

**TEACHER'S LESSON PLAN FOR YEAR**

<b>Teacher's Name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
Dr. Abhilasha	EDUCATION	B.EL.ED	CURRICULUM STUDIES
Bajaj			
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of lecture/hours (150 hours)</b>
1	Determinants of curriculum	National aspirations and needs,culture,social changes, value system and ideological factors.	15
2	Basic considerations in curriculum design(with reference to John Dewey)	the learner, the subject matter, the teacher, the milieu	10
3	The curriculum	Curriculum and syllabus; curriculum and text book; curriculum as teacher programme for the school days; hidden curriculum (reflections of sex types, prejudice against linguistic and religious minorities etc.)	15
4	Curriculum organisations	subject centred;thematic,activity or experience based(child centred) study of an innovative curriculum( Basic curriculum as an example of the past and any other innovative curriculum in the present)	15
5	Influences shaping the daily curriculum	ideological factors; children social background; teacher social background; physical conditions of the school	10
6	Curriculum evaluation	role of evaluation in the curriculum improvement process; principles	

		of curriculum evaluation such as goal oriented,continuous,compre-	20
		hensive,diversified,systematic etc. Models of curriculum evaluation-	
		Tylor bloom model, illuminative paradigm, Stake countenance model	
		etc.	
7	Practicum	Study of a primary school in (1)slum and(2)in a middle school	5
		studying a curriculum in action, evaluating a course, classroom obser-	
		vations,control of curriculum.	
		TOTAL THEORY HOURS	90 HOURS
	TUTORIAL GROUP		
	TUTORIAL GROUP A	One to one interaction with individual student, discussion on relevant social issues and their relevance especially in the field of education and presentation on various topics.	20 Hours
	TUTORIAL GROUP B	One to one interaction with individual student, discussion on relevant social issues and their relevance especially in the field of education and presentation on various topics.	20 Hours
	TUTORIAL GROUP C	One to one interaction with individual student, discussion on relevant social issues and their relevance especially in the field of education and presentation on various topics.	20 Hours
		TOTAL TUTORIAL HOURS	60 HOURS

**TEACHER'S LESSON PLAN FOR YEAR**

Teacher's Name	Department	Course	Subjects Name
Dr. Anita Beniwal	Education	B.E.Ed	School Planning and management
UNITS	Unit Name	Sub Topics	No.of Lectures/Hours (150 Hours)
1	Organisation and management of school education	Role of centre , state and local bodies	20
		sources of funding	
2	The school as a system1	induction,training and teacher support programmes	25
		planning the school curriculum- academic,cocurricular and sports	
		community involvement	
3	The school as a system 2	types of school	25
		the management committee and it's functions	
		school administration	
		staffing pattern	
		the school budget	
		annual planning	
		documentation and information systems	
4	Maintaining strandards	selection of materials and equipments for the school and selection of suppliers	20
		physical and psychological needs of children	
		teaching and non teaching staff in a school	
		developing a collaborative perspective	
		staff supervision- models. and application	
		evaluation and feedback	
		establishing accoutability	
		<b>Total Theory Hours</b>	<b>90 Hours</b>
	<b>Tutorial Group</b>		
	Tutorial Group A	relatoed to their academic issues	15 Hours
	Tutorial Group B	academic issues	15 Hours
	Tutorial Group C	academic issues	15 Hours
	Tutorial Group D	their academic issues	15 Hours
		<b>Total Tutorial Hours</b>	<b>60 Hours</b>

**TEACHER'S LESSON PLAN FOR YEAR**

<b>Teacher's Name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
<b>Ms.Gomti</b>	<b>B.El.Ed</b>		<b>Pedagogy of Language</b>
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures/Hours</b>
<b>1</b>	The Learner	Social and Individual Aspects,Nature of family background,Schooling	
		The role of mass media ,attitude motivation, Aptitude, Social and linguistic stereotypes	
		ethnocentrism,authoritarianism	15 hours
<b>2</b>	Learning Contexts	Typology and learning situations,	
		Monolingual and multilingual societies	
		First and Second Language Acquisition	15 hours
<b>3</b>	Methods and Models	Grammar - translation method, Direct method	
		The structural approach,Audio lingualism	
		Communicative approaches,natural method,	
		Total physical response, Sociolinguistic approaches	
		Teaching in a multilingual classroom	15 hours
<b>4</b>	Language acquisition in multilingual settings	Theory of interference,Contrastive analysis and its limitations	
		Error as stage in the process of learning	
		Interlanguage approximative systems	15 hours
<b>5</b>	Material and teaching Aids	Selections of materials,The concept of linguistic	
		Complexity cohesion and coherence,level of readability	
		Schema theory	
		Teaching aids	
			15 hours

6	Evaluation	Taxonomy of tests, discrete point and integrative tests,	
		dictation and translation new perspective, Communicative testing	
		Process evaluation participatory evaluation and the discourse of equality	
		and justice	15 hours
		feedback into curriculum	
			90 hours

<b>TEACHER'S LESSON PLAN FOR YEAR</b>			
<b>Teacher's Name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
Ms.Gomti	B.El.Ed	B.El.Ed 2nd Year	Language Across the Curriculum (P 2.1)
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures/Hours (90 Hours)</b>
1	Language and Learning	Language as a means of construction of reality	
		Language and experience	
		Concept - formation.	15 hours
2	Language at school	Distinction between language as a school-subject and language and Language as a mean of learning and Communication	
		The concept of register and style	
		Different school-subjects as registers	20 hours
3	Basic Language competencies required at school	Oracy, listening, reading, and writing.	
		Special Study of reading : Cognitive basis of reading	
		Analysis of tasks involved in reading,	
		Motivation to read, stages of learning to read , reading ability.	35 hours

4	The Child's language and the school	School language and home language	
		Language as an aspect of teacher-child relationship	
		Language environment of school	
		Language of textbooks in different subjects	20 hours
		Total	90 hours
	<b>Tutorial Group</b>		
	Tutorial Group A	Discussions, Presentations, Problem sessions	15 Hours
	Tutorial Group B	Discussions, Presentations, Problem sessions	15 Hours
	Tutorial Group C	Discussions, Presentations, Problem sessions	15 Hours
	Tutorial Group D	Discussions, Presentations, Problem sessions	15 Hours
			60 hours

**TEACHER'S LESSON PLAN FOR YEAR**

<b>Teacher's Name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
<b>Dr Nidhi Goel</b>	<b>Education- B.El.Ed</b>	<b>B.El.Ed- III Year</b>	<b>Logico-Mathematics Education</b>
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures/Hours</b>
<b>1</b>	<b>Nature of Children's logico-mathematics thinking</b>	Theories of Piaget, Bruner, Dienes and Vygotsky	10
		Intuitive Mathematics	2
		Mental Mathematics	4
		Cultural Differences and Specificities	6
<b>2</b>	<b>Language and Mathematics</b>	Language of Mathematics	4
<b>3</b>	<b>Critical study of some pedagogical considerations with reference to learning theory and practice</b>	Readiness	2
		Consolidating mental arithmetic; arithmetic	4
		Circular reactions (ref Piaget)	4
		Zone of proximal development (ref Vygotsky)	2
		Organizing and structuring learning tasks; Group and individual activity	4
		Drill; Memorization and algorithmization	4

4	<b>Mathematics in the context of schools</b>	Text books, curricula and classroom practices	5
		Nature of mathematics –conceptual and procedural	4
		Areas (space, measurement, operations etc.)	3
		Research on children’s learning in specific areas	6
		Errors	4
		Feedback; Testing and evaluation	4
		The hidden curriculum	2
		Mathematics phobia and failure	2
5	<b>Content Specific Pedagogy</b>	Numbers, Place value, fractions, decimals	12
		Role of readymade kits	2
	Total		90
	<b>Tutorials</b>		
	Group A	Discussins , problem sessions,remedial mode of work, indepth sharing	15 Hours
	Group B	Discussins , problem sessions, remedial mode of work, indepth sharing	15 Hours
	Group C	Discussins , problem sessions, remedial mode of work, indepth sharing	15 Hours
	Group D	Discussins , problem sessions, remedial mode of work, indepth sharing	15 Hours
	Total		60 Hours

**TEACHER'S LESSON PLAN FOR YEAR**

<b>Teacher's Name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
<b>Dr Nidhi Goel</b>	<b>Education - B.El.Ed</b>	<b>B.El.Ed.- IV Year</b>	<b>Pedagogy of Mathematics (POM)</b>
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures/Hours</b>
<b>1</b>	<b>What is Mathematics</b>	Patterns	4
		Reasoning	4
		Generalizations, nature of mathematical statements-axioms and postulates	4
		Explanations and Proofs	4
		Nature of Mathematics in the curriculum: structure, language, notion, concepts and procedures	10
<b>2</b>	<b>Development of children's logical thinking</b>	Reasoning and Representations	3
		Formal operations and abstractions	3
<b>3</b>	<b>Pedagogical Considerations</b>	Geometry	5
		Practical Arithmetic	5
		Number	5
		Algebra	5
		Data Handling and Statistics	5
		Ratio and Proportional Reasoning	5
<b>4</b>	<b>Communicating Mathematics</b>	Activity	2
		Graphical methods	2
		Constructions	2
		Measurement	2
		Modelling	2
		Computation	2

		Use of computers and calculators in instruction	4
		Helping children develop a mathematical view of the world, initiating students' investigations and independent activity and problem solving strategies	4
5	<b>Assessment</b>	Feedback	2
		Testing	2
		Evaluation	2
		Remedial teaching	2
	<b>Total</b>		90 hours

**TEACHER'S LESSON PLAN FOR YEAR**

Teacher's name	Department	Course	Subjects Name
Dr. Priya Khurana	B.El.Ed	B.El.Ed 1st year	Core Mathematics (C)
UNITS	Unit Name	Sub Topics	No.of (150 Hours)
<b>1</b>	Number and Measurement	pre-number and number concept; Counting and Place Value; number names	30
		Number systems and base systems; types and tokens	
		Arithmetic Operations, types of word problems	
		Approximation; Estimation	
		Fractions and Decimals	
		Concept and Measurement of length, mass/weight, area, volume, time, money	
<b>2</b>	Space and Shape	Symmetry and its types; Patterns and its types	20
		Properties of Two and Three Dimensional Objects- differences, Definitions, formulae, examples etc	
		Other properties eg. Projection, perspective, view, tessellation, transformation, closest packing etc.	
<b>3</b>	Algebra	Number patterns- sequences and series	20
		Forming and solving simple linear equations, different types of graphs	
		Other mathematical investigations and puzzles	
		Special numbers, magic squares etc	
<b>4</b>	Practical Arithmetic and Handling Data	Collecting, representing and interpreting data	20
		Using elementary statistical techniques	
		time tables and time tabling; flow charts	
		percentage; ratio and proportion;	
		interest; discount and tax	

		<b>Total Theory Hours</b>	<b>90 Hours</b>
		<b>Tutorial Group</b>	
		Tutorial Group A	15 Hours
		Tutorial Group B	15 Hours
		Tutorial Group C	15 Hours
		Tutorial Group D	15 Hours
		<b>Total Tutorial Hours</b>	<b>60 Hours</b>



**TEACHER'S LESSON PLAN FOR YEAR**

<b>Dr Indu Nashier Gahlawat</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
	<b>BEI Ed</b>	<b>B.El.Ed</b>	Biology(03.6)
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures/Hours</b>
<b>1</b>	Structure and Function	Types of Tissues, Transpiration, Photosynthesis, Respiration, Growth and Development	20hrs
	Animals	Study of Digestion, Respiration, Circulation, Excretion, Nerve impulse, Hormonal regulation	24hrs
<b>2</b>	Cell biology	Interaction of genes, Epistasis, linkage and crossing over and genetic maps	12hrs
		Technique in cell biology, Microscopy, Fractionation, DNA technology	10hrs
		Nucleus and nucleic acids, Protein Synthesis, Genetic control, Gene mutation and	18hrs
<b>3</b>	Developmental Biology	Development of human embryo	4hrs
<b>4</b>	Environmental Science	Biomes, Flow of Energy, Food chain and Food pyramids	4hrs
		Pollution: Air, Water, Noise and soil pollution	16hrs
		Biospheres and its Futures, Population explosion, Nuclear winter, Green house effect	12hrs
	practical		30
		Working out with dihybrid ratio	
		Epistasis	
		Experiment on Transpiration	
		Anaerobic germinate seed (Hg level)	
		Effect of salt concentration on PBC	
		Qualitative estimations of proteins carbohydrates, and fats	
		Chick Embryology: 18hrs:24hrs:33hrs:72hrs	
		Slides of Frog blastula, gastrula, Neurula	
		Study of quadrat	
		Water Analysis	

## TEACHER'S LESSON PLAN FOR YEAR

Teacher's name	)	Course	Subjects Name
Dr Indu Nashier Gahlawat		B.El.Ed	(Biology(02.6)
UNITS	Unit Name	Sub Topics	No.of Lectures/Hours
<b>1</b>	Five kingdom of life	Monera, Protista, PLANTAE, Animalae	2 hrs
	virus	viirus structure and its economiic importance	4hrs
	monera	bacteriaand its economic importance	4hrs
	protista	Chlamydomonas sp, Paramoecium	4hrs
	fungii	Ascomycetes, and Basidiomycetes	6hrs
	plantae	algae ,bryophytes pteridophytes, gymnosperms, Annngiosperms	20hrs
	Animaae	non chordata ,chordata	60hrs
<b>2</b>	origin of life	Evolution of first cell, heterotrohs and Autotrophs, Advent of oxygen	4hrs
<b>3</b>	Evolution	, Modern theoy of Evolution, Examples of Natural selection, Human Evolution,	16hrs
		Species and Speciation	
<b>4</b>	Practical		30hrs
		Speciimen study, Paramoecium, Ascaris, Pila, Sea urchhinn, Sargassum(algga)	
		Temporary mounts	
		Gemmules and spiicules	
		Cockroach mouth parts	
		slides of bacteria from ponds water annd curd	
		slides preparation of Euglena and Chlamydomons	
		Mushroom study Aspergillus slides preparation	
		Ricciia and Moss study details	
		Fern section cutting	
		Pinus :sectionn cutting	
		Any two family : Solannaceae , Graminae	
		Angiosperms t.s of Anther and l.s of ovule	

**TEACHER'S LESSON PLAN FOR YEAR Dr Manisha Wadhwa**

<b>Teacher's name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
Manisha Wadhwa	B.El.Ed	B.El.Ed 4th year	Project
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures( In hours)</b>
Identifying and finalising area for Research			3
Defining Resaerch Problem			3
Prepration of Tools for Data collection			3
Review of Related Literature			4
Data Collection			8
Data Analysis and Interpretation			6
Preparing Report			4
Report presentation and Viva			2
Total			33

**TEACHER'S LESSON PLAN FOR YEAR Dr Manisha Wadhwa**

<b>Teacher's name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
Manisha Wadhwa	B.El.Ed	B.El.Ed 4th year	School Internship
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures/Hours</b>
<b>Practicum</b>			
	Prepration for School Internship		4 weeks
	Placement in Primary Schools		13 weeks
	Reflecting on Primary school experiences		4 weeks
	Prepration for Middle school Internship		2 weeks
	Placement in Middle Schools		4 weeks
	Reflection on Middle school Experience		3 weeks
		Total	30 weeks



**TEACHER'S LESSON PLAN FOR YEAR Dr Manisha Wadhwa**

<b>Teacher's Name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
<b>Manisha Wadhwa</b>	<b>B.El.Ed</b>	<b>B.El.Ed 4th year</b>	<b>Pedagogy of Natural Science PNS OP4.3</b>
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>No.of Lectures/Hours</b>
1	Nature and Structure of Natural Science Nature of Science	Structure of Science	5
		Significance of natural science in curriculum at the upper primary level	5
			5
2	Relating to Cognitive Growth of the child	Relating the study of cognitive growth and learning to the development of understanding and appreciation of science	6
		Aims and objectives of teaching science	6
3	Disciplinary and Integrated Approach to teaching	Levels of disciplinary growth of different natural sciences - descriptive, inductive, causal and formal	4
		Significance and basis of integration	4
		Aims and objectives of teaching integrated science	4
		Role of observation, experiment discovery and intuition	4
4	Curriculum Development	Basic considerations in developing and transacting curriculum	4
		Appraisal of existing curricula including Innovative curriculum in India and abroad	4
		Text analysis	4
		Text book, work book and teachers' guide	4

5	Evaluation	Evaluation in Science	5
		Cognitive, affective and psychomotor aspects in evaluation	5
		Test Construction	5
		Test analysis and Interpretation	5
6	Practical	Devising simple experiments related to concepts of elementary classes	4
		Maintenance of junior Science laboratory	2
		Development of process skill	2
		Use of Environment and local resources	2
		Improvising apparatus	2
		Organising Science clubs, fairs, exhibition	2
		Museums in science	2
		field trips	2
	Total		99

**TEACHER'S LESSON PLAN FOR YEAR Dr Manisha Wadhwa**

Teacher's Name	Department	Course	Subjects Name
Manisha Wadhwa	B.El.Ed	B.El.Ed	Pedagogy of EVS P3.3
		<b>Paper: Pedagogy of Environment Studies</b>	<b>P3.3</b>
UNITS	Unit Name	Sub Topics	No.of
1	Concept of Environment Education	Its Evolution	3
		Significance as a curricular area at primary level	3
		EVS as an approach, subject or both	3
		Environment Studies and Environment Education	3
		Scope of Environment Education	3
		Its Integration to physical, social, historical and cultural aspect of environment	3

2	Basic Consideration in developing curriculum in EVS	Relating cognitive growth of children to that of concept development in EVS	4
		Alternative Frameworks	6
		Difference in approach of pedagogy of EVS at classes I-II and classes III- V	3
		Review of different curricular materials for EVS including Textbooks	4
3	Understanding Methods of Science	Process Approach in EVS	4
		Planning and organizing teaching learning activities in EVS	4
		Unit Planning and lesson Planning	4
		Role of Inquiry, Experiment, Discussion, Drama in EVS	4
		Evaluation and Testing	4
4	Practicum	Organising and Planning for an excursion	2
		Conducting and recording observations	2
		Conductiong Surveys	2
		Using Films and documentaries in EVS	2
		Using Documents and reports in EVS	2
		Using newspapers in EVS	2
		Using local maps and atlas in EVS	2
		Using Wall Charts and reading weather charts	2
		Map Drawing	2
		Making Charts	2
		Making diagrams	2
		Making Models	2
		Collection and presentation of specimens	2
		Collection and presentation of leaves	2
		Collection and presentation of rocks	2

		Collection and presentation of stamps	2
		Collection and presentation of coins	2
		Collection and presentation of flags	2
		Collection and presentation of news items	2
		Classification of materials and maintaing a museum	2
		Planting and nuturing a tree	2
		Oral history	2
	Total theory periods		99
	Tutorials 3 groups		11 period for each group, 33 periods in an academic sesion
	Total Periods		132

15
12
16
16

20
20

unit wise
18



99
33
132

**TEACHER'S LESSON PLAN FOR YEAR**

<b>Teacher's name</b>	<b>Department</b>	<b>Course</b>	<b>Subjects Name</b>
<b>Sarita</b>	<b>Education-B.El.Ed</b>	<b>B.El.Ed</b>	<b>Core Social Science</b>
<b>UNITS</b>	<b>Unit Name</b>	<b>Sub Topics</b>	<b>Lectures/Hours</b>
<b>1</b>	Nature of Social Science	Data,method and evidence to be discussed in the context of history, geography,civics,sociology and economics. Roll of social science discipline in the learner's development . Significance of perspective and context in the study of social Secularism/Communalism)	20(approximately )
<b>2</b>	human experience and the growth of institution	Monarchy, aristocracy, imperialism, fascism, nationalism, democracy and citizenship.	20 (approximately)
<b>3</b>	Relationship between human life, space and resources	Movement from a subsistent economy to a surplus economy Demography and the distribution of wealth in society Spatial interaction	15 (approximately)
<b>4</b>	Study of the relationships and interactions of people in groups	Culture,social stratification and social change	15 (approximately)
<b>5</b>	Project work	A -Study of a slum setting in terms of economics,subsistence, politics,historical memories B-Take two products available to you as a consumer. Try and trace	20 (approximately)

		the process by which it is made available to you from its raw form to	
		a finished product. Study the various factors of geography, economics,	
		politics, history and sociology that may have influenced it in one way	
		or other.	
	<b>Total</b>		<b>90</b>
	<b>Tutorial group</b>		
	<b>A</b>		<b>15</b>
	<b>B</b>		<b>15</b>
	<b>C</b>		<b>15</b>
	<b>D</b>		<b>15</b>
	<b>Total</b>		<b>60</b>

Sarita	Education-B.EL.Ed.	B.EL.Ed.	Pedagogy of social science
Unit	Unit name	Sub Topic	No. of Hours/Lectures
1	Social Science and Social Studies	Defining its scope and nature; rationale for a social studies programme at the elementary school.	15 (approximately)
2	Developing concepts, skills and attitudes through the teaching of social studies.	Understanding change and continuity, cause and effect, time perspective and chronology, empathy, spatial interaction-to be taught through the following (1) Society: personality, social structure, groups, community, (2) Civilization: history, culture, (3) State: authority, citizen (4) Region: resource, space (5) Market exchange	25 (approximately)
3	Methods and materials	Inquiry and evidence based teaching: (1) identification of problems and questions ( themes and issues) (2) importance of empirical	25 (approximately)

		evidence(3)assessment of example as evidence.	
	Developing critical thinking	(1)search for facts with respect to problems or questions at hand, distinguishing fact from opinion, recognising bias( text books,news editorials,hidden curriculum) (2) concept of data (3) sources of data collection-primary (direct observation/experience), secondary (other people`s works in different media)(4) handling and analysing data.	
	Teaching methods	Application of the heuristic/discovery method in social science; Project (1)secondary sources(2) field work. Integrated text based knowledge with the social context,personal/experiential knowledge as a base for critical thinking.	
	4 Application		25(approximately)
		(1)Critique a historical film,serial or a novel from the view point of authenticity.	
		(2)An oral history project.Establish its reliability by comparing with data from other sources.	
		(3)Map a locality and its position in the city, keeping in mind the distance and directional relationship to your school or college,mark out institutions and points of interest-eg.Historical Monuments, Reserve Bank,Local Stock Exchange,Parliament,etc.	
		(4)Study the transport related needs of a community, analyse different vechicles people own and use and their reflection on gender and socio-economic groups in society; asses the economic and environmental aspects of various forms of transport used.	

	<b>Total</b>		<b>90</b>