0ewAMRxygO0>
- [https://www.youtube.com/watch?v=FHJkibk\\_ock](https://www.youtube.com/watch?v=FHJkibk_ock)







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**Department of Education (B.Ed.)**  
**LESSON PLAN**

NAME OF FACULTY : Bharti Kashyap DEPT. : Education  
COURSE : B.Ed SEMESTER : II  
SUBJECT : Teaching of English SUB. CODE : 120

**Learning Objectives:**

- To enable the students understand the need and importance of English language
- To help students develop effective learning resources for English teaching
- To understand the need & importance of English language and develop proficiency in the language.
- To extend awareness of the pedagogical practices of teaching English.
- To understand the process of language assessment and continuous professional development
- To develop activities and tasks for learners including audio-video materials, ICT and internet

**Unit: Fundamental of Language (12 Hours)**

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation





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## Department of Education (B.Ed.)

### Semester -II

**Subject: Teaching of Social Sciences**  
**Faculty- Ms. Pooja Pawar**

#### Objectives:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To acquire knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To identify, prepare and collect different teaching Aids & use them effectively in the classroom.

#### Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	explain the aims and objectives of teaching Social Sciences at various levels of Education
CEO <sub>2</sub>	design lesson plans in teaching of Social Sciences using various pedagogical approaches and methods
CEO <sub>3</sub>	integrate technology and its application in teaching of Social Sciences.
CEO <sub>4</sub>	apply suitable evaluation tools and techniques in teaching of Social Sciences

#### Unit I: Social Science in School Curriculum

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	• Nature, Scope & Importance of Social Science	1	Lecture	Question & Answer	Written
2.	• Difference between Social Science and Social Studies	1	Demonstration	Discussion	Written
3.	• Aims and objectives of teaching Social Sciences, formulation of objectives in behavioural terms with	2	PPT	Group Presentation	Formative



4.	special reference to Social Science	2	Reading and Presentation	Reflective Questions based on Readings	Oral
5.	• Social Science curriculum at School level - correlation with other subjects	1	Survey and Discussion	Group Discussion	Assignment
6.	• Critical appraisal of a Social Science Text -Book	2	Debate	Reflections	Formative
7.	• Development of Values through Social Science Teaching	2	PPT & Group Discussion	Questioning	Project
	• Importance of Democratic inclusive class room for Social Science teaching		Debate	Reflections	Formative

### Unit II: Planning, Designing and Transaction

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Approaches / Methods of Teaching Social Sciences, Difference between Approaches, strategies and methods	1	Lecture	Question & Answer	Written
2.	Types of Approaches and their use in lesson planning: Inductive, deductive, constructivist, Multidisciplinary & integrated approach in Social Sciences. Transactional Strategies.	2.30	Demonstration	Discussion	Written



3.	Methods – Story telling, Problem Solving, Project Method, Observational Method, Assignment Method, Discussion method	3.00	PPT	Group Presentation	Formative
4.	Grouping students for learning , Cooperative learning, Role play and simulation	2	Reading and Presentation	Reflective Questions based on Readings	Oral
5.	Micro Teaching, Unit Planning and Lesson Planning.	1.30	Survey and Discussion	Group Discussion	Assignment
6.	Social Science Laboratory - organization and management	2	Debate	Reflections	Formative
7.	Organization and planning of Co-curricular Activities in Social Science – FieldTrip/Excursion / Bulletin Board in Social Science	2	PPT & Group Discussion	Questioning	Project
8.	Dealing with controversial Issues in Social Science. Current events	1	Debate	Reflections	Formative

#### Unit IV: Professional development of a Social Science Teacher

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Developing Concept and Generalizations, Concept formation and classification	2	Discussion	Reflective questions	Formative
2.	Concept Mapping in Social Science Instructional strategies for concept learning	1	Lecture and Discussion	Discussion	Oral
3.	Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Social Sciences at secondary school level, e-technologies.	2	PPT	Presentation	Formative
4.	Instructional Aids: - Preparation, improvisation and effective use - Chart, Models, ScrapBooks, Media (Print Non-print and Electronic Media), Maps, Globe.	2	Lecture	Questions based on readings	Written
5.	Social Science Teacher: Teaching skills, teacher as a reflective practitioner	2	Presentation	Group Presentation	Presentation

**Practical Assignments/Field engagement (Any one):**

- Project report on any topic of social Science.
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

**Suggested Readings:**

- Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Pub.
- Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications.
- Martorella H. Peter (1994) Social Studies for elementary School Children (Developing Young Citizens)
- UNESCO (1981), Handbook for teaching of Social Studies.
- Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.
- Zevin Jack (2000) – Social Studies for the Twenty first Century
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Eklavya. (1998). Social Science Textbooks for Class VI, VII and VIII. Bhopal, M.P.:



- National Council of Educational Research & Training. (2014). Position Paper: National Focus Group on Teaching of Social Science. New Delhi: India: NCERT.
- Ministry of Education. (2009). Building Conceptual Understandings in the Social Sciences. New Zealand: Crown.





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**Department of Education (B.Ed.)**

**LESSON PLAN**

**SEMESTER II**

**Faculty- Ms. Ghazala Khatoon**  
**Subject: Teaching of Accountancy**  
**Course Code: BED132**

**Credit:4**

**Teaching Objectives:**

- To understand of the nature and rationale of Accountancy as a subject in the school curriculum.
- To use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To expand awareness about curricular innovations in Accountancy.
- To develop the competencies for transacting the accountancy curriculum
- To familiarize with the techniques of evaluation and to analyze the digital platforms and assessment for Accountancy.

**Course Expected Outcomes:**

The students will be able to

CEO1	explain nature and scope of Accountancy
CEO2	Identify various models to plan, design and transact the syllabus of Accountancy at senior secondary school level.
CEO3	Apply various techniques of evaluation in teaching of Accountancy.
CEO4	implement various approaches of teaching Accountancy at senior secondary school level



Unit I: Unit I: Accountancy in school curriculum

Allotted hours: 14

S.No	Topic	HrsAld	Methodology	Recapitulation	Evaluation
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1.	Meaning, Nature, need, and scope of Accountancy, rationale of its inclusion in the school curriculum.	2	Reading and discussion	Question and Answer	Formative
2.	Aims and Objectives of Teaching Accountancy, Formulation of Objectives.	1	Reading and discussion	Discussion	Formative
		1	Reading and discussion	Discussion	Written work
3.	Text Book: Critical appraisal of an Accountancy text book.	2	Group Discussion	Reflective questions	PPT
4.	Integration of Accountancy with Business studies, Mathematics & Economics.	2	Presentation	Discussion	Written Summary
5.	Curriculum Development- Developing Accounting Curriculum for Secondary Classes.		Presentation	Discussion	Formative
6	A Critical Appraisal of Accountancy Curriculum framed by CBSE/ISC/NIOS.	2	Presentation	Discussion	Formative
		2			
7	Values of teaching Accountancy- global citizenship, practical, social, cultural, and vocational	2	Presentation	Discussion	Formative

**Unit II: Planning, Designing and Transaction Allotted hours: 18**

S. No	Topic	Hrs Altd.	Methodology	Recapitulation	Evaluation
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1.	Micro Teaching- Concept and different skills of teaching, Practice of Skill of introducing a lesson, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, and Skill of Black/White Board Writing	2	Discussion	Question Answer	Oral
2	Lesson Planning: Types- Daily, Weekly and unit Plan, Formats of Daily Plans.	2	Discussion	Discussion	Assignment
3.	Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.	2	Discussion	Question and answer	Formative
4.	Use of software and hardware for the teaching of Accountancy, including the use of computers	2	Group Discussion	Discussion	Formative
5.	Methods and Techniques of Teaching Accounting: Question- Answer Technique, Lecture Method, Problem solving method, Games method, Project method, Case study, Computer Assisted Instruction, Team Teaching, Co-operative learning, Peer learning, Blended learning, Constructivist Approach(7E's).	2	Discussion	Question Answer	Assignment

6	New Pedagogic ideas and innovative trends in Accountancy: Blended Learning	2	Group Discussion	Question Answer	Assignment
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	(With reference to Flex model, Rotation model, A La Carte model): Concept, Procedure and Advantages.				
7	Co-Curricular Activities: Different types of co-scholastic activities for strengthening the learning of accounting. Quizzes and other group activities.	2	Discussion	Discussion	Assignment
8	ICT as Learning Resources: Computer assisted learning, social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha	2	Discussion	Question and answer	Assignment
9	Learning Resources: Open repositories, Workbooks and Practice sets	2	Group Discussion	Discussion	Assignment

**Unit III: Evaluation in Accountancy Allotted hours: 12**



S.No	Topic	HrsAltd	Methodology	Recapitulation	Evaluation
1.	Evaluation: Concept, importance and Types of Evaluation, Continuous and Comprehensive evaluation, Assessment: Concept and its types	2	Reading and discussion	Question and Answer	Formative
2.	Assessment tools in Accountancy: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.	2	Reading and discussion	Discussion	Formative
3.	Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based	2	Group Discussion	Discussion	Written work
4.	Achievement tests: their construction, administration and analysis	2	Presentation	Reflective questions	PPT
5	Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)	2	Reading and discussion	Discussion	Written work
6	Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Accountancy.	2	Presentation	Reflective questions	PPT

**Unit IV: Professional Development of an Accountancy teacher Allotted hours: 12**



S.No.	Topic	HrsAld.	Methodology	Recapitulation	Evaluation
1.	Accountancy Teacher: Qualities of an ideal teacher, Avenues available for professional growth. Development of Accounting as a 'Profession'	2	Reading and discussion	Question and Answer	Formative
2.	Professional Accounting Software: Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets.	2	Reading and discussion	Discussion	Formative
3.	Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher	2	Group Discussion	Discussion	Written work
4.	Maintaining Classroom records: Meaning, Importance and Preparation of Attendance Register, Assessment Records, Stock Register etc	2	Presentation	Question and Answer	Formative
5.	Professional Development: Need & relevance at individual level, Organizational level and governmental level	2	Group Discussion	Reflective questions	PPT
6.	Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia	2	Reading and Discussion	Question and Answer	Formative
7.	Action research: Concept, Identification of problems faced by the teachers in the classrooms.	2	Discussion	Reflective questions	Written work

**Practical Assignments/Field Engagement:**



- The students to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school : Attendance Registers, Marks Registers, Cumulative Records of CCE(Continuous Comprehensive Evaluation) in particular.( Also to include the role of ICT as an Assistive Technology in the same)
- A meeting of student & teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
- The students to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation.

#### Suggested Readings:

- Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Safaya, R.N. and Shaida, B.D.(2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi
- Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi,

#### Suggested Links-

##### Unit I

- <https://www.youtube.com/watch?v=19bNM8xTrQ4>
- [https://www.youtube.com/watch?v=b3cJ0hLvh\\_8&pp=ygVHQWltcyBhbmOgT2JqZWNOaXZlcyBvZIBUZWFjaGluZyBBY2NvdW50YW5jeSwgRm9ybXVsYXRpb24gb2YgT2JqZWNOaXZlcy4%3D](https://www.youtube.com/watch?v=b3cJ0hLvh_8&pp=ygVHQWltcyBhbmOgT2JqZWNOaXZlcyBvZIBUZWFjaGluZyBBY2NvdW50YW5jeSwgRm9ybXVsYXRpb24gb2YgT2JqZWNOaXZlcy4%3D)
- [https://www.youtube.com/watch?v=CaJR8RIm\\_e8&pp=ygU-74K3IFRleHQgQm9vazogQ3JpdGllYWwgYXBwcmFpc2FsIG9mIGFuIEFjY291bnRhbmNSIH RleHQgYm9vay4%3D](https://www.youtube.com/watch?v=CaJR8RIm_e8&pp=ygU-74K3IFRleHQgQm9vazogQ3JpdGllYWwgYXBwcmFpc2FsIG9mIGFuIEFjY291bnRhbmNSIH RleHQgYm9vay4%3D)
- <https://www.iedunote.com/accounting-relation-other-disciplines>
- [https://www.researchgate.net/publication/362730772\\_CURRICULUM\\_MODELING\\_AN\\_EXAMPLE\\_OF\\_ACCOUNTING\\_CURRICULUM](https://www.researchgate.net/publication/362730772_CURRICULUM_MODELING_AN_EXAMPLE_OF_ACCOUNTING_CURRICULUM)
- [https://www.researchgate.net/publication/256032644\\_Critical\\_Analysis\\_of\\_CBSE\\_Accounting\\_Syllabus](https://www.researchgate.net/publication/256032644_Critical_Analysis_of_CBSE_Accounting_Syllabus)



- <https://www.taylorfrancis.com/books/edit/10.1201/9781315104188/character-education-21st-century-global-citizens-endah-retnowati-anik-ghufron-marzuki-kaslyan-adi-cilik-pierawan-ashadi>

#### Unit II

- <https://harappa.education/harappa-diaries/micro-teaching-skills-its-types/>
- <https://www.slideshare.net/maheswarijaikumar/types-of-lesson-plan-177829069>
- <https://www.sciencedirect.com/science/article/pii/S2590291121000681>
- <https://www.walshmedicalmedia.com/open-access/computer-hardware-and-software-an-accountant-must-know-in-this-era-of-computer-age-2315-7844-1-123.pdf>
- <https://www.caluniv.ac.in/academic/Education/Study/MA-S-IV-ET.pdf>
- <https://www.researchgate.net/publication/341094045> The Flex Model of Blended Learning Enabled Digital Citizenship
- <https://npschd.com/co-curricular-activities-in-school/>
- <https://testbook.com/question-answer/which-of-the-following-are-e-learning-platforms--622b03fdd89f04a4f853cca1>
- <https://opentextbc.ca/teachinginadigitalage/chapter/oer/>

#### Unit III

- <https://egyankosh.ac.in/bitstream/123456789/8515/1/Unit-11.pdf>
- <https://wtcs.pressbooks.pub/infanttoddlerdev/chapter/chapter-9-using-observation-methodstools-and-techniques-to-gather-evidence/>
- <https://assessmentoflearningoutcomes.weebly.com/the-technique-of-assessment.html#:~:text=There%20are%20seven%20techniques%20that,of%20portfolios%20and%20self%20assessment.&text=Performance%20appraisal%20is%20an%20appraisal,of%20learners%20in%20doing%20something.>
- <https://egyankosh.ac.in/bitstream/123456789/46951/1/Unit-8.pdf>
- <https://www.slideshare.net/BeulahJayarani/types-of-test-items-249912402>
- <https://www.egyankosh.ac.in/bitstream/123456789/7821/1/Unit-9.pdf>

#### Unit IV

- <https://www.svtuition.org/2011/11/qualities-of-good-teachers.html>
- <https://www.investopedia.com/terms/a/accounting-software.asp>



- <https://reflectiveteachingjournal.com/what-is-reflective-teaching/#:~:text=Some%20characteristics%20of%20a%20reflective,of%20self%20and%20teaching%20practices.>
- <https://www.slideshare.net/anivvp/maintenance-of-school-records>
- <https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf>
- <https://ijcrt.org/papers/IJCRT2008457.pdf>
- <https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt1/>







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**Lingaya's Lalita Devi Institute of Management & Sciences**  
Mandi Road, Mandi, New Delhi – 110047  
(Affiliated to GGSIP University, Delhi, Govt. of Delhi & NCTE)



**Department of Education (B.Ed.)**

**LESSON PLAN**

**SEMESTER II**

**Faculty- Ms. Ghazala Khatoun**

**Credit:4**

**Subject: Teaching of Business Studies**

**Course Code: BED134**

**Teaching Objectives:**

- To understand the rationale of teaching Business Studies at the School level.
- To develop the skill of developing and transacting curriculum of Business Studies.
- To develop the tools and techniques of evaluation for appraising and enhancing students' knowledge and performance in Business Studies.
- To analyse and use the digital platforms and e-assessment.

**Course Expected Outcomes:**

The students will be able to

CEO1	Elucidate the aims and objectives of teaching of Business Studies at the Senior Secondary School Level
CEO2	Identify various models to plan, design and transact the syllabus of Business studies at senior secondary school level.
CEO3	Apply various techniques of evaluation in teaching of Business Studies.
CEO4	Implement various approaches of teaching Business Studies at senior secondary school level



**Unit I: Accountancy in school curriculum****Allotted hours:14**

S.No.	Topic	Hrs.Ald.	Methodology	Recapitulation	Evaluation
1.	Meaning, Nature Need/ Importance and scope of Business Studies, rationale of its introduction at senior school level/ secondary level, recent advancements in Business Studies. Evolution of education for business.	2	Reading and discussion	Question and Answer	Formative
2.	Aims and Objectives of Teaching Business Studies, Formulation of Objectives in Behavioral terms.	2	Reading and discussion	Discussion	Formative
3.	Integration of Business Studies with other subjects:Accountancy, Economics, Social Science and English language	2	Reading and discussion	Discussion	Written work
4.	Curriculum development- Developing Business Studies Curriculum for Schools.	2	Group Discussion	Reflective questions	PPT
5.	Reviewing the Business Studies Curriculum developed by CBSE/ ISC/NIOS.	2	Presentation	Discussion	Written Summary
6.	Values of teaching Business Studies- global citizenship, practical, social, cultural, and vocational.	2	Presentation	Discussion	Formative
7.	Text Book: Critical appraisal of a Business Studies text book	2	Presentation	Reflective Questions	PPT



**Unit II: Planning, Designing and Transaction Allotted hours:18**

S. No	Topic	Hrs.Alt.	Methodology	Recapitulation	Evaluation
1.	Developing different teaching skills through Microteaching mode	2	Discussion	Question Answer	Oral
2	Skill of Introduction, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Black/White Board Writing	2	Discussion	Discussion	Assignment
3.	Lesson Planning and Unit Planning based on various approaches	2	Discussion	Question and answer	Formative
4.	Mini lesson plan for teaching through Microteaching mode	2	Group Discussion	Discussion	Formative
5.	Teaching Methods: Lecture Method, Question- Answer Technique, Discussion Method, Group work & collaborative learning, Project Method, Problem Solving method, teaching through Games, Inquiry Based Method, Discovery Method, and Portfolio.	2	Discussion	Question Answer	Assignment



6	Instructional Approaches-, Constructivist, Critical Thinking, Creative Thinking	2	Group Discussion	Question Answer	Assignment
7	Co-curricular activities: Business Studies based co-scholastic activities and their utility, linkage of school and outside organizations for strengthening knowledge about business.	2	Discussion	Discussion	Assignment
8	Instructional Media o Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the teaching of Business Studies of professional journals for business studies. (Educational tours to any business organization)	2	Discussion	Question and answer	Assignment
9	ICT as Learning Resources: Computer assisted learning, Social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha	2	Group Discussion	Discussion	Assignment



**Unit III: Evaluation in Business Studies** Allotted hours: 12

S.No.	Topic	Hrs/Altd.	Methodology	Recapitulation	Evaluation
1.	Evaluation: Concept, importance and Types of Evaluation  Continuous and Comprehensive evaluation  Assessment: Concept and its types	2	Reading and discussion	Question and Answer	Formative
2.	Assessment tools in Business studies: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.	2	Reading and discussion	Discussion	Formative
3.	Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based	2	Group Discussion	Discussion	Written work
4.	Achievement tests: their construction, administration and analysis	2	Presentation	Reflective questions	PPT
5.	Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)	2	Reading and discussion	Discussion	Written work
6.	Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Business studies.	2	Presentation	Reflective questions	PPT



**Unit IV: Professional Development of an Accountancy teacher** Allotted hours: 14

S.No.	Topic	Hrs/Altd.	Methodology	Recapitulation	Evaluation
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1.	Business studies Teacher: Qualities of an ideal teacher, Avenues available for professional growth	2	Reading and discussion	Question and Answer	Formative
2.	Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher	2	Reading and discussion	Discussion	Formative
3.	Professional Development: Need & relevance at individual level, Organizational level and governmental level	2	Group Discussion	Discussion	Written work
4.	Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia	2	Presentation	Question and Answer	Formative
5.	Membership of Professional Organizations in Professional development of Teachers	2	Group Discussion	Reflective questions	PPT
6.	Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Business studies at secondary school level.	2	Reading and Discussion	Question and Answer	Formative
7.	Action research: Concept, Identification of problems faced by the teachers in the classroom	2	Discussion	Reflective questions	Written work

**Practical Assignments/Field Engagement:**



- Develop a game for teaching some Business Studies topic (explain step by step, the process of developing this game, giving its rules of participation)
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Organize a co-curricular activity for strengthening the knowledge of any topic taught recently in the class.
- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Experiential Learning and Reflection).
- Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Business Studies by using any one of the following: Blended learning approach and constructivist approach.

### Suggested Readings:

- Brantley, Clarice, P and Bobbye J Davice (1997): The Changing Dimensions of Business Education, NBEA, Yearbook No. 35, Reston, Virginia.
- Brown B. Jean (1973): Qualities of an Effective General Business Teacher, Center for Business and Economic Research, The University of Tennessee, Knoxville.
- Calhoun Calfrey C. (1980): Managing the Learning Process in Business Education, Wadsworth Publishing Co., Belmont, California.
- Douglas Lloyd V. (1963): Business Education, The center for Applied Research in Education, Inc., Washington.
- Siddiqui M. Akhtar, et. al. (1995): Handbook for Teachers of Business Studies, IASE, Jamia Millia Islamia, New Delhi.
- Shokeen, A and Bhatia, S.K. (2021). Teaching of Commerce. Paragon International Publishers, New Delhi. ISBN 978-93-83154-87-6.

### Suggested Links-

#### Unit I

- <https://www.javpeedigital.com/eReader/chapter/9789386261571/ch1>
- <https://med.fsu.edu/facultydevelopment/behavioral-objectives-and-how-write-them>
- <https://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Connections>
- <https://files.eric.ed.gov/fulltext/EJ1086223.pdf>
- <https://www.vedantu.com/blog/education-boards-in-india>
- <https://www.ef.com/wen/blog/efacademyblog/importance-global-citizen-education/>
- <https://www.jstor.org/stable/2279216>

#### Unit II





- [https://www.researchgate.net/publication/330889488 Teaching How to Teach Microteaching A Way to Build up Teaching Skills#:~:text=Microteaching%20is%20an%20organized%2C%20scaled,either%20individual%20or%20peer%20review.](https://www.researchgate.net/publication/330889488_Teaching_How_to_Teach_Microteaching_A_Way_to_Build_up_Teaching_Skills#:~:text=Microteaching%20is%20an%20organized%2C%20scaled,either%20individual%20or%20peer%20review.)
- [https://www.kgmu.org/download/virtualclass/Era\\_Medical\\_College/ERA-Micro-Teaching-16-12-14.ppt](https://www.kgmu.org/download/virtualclass/Era_Medical_College/ERA-Micro-Teaching-16-12-14.ppt)
- <https://egyankosh.ac.in/bitstream/123456789/7185/1/Unit-2.pdf>
- <https://www.slideshare.net/gladysgabrielrivera/microteaching-introduction-with-example-of-lesson-plan>
- <https://www.egyankosh.ac.in/bitstream/123456789/31612/1/Unit-3.pdf>
- <https://www.tandfonline.com/doi/full/10.1080/2331186X.2023.2172929>
- <https://egyankosh.ac.in/bitstream/123456789/8931/1/Unit-1.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/46886/1/Unit-17.pdf>
- <https://monichatterjee.medium.com/importance-of-ict-in-education-and-teaching-learning-process-f794225c1c2e>

### Unit III

- <https://egyankosh.ac.in/bitstream/123456789/46937/1/Unit-1.pdf>
- <https://byjusexamprep.com/tet/continuous-and-comprehensive-evaluation-ccc>
- <https://www.toppr.com/bytes/types-of-assessment/>
- <https://www.slideshare.net/HennaAnsari/tools-of-assessment-201436472>
- [https://www.clark.edu/tlc/outcome\\_assessment/documents/HandbookforProgramReviewandImprovement.pdf](https://www.clark.edu/tlc/outcome_assessment/documents/HandbookforProgramReviewandImprovement.pdf)
- <https://egyankosh.ac.in/bitstream/123456789/46951/1/Unit-8.pdf>
- <https://www.slideshare.net/BeulahJavarani/types-of-test-items-249912402>
- <https://study.com/learn/lesson/diagnostic-assessment-examples.html>

### Unit IV

- <https://www.careerguide.com/career/working-professionals/7-qualities-business-teacher-and-businessman-should-have>
- <https://reflectiveteachingjournal.com/what-is-reflective-teaching/#:~:text=Some%20characteristics%20of%20a%20reflective,of%20self%20and%20teaching%20practices.>
- <https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf>
- <https://www.aryacollege.org/resources/importance-for-workshop-and-seminar-in-student-life>
- <https://study.com/academy/lesson/field-specific-professional-organizations-in-education.html>



- <https://designerlibrarian.wordpress.com/2015/09/29/integrating-technology-for-inquiry-the-nteq-model/>
- <https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt1/>





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## Department of Education (B.Ed.)

### II<sup>nd</sup> SEMESTER

Name of faculty: Ms Rohini Jain & Ms. Anjali Bhardwaj

Subject: Teaching of Integrated Science

Course Code: BED 144

Credits: 4

#### Objectives of the Course:

- To analyze critically the curriculum and textbooks from the dimensions of integration at various levels of school.
- To acquire and learn skills of preparing lesson plans using various approaches and methods.
- To acquire and learn specific laboratory skills to conduct practical work in science
- To develop and use the techniques for evaluation of students' performance.
- To understand the importance of Professional Development of a science teacher

#### Learning outcomes:

The students will be able to

- Explain the aims and objectives of teaching Science at various levels of Education
- Design lesson plans in teaching of science using various pedagogical approaches and methods
- Integrate technology and its application in teaching of science
- Apply suitable evaluation tools and techniques in teaching of science

#### Unit-I: Science in School Curriculum (15 Hrs)

S. No	Topic	Hrs Reqd	Methodology	Recapitulation	Project/Assignment/Evaluation
.					



1.	Nature, Need and Scope of teaching Integrated Science in school,	1	Lecture cum discussion method	Discussion	Formative
2.	Structure of Science- Concepts, Facts, Principles, Theories and laws	2	Lecture cum discussion Method	Discussion	Class test
3.	Aims and objectives of teaching sc., formulation of objectives in behavioural terms	2	Lecture cum discussion method	Discussion	Formative
4	Correlation of Integrated Science with other Subjects.	3	PPT	Discussion	Formative
5	Integrated Science Books: Qualities of good Integrated Science books, Effective use; Criteria for evaluation of integrated science textbook.	2	Lecture cum discussion method	Discussion	Class test
6	Process skills in science.	1	Lecture cum discussion method	Discussion	Formative
7.	Recent trends in science curriculum- NCF 2005, NEP 2020	2	Lecture cum discussion method	Discussion	Formative

### Unit-II: Planning, Designing and Transaction (30 Hrs)

S.No	Topic	Hrs Alt d.	Methodology	Recapitulation	Project/Assignment/Evaluation



1	Micro Teaching	2	PPT	Discussion	Oral Test
2	Development of Unit plan, Lesson Plan, using variety of approaches. □□	3	Lecture cum discussion method	Discussion	Oral test
3	Concept Maps: preparation and usage	1	Lecture cum discussion method	Discussion	Class test
4	Teaching methods and approaches: Lecture cum demonstration, laboratory method, Heuristic Method, Multimedia Approach □□ Inquiry Approach □□ Problem Solving Approach □□ Project Method □□ Constructivist Approach	1 1 1 2 2 3	Lecture cum discussion method    PPT	Discussion    Discussion	Class Test    Formative
5	Instructional Aids(Teaching Learning Material): Preparation, Improvisation and Effective use. ICT based teaching learning material: preparation, selection and effective use	3 3	Lecture cum discussion method  PPT	Discussion  Discussion	Class test  Oral Test
6	Planning and execution of Extended Experiences:- Excursions, Science	3	Lecture cum discussion	Discussion	Oral Test



	Exhibition, Science Fair, Science Quizzes, Science Club				
7	Science Laboratory: Organization & Management.	3	Lecture cum discussion method	Discussion	Class test
8	Science Learning Resources	2	Lecture cum discussion method	Discussion	Oral Test

### Unit-III: Assessment in Science (9Hrs)

S.No	Topic	Hrs Alt d.	Methodology	Recapitulation	Project/Assignment/Eva luation
1.	Concept, Types and Techniques of Evaluation for Theory & Practical.	2	Lecture cum discussion method	Discussion	Class Test
2.	Assessment: Concept and its types	2	Lecture cum discussion method	Discussion	Formative
3	Diagnostic tests , remedial/enrichment measures & monitoring learner's progress.	2	Lecture cum Discussion	Discussion	Class test
4.	Achievement test-its construction & administration.	2	Lecture cum discussion	Discussion	Oral discussion
5	Assessment through Creative Expression: Posters, Drama and ICT based Test/Quizzes	1	Lecture cum discussion	Discussion	Class Test



### Unit-IV: Professional Development of an Integrated Science Teacher (14 Hrs)

1.	Qualities and competencies of Int. Sc. teacher	2	Lecture cum discussion	Discussion	Oral test
2.	Professional growth & development of science teachers at Individual level, Organizational level and Government level.	3	Lecture cum discussion	Discussion	Class test
3.	Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia Etc.- pre service, in service level	3	Lecture cum discussion	Discussion	Formative
4.	Action research: Concept and Identification of problems faced by the teachers in the classroom	2	Lecture cum discussion	Discussion	Formative
5.	Teacher as a Researcher and reflective practitioner	2	Lecture cum discussion	Discussion	Formative
6.	Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in Science at secondary school level.	2	Ppt	Discussion	Formative

Practical Assignments/ Field Engagement (Records to be maintained)



Identifying and conducting at least 5 experiments/demonstrations from classes 6-10 syllabus individually or in small groups

Preparing Multimedia Lesson plan (MMLP)

### Suggested Readings

- Chauhan. S.S (1985), Innovation in teaching-Learning Process, Delhi, Vikas Publishing House.
- Das. R.C (1985), Science Teaching in school, Sterling Publishers Pvt. Ltd., New Delhi.
- Dass R.C., Parsi.B.K & Singh, .L.C. (1975), Effective of Microteaching in Training of Teachers, NCERT, Delhi.
- Gupta, S.K. (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd., New Delhi.
- Jangira. N.K & Ajit Singh (1982), Core Teaching Skills, The Micro-teaching Approach, New Delhi:NCERT.
- Mangal, S.K. (1995). Teaching of physical and life science, AVG Book Depot, Karol Bagh.
- Radha Mohan (2004), Innovative Science Teaching for Physical Science- Prentice Hall of India Pvt. Ltd., New Delhi.
- Siddiqui N.N. and Siddiqui M.N. (2000). Teaching of science today tomorrow, Doaba House, Nai Sarak, Delhi.
- Sood J.K (1987), Teaching of life science, Kohli Publishers Chandigarh.
- Vaidya N (1997), The impact of Science Teaching Oxford & IBH Publication Co, New Delhi.

### Links for videos:

#### Unit 1

[https://www.google.com/search?q=videos+Nature%2C+Need+and+Scope+of+teaching+Integrated+Science+in+school%2C&rlz=1C1CHBF\\_enIN926IN926&oq=videos+Nature%2C+Need+and+Scope+of+teaching+Integrated+Science+in+school%2C&aqs=chrome..69i57j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:0ba4ddad,vid:F7-nxjAC3Fw](https://www.google.com/search?q=videos+Nature%2C+Need+and+Scope+of+teaching+Integrated+Science+in+school%2C&rlz=1C1CHBF_enIN926IN926&oq=videos+Nature%2C+Need+and+Scope+of+teaching+Integrated+Science+in+school%2C&aqs=chrome..69i57j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:0ba4ddad,vid:F7-nxjAC3Fw)

<https://www.youtube.com/watch?v=QToPqJ8dEvQ>

<https://www.youtube.com/watch?v=SaMLFfCYGek>

<https://www.youtube.com/watch?v=9Kg1MuRLho8>

#### Unit II: Planning, Designing and transaction

<https://www.youtube.com/watch?v=hDfcuX-C24Y>

<https://www.youtube.com/watch?v=13aGAQ9zSWw>

<https://www.youtube.com/watch?v=E7UyzMkLaoo>

<https://www.youtube.com/watch?v=LqH53konVsw>



<https://www.youtube.com/watch?v=C3TexwVJcmU>

<https://www.youtube.com/watch?v=h4Mnuw0SEns>

Unit III: Evaluation in science

<https://www.youtube.com/watch?v=RpBjVF-cyXY>

<https://www.youtube.com/watch?v=3kPQCh6VppE>

<https://www.youtube.com/watch?v=RR2XpdGpThk>

<https://www.youtube.com/watch?v=eSOMj7q8h3A>

<https://www.youtube.com/watch?v=hJYnDUDixVc>

Unit 4

<https://www.youtube.com/watch?v=McPLN-jhmA>

<https://www.researchgate.net/publication/262316314> MOOCs and the funnel of participation

<https://www.youtube.com/watch?v=c6D011W17UU>

<https://www.youtube.com/watch?v=L.HUz05X9HqNf>

<https://study.com/academy/lesson/nteq-lesson-plan-template.html>



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**Department of Education (B.Ed.)**

**SEMESTER- IV**

**Name of the faculty: Dr. Jyoti Dahiya & Dr. Babita Bhardwaj**

**Subject: Gender, School and Society**

**Subject code : BED210**

**Teacher Objectives:**

- To develop an understanding of the paradigm shift from Women studies to GenderStudies based on the historical backdrop.
- To reflect on different theories of Gender and Education.
- To analyze the institutions involved in Socialization processes and see howsocialization practices impact power relations and identity formation.
- To foster gender sensitization in the classroom.

**Course Expected Outcomes:**

The students will be able to

CEO1	identify key concepts in gender issues with respect to equality and equality in education
CEO2	apply the understanding of theories on gender in the Indian context.
CEO3	evaluate the changing perceptions about gender, power, education and legal provisions
CEO4	work towards gender equality in classrooms and in the society

**Course Content:**

**Unit-I: Key Concepts in Gender**

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	• Conceptual Foundation: Sex, Gender, Sexuality, Third Gender, Masculinity and Feminism	2	Lecture and Question- Answer	Discussion	Verbal
2.	• Gender bias, Gender Equality and Gender Stereotypes	3	Lecture and Question- Answer	Discussion	Verbal



	<ul style="list-style-type: none"> <li>• Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India: Relevance and assessing Status of Education.</li> </ul>	3	Discussion	Question-Answer	Verbal
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### Unit-II :Cognition and Learning

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	<ul style="list-style-type: none"> <li>• Paradigm shift from Women's studies to Gender Studies</li> </ul>	4	Lecture and Question-Answer	Discussion	Verbal
2.	<ul style="list-style-type: none"> <li>• Historical backdrop: Some landmarks from social reform movements</li> </ul>	4	Lecture and Discussion	Discussion	Verbal
3	<ul style="list-style-type: none"> <li>• Theories on Gender and Education and their application in the Indian context</li> </ul> <p>Socialization theory Gender difference Structural theory Deconstructive th</p>	4	Group Discussion	Question-Answer	Verbal

### Unit- III: Intelligence and Motivation

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	<ul style="list-style-type: none"> <li>• Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.</li> </ul>	3	Lecture and Question-Answer	Discussion	Verbal



2.	<ul style="list-style-type: none"> <li>Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).</li> </ul>	3	Lecture and Discussion	Discussion	Verbal
3.	<ul style="list-style-type: none"> <li>Gender and Media, Gender Based Violence and Crime against girls &amp; women.</li> </ul>	3	Group Discussion	Question-Answer	Verbal
4.	<ul style="list-style-type: none"> <li>Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India.</li> </ul>	3	Discussion and Question-Answer	Discussion	Verbal

#### Unit-IV: Personality and Adjustment

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	<ul style="list-style-type: none"> <li>Schooling of Girls: Inequalities and Resistances (issues of Access, Societal attitude, Retention and Exclusion).</li> </ul>	3	Lecture, Role Play and Question- Answer	Discussion	Verbal
2.	<ul style="list-style-type: none"> <li>Reproducing Gender in School: Curriculum, Hidden Curriculum, Textbooks, Classroom Processes and Student-Teacher interactions</li> </ul>	3	Lecture, Role Play and Discussion	Discussion	Verbal
	<ul style="list-style-type: none"> <li>Working towards gender sensitization and gender equality in the classrooms</li> </ul>	3	Group Discussion	Question-Answer	Verbal
3.	<ul style="list-style-type: none"> <li>Analyzing gender with subject choice selection at secondary level.</li> </ul>	3	Discussion and Question- Answer	Discussion	Verbal



### Practical Assignments /Field Engagement (Any one):

- Preparing Analytical report on gender issues in print or electronic media.
- A Comparative Study of the daily routine of a girl and a boy from the same family.
- Creation of an OER on any one content area of the course curriculum.
- Analysis of the Films post screening of any two of the following: Bawander, India's Daughter, Water.
- Analysis of textual materials from the perspective of gender bias and stereotype.
- Organizing debates and discussions on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

The above discussion / debates to be documented in the form of an e-portfolio.

### Suggested Readings:

- Ambasht, et al (1971). Developmental Needs of Tribal People: NCERT
- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: NewDelhi.
- Frostig, M. and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York.
- Geetha, V. (2007), Gender. Stree: Calcutta.
- Ghai, A. (2005). Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi.
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi.
- Jeffery, P. and Jeffery, R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp125-171.
- Kumar, Krishna. 2013 Choodi bazar mein labdki. rajkamal- New Delhi.
- Lips, Hilary M. (1989). Sex and Gender an Introduction. California: Mountainview, Mayfield Publishing Company.

E-Content Link:

<https://www.slideshare.net/MousumiBiswas27/gender-250784421>

<https://www.slideshare.net/HarisDozz/gender-equality-25774079>



[https://www.slideshare.net/qasch\\_iman93/gender-stereotype](https://www.slideshare.net/qasch_iman93/gender-stereotype)

[https://archive.mu.ac.in/myweb\\_test/TYBA%20study%20material/Gender%20&%20Soc..pdf](https://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Gender%20&%20Soc..pdf)

<https://unacademy.com/lesson/what-is-patriarchy-and-matriarchy-in-hindi/6FB9WW61>

<https://www.slideshare.net/anivvp/gender-and-sex-86061624>

<https://egyankosh.ac.in/bitstream/123456789/46089/1/Unit-2.pdf>



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**Department of Education (B.Ed.)**

**LESSON PLAN**

NAME OF FACULTY : Ms. Bharti Kashyap & Ms. Mahima Nijhawan

DEPT. : Education

COURSE : B.Ed

SEMESTER: IV

SUBJECT : Knowledge and Curriculum

SUB. CODE : 212

Learning Objective :

- i. To enable student teachers to understand the meaning of the term Knowledge and Curriculum.
- ii. To explore the role of School as an organization and its culture along with the teachers in operationalizing and developing, a contextually responsive 'Curriculum' which fosters the spirit of Critical Pedagogy.
- iii. To familiarize student-teachers with the recommendation of NCF 2005 and NPE 2020 pertaining to Curriculum and Schooling.
- iv. To gain insight about Knowledge and Construction of Knowledge.
- v. To enable students to differentiate between knowledge and curriculum.
- vi. To enable students critically analyze documents such as NCF,2005 and NCFTE.
- vii. To enable students to clearly define and describe concepts pertaining to curriculum such as syllabus, textbook, reference book, hidden curriculum

**Unit I: Curriculum and School**

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation
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<ul style="list-style-type: none"> <li>• Understanding the Meaning and Nature of Curriculum</li> </ul>	1	❖ Lecture	Reflective questions Based on Survey	Formative
<ul style="list-style-type: none"> <li>• Foundations of Curriculum: Philosophical, Psychological and Sociological</li> </ul>	1:30		Presentation	Questioning
<ul style="list-style-type: none"> <li>• Components and Principles of Curriculum, Need and Importance</li> </ul>	1	❖ Debate/discussion		
<ul style="list-style-type: none"> <li>• Facets of Curriculum: Significance in Indian context</li> </ul>	1		Group Discussion	Written tasks
<ul style="list-style-type: none"> <li>• Core curriculum &amp; Hidden Curriculum</li> </ul>	1	❖ Audio-Visual Presentation	Reflections	Project Work
<ul style="list-style-type: none"> <li>• Centralized &amp; Decentralized Curriculum</li> </ul>	1			
<ul style="list-style-type: none"> <li>• Significance of Curriculum in School Education with reference to-</li> </ul>	1	❖ Group Discussion		
<ul style="list-style-type: none"> <li>(a) Curriculum Framework</li> </ul>	1			
<ul style="list-style-type: none"> <li>(b) Curriculum &amp; Syllabus</li> </ul>	1			
<ul style="list-style-type: none"> <li>• Interrelationship between Curriculum, Society and Learner.</li> </ul>		❖ Reading and Discussion		
<ul style="list-style-type: none"> <li>• Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020)</li> </ul>				

## Unit II: Construction of Knowledge





Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
	<ul style="list-style-type: none"> <li>• Meaning and Nature of knowledge</li> <li>• Differences between Information, Knowledge, Belief, and Truth</li> <li>• Sources of Knowledge: Empirical Vs Revealed knowledge</li> <li>• Types of Knowledge: Disciplinary Knowledge, Course content Knowledge, Indigenous Knowledge and Scientific Knowledge</li> <li>• Relevance of Knowledge construction through dialogue</li> <li>• Contestations to 'Knowledge':               <ul style="list-style-type: none"> <li>(a) Dominance</li> <li>(b) Marginalisation</li> <li>(c) Subversion</li> <li>(d) Process of Knowing</li> </ul> </li> </ul>	1 1 1 2 2 4	<ul style="list-style-type: none"> <li>❖ Lecture followed with discussion</li> <li>❖ Audio-Visual Presentation</li> <li>❖ Deductive method and Brainstorming</li> </ul>	Reflective questions   Discussion  Presentation  Debate/Group Discussion	Formative   Questioning  Written Tasks  Presentation

**Unit III: Curriculum Planning, Construction and Transaction (At School Level)**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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<ul style="list-style-type: none"> <li>• Broad determinants of Curriculum Construction-               <ul style="list-style-type: none"> <li>(a) Learner and his/her interest and developmental context</li> <li>(b) Diversity- socio-cultural- geographical-economic and political</li> <li>(c) National and International contexts</li> </ul> </li> <li>• Integration of School Curriculum with futuristic needs: Vocational Bias and Skill Development Curriculum</li> <li>• Different Approaches to Curriculum Development-               <ul style="list-style-type: none"> <li>(a) Subject-centered</li> <li>(b) Learner centered</li> <li>(c) Constructivist</li> <li>(d) Competency based</li> <li>(e) Process of Curriculum designing</li> </ul> </li> <li>• Models of Curriculum Development by Ralph Tyler, Hilda Taba, Franklin Bobbit</li> <li>• Curriculum Evaluation</li> </ul>	3	❖ Lecture/Debate	Reflective questions Based on Survey	Formative
	2	❖ Audio-Visual Presentation	Presentation	Questioning
	2		Group Discussion	Written tasks
	3	❖ Reading and Discussion		
	1	❖ Lecture	Reflections	Project Work

#### Unit IV: The site of Curriculum Engagement

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation



<ul style="list-style-type: none"> <li>• Meaning of Curriculum Engagement</li> <li>• School as Curricular Sites: Available Infrastructure and Resources.</li> <li>• Role of Teacher as a Critical Pedagogue in Curriculum Transaction</li> <li>• Contemporary relevance of Nai Talim, Work Education, Experiential Learning and Community Engagement.</li> <li>• Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, and CIET.</li> </ul>	1	❖ Lecture	Presentation	Formative
	1	❖ Audio-Visual Presentation	Reflective questions Based on Discussion	Questioning
	1		Group Discussion	Group task/Assignment
	1	❖ Reading and Discussion	Presentation	Project work
	2	❖ Debate/ Discussion	Debate	Written tasks
		❖ Ppt presentation with discussion		

#### Practical Assignments/Field Engagement:

CDs/DVDs to be screened for the Student-teachers and report to be prepared with respect to the issues touched upon in the form of an e-portfolio (Any two):

- CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
- Debrata Roy DVD *The Poet & The Mahatma*
- Krishnamurthy Foundation India DVD *The Brain is Always Recording*
- NCERT CD ROM *Battle For School* by Shanta Sinha
- NCERT CD ROM *Globalisation and Education*

#### Course Expected Outcomes:

The students will be able to



CEO <sub>1</sub>	identify various aspects of the curriculum in school education and their relationship with the teacher education curriculum
CEO <sub>2</sub>	describe the meaning, nature, sources of knowledge and the process of construction of knowledge.
CEO <sub>3</sub>	compare different approaches and models of curriculum development
CEO <sub>4</sub>	appreciate the role of teachers, school and apex educational bodies in effective transaction of curriculum

#### Suggested Readings:

- Apple, Michael W. (1979). Ideology and Curriculum; Routledge and K. Paul.
- Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education; New York.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
- Connelly, F. Michael (Editor) (2008); The Sage Handbook of Curriculum and Instruction; Sage Publications India Pvt. Ltd.; New Delhi.
- Kelly, A.V.; (2006) The Curriculum: Theory and Practice- Fifth Edition; Sage Publications; London
- Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
- Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.
- Moore, Kenneth D. (2005); Effective Instructional Strategies: From Theory to Practice; Sage Publications India Pvt. Ltd.; New Delhi.
- Muijs, Daniel and Reynolds, David (2005) Effective Teaching: Evidence and practice Second Edition; Sage Publication; London.

#### E-content:

[https://ncert.nic.in/pdf/nep//NEP\\_2020.pdf](https://ncert.nic.in/pdf/nep//NEP_2020.pdf)

<https://www.britannica.com/biography/Hilda-Taba>

[https://www.education.gov.in/shikshakparv/docs/Curriculum\\_Pedagogy\\_Schools.pdf](https://www.education.gov.in/shikshakparv/docs/Curriculum_Pedagogy_Schools.pdf)

[https://www.researchgate.net/publication/338543850\\_Examining\\_Models\\_Of\\_Curriculum\\_Development\\_And\\_Processes\\_Implications\\_For\\_African\\_Educational\\_Heritage\\_And\\_Review](https://www.researchgate.net/publication/338543850_Examining_Models_Of_Curriculum_Development_And_Processes_Implications_For_African_Educational_Heritage_And_Review)

<https://pdfs.semanticscholar.org/138f/b9b83aa2352f93adf8cc3855ae728799c4e9.pdf>

<https://www.semanticscholar.org/paper/Franklin-Bobbitt-and-the-%22Science%22-of-Curriculum-Eisner/b34492ca2bde60d26ddec4fbd5d6bef7c9286b71>

<https://helpfulprofessor.com/types-of-knowledge/>

<https://www.getguru.com/reference/types-of-knowledge>



[https://www.academia.edu/23673610/Curriculum\\_Theorists\\_Franklin\\_Bobbitt](https://www.academia.edu/23673610/Curriculum_Theorists_Franklin_Bobbitt)  
[file:///E:/LLDIMS/212%20K%20&%20C/teacher\\_edu\\_final.pdf](file:///E:/LLDIMS/212%20K%20&%20C/teacher_edu_final.pdf)  
<file:///E:/LLDIMS/212%20K%20&%20C/A-Taxonomy-of-Knowledge-Types.pdf>  
[file:///E:/LLDIMS/212%20K%20&%20C/cst\\_final.pdf](file:///E:/LLDIMS/212%20K%20&%20C/cst_final.pdf)  
<file:///E:/LLDIMS/212%20K%20&%20C/Nai%20Talim.pdf>

**References :**

Text Book : T1.TCR- The Curriculum Reader by David Flinders  
T2.EET- Essentials Of Educational Technology by SK Mangal  
T3. Curriculum: Construction and Critique by Alistair Ross

Ref. Books 1.National Curricular Framework, 2005  
2.National Curricular Framework  
3.Economic and Political Weekly  
4. Contemporary Education Dialogue

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### Department of Education (B.Ed.)

#### Lesson Plan Semester- IV

**Course Title: Guidance and Counselling**

**Course Code: BED 214 Credits – 4**

**Name of the faculty: Ms. Rohini Jain & Ms. Vandana Sharma**

**Time Allotted: 59 Hours**

**MM: 100 (External 75, Internal 25)**

#### **Objectives:**

To enable the teacher trainees:

1. Understand the nature, purpose and need for guidance and counselling
2. Understand the responsibilities and moral obligation of a counsellor
3. Understand the techniques and procedures of guidance
4. Know about the sources of occupational information, their types and modes of dissemination
5. Understand the concept, importance and theories of career development
6. Know career pattern, career maturity, and vocational career
7. Understand and Guide students with special needs

Learning outcomes/ Course Expected outcome

<b>CEO1.</b>	apply principles of providing and organizing guidance program in school
<b>CEO2</b>	analyse the vital role of a teacher in providing counselling services to students
<b>CEO3</b>	identify various areas, tools and techniques in Guidance and Counselling
<b>CEO4</b>	manage psychological, ethical, inclusive and career issues in school.

#### **Unit - I: Understanding Guidance**

**(15 hours)**

S. No	Topic	Hrs.	Methodology	Recapitulation	Evaluation



1.	Guidance: Concept, aims, objectives, functions and principles. Role of guidance in growing up. Difference between guidance and counselling	4	PPT	Discussion	Formative
2.	Need & Procedure for (Educational, Psychological and Social) guidance	5	Survey		Formative
3.	Group Guidance: Concept, Need, Significance and Principles,	4	PPT		Monday Test at the completion of the Unit
4.	Role of teacher in guidance				

### Unit – II Understanding Counselling

(15 hours)

S. No	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Counselling: Meaning, Principles and approaches of counselling, Individual and Group Counselling.	3hrs	Demonstration	Discussion	Formative
2.	Process of counselling (Initial disclosure, In-depth Exploration & Commitment to Action)	3	Explanation		Formative
3.	Counselling services	4	PPT		
4.	Counselor Qualities (including Skills for Listening, Questioning, Responding, Communicating)	3	PPT		Monday Test at the completion of the Unit
5.	Differences between guidance and counselling	2		Discussion	
	Role of teacher as a Counsellor,		Explanation		

**Unit-III: Major concerns in guidance and counseling (14 hours)**

S. No	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Emotions, emotional intelligence	4	PPT	Discussion	Formative
2.	Skills : self discovery	3	Preparation of cumulative record format		
3.	Coping skills				
4.	Dealing with depression and academic stress	3	Explanation	Discussion	
5.	Guidance and couns. Options in India			Discussion	
6.	Special counselling	4	Explanation		Monday test at the completion of the Unit.
7.	Values, Ethics				

**Unit-IV: Guiding differently abled students(15 hrs)**

S. No	Topic	Hrs Altd	Methodology	Recapitulation	Evaluation
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1.	Meaning, types of DA students	3	Lecture		Formative
2.	Behaviour problems of children with special needs, CWSN, and deprived groups DG	5	PPT	Discussion	
3.	Behaviour modification techniques	2			
4.	Career development: Teacher's role in dissemination of occupational information ,career planning	3		Discussion	
5.	PDA 1995, ethical and legal guidelines	2	Explanation		Monday test at the completion of the unit.

### Suggested Readings:

Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.

- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.

- Barki B.G Mukhopadhyay (2000); Guidance and counseling - A manual

- Bengalee M D: Guidance and counseling

- Bengalee Mehroo D: Child Guidance

- Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.

- Bhatnagar, R. P.; Rani, S. (2001); Guidance and Counseling in Education and Psychology.

- Chauhan S S: Principles and Techniques of Guidance



- Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K.: Educational and Vocational guidance in Secondary Schools
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nambiyar K: Strategies Guidance Based Education
- Nanda S.K.; Chadha P.C.: Educational and vocational guidance
- Nayak A.K. (2004): Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Patterson L E; Welfel E R. The counseling Process
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

#### Links for content / videos

<https://www.youtube.com/watch?v=VBn9LnxGj8Q>

<https://www.youtube.com/watch?v=yrM-zAHE-c&list=TLPQMwMzlwMjORoa3GXfd1dg&index=2>

<https://www.youtube.com/watch?v=d53ysIHbURM>

<https://www.youtube.com/watch?v=T6gTX08fpIM>

<https://www.youtube.com/watch?v=D4ND3zdvpJo>

<https://www.youtube.com/watch?v=n26Elzex4fw>

<https://www.youtube.com/watch?v=1W9Jfaqxwwg>



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**Department of Education (B.Ed.)**

**Lesson Plan**  
**Semester- IV**

**Name of faculty: Ms. Anjali Bhardwaj & Mr. Pawan Mishra**

**Subject: Environmental Education**

**Course Code: BED 216**

**Credits: 4**

**Objectives of the Course:**

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems.
- To develop critical insights about the environment, through the environment and for the environment.
- To develop awareness about sustainable development goals.

**Learning outcomes:**

The students will be able to

- Discuss the concept and scope of environment education and its relation to human beings
- Examine the role of community participation for sustainable resource management and biodiversity conservation.
- Highlight various global environmental issues and concerns and their management
- Appreciate the initiatives by various agencies for environment education

**Unit-I: Nature and scope of environmental education (15 Hrs)**

S. No	Topic	Hrs Reqd	Methodology	Recapitulation	Project/Assignment/Evaluation



1.	Nature, need and scope of environmental education and its conservation Present status of environmental education at various levels	3	Lecture cum discussion method	Discussion	Formative
		3		Discussion	Class test
2.	Role of individual and community in conservation of natural resources: energy and minerals	3	Lecture cum discussion Method	Discussion	Formative
3.	Role of individual in prevention of pollution: air and water	3	Lecture cum discussion method		
4.	Equitable uses of resources for sustainable livelihoods	3	PPT	Discussion	Formative
5.	Role of information technology, media and ecotourism in environment* Awareness/consciousness	3	Lecture cum discussion method	Discussion	Class test

**Unit-II: Community Participation and Environment (15 Hrs)**

S.No	Topic	Hrs Allocated	Methodology	Recapitulation	Project/Assignment/Evaluation
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1	Community participation in natural resource management – water, forests, etc.	2	PPT	Discussion	Oral Test
2	Change in forest cover overtime and deforestation in the context of tribal life	1	Lecture cum discussion method	Discussion	Oral test
3	Sustainable land use management	1	Lecture cum discussion method	Discussion	Class test
4	India as a mega biodiversity Nation	1	Lecture cum discussion method	Discussion	Class Test
5	Different ecosystems at national and global level.	2	PPT	Discussion	Formative
6	Traditional knowledge and biodiversity conservation	2	PPT	Discussion	Class test
7	Sustainable development goals given by UNDP for environmental protection	2	Lecture cum discussion method	Discussion	Oral Test
8	Issues of Sustainable Development: Need and challenges to sustainable Development Study of alternative approaches to sustainable development	2	PPT	Discussion	Oral Test
9	Notion of development as continued Social, Political and Economic	1	Lecture cum discussion	Discussion	Class test



10	progress, significance of Well-being of the global community  Shifting cultivation and its impact on environment	1	Lecture cum discussion method	Discussion	Oral Test
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**Unit-III: Environmental Issues and concerns (15 Hrs)**

S.No	Topic	Hrs Allocated.	Methodology	Recapitulation	Project/Assignment/Evaluation
1.	Consumerism and waste generation and its management	2	Lecture cum discussion method	Discussion	Class Test
2.	Genetically-modified crops and food security: positive and negative impacts.	2	Lecture cum discussion method	Discussion	Formative
3	Water consumption pattern in rural and urban settlement	2	Lecture cum Discussion	Discussion	Class test
4.	Ethno-botany and its role in the present-day world	2	Lecture cum discussion	Discussion	Oral discussion
5	Alternative sources of energy	1	Lecture cum discussion	Discussion	Class Test
6	Heat production and green house gas emission and ozone depletion		Lecture cum discussion method	Discussion	Formative



7	Economic growth and sustainable consumption	Lecture cum discussion method	Discussion	Class test Oral discussion
8	Organic farming	Lecture cum discussion method	Discussion	
9	Agricultural waste: Their impact and management	Lecture cum discussion method	Discussion	Class Test ass Test
10	Sustainable use of forest product	Lecture cum discussion method	Discussion	Oral test
11	Rain water harvesting and water resource management	Lecture cum discussion method	Discussion	Formative
12	Biomedical waste management	Lecture cum discussion method	Discussion	Class Test

**Unit-IV: Initiatives by various agencies for Environment Education (15 Hrs)**





1.	Environmental conservation in the globalised world in the context of global problem	2	Lecture cum discussion	Discussion	Oral test
2.	Impact of natural-disaster/man-made disaster on environment		Lecture cum discussion	Discussion	Class test
3.	Impact of industry/mining/transport on environment.	3	Lecture cum discussion	Discussion	Formative
4.	Role of Teachers: Development of skills and abilities to deal with curricular areas related to Environment in the classroom	3	Lecture cum discussion	Discussion	Formative
5.	Environmental legislation: awareness and issues involved in enforcement, government and non-government initiatives	3	Lecture cum discussion	Discussion	Formative
6.	Supreme Court order implementation of Environmental Education(EE)	3	PPT	Discussion	Formative

**Practical Assignments/ Field Engagement (Records to be maintained)**

- 1.A study of major initiatives taken by NCERT regarding environmental education.



- Study of Development of slum area and their inhabitants in a nearby area/institute
- 2.A critical study of school habitat in the context of drinking water, sanitation paper, energy, garbage management etc.
- 3.Develop a road map for implementation of Environmental Education as suggested by NCF 2005.
- 4.Develop a list of investigatory environmental problems (stage specific) work on the problem in a group of 2-3.
- 5.Prepare a report through Google form and videoconferencing.

### Suggested Readings

- 1 Falmer Press CEE (1987). *Joy of Learning: Handbook of Environmental Education Activities*: CEE Bhrucha E. (2004). *Textbook For*
- 2 NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- 3 NCERT (2005). *Syllabus for Elementary Classes, Volume I*. New Delhi: NCERT.
- 4 NCERT (2007/2013). *Looking Around Us*, EVS Textbooks (3-5), New Delhi: NCERT.
- 5 NCERT (2008). *Source Book on Assessment for Classes I–V*, Environmental Studies, New Delhi: NCERT.
- 6 Sarabhai V.K. et al. (2007). *Tbilisi to Ahmadabad – The Journey of Environmental Education–A Source book*, Centre for Environment Education, Ahmadabad.
- 6 SCERT (2011). *Paryavaran adhyayan aur vigyan shikshan*, D.El.Ed.-ODL Course: Chhattisgarh.
- 7 SCERT (2012/2013). *We-Our environment*, EVS Textbooks (3-5): Andhra Pradesh. Seminar Proceedings (1995-96). *Seminar on EVS*, organized by Vidya Bhawan, Udaipur.
- 8 Springer (2006). *Science Literacy in Primary Schools and Pre-Schools*.
- 9 The Green teacher (1997). *Ideas, Experiences and Learning in Educating for the environment*: Centre for Environment Education
- 10 UNESCO (1988). *Games and Toys in Teaching of Science and Technology*: UNESCO.
- 11 UNESCO (1990). *An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Program*: UNESCO, UNEP International EE Program.
- 12 UNICEF (2008). *Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools*: UNICEF.

### Links for videos:

Links for videos

Unit I: Nature and scope of environmental education



<https://www.youtube.com/watch?v=MQuWITDDecs>

<https://www.youtube.com/watch?v=kwYs1mtnO2Y>

<https://www.youtube.com/watch?v=SVR4YBR-4Qc>

**Unit II: Community Participation and Environment**

<https://www.youtube.com/watch?v=1CkvWk3oALc>

<https://www.youtube.com/watch?v=8RdTnkEcbFs>

[https://www.youtube.com/watch?v=0tYjAR\\_VINY](https://www.youtube.com/watch?v=0tYjAR_VINY)

**Unit III: Environmental Issues and concerns**

[https://www.youtube.com/watch?v=bk\\_fxFlpTGc](https://www.youtube.com/watch?v=bk_fxFlpTGc)

<https://www.youtube.com/watch?v=teRfwfx7ec0>

<https://www.youtube.com/watch?v=gkaticXuoqu4>

<https://www.youtube.com/watch?v=jSSou9wgBDY>

<https://www.youtube.com/watch?v=mBMCE5Tm25s>

**Unit IV: Initiatives by various agencies for Environment Education**

<https://www.youtube.com/watch?v=P1e55tyQL94>

<https://www.youtube.com/watch?v=1CdMENdf3MQ>

[https://www.youtube.com/watch?v=q\\_Kac0oj13o](https://www.youtube.com/watch?v=q_Kac0oj13o)

<https://www.youtube.com/watch?v=rSiVNze84j4>







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### Department of Education (B.Ed.)

#### Lesson Plan SEMESTER- IV

Name of the faculty : Dr. Sangeet Sharma & Ms. Bilqushih  
Subject: Creating an inclusive school  
Subject code : BED218

#### Objectives:

- To familiarise student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

#### Course Expected Outcomes:

The students will be able to

CEO <sub>1</sub>	demonstrate knowledge of historical, philosophical and social bases of inclusive education with special reference to India
CEO <sub>2</sub>	identify the educational needs of and the legal provisions for children with special needs
CEO <sub>3</sub>	support school management and personnel in preparing schools for inclusion
CEO <sub>4</sub>	use specific pedagogical strategies, innovative practices and learner-friendly evaluation procedures, inclusive in nature.

#### Course Content:

##### Unit-I : Inclusive Education

S. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Forms of Inclusion and Exclusion in Indian education (Marginalised sections of Society: On account of Gender, Caste, Socio-Economic status and language, Disability).	1	Lecture	Presentation	Formative
2.	Meaning of inclusive education, historical, development, Philosophical and social basis of Inclusive	2.30	Discussion	Discussion	Oral



3.	Education. Benefits of Inclusive Education to children without special needs.	2.30	PPT	Group Presentation	Questions from Groups
4.	Addressing Inequality and Diversity in the India classroom: Pedagogical and curriculum concerns	1.30	Group Discussion	Reflections	Written

### Unit .II Children with Special Needs

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Historical and contemporary perspectives to disability and inclusion	1	Lecture	Group Discussion	Formative
2.	· Range of learning problems across various disabilities	2	Debate	Reflections	Oral Questioning
3	· Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups	3	Audio-Visual Presentation	Presentation	Written
4	· Assessment of learning problems in children with various disabilities.	2	Reading and Discussion	Group Discussion	Formative
5	· Assistive devices, equipments and technologies for different disabilities.	3	Lecture	Reflections	Oral
6	· Adaptation and accommodation according to various disabilities	2	Reading and Discussion	Group Discussion	Questioning
7	· Educational provision in laws on disability, policies and international instruments	2	lecture	Reflections	Written



like UNCRPD

### Unit-III School.s Preparedness for Inclusion

Sr. No	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	School organisation and management : Ideology, infrastructures	3	Lecture	Reflective questions Based on Survey	Formative
2.	· Reproducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, Student . teacher interactions	2.30	Debate	Presentation	Oral Questioning
3.	Provision of assistive devices, equipments and technological support to cater to different disabilities	1	Lecture	Reflections	Formative
4.	· Support services available in the school to facilitate inclusion: Role and functions of the following personnel:	2.30	Audio-Visual Presentation	Group Discussion	Written
5.	· Special Education Teacher	1	Reading and Discussion	Reflections	Assignment
6	· Audiologist cum Speech Therapist				
7	· Physiotherapist	1	Group Discussion	Discussions	Project
8	· Occupational Therapist, Counsellor	1			

### Unit-IV Inclusive Practices in the Classroom

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.	3	Lecture/Debate	Reflective questions Based on Survey	Formative
2.	Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring .	2	Audio-Visual Presentation	Presentation	Oral Questioning



3.	Social Learning , Buddy system,reflective teaching, Multisensory teaching · Provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE)	2	Reading and Discussion	Group Discussion	Written
4	· CCE and its implications to facilitate inclusion	1	Reading and Discussion	Reflections	Field Work /Project

#### Suggested Readings:

- Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly*, March.
- Bodrova, E. and Deborah J. Leong (1996). *Tools of the Mind*. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
- Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
- Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.
- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
- Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality.
- *Harvard Educational Review*. 47 (4), 481-517.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Hergerhahn, B.R.(1976). *An Introduction to Theories of Learning*, Englewood Cliffs
- ,NJ:Prentice Hall.
- Holt, J. (1967). *How Children Learn*. London: Penguin.
- Lefrancois, G. (1991). *Psychology for Teaching*, Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.





- Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
- Mangal, S.K(1997)Advanced Educational Psychology; New Delhi :Prentice Hall of India
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole, (eds.)





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### Department of Education (B.Ed.)

#### LESSON PLAN

#### SEMESTER IV

Faculty- Mr. Masroor Hasan

Subject: Health and Physical Education

Course Code: BED 222

#### Teaching Objectives:

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

#### Course Expected Outcomes:

The students will be able to

CEO1	establish relationship between the concept, determinants and dimensions of health, hygiene and wellness
CEO2	discuss the various areas of concern for health, hygiene and wellness
CEO3	appreciate the role of physical education programs in developing integrated personality at different school levels.
CEO4	implement Yoga and Meditation as a way of life.

#### Unit I: Health, Hygiene and Wellness

Allotted Hours: 10Hrs

S.No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	• Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.	1	Lecture	Reflective questions based on readings	Formative
2	• Health: Concept, definition, dimensions and determinants. • Health Education:	1.30	Discussion	Presentation	Oral

3	Definition, aims and objectives.	1.30	PPT	Discussion	Oral
4.	<ul style="list-style-type: none"> <li>School Health Program: Health Services, Health Supervision and Health Instruction.</li> <li>Hygiene Education: Definition, aims and objectives.</li> </ul>	1.30	Group Discussion	Group Presentation	Questions from Groups
5.	<ul style="list-style-type: none"> <li>Role of teacher in development of health and good hygienic habits.</li> <li>Health and Wellness.</li> </ul>	2.30	Lecture	Reflections	Written
6.		1	Reading and Discussion	Reflections	Formative
7		1	PPT	Discussion	Oral

## Unit II: Areas of Concern for Health, Hygiene and Wellness

Allotted Hours: 10Hrs

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	<ul style="list-style-type: none"> <li>Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.</li> </ul>	2	Lecture	Reflective questions Based on Survey	Formative
2.	<ul style="list-style-type: none"> <li>Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.</li> </ul>	2	Debate	Presentation	Oral Questioning
3.	<ul style="list-style-type: none"> <li>Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.</li> </ul>	2	Audio-Visual Presentation	Group Discussion	Written
4.	<ul style="list-style-type: none"> <li>Recreation: Meaning, Significance and Recreational Programs in Schools.</li> </ul>	1	Lecture and Discussion	Reflections	Oral
5.	<ul style="list-style-type: none"> <li>Wellness common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation,</li> </ul>	1	Reflective learning	Discussion with illustrations	Field Work /Project
6.		1	Audio-Visual Presentation	Group Discussion	Field Work /Project

7.	Alcoholism, Smoking, Drug Abuse.	2	Audio-Visual Presentation	Group Discussion	Written
8	Health and Physical Education and its relation with other subjects like science, Social Science and Languages Sex Education and concerns for HIV/AIDS.	1	Lecture and Discussion	Group Discussion	oral

### Unit III: Physical Education and Integrated Personality

Allotted Hours: 12Hrs

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	Physical Education: Concept, definition, aims and objectives	2	Lecture	Reflective questions Based on Survey	Formative
2.	Need, scope and Importance of Physical Education Programs at different school levels	2	Debate	Presentation	Oral Questioning
3.	Organization and administration: planning, budgeting, fixture (Knock out and league)	2	Audio-Visual Presentation	Group Discussion	Written
4.	Athletic meet – Meaning, need and importance. Process to organize athletic meet at School level	2	Lecture and Discussion	Reflections	Oral
5.	Concept of integrated personality and its realization through physical education program.	2	Reflective learning	Discussion with illustrations	Lecture
6	Tournaments -Types, inter-house competition, sports meet.	1	Audio-Visual Presentation	Presentation	Written
7	Rules and Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.	1	Audio-Visual Presentation	Presentation	Written



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#### Unit IV: Yoga and Physical Fitness

Allotted Hours: 14Hrs

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
1.	<ul style="list-style-type: none"> <li>Physical Education: Concept, definition, aims and objectives</li> </ul>	2	Lecture	Reflective questions Based on Survey	Formative
2.	<ul style="list-style-type: none"> <li>Need, scope and Importance of Physical Education Programs at different school levels</li> </ul>	2	Debate	Presentation	Oral Questioning
3.	<ul style="list-style-type: none"> <li>Organization and administration: planning, budgeting, fixture (Knock out and league)</li> </ul>	2	Audio-Visual Presentation	Group Discussion	Written
4.	<ul style="list-style-type: none"> <li>Athletic meet – Meaning, need and importance. Process to organize athletic meet at School level</li> </ul>	2	Lecture and Discussion	Reflections	Oral
5.	<ul style="list-style-type: none"> <li>Concept of integrated personality and its realization through physical education program.</li> </ul>	2	Reflective learning	Discussion with illustrations	Lecture
6.	<ul style="list-style-type: none"> <li>Tournaments -Types, inter-house competition, sports meet.</li> </ul>	2	Audio-Visual Presentation	Presentation	Written
7.	<ul style="list-style-type: none"> <li>Rules and Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.</li> </ul>	1	Audio-Visual Presentation	Presentation	Written
	<ul style="list-style-type: none"> <li>Importance of Meditation in school</li> <li>Physical fitness: Meaning, importance. Motor component of physical fitness (strength, flexibility, endurance, speed, Agility and neuro-</li> </ul>				



	muscular coordination). • Training methods of physical fitness.										
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**Practical Assignments/Field Engagement (Any one):**

- Prepare a Project Report on: Three types of Sports Grounds.
- Organize sports meet at school level.
- Participate in any two games and sports activities of your choice in your institution
- Perform any three Yoga Asanas in supervision of your faculty mentor at an appropriate time of the day conducive for the same through Online Interacting Platforms.
- Prepare a plan of activities for three days out door camp.
- Prepare a league-cum-knockout fixture for teams(10-20) in number.

**Suggested Readings:**

- Kangane, Sopan&Sonawane, Sanjeev. (2007). Physical Education. Pune:Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics& Advertiser Pvt.Ltd.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt.Ltd.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nded.).London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friend's publisher.
- Kamlesh, M.L. &Sangral, M.S. (1986). Methods in Physical Education,Ludhiana: Prakash Brothers.
- Atwal &Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P.Publisher,

**E – CONTENT**

**UNIT -1**

<https://synctuition.com/blog/healthy-body-healthy-mind-6-ways-to-boost-your-well-being/>

<https://www.sciencedirect.com/topics/medicine-and-dentistry/determinants-of-health>

<https://www.techtarget.com/whatis/definition/Wikipedia>

<https://vikaspedia.in/education/policies-and-schemes>

[https://en.wikipedia.org/wiki/School\\_hygiene](https://en.wikipedia.org/wiki/School_hygiene)

<https://www.bednotesatoz.in/2022/10/role-of-teacher-in-school-health.html>

[https://www.medicinenet.com/what\\_is\\_health\\_and\\_wellness/article.htm](https://www.medicinenet.com/what_is_health_and_wellness/article.htm)

**UNIT-2**

<https://acphd.org/communicable-disease/>



<https://www.toppr.com/guides/science/components-of-foods/balanced-diet/#:~:text=A%20diet%20is%20all%20that,the%20foods%20that%20we%20eat>.

<https://www.healthline.com/health/bone-health/the-4-main-types-of-posture#:~:text=Good%20posture%20refers%20to%20having,muscle%20or%20joint%20strain>

<https://www.journalofsports.com/pdf/2016/vol1issue2/PartC/1-2-38-552.pdf>

<https://www.urmc.rochester.edu/senior-health/common-issues/top-ten.aspx>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7101386/>

### UNIT-3

[http://stpius.ac.in/crm/assets/download/open\\_course\\_notes1.pdf](http://stpius.ac.in/crm/assets/download/open_course_notes1.pdf)

<https://www.toppr.com/guides/science/components-of-foods/balanced-diet/>

<https://sportsmanist.com/what-is-the-meaning-of-athletic-meet>

<https://eqyankosh.ac.in/bitstream/123456789/7909/1/Unit-7.pdf>

<://saralabirlaacademy.org/cgi-sys/suspendedpage.cgi>

<https://www.leadershipandsport.com/types-of-training-methods-of-training/>

### UNIT-4

<https://vikaspedia.in/health/ayush/yoga-1/introduction-to-yoga#:~:text=Yoga%20is%20essentially%20a%20spiritual,%22%20or%20%22to%20unite%22>

[https://en.wikipedia.org/wiki/Ashtanga\\_\(eight\\_limbs\\_of\\_yoga\)#:~:text=He%20defined%20the%20eight%20limbs,%20and%20samadhi%20\(absorption\)](https://en.wikipedia.org/wiki/Ashtanga_(eight_limbs_of_yoga)#:~:text=He%20defined%20the%20eight%20limbs,%20and%20samadhi%20(absorption))

<https://www.psy-ed.com/wpblog/benefits-of-yoga-and-meditation/#:~:text=Yoga%20exercises%20are%20called%20asanas,both%20mental%20and%20physical%20performance>

<https://www.healthline.com/health/pranayama-benefits>

<https://www.adityabirlacapital.com/healthinsurance/active-together/2023/02/01/benefits-of-meditation-for-students-who-will-appear-for-their-board-examinations/#:~:text=By%20meditating%20regularly%2C%20students%20can,aid%20individuals%20with%20exam%20jitters>

<https://gymdesk.com/blog/top-ten-fitness-components/#:~:text=The%20Components%20of%20Physical%20Fitness%20include%20Muscular%20Strength%2C%20Muscular%20Endurance,Agility%2C%20Power%20and%20Reaction%20time>



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### Department of Education (B.Ed.)

#### Lesson Plan Semester- IV

Name of the faculty: **Dr Manju Sharma**  
Subject : **Life skills**  
Subject code : **BED 232**

#### Objectives of the Course:

- To familiarize student-teachers in the theoretical foundations of Life Skills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
  - To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
  - To foster the spirit of social responsibility in students and enhance social and emotional wellbeing

#### Course Expected Outcomes: (CEO)

The students will be able to

- CEO1 -describe the theoretical foundations of Life Skills and Life Skills Education
- CEO2 -apply various methods of nurturing life skills among the learners
- CEO3 -practice core life skills of self-awareness, empathy, coping with stress and emotion and effective communication & building interpersonal relationships
- CEO4 -demonstrate core life skills of critical and creative thinking, decision making and problem solving

#### Unit-I: Introduction • Life Skills & Life Skills Education:

S. No.	Topic	Hrs	Methodolog y	Recapitulation	Evaluation
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1.	Life Skills & Life Skills Education: Concept, need and importance of Life Skills & its education for human beings (especially teachers)	2	Lecture & Explanation	classroom discussion	Formative
2.	Difference between Livelihood Skills and Life Skills.	1	Discussion & Questioning	Questioning	Formative
3.	• Core Life Skills prescribed by World Health Organization.	3	Blended	Illustrate with suitable examples	Summative (oral & written)
4.	• Key Issues and Concerns of Adolescent students in emerging Indian context.		Experiential		

### Unit-II : Unit II: Process and Methods Enhancing the Life Skills

Sr. No.	topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Classroom Discussions	2	Explanation, PPTs	classroom discussions	Formative
2.	Brainstorming and Role-plays	2			
3.	Demonstration and Guided Practice	2			
4.	Audio and Visual activities, e.g. Arts, Music, Theatre, Dance	2	Demonstration	classroom discussions	Formative
5.	Small Groups discussions followed by a presentation of group reports.	2			
6.			Projects	Reflective observation	Formative
7.	Educational Games and Simulation Case Studies, Storytelling, Debates	2.	Experiential		
8.	Decision making and mapping of using problem trees	2	Audio visual	Active experimentatio n	Summative (oral &written

**Unit-3 Core Life Skills (1)**

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Skills of Self-awareness and Empathy: Concept, Importance for Teachers in Particular, Integration with the teaching learning process, learning to live Together with other living beings. Acceptance of diversity in perspectives of Different societies and cultures. Acceptance and importance of all living beings as along ecological and psychological social structures.	3	Lecture Blended	Reflective discussion	Formative Formative
2.	• Skills of Coping with Stress and Emotion: Concept, importance for Teachers In particular and Integration with the teaching learning process.	2	Blended	Discussion	Formative
3.	• Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching-learning process.	3	Blended	Discussion.	Summative (oral & written)

#### Unit-4 : Core Life Skills(11)

Sr. No.	Topic	Hrs	Methodology	Recapitulation	Evaluation
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1.	Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.	2	PPT, audio visual	Questioning	Formative
2.	Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching - learning process.	2	PPT, audio visual	Discussion.	Formative
3.	Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.	2	Explanation	Discussion.	Summative (oral & written)

#### Practical assignments/field engagement (Any one):

- 1) The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with Respect to the dynamics of the same.
- 2) **The Core Life Skills will also be demonstrated through role plays on diverse Issues in the form of workshops.**
- 3) The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- 4) Human animal interface: Case of study of a domestic/institutional Animal/with human being.

#### Suggested Readings:

1. A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
2. Life Skills Based Education. (2011). Wikipedia. Retrieved from: [http://en.wikipedia.org/wiki/Life\\_skills-based\\_education](http://en.wikipedia.org/wiki/Life_skills-based_education)
3. Life Skills Based Education CCE. (2009). CBSE. Retrieved from: [http://www.cbse.nic.in/cce/life\\_skills\\_cce.pdf](http://www.cbse.nic.in/cce/life_skills_cce.pdf)
4. Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: <http://www.nied.edu.na/publications>



## Digital content

<https://singapore.globalindianschool.org/blog-detail/10-life-skills-for-students-to-learn>

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<https://culturesofdignity.com/blog/blog-cultures-of-dignity/self-awareness-activities-for-empathy/>

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