

# Faculty of Education (B.Ed.)

Jagannath Jain College, Jhumri Telaiya, Koderma

Lecture Plan of B.Ed. Course

Session -2015-17

2<sup>nd</sup> Semester

Name of the Teacher - Sri Ashok Abhishek

## Pedagogy Course

Subject - TC-203 - English

| Unit  | No. of Lectures |
|---|-----------------|
| <b>Unit -1</b>  |                 |
| 1. LANGUAGE AND SOCIETY : Language and Gender; Language and Identity; Language and Power; Language and Class (Society).   | 04              |
| 2. LANGUAGE IN SCHOOL: Centrality of language in learning; Critical review of Medium of Instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching.                | 05              |
| 3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION : Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education) | 04              |
| <i>Activities</i>   |                 |
| Discussion on   | 02              |
| • Position paper on 'Teaching of English'   |                 |
| • Multilingualism as a Resource   |                 |
| <i>Project</i>  |                 |
| • Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.   |                 |
| • Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.  |                 |
| <i>Teaching Practice</i>  |                 |
| • Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.  |                 |
| 2: POSITION OF ENGLISH IN INDIA   | 06              |
| ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English as a language of knowledge; Position of English as second language in India; English as a link language in global context; challenges of teaching and learning English.     |                 |
| <i>Activities</i>   | 02              |
| • Discuss in groups how the role of English language has changed in the twenty-first century.   |                 |
| • Topic for Debate: Globalisation and English   |                 |
| <i>Project</i>  |                 |
| • Do a survey of five schools in your neighbourhood to find out Level of Introduction of English  |                 |
| <b>UNIT 2</b>   |                 |
| 3: AN OVERVIEW OF LANGUAGE TEACHING   |                 |
| 1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND   | 04              |

TEACHING (MT&SL) Constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

## 2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

05

Grammar translation method, Direct method, Structural-situational method, Audiolingual method, Natural method; Communicative approach, Thematic Approach (inter - disciplinary).

### *Activities*

02

- Discussion on the topic ‘Mother Tongue and Other Tongue’

### *Project*

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

### *Teaching Practice*

Prepare four activities keeping in view ‘Constructivism in a Language Classroom’.

## UNIT 3

### 4: NATURE OF LANGUAGE

05

ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.

2. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; 04

The concept of Universal grammar; Basic concept in phonology, morphology, syntax and semantics; Discourse

### *Activities*

02

- Have a discussion on the topic ‘Difference between Spoken and Written Language’.

### 5: ACQUISITION OF LANGUAGE SKILLS

#### 1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT

#### 2. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.

• Listening and Speaking: Sub skills of listening: Tasks; Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources 04

• Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc. 04

• Writing: Stages of writing; Process of writing; Formal and Informal writing, Reference skills; Study skills; higher order skills. 04

### *Activities*

02

- Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion.

### *Teaching Practice*

- Prepare activities for listening, speaking, reading and writing.

(5Each)

### *Project*

- Keeping in view the needs of the children with special needs prepare two activities for English teachers.

Name of the Teacher - **Sri Ashok Abhishek**

**Pedagogy Course**

Subject - TC-203 SNK

**UNIT 1:**

**1 ROLE OF LANGUAGE**

**1. LANGUAGE AND SOCIETY**

- Language and gender; Language and identity; Language and power.

02

**2. LANGUAGE IN S CHOOOL**

03

Centrality of language in learning; Difference between language as a school subject and language as a means of learning and communication; Multilingual classrooms.

**3. POSITION OF LANGUAGES IN INDIA**

04

Constitutional provisions and policies of language education (Articles 343-351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Sanskrit.

*Activities*

01

Discussion on Multilingualism as a Resource

*Project*

- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

*Teaching Practice*

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom

04

**2 IMPORTANCE OF SANSKRIT LANGUAGE:** Sanskrit language and literature; Sanskrit language and Indian languages; Socio-cultural importance of Sanskrit language; Sanskrit as a modern Indian language; Importance of teaching Sanskrit in India;

Problems related to Sanskrit teaching at school level.

*Activities*

03

Discussion on

- Position of Indian languages and Sanskrit
- Development of Sanskrit language
- Problems of teaching Sanskrit.

*Project*

- Do a survey of five schools in your neighbourhood to find out:  
(i) Level of introduction of Sanskrit  
(ii) Textbooks used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

**Unit 2**

**1. AIMS AND OBJECTIVES OF S ANSKRIT LANGUAGE TEACHING**

02

- Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels)

- Quality of Sanskrit teaching: Pre-class, in-class and after –class

02

**2. CURRICULUM AND SANSKRIT L ANGUAGE**

07

- Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)

- Place of Sanskrit in three language formula and its objectives

- Place of Sanskrit at Sanskrit *pathshalas*

- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.

*Activities*

02

Discussion on

- Improvement of quality teaching at different levels
- Status of Sanskrit teaching at school level

*Project*

- Prepare a brief report on Sanskrit Commission
- Prepare a report on textbooks in Sanskrit at school level

4: LANGUAGE TEACHING

1. DIFFERENT PROCESS OF LANGUAGE LEARNING: Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.). 04

2. APPROACHES OF S ANSKRIT L ANGUAGE LEARNING: Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter - disciplinary). 04

3. ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Sanskrit pedagogical implication; Speech and writing. 03

4. LINGUISTIC SYSTEM: The organisation of sounds; structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse 03

*Activities*

02

- Have a discussion on the topic ‘difference between spoken and written language’.

**UNIT 3**

5: ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

2. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

• Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources. 04

• Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc. 04

• Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills. 04

*Activities*

02

- Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion.

*Teaching Practice*

- Prepare activities for listening, speaking, reading and writing. (5 Each)

*Project*

- Keeping in view the needs of the children with special needs, prepare two activities for Sanskrit teachers.

Name of the Teacher - **Sri Ashok Abhishek**

## **Pedagogy Course**

Subject - TC-203 - Civics

### **Unit 1 Nature and scope of Civics Teaching**

- Nature and scope of Civics Teaching 03
- Relationship of civics with other Social science subject. 02
- Salient features of the Indian constitution. 02
- Fundamentals Rights, Directive Principles of state policy and Fundamental Duties. 04
- Social development and concerned issues.. 02

### **Unit 2. Curriculum design in Civics**

- Curriculum design and syllabus framing in Civics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum. 08
- Critical appraisal of text books in civics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter. 04
- Guidelines to teachers in transacting the curriculum and syllabus. 03
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc. 04

### **Unit 3**

. Methods of teaching Civics

- Lecture cum Discussion Method 03
- Problem Solving Method and Project Method **03**
- . Use of teaching aids 03
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals. 04
- Selecting and using teaching aids 02
- Need and importance of A.V Aids 02
- Types of A.V Aids 02
- Role of the civics teachers for use and development of these teaching aids 03
- Computer based Instruction in civics-concepts, use and application. 02
- Downloading of instructional materials from websites through Internet, power point presentation. 04

Name of the Teacher - **Sri Ashok Abhishek**

**Pedagogy Course**

Subject - TC-203 - Economics

**Unit I:Introduction**

- Concept of economics and non-economic activities. 02
- Some features of Indian Economy 01
- Major challenges before the Indian Economy. 01
- Concept of sustainable economic development and its relation with economic growth and the quality of human life. 02
- Basic parameters of human development 01
- Nature and scope of economics 02
- Economics as an Inter disciplinary subject with particular reference to its relationship with other school subjects 02
- Significance of teaching Economics in contexts of emerging concerns and needs of Indian Society-current past status. 02
- Objectives of teaching Economics- general and specific objectives in cognitive , affective and psycho motor domains. 03
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan. 03

**U nit2. Curriculum design in economics**

- Curriculum design and syllabus framing in Economics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum. 04
- Critical appraisal of text books in Economics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter. 03
- Guidelines to teachers in transacting the curriculum and syllabus. 02
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc. 03

**UNIT 3 :Teaching-Learning of Economics: State, Market, And Development**

- documents *Meaning, Nature and Scope of Economics: Current Trends* 02
- Key Concepts in Economics* 01
- Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation. 03
- Classification of Economic System* 01
- Capitalism, Socialism, mixed economy (case study: India) 02
- Developmental Issues in Economics* 02
- Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities— primary, secondary and tertiary; 04
- Economic Reforms and Globalisation (discuss these developmental issues with reference to India). 02
- Teaching-Learning Methods in economics*
- In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs). 07
- Teaching-Learning materials* 01
- Using textbook, analysis of news (Newspaper, TV, and Radio); 02
- (e.g. Economics Survey, Five Year Plan), Journals and 02
- News Magazines. 02

# Faculty of Education (B.Ed.)

Jagannath Jain College, Jhumri Telaiya, Koderma

Lecture Plan of B.Ed. Course

Session -2015-17

2<sup>nd</sup> Semester

Name of the Teacher - Dr. Veena Kumari

**Knowledge of curriculum**

Subject - TC-202

## Unit 1

Epistemological contribution of educational thinkers

- What is education, concept meaning relationship with philosophy 05
- Epistemological analysis of following educational thinkers 05
- Western Educators-Plato, Rousseau, R S Peter 06
- Indian Thinkers-Swami Vivekanand, M K Gandhi, R N Tagore, Aurobindo Ghosh, Vinoba Bhave 10

## Unit 2

Evolving knowledge base in education 01

Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories, emerging knowledge base in education difference between information, knowledge, belief, and opinion interfaces with cognate disciplines such as physical, natural and social sciences 06

Concepts of curriculum 01

Understanding the meaning and nature of curriculum: need for curriculum in schools. 02

Differentiating curriculum framework, curriculum and syllabus; their significance in school educations

Nature of the textbook 01

Facets of curriculum : core curriculum – significance in Indian context meaning 02

## Unit 3

Curriculum determinants and considerations 04

Board determinants of curriculum making (at the nation or state-wide level)

- i. Social political cultural geographical economic diversity 06
- ii. Social political aspirations, including ideologies and educational vision 06
- iii. Economic necessities 01
- iv. Technological possibilities 01
- v. National priorities 01
- vi. System of governance and power relations and 01
- vii. International context 01

Considerations in curriculum development: (at the level of the school)

- i. Forms of knowledge and its characterization in different school subjects 02
- ii. Relevance and specificity of educational objectives for concerned level 02
- iii. Social-cultural context of students – multi-cultural, multilingual aspects 02
- iv. Learner characteristics 02
- v. Teachers experiences and concerns 02
- vi. Critical issues: environmental concerns, gender difference, inclusiveness, value concerns and issues social 05

Name of the Teacher - Dr. Veena Kumari

**Pedagogy Course**

Subject - TC-203 Hindi

1 भाषा की प्रकृति, भाषासीखने की प्रक्रिया, भाषा के व्यावहारिक रूप, 21  
भाषा के आधार, हिन्दीकामातृभाषाके रूपमेंमहत्व, पाठयक्रममेंउसका  
स्थान एवंमातृभाषाशिक्षण के उद्देश्य, हिन्दीभाषाशिक्षण के सामान्य  
सिद्धान्त के सामान्य सिद्धान्त

2 हिन्दीभाषिकतत्वोंकाशिक्षण, उच्चारणशिक्षण, वर्तनीशिक्षण, शब्द 09  
शिक्षण, वाक्य रचनाशिक्षण, मौखिकरचनाशिक्षण, लिखितरचनाशिक्षण  
एवंपठनशिक्षण, उद्देश्य एवंविधियाँ  
अन्विति 2

भाषा की प्रकृति एवंभाषाकामानवीय मूल्यों के विकास की दृष्टिसे 12  
महत्व, मातृभाषा एवंअन्य भाषा की अधिगमप्रक्रिया: दोनोंमेंअंतरतथा  
भाषाशिक्षण की प्रभावीव्यवस्था के सृजनहेतुउनकानिहितार्थ |भाषा  
शिक्षण के सिद्धांतआधुनिक शोधों मेंपरिप्रेक्ष्य में।

अन्विति 3

हिन्दीभाषिकतत्वोंकाशिक्षण : हिन्दीभाषामें ध्वनिविज्ञान, रूप 22  
विज्ञान एवंवाक्य विन्यास, हिन्दी के शब्द—पर्यायवाची, तत्सम एवंतद्भव,  
इनकेशिक्षणहेतुअपेक्षित युक्तियाँ, वर्तनीशिक्षण, वाक्य रचनाशिक्षण,  
मौखिक एवंलिखितरचनाशिक्षण, सृजनशीलरचनाहेतुशिक्षण की  
विधियाँ, पठनशिक्षण—सस्वर एवमौनपठन—उद्देश्य एवंशिक्षण की  
विधियाँ।



Name of the Teacher - **Dr. VeenaKumari**

**Pedagogy Course**

Subject - TC-203 History

**Unit 1 Nature and scope of History**

- Define History, Explain Historiography and its role. The Modern concept of History. 03  
Nature and scope of History
- History as an Inter disciplinary subject with particular reference to its relationship with other school subjects 02
- Aims of teaching History – values of teaching History- disciplinary, informative, educational, ethical, cultural, political, moral, national, inter national. 08
- The role of teaching History for national integration and international understanding. 02
- Objectives of teaching History- general and specific objectives in cognitive , affective and psycho motor domains. 02
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan. 05

**Unit2. Curriculum design in History**

- Curriculum design and syllabus framing in History at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum. 05
- Critical appraisal of text books in history from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter. 03
- Guidelines to teachers in transacting the curriculum and syllabus. 03
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc. 03
- Trend analysis in History. 01

**Unit 3**

- Teaching Learning of history 01
- *Continuity and Change over time and Historical Construction* 01
- The concepts of social change in Indian and World History; constructivist pedagogy in History and the general competencies 01
- *Historical Methods* 01
- Evidence, facts, arguments, categories and perspective; 02
- Evidence-based History teaching; Primary sources and the construction of History 02
- Thinking in terms of problems for analysis in History. 02
- *Social Formations in History* 02
- Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies 02
- Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution) 02
- The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba) 02
- *Select Issues of Social Change in IndianHistory.* 01
- Culture, social stratification and social change in India; 02
- Shared religious cultures and conflicts between religious communities in India 01
- Gender differentials and how these cut across caste and class structures as well as 02

religious communities. (Case Study: India)

• *Pedagogical Concerns Regarding School*

02

*History*

• Interactive, constructivist and critical pedagogies in History

03

• *The Lateral Development of Different Skills*

03

• Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal

02

Name of the Teacher - **Dr. VeenaKumari**

### **Pedagogy Course**

Subject - TC-203 Comm.

#### **Unit I: Commerce Subject & its Correlation with other subjects**

|   |    |
|---|----|
| Meaning, Nature and Scope of Commerce in School curriculum    | 06 |
| • Importance of Commerce subject in School Curriculum         | 02 |
| • Aims of teaching Commerce at higher secondary stage.        | 02 |
| • Objectives of Teaching Commerce at Higher secondary stage   |    |
| ➤ Objectives related to Knowledge and Understanding           | 02 |
| ➤ Objectives related to skill                                 | 02 |
| ➤ Objectives related to Application                           | 02 |
| • Correlation - Concept, Importance & Types                   | 02 |
| • Correlation of Commerce subject with other school subjects. | 02 |

#### **Unit 2. Curriculum design in Commerce**

|  |    |
|--|----|
| • Curriculum design and syllabus framing in Commerce at the senior secondary stage.  | 03 |
| Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.                                |    |
| • Critical appraisal of text books in commerce from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter. | 03 |
| • Guidelines to teachers in transacting the curriculum and syllabus.   | 03 |
| • Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.            | 03 |
| • Trend analysis in commerce in relation to quality human life and sustainable development of society and conservation of environment.                       | 03 |

#### **Unit 3: Organization of co curricular activities and lesson planing**

|  |    |
|--|----|
| • Importance of conducting Co-curricular Activities                              | 03 |
| • Types of Co-curricular Activities  | 02 |
| • Principles of organizing Co-curricular Activities                              | 02 |
| • Need & Importance of Co-curricular Activities                                  | 03 |
| • Role of Teacher in organizing Co-curricular Activities                         | 02 |
| • Field Trip : Importance , procedure & Role of Teacher .                        | 03 |
| • Planning of teaching: need and importance                                      | 03 |
| • Types of Planning : Day plan, Lesson Plan, Unit Plan                           | 05 |
| • Pedagogical analysis of a Unit   | 02 |
| • Preparation of an achievement Test   | 02 |
| • Development of test items ,essay types, short answer types and objective types | 03 |
| •  |    |

# Faculty of Education (B.Ed.)

Jagannath Jain College, Jhumri Telaiya, Koderma

Lecture Plan of B.Ed. Course

Session -2015-17

2<sup>nd</sup> Semester

Name of the Teacher - Miss Shalini Awadhiya

**Pedagogy Course**

Subject - TC-203- Phy.Sc.

## UNIT 1

### 1: NATURE OF SCIENCE

13

Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); Physical science for environment, health, peace, equity; Physical sciences and society; Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

### 2: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

11

Developing scientific attitude and scientific temper, Nurture the natural curiosity and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Relate Science/Physics and Chemistry education to the environment (natural environment, artefacts and people) and appreciate the issues at the interface of science technology and society; Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, Specific objective of different content areas in science/physics and chemistry.

## UNIT 2

### 3: EXPLORING LEARNERS

12

Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/fabricate suitable activities in science/ physics and chemistry (individual or group work); Role of learners in negotiating and mediating learning in science/physical science.

### SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner - centred curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non- print materials used in various states in the area of physical science.

## UNIT 3

### 5: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

18

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalisation; Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/ physics and chemistry (teacher -learner will design learning experiences using each of these approaches), facilitating learners for self-study.

Name of the Teacher - **Sri Ashok Abhishek**  
**Miss ShaliniAwadhiya**

Subject -TC-204 Assessment for learning

**Unit1**

1. Evaluation assessment and measurement

- Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference 04
- Types of scale :- Normal, ordinal interval and ratio scale 03
- Characteristics of measuring instruments, concept reliability and validity, their procedure of estimation. 04

**Unit 2**

2. Measurement procedures in respect of cognitive and non-cognitive testes

- Ability testing procedures 02
- Disability testing procedures 02
- Uses of cognitive and non-cognitive tests 02
- 3.norm referenced and criterion referenced testing
- Concept of norm-referenced and criterion referenced testing 04
- Difference between norm-referenced and criterion reference testing 04
- Developing tests under norm-referenced and criterion referenced testing approaches 04
- Assessing the differently and discriminating indices of test items 02
- Estimation of reliability and validity for norm-referenced and criterion referenced testing 04

**Unit 3**

3. Evaluation concept and approaches

- Definition need and importance 03
- Characteristics of evaluation 02
- Formative placement, diagnostic and summative evaluation 06
- External and internal evaluation advantages and dis-advantage 04

**Unit 4**

4. Techniques and tools of evaluation

- Testing concept and purpose 05
- Observation techniques 04
- Projective techniques 04
- Type of evaluation tools rating scale, intelligence tests, aptitude tests, attitude scales interest inventories the anecdotal record 13

**Unit 5**

5. Continuous and comprehensive evaluation and credit based evaluation

- Continuous evaluation concept purpose and use in teaching learning process 04
- Comprehensive evaluation concept, purpose and use in teaching learning process 04
- Credit based evaluation 03
- Function strength and limitation 03

**Unit 6**

6. Basic statistics in educational evaluation

- Measures of central tendencies (mean, median, mode) concept, uses & disadvantages 10
- Measures of person (range, quartile deviation & standard deviation concept and user 14
- Normal probability curve meaning, application education purpose 04
- Correlation rank difference product moment 06

# Faculty of Education (B.Ed.)

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Lecture Plan of B.Ed. Course

Session -2015-17

2<sup>nd</sup> Semester

Name of the Teacher - Dr. Shamshad Alam

Miss Rashmi Kumari

Subject - TC-201 Learning & Teaching

## Unit I

1. Education psychology and the teaching – learning process

- Education psychology, concept and scope 03
- Concepts of teaching and learning 01
- Variables in the teaching process. The learning task (instructional objectives), learner behavior (entry behaviors and teacher behavior) (competence, expectation, personality and teaching style etc.) 07
- Role of educational psychology in no teaching learning process 01

2. Approaches to learning

- Introduction to learning – concept and importance 02
- Behavioral : trial and error, conditioning (classical and operant) and social learning 06
- Cognitive (insightful and information processing model) 02
- Constructivism : concept, planning and development of learning experiences (vygostky, bruner, etc.) 04

## Unit 2

3. Nature of learner

- Intelligence meaning nature and theories of intelligence (two factor theory and Thursto's group factor theory) ,Emotional intelligence, measurement of intelligence and application of intelligence tests 10
- Creativity : concepts, relationship with intelligence, techniques for fostering creativity 03
- Interest and attitude and their assessment 04
- Personality : meaning, nature and assessment 03

Unit 3:

## Teaching as a professional

- Concept of teaching – meaning definition nature and characteristics 05
- Analytically concept of teaching 01
- Variables involved in teaching task 01
- Phases and operation of teaching task 02
- Types of effective teaching 02
- Inclusive teaching 01
- Teaching accountability and professional competencies 02
- Role of teacher in Indian context. 01

## Unit 4

4. Factors affecting teaching and learning

- Maturation – concept and educational implications 02
- Attention – concept, types and educational implications 03
- Fatigue – concept, types and educational implications 03

- Motivation – concept and theories (Maslow’s theory of self actualization achievement motivation by David me (Leland) 03

**Unit 5**

5. Mental process of learning

- Thinking process – concept and tools 02
- Types of thinking – divergent, convergent, critical, reflective and lateral thinking 05
- Mental process
- Memory – concepts, types and strategies’ to develop memory 03
- Forgetting – nature, causes, factors and strategies to minimize forgetting 04
- Imagination – meaning, types and education implication 02

**Unit 6**

6. Group dynamics / group learning strategies

- Meaning and characteristics of a social group 02
- Group dynamics – process and its importance on learning 02
- Importance of developing group mind (group cohesiveness) 02
- Sociometry – uses and importance 03
- Co-operative learning and constructivist learning 02

7. Teaching as a profession

- Teaching : concept, meaning characteristics 03
- Inclusive teaching 02
- Teaching account siting professional competency 03
- Role teacher in Indian context 03

# Faculty of Education (B.Ed.)

Jagannath Jain College, Jhumri Telaiya, Koderma

Lecture Plan of B.Ed. Course

Session -2015-17

2<sup>nd</sup> Semester

Name of the Teacher - Dr. Shamshad Alam

**Pedagogy Course**

**Sub- TC-203 Urdu**

**UNIT 1:**

1. ROLE OF LANGUAGE

1. LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society). 04

2. LANGUAGE IN SCHOOL : Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching 10

3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION : Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India. 11

EDUCATION : Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India.

*Activities*

Discussion on

- Position paper on the Teaching of Indian Languages with special reference to Urdu 01
- 'Multilingualism as a Resource' 01

*Project*

- Now write an analysis based on the above issues.
- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992

*Teaching Practice*

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom. 02
- Write a report on their reflection in the textbooks. 01

**UNIT 2:**

2. POSITION OF URDU LANGUAGE IN INDIA

ROLE OF URDU LANGUAGE IN INDIA: Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level; Challenges of teaching and learning Urdu 04

*Activities*

- Discuss in group on the role of Urdu language and its importance in free India. 01
- Interview ten people and write a report on 'Position of Urdu language in India' 01

*Project*

Do a survey of five schools in your neighbourhood to find out:

- Level of introduction of Urdu



- Prepare a report on the challenges of teaching-learning process.

### UNIT 3:

#### 1. AN OVERVIEW OF LANGUAGE TEACHING

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL): Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.). 08

#### 2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES :

Grammar translation method; Direct method; Structural-Situational method; Audiolingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter -disciplinary). 07

#### Activities

- Discussion on the topic ‘Mother Tongue and Other Tongue’ 01

#### Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

#### Teaching Practice

- Prepare four activities keeping in view ‘Constructivism in a Language Classroom’ 01

### UNIT 3

#### 4: NATURE OF LANGUAGE

1. ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing. 04

2. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse 05

#### Activities

- Have a discussion on the topic ‘difference between spoken and written language’. 01

#### 5: ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT. 02

#### 2. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources. 05

- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc. 04

- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills. 04

#### Activities

- Collect ten examples of Grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion. 01

#### Teaching Practice

- Prepare activities for listening, speaking, reading and writing. (5 Each) 02

#### Project

- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.

Name of the Teacher - **Dr. Shamshad Alam**

## **Pedagogy Course**

### **Sub- TC-203 Social Science**

#### **UNIT 1:**

##### **1. SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS**

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools. 02
- What is 'social' about various Social Sciences? 01
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society. 05

##### **2: TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES**

- People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc. 03
- Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias. 02
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals. 02
- Audio-visual aids, CD - Rom, multimedia, internet. 02

#### **UNIT 2 :**

##### **3. SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA**

Curriculum development process: National and State levels. 06

Studying the Social Sciences syllabus - aims and objectives, content organisation and of any State Board and CBSE for different stages of school education

##### **4: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT**

*Meaning, Nature and Scope of Geography: Current Trends in Teaching and Learning, Major Themes and Key Concepts in Geography* 05

LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. 04

##### **HUMAN-ENVIRONMENT-INTERACTIONS :**

Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities; Environmental degradation and its preservation; disasters and preparedness. 06

##### *Developing Skills in Geography*

Map reading and interpreting using scale (distance), direction, symbols, point, line and area. 03

Taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.

##### *Teaching Strategies in Geography*

Questioning; Collaborative strategies; Games, and role plays; Problem-solving and decisionmaking. 02

METHODS : Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; 03

TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case 04

study approach.

### UNIT 3

#### 5: TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND DEVELOPMENT

|   |    |
|---|----|
| <i>Meaning, Nature and Scope of Economics: Current Trends</i>   | 05 |
| <i>Key Concepts in Economics</i>  |    |
| Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.  |    |
| <i>Classification of Economic System</i>  |    |
| Capitalism, Socialism, mixed economy (case study: India)  | 02 |
| <i>Developmental Issues in Economics</i>  |    |
| Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities—primary, secondary and tertiary;  | 04 |
| Economic Reforms and Globalisation (discuss these developmental issues with reference to India).  | 01 |
| <i>Teaching-Learning Methods in economics</i>   |    |
| In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs). | 06 |
| <i>Teaching-Learning materials</i>  |    |
| Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.  | 02 |

Name of the Teacher - **Dr. Shamshad Alam**

## **Pedagogy Course**

### **Sub- TC-203 Geography**

#### **Unit 1 Nature and scope of Geography**

- Nature and scope of Geography with special reference to-regional geography of India climate, agriculture, resources, and population growth 04
- Geography as an Inter disciplinary subject with particular reference to its relationship with other school subjects. 02
- Faces of the land. Air around us-air pollution, global warming, green house effect, depletion of the Ozone layer. 02
- Water resources- Water cycle, role of rivers in the economy, problems of water pollution. 02
- Human impact on the environment , pollution and sustainable development; Environmental degradation- its protection and conservation. . 02
- Objectives of teaching geography- general and specific objectives in cognitive , affective and psycho motor domains. 03
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan. 05

#### **Unit 2. Curriculum design in Geography**

- Curriculum design and syllabus framing in Geography at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum. 05
- Critical appraisal of text books in geography from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter. 02
- Guidelines to teachers in transacting the curriculum and syllabus. 02
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc. 03
- Trend analysis in geography in relation to quality human life and sustainable development of society and conservation of environment. 02

#### **Unit 3: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT**

- *Meaning, Nature and Scope of Geography: Current Trends in Teaching and Learning, Major Themes and Key Concepts in Geography* 03
- LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. 03
- HUMAN-ENVIRONMENT-INTERACTIONS : 06
- Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities; Environmental degradation and its preservation; disasters and preparedness.
- *Developing Skills in Geography*
- Map reading and interpreting using scale (distance), direction, symbols, point, line and area. Taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels. 03
- *Teaching Strategies in Geography*
- Questioning; Collaborative strategies; Games, and role plays; Problem-solving and decisionmaking. 02
- METHODS : Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; 04
- TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach 04

# Faculty of Education (B.Ed.)

Jagannath Jain College, Jhumri Telaiya, Koderma

Lecture Plan of B.Ed. Course

Session -2015-17

2<sup>nd</sup> Semester

Name of the Teacher - Miss Rashmi Kumari

## Pedagogy Course

### Sub- TC-203 Bio.Sc.

#### 1 NATURE AND SCOPE OF BIOLOGICAL SCIENCE

Biological Science for environment and health, peace, equity; History of biological science, its nature and knowledge of biological science independent of human application; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society. 10

#### 2: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, and creativity in biology; Imbibe the values of honesty, integrity, cooperation, concern for life preservation of environment; Solving problems of everyday life; its applications consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology. 12

#### UNIT 2

#### 3: EXPLORING LEARNERS

Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology 10

#### 4: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states. 12

#### UNIT 3

#### 5: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalisation; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study. 15

