

LESSON PLAN

Class: B. Ed 2nd Semester

Paper: C8a,

Subject: Knowledge & Curriculum

Unit: 1

Learning objectives:

The student-teachers will be able to:

1. Understand the meaning and nature of knowledge
2. Develop a deeper understanding about the difference between knowledge and doing as well as feeling.
3. Understand the difference between teaching and training, knowledge and information.

Course Content/Syllabus for presentation

| Sl. No. | Concept of Knowledge | Time | Reading Material | Assessment | Submission date |
|---------|--|---------|---|--|-----------------------|
| 1 | Concept, meaning and difference of knowledge and thinking | 3 hours | (1) Knowledge & Curriculum- part-I a) Rita publication (2) Curriculum development a) R.A. Sharma 3. Knowledge & curriculum a. Sushil Roy | Written test | |
| 2 | Difference between thinking and feeling | 3hours | ” | Group discussion & Individual presentation | 3 rd class |
| 3 | Difference between Knowledge and skill, teaching and trainig | 3 hours | ” | Power point presentation | 5 th class |
| 4. | Knowledge and information | 3 hours | ” | | |
| 5. | Reason and belief | 3hours | ” | Debate | 6 th Class |

Evaluation:

1. What is knowledge? Differentiate between thinking and feeling .
2. Difference between Teaching and training
3. Discuss inter linkages between reason and belief.

Mode of transaction: 1. Lectures, 2. Discussion, 3. Assignments, 4. Debate. 5. Power point presentation.

Reference:

Mete, D., Biswas, P., & Pandey, P. (2017-18). Knowledge and Curriculum part-2. kolkata: Rita publication.

O'Neil, D. (2011, December 8). Retrieved from Process of socialization: https://www2.palomar.edu/anthro/social/soc_1.htm

Sarkar, D. (2016). Knowledge and Curriculum part-1. kolkata: Rita publication.



Unit: 2

Learning Objectives:

The student-teachers will be able to:

- 1.To study about different Western and Indian thinkers.
2. Understand and study about the difference between the educational thoughts of Indian and Western thinkers
3. Gain a deeper understanding of Educational ideas of various thinkers

Course Content/Syllabus for presentation

| Sl. No. | Western & Indian thinkers of Education | Time | Reading Material | Assessment | Submission date |
|----------------|---|-------------|--|------------------------------------|------------------------|
| 1 | John Dewey's various dimensions of Education | 5 hours | 1. Basic Ideas In Education. - part-I a) J.C.Agarwal Shipra Publication 2. Curriculum development a) Jagadish Chand Anshah Publishing house 3.Knowledge & curriculum- Sushil Roy | Subject board (3) | 3 rd Class |
| 2 | Plato's thoughts on Education | 3 hours | ” | | |
| 3 | Paulo Friere Education of the Oppressed | 4 hours | ” | Group discussion & presentation(3) | 5 th class |
| 4. | Philosophy of Education according to Vivekananda. Aims of Education | 4 hours | Foundation and Development of Education. Dilip Kumar Mondal Rita Publications | Group discussion | |
| 5 | Tagore's philosophy of life and Education | 4hours | Basic Ideas in Education J.C.Aggarwal Shipra Publications | Power Point Presentation | |
| 6 | Gandhiji's philosophy of life | 4hours | Basic Ideas in Education J.C.Aggarwal Shipra Publications | Debate &Subject board | |

Evaluation:

1. What is the concept of democracy? How does democracy being practised in schools?
2. How does secularism affect nationalism and internationalism?

Mode of Transaction: 1. Lectures, 2. Discussion, 3. Assignments, 4. Film related to topic (if needed) 5. Power point presentation.

Reference:

Mete, D., Biswas, P., & Pandey, P. (2017-18). Knowledge and Curriculum part-2. kolkata: Rita publication.

O'Neil, D. (2011, December 8). Retrieved from Process of socialization: https://www2.palomar.edu/anthro/social/soc_1.htm

Sarkar, D. (2016). Knowledge and Curriculum part-1. kolkata: Rita publication.

Unit: 3**Learning objectives:**

The student-teachers will be able to:

1. Understand the concept, nature and process of socialization.
2. Develop a deeper understanding about the various social institutions.
3. Understand the interface of home, school and society.

Course Content/Syllabus for presentation

| Sl. No. | Nature & processes of Socialization | Time | Reading Material | Assessment | Submissi on date |
|---------|--|---------|---|--|-----------------------|
| 1 | Concept & Historical Background of Socialization | 3 hours | (1) Knowledge & Curriculum- part-I a) Rita publication (2) Curriculum development a) R.A. Sharma 3. Knowledge & curriculum a. Sushil Roy | | |
| 2 | Family as a social institution; parenting styles and their impact; transmission of parental expectations & values. | 3hours | ” | Group discussion & group presentation(4) | 3 rd class |
| 3 | Community, neighbourhood, extended family, religious group & their socialization functions. | 3 hours | ” | Power point presentation (3) | 5 th class |
| 4. | At school: impact of entry to school; school as a social institution; value formation | 3 hours | ” | | |
| 5. | Understanding interface between home, community & school; inter linkages within wider socio-cultural context. | 2hours | ” | | |

Evaluation:

1. What is socialization? Discuss the role of family in the process of socialization.
2. Discuss about community, neighbourhood, extended family, religious group & their socialization functions.
3. Discuss inter linkages between home, community, & school.

Mode of transaction: 1. Lectures, 2. Discussion, 3. Assignments, 4. Film related to topic. 5. Power point presentation.

Reference:

Mete, D., Biswas, P., & Pandey, P. (2017-18). Knowledge and Curriculum part-2. kolkata: Rita publication.

O'Neil, D. (2011, December 8). Retrieved from Process of socialization:
https://www2.palomar.edu/anthro/social/soc_1.htm

Sarkar, D. (2016). Knowledge and Curriculum part-1. kolkata: Rita publication.

Unit: 4**Learning Objectives:**

The student-teachers will be able to:

1. Know concept, objectives and need of Curriculum.
2. Understand about various stages of specific curriculum.
3. Gain a deeper understanding of ideas about National Curriculum Frameworks

Course Content/Syllabus for presentation

| Sl. No. | Curriculum | Time | Reading Material | Assessment | Submission date |
|---------|---|---------|--|-------------------------------------|-----------------------|
| 1 | Concept of Curriculum, Types of Curriculum | 5 hours | 1. Knowledge & Curriculum-part-I a) Rita publication 2. Curriculum development a) R.A. Sharma 3. Knowledge & curriculum-Sushil Roy | Postal work(3) | 3 rd Class |
| 2 | Principles of Curriculum Development | 2 hours | ” | | |
| 3 | Stage specific curriculum- 1. Pre-primary 2. Primary 3. Secondary 4. Higher Secondary | 4 hours | ” | Group discussion & presentation (3) | 5 th class |
| 4. | Curriculum reform in India-National Curriculum Frameworks(NCF) | 4 hours | ” | | |

Evaluation:

1. Discuss Traditional and modern concept of Curriculum. Enumerate types of curriculum.
2. Discuss the main principles of curriculum development.
3. What are the various stages of curriculum? Explain.
4. How curriculum reform in India? Discuss features implication of NCF-2005.

Mode of Transaction: 1. Lectures, 2. Discussion, 3. Assignments, 4. Film related to topic (if needed) 5. Power point presentation.

Reference:

Mete, D., Biswas, P., & Pandey, P. (2017-18). Knowledge and Curriculum part-2. kolkata: Rita publication.

O'Neil, D. (2011, December 8). Retrieved from Process of socialization:
https://www2.palomar.edu/anthro/social/soc_1.htm

Sarkar, D. (2016). Knowledge and Curriculum part-1. kolkata: Rita publication.