

## LORETO COLLEGE

### B.Ed. TIME PLAN 2024

**Name of the teacher: Kaustuva Banerjee**

**Initials:**

**Teaching Objective:**

- Understand the need of Science in the School Curriculum
- Justify Science as a discipline
- Evaluate the importance of reading and comprehending skills of a teacher
- Analyse the importance of simulated teaching skills

### B.ED. 1<sup>st</sup> Semester Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1.Course 1.1.5: Understanding Discipline and Subjects UNIT II: Science as a Subject and Discipline	7 hrs	<ul style="list-style-type: none"> <li>• Nature and history of science</li> <li>• Scientific method; a critical view</li> <li>• Knowledge, understanding and science</li> <li>• The socio cultural perspective and the ethical consideration</li> <li>• Science as a discipline, place of scientific knowledge in the schema of school curriculum</li> <li>• Study of emergence of school science in relation to the social political and intellectual and historical context.</li> <li>• Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science</li> </ul>	Lecture Method  Interaction method  Discussion Method  Stimulus Response Method	1.Comprehend the importance of Science in the school curriculum 2. Discuss the nature of Science 3. Analyse the paradigm shifts in the discipline 4.Evaluate the need to redefine School Science	1.Continuous Internal Assessments  2. End Semester Internal Examination  3. Term Papers
2. Course EPC1 Engagement with Field / Practicum	24 hrs	i.Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make	Demonstration Method  Interaction method  Discussion	1.Relate the need of a teacher to pronounce correctly and read loudly 2.Understand the importance	1.Continuous Internal Assessments  2. Group Presentations  3.Viva-voce

		<p>different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph. v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.</p>	<p>Method Stimulus Response Method</p>	<p>of voice modulation 3. Comprehend the nature of any text</p>	
<p>3. Course 1.1.5: Understanding Discipline and Subjects  Practicum</p>	<p>14 hrs</p>	<p>Seminar Presentations</p>	<p>Interaction method  Discussion Method</p>	<p>1. Acquiring the skill to choose a topic and work independently 2. Preparing a flow chart to proceed with any research work 3. Analyse the importance of Literature Review 4. Evaluate the findings with the objectives of the research work</p>	<p>Individual Seminar Presentation</p>

## LORETO COLLEGE

### TIME PLAN 2024-2025

Name of the teacher: DR. DEBIKA GUHA

Initials: DG

#### Teaching Objectives:

The students will be able to:

- Develop an understanding of human growth and development
- Understand the physical, cognitive, emotional and social development of infancy, early and late childhood and adulthood
- Learn the physical, cognitive and emotional development of adolescence
- Critically analyse the needs and problems of adolescents, their guidance and counselling
- Analyse Psycho-sexual development Theory by Freud

#### Semester 1 Topic-wise Time Plan

B.ED.

Course: 1.1.1 (1<sup>st</sup> Half)

Childhood and Growing Up

Development and its Characteristics

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1.	8	Stages of Development: Infancy, Early and Late Childhood and Adulthood	Explanation, Discussion, Participative Teaching-Learning, Debate (For All Topics)	Acquaintance, Understanding, Learning, Critical Analysis and Application (For the entire Paper)	Class Assignments, Formative and Summative Evaluation (For All Topics)
2.	8	Adolescence: Physical, Cognitive and Emotional Development			
3.	6	Needs and Problems of Adolescents, their Guidance and Counselling			
4.	4	Psycho-Sexual Development Theory by Freud			

## B.ED. TIME PLAN 2024-2025

Name of the teacher: Dr. Neeta Dang

Initials: ND

COURSE DETAILS: SEMESTER -1

Course-I (1.1.1) Child and Growing Up

1<sup>st</sup> Half: Development and its Characteristics

Teaching Objectives:

- To understand growth and development characteristics of children according to different stages
- To understand different types of development that occur in human beings
- To understand the causes and types of individual differences among learners

### B.ED. Semester I Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1 Growth and Development Pattern of learners	10	1. Concept of growth and development 2. General characteristics of growth and development 3. Stages and sequence of growth and development 4. Social factors that affect growth and development- poverty, lack of opportunities, deprivation, disrupted family, poor neighbourhood, poor housing.	Students will be stimulated by Questioning, prodding, Sharing of personal life-experiences and Discussion	The characteristics, similarities and differences among children will be well-known  The role and impact of various social factors will be discussed and awareness will happen	Questioning, Interactions and Discussions, written assignments and end of the term examination  At times, group discussions were held and each group presented their inputs at the end of it.
2. Different types of Development	10	1. Cognitive development- Piaget's theory and its educational implications	Questioning, discussion, sharing of personal experiences by the students,	Evolvement of different types of capacities in students through what is learnt by the	Home assignment, questioning and end of term examination

		<b>2. Psycho-social development- Erickson's theory of psychosocial development</b> <b>3. Moral and pro-social development-y Kohlberg's theory</b>	<b>examples and lecture method</b>	<b>prospective teachers having unlimited social ramifications</b>  <b>The teacher trainees would also be able to take the knowledge obtained personally</b>	
3. Individual Differences	8	<b>1.Role of heredity, environment including physical and socio cultural factors</b> <b>2.Nutrition</b> <b>3.Child-rearing practices and Family</b>	<b>Explanation of certain concepts, Lecture Method, Discussion and Sharing of personal experiences by the students</b>	<b>The inter-play of Nature and Nurture would be grasped</b>	<b>Questioning, tutorial and end of term examination</b>

### B.ED. TIME PLAN 2024-2025

Name of the teacher: Dr. Neeta Dang

Initials: ND

COURSE DETAILS: SEMESTER -1

Course-I (1.1.1) Child and Growing Up

2nd Half: Aspects of Development

Teaching Objectives:

- To understand the nature of various psychological aspects
- To acquire a clear conceptual understanding of the working of those psychological aspects
- To understand how to enhance certain psychological aspects of human beings

### B.ED. 1<sup>st</sup> Semester Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. Various aspects	7	1.Instincts and	Questioning,	Human	Tutorial,

related to development		Emotions 2. Emotional Intelligence 3. Attitude and attachment	Lecture Method, Discussion	consciousness will evolve	questioning, Interactions, Discussions self-study and end of term examination
2. Motivation	7	1. Extrinsic and Intrinsic Motivation 2. Theories of Motivation- Maslow, Weiner and McClelland	Questioning, Prodding, Lecture method, Discussion and sharing of personal anecdotes	Personal motivation as well as of their students will get enhanced	Tutorials, End of the term examination and Questioning
3. Attention and Interest	6	1. Concept of attention, determinants of attention and their classroom application 2. Attention span and its fluctuation, distraction: Interest and its relation with attention	Certain small experiments will be done to explain aspects of attention to the students  Sharing of experiences regarding interest, discussions and examples	Paying attention to things will improve and the knowledge of the dynamics of interest will enhance their personal perception of things	Tutorials, End of the term examination and Questioning
4. Intelligence	12	1. Concept and nature, its distribution across population 2. Factor theories of Intelligence (Guilford, Thurstone and Gardner's theory of Multiple Intelligence) 3. Measurement of Intelligence	The Lecture Method, Discussions, Sharing of personal anecdotes, Self-study and Questioning.  The class board will be utilised whenever needed	A conceptual understanding of Intelligence for practical purposes	Tutorials, Questioning, Home assignment and end of term examinations  At times, group discussions were held and each group

		(Verbal and Non-Verbal tests of Intelligence) 4. Intelligence Quotient and Education			presented their inputs at the end of it.
5. Creativity	6	1. Concept of Creativity 2. The components of Creativity 3. Its identification and nurturance	Questioning, Sharing of past Experiences by students, Personal anecdotes, a small exercise in creativity and the Lecture Method	Identification and nurturance of creativity will result	Through small exercises in creativity, questioning and end-of-term examination.

**LORETO COLLEGE**  
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**B.ED. TIME PLAN 2024**  
**First Year B.Ed (First Semester)**

**Name of the teacher:** Suparna Ghosh

**Initials:** SG

**Teaching Objective:** The student teachers will be able to: -

- Develop an understanding of social science as a discipline.
- Relate the contemporary social issues with the pedagogical content of the textbooks.
- Develop different types of reading skills through various activities and Meta cognition.
- Learn the skills of reading comprehension and enhance vocabulary.
- Gain an understanding about the concept of different skills required for teaching.

**B.ED. 1<sup>st</sup> Semester Topic-wise Time Plan**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. Course-V (1.1.5) Understanding Discipline	7 hrs Taken- 5 hrs	Social Science as a Subject and Discipline: <ul style="list-style-type: none"> <li>• Nature and Philosophy of Social Science.</li> <li>• Social Science as an Area of Study</li> <li>• Need of Studying Social Science through Interdisciplinary Perspectives</li> <li>• Place and Relevance of Social Science in School Curriculum</li> </ul>	Group discussion, lecture-cum –discussion, pair and share, group work.	On completion of the topic, the students teachers will- 1. Interpret, compare and contrast the nature and philosophy of social science. 2. Demonstrate the relevance of social science in the school curriculum and the need to study social studies as a school subject. 3. Analyse the interdisciplinary perspectives of social science as a discipline.	Continuous Internal Assessment, Term end Assessment, Annual Assessment, Internal Examination
2. Course-V (1.1.5) Understanding Discipline	13 hrs Taken- 13 hrs	Research on a social science topic and its inclusion in school syllabus/textbooks/pedagogy	Sharing of experiences In pedagogy of school subjects, Library work, field work, interviews.	On completion of the topic, the students will- 1. Identify a social issue relevant for research and interpret it in the context of the pedagogical content of the relevant textbooks. 2. Evaluate and	Assessment through Seminar Presentation



				support their arguments with proper evidences procured in the course of research.	
3. Course EPC –1 (1.1EPC1) Reading and Reflecting on With the Field Texts Engagement with Field / Practicum	32 hrs Taken- 16 hrs	<ul style="list-style-type: none"> <li><b>i.</b> Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text</li> <li><b>ii.</b> Divide the group and provide one text and suggest students to make different interpretations</li> <li><b>iii.</b> Design vocabulary games to enhance your vocabulary</li> <li><b>iv.</b> Read the text and provide a five words summary to each paragraph</li> <li><b>v.</b> Reading and comprehension exercises</li> <li><b>vi.</b> Skim through the text and give suitable title to the text</li> <li><b>vii.</b> Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.</li> </ul>	Discussion, Exercises, Games, round table study circle, Reflective thinking and questioning, journaling.	On completion of topic, the students will- 1. Actively think about what is happening in the text while reading it, in order to generate questions. 2. Read with a question in mind, which helps them to skim and scan the text during reading. 3. Effectively formulate title, make concrete summary and design vocabulary games by comprehending the text.	Assessment through reading, writing, comprehension skills and project work and other activities
4. Course-III (1.2.3) 2nd Half- Teaching for Learning Engagement with Field / Practicum	32 hrs Taken- 4 hrs	Simulated Teaching Practical (5 lessons)		On completion of the activity , the students will- 1. Demonstrate the skill of introducing a lesson and questioning to the peer. 2. Acquire the roles of teacher, supervisor and student effectively in a classroom situation.	Assessment through peer teaching

**LORETO COLLEGE**

**B.ED. TIME PLAN 2024**  
**Second Year B.Ed (Third Semester)**

**Name of the teacher:** Suparna Ghosh

**Initials:** SG

**Teaching Objective:** The students will be able to-

- Examine critically the major concept, ideas, principles and values relating History.
- Engage the students into the methods of Teaching and Learning History.
- Provide the students authentic historical knowledge with the proposed content and make them competent to do pedagogical analysis of History.
- Learn about the different teaching skills and classroom strategies for conducting lessons.
- Develop various ways of preparing relevant teaching- learning materials.

**B.ED. 3<sup>rd</sup> Semester Topic-wise Time Plan**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1.Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching- History Unit-I- Pedagogical Analysis	6hrs. Class taken- 6hrs.	1. Concepts and Methods of Pedagogical Analysis; 2. The Pedagogical knowledge of the content from various classes (Class –VI to VIII, IX-X,XI- XII) on the following items : i. Breaking of Unit into Sub-unit with no. Of Periods; ii. Previous knowledge; iii. Instructional Objectives in behavioural terms; iv. Sub-unit wise concepts; v. Teaching- Learning Strategies; vi. Use of teaching aids; vii. Blueprint for criterion reference test Items.	Presentation by students In pedagogy of school subjects, Lecture and Discussion.	On completion of topic, students will- 1. Analyse the concepts of Pedagogical Analysis in the light of West Bengal syllabi. 2. Demonstrate the different methods and teaching aids needed for teaching certain subunits with specific instructional objectives. 3. Interpret the meaning of criterion reference test items and prepare the same along with a blue print for better clarity.	Continuous Internal Assessment, Term end Assessment, End Semester Assessment, Internal Examination.
2. Unit II- Teaching Skill (As per concerned subject	7 hrs. Class taken- 6hrs.	1.Micro Teaching and Micro Lesson; 2. Simulated Teaching; 3. Integrated Teaching/ Teaching in classroom situation.	Lecture and Discussion, Peer teaching.	On completion of topic, the students will- 1. Demonstrate the techniques of micro teaching lesson plan and deliver the same to the class for better feedback.	Continuous Internal Assessment, Term end Assessment, End Semester Assessment, Internal Examination; Assessment

				<p>2. Understand the concept of simulation and conduct simulated teaching to the peer group.</p> <p>3. Acquire the skills of teaching in classroom situation and differentiate between micro teaching, simulated teaching and integrated teaching.</p>	through peer teaching.
3. Unit III- Learning Designing	7 hrs. Class taken- 5hrs.	<p>1. Concept, Importance and Types;</p> <p>2. Steps of Learning Design;</p> <p>3. Qualities of Good Learning Design.</p>	Lecture and Discussion, Interactive Approach, Illustrations on content based methodology.	<p>On completion of topic, the students will-</p> <p>1. Effectively learn the techniques of learning design and execute the same during the internship.</p> <p>2. Differentiate between the different types of learning designs and their effectiveness in classroom teaching.</p>	Continuous Internal Assessment, Term end Assessment, End Semester Assessment, Internal Examination.
4. Unit IV- Activities in Social Science	6 hrs. Class taken- 5hrs.	<p>1. Fair and Exhibition;</p> <p>2. Field Trips / Excursion;</p> <p>3. Debate;</p> <p>4. Wall and Annual Magazine;</p> <p>5. Subject Club.</p>	Lecture and Discussion, Interactive Approach and Conversational Approach.	<p>On completion of topic, the students will-</p> <p>1. Develop concepts about the significance of fairs, exhibition, historical debates, History clubs and the like.</p> <p>2. Undertake responsibility in organising historical excursion and manifesting the report in the form of wall and annual magazine.</p>	Continuous Internal Assessment, Term end Assessment, End Semester Assessment, Internal Examination.
5. Unit V- Assessment	6hrs. Class taken-	1. Concept of Assessment and Evaluation;	Presentation by students In	On completion of topic, the	Continuous Internal

in Social Science Learning	6hrs.	2.Achievement Test ; 3. Text book Review.	pedagogy of school subjects, Lecture and Discussion, Formulating tests and writing reviews of text books.	students will- 1. Realise the importance of assessment and evaluation in the teaching-learning process. 2. Formulate an Achievement Test for evaluating the different parameters of students' understanding of a lesson and also the standard of the test according to the difficulty index. 3. Analyse the different aspects of History textbooks from different perspectives.	Assessment, Term End Assessment, End Semester Assessment, Internal Examination; Assessment through written assignment and making of test.
6. Engagement with the field/ Practicum	32hrs. Class taken- 12hrs.	Preparation of Learning Design/ Preparation of Achievement Test / Development of skill of map/ Development of skill of time line/ Project/ Case Study.	Presentation by students In pedagogy of school subjects, Making of timeline/ map/achievement test/learning design and power point presentation.	On completion of the activity, the students will- 1. Acquire the skills of preparing a timeline and demonstrate its significance in teaching History. 2. Learn the skills of preparing historical maps and demonstrate their significance in teaching History.	Continuous Internal Assessment, Term End Assessment, End Semester Assessment. Power point presentation.
7.School Internship Engagement With the Field	448hrs.	1.At least 40 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)  2. The student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and	Guiding students in the preparation of learning designs and lesson delivery in schools allotted for internship. Supervising pupil teachers in different schools as specialist in method subjects and coordinators. Guiding students in the preparation	On completion of school internship, the students will, 1. Acquire the specific skills of delivering lesson appropriately to all categories of students in classes allotted to them. 2. Learn the benefits of time management and	Continuous Internal Assessment, Assessment of school teaching and other activities, Power point presentation.

		<p>co-curricular activities.</p> <p>3. Student teachers will be able to recognize the needs of In-Service Programme.</p> <p>4. Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.</p> <p>5. Community –based activities- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.</p> <ul style="list-style-type: none"> <li>• Gardening.</li> <li>• Cleanliness of the campus and beautification</li> <li>• Cleaning of furniture</li> <li>• Assembly</li> <li>• Community Games</li> <li>• Cultural Programmes</li> <li>• SUPW</li> <li>• Scout &amp; Guide /NSS</li> <li>• Celebration of National Festivals, Teachers Day etc.</li> <li>• First Aid</li> <li>• Aesthetic development activities- decoration of classroom etc.</li> </ul>	<p>of teaching learning materials and other teaching equipments. Helping the students to conduct research and writing term paper on final teaching topic. Guiding, mentoring and supervising students during internship programme.</p>	<p>apply it when required.</p> <p>3. Analyse the learning difficulties of the different kind of students and adept to the changing situations as and when required.</p> <p>4. Learning practical and new skills by engaging in various activities during the internship programme.</p>	
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**LORETO COLLEGE**  
**TIME PLAN 2024-2025**

Name of the teacher: Dr. Ranjita Dawn

Initials: RD

**Teaching Objective:**

- To help students understand Education as Inter-disciplinary Field of Study
- To acquaint students with the nature and characteristics of a Discipline
- To help students identify emergence of Various Disciplines from Education as well as impact of various Disciplines on Education
- To help students understand interrelation and interdependence amongst Various School Subjects

**B. Ed Semester I**

**Topic-wise Time Plan**

**Course 1.1.5: Unit 1: Understanding Discipline and Subjects**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
UNIT I: Discipline and Subject	1 hour per week for each sub topic	Education as Inter-disciplinary Field of Study	Lecture, Discussion, presentations (ppt)	Understand the concept of Education and Inter-discipline. Find interrelationship amongst subjects	Written assignments, Classroom discussion, powerpoint presentation by students, term paper
UNIT I: Discipline and Subject	1 hour per week for each sub topic	Nature and Characteristics of a Discipline	Lecture, Discussion, presentations (ppt)	Understand the concept and characteristics of Discipline	Written assignments, Classroom discussion, powerpoint presentation by students, term paper
UNIT I: Discipline and Subject	1 hour per week for each sub topic	Emergence of Various Disciplines from Education	Lecture, Discussion, presentations (ppt)	Understand interrelationship and interdependence amongst subjects and emergence of Disciplines from Education	Written assignments, Written assignments, Classroom discussion, powerpoint presentation by students, term paper

UNIT I: Discipline and Subject	1 hour per week for each sub topic	Merger of Various Disciplines into Education	Lecture, Discussion, presentations (ppt)	Understand interrelationship and interdependence amongst subjects and impact of various disciplines on Education	Written assignments, Classroom discussion, powerpoint presentation by students, term paper
UNIT I: Discipline and Subject	1 hour per week for each sub topic	Interrelation and Interdependence amongst Various School Subjects	Lecture, Discussion, presentations (ppt)	Understand interrelationship and interdependence amongst subjects and their impact on each other	Written assignments, Classroom discussion, powerpoint presentation by students, term paper

**\*\* More time is assigned to each subtopic than specified in the table depending on the content depth Assigned classes: 2 per week**

**Practicum: 2 Assignments:** Term Paper and Seminar Presentations by students during the Semester

**LORETO COLLEGE**  
**TIME PLAN 2024-2025**

Name of the teacher: Dr. Ranjita Dawn

Initials: RD

**Teaching Objective:**

- Understand the NCF 2005
- Understand NCFTE 2009

**B. Ed Semester I**  
**Topic-wise Time Plan**  
**Course 1.1.2: 2<sup>nd</sup> Half**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Unit 1 NCF 2005	1 hour per week for each sub topic	NCF 2005	Lecture, Discussion	Understand NCF 2005,	Written assignments, Classroom discussion
Unit 1 NCFTE 2009	1 hour per week for each sub topic	NCFTE 2009	Lecture, Discussion	Understand NCFTE 2009	Written assignments, Classroom discussion



## B.ED. TIME PLAN 2024

**Name of the teacher:** Archita Roy Biswas

**Initials:** ARB

**Teaching Objective:**

The student teachers will be able to :-

- Comprehend the various constitutional provisions
- Develop the knowledge about the recommendations of various commissions and National Policies of Education.
- Realize the policy framework for Education in India
- Know the contemporary issues in education
- Develop the knowledge about various policies on education
- Examine the role and functions of different monitoring agencies of education
- Understand community participation and development in education
- Acquire skill to develop educational planning and management.

### B.ED. 1<sup>st</sup> Semester Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	10	<b>Education in Post – Independent India-</b> (First half) Unit I: Educational provision in the Constitution of India: Fundamental Rights, Directive Principles of State Policy, Fundamental Duties, Centre-State Relationship, Language Issues.	Lecture and discussion method	Comprehend the various constitutional provisions	Regular class tutorials assignments
2	6	UNIT II: Recommendations of various commissions after independence: Indian university commission (1948-49), secondary education commission (1952-53)	Lecture and discussion method	Develop the knowledge about the recommendations of various commissions	Regular class tutorials assignments
3	12	<b>Policy Framework for Education in India-</b> (Second half) Unit II: Policies on Education SSA, RTE, RMSA, NKC	Lecture and discussion method	Analyse the policy framework for Education in India	Regular class tutorials assignments
4	4	Unit III: Monitoring agencies:	Discussion	Analyse the role	Regular class

		UGC, NAAC, NCTE, NUEPA NCERT, IASE, SCERT, CTA, DIET	and paper presentation	and functions of different monitoring agencies of education	tutorials assignments
5	6	Unit IV: Community participation and development: adult and continuing education, Distance and Open Education, Government initiatives towards educational policies.	Lecture and discussion method	Understand community participation and development in education	Regular class tutorials assignments
6	8	Unit V: Educational Planning and Management: Educational Planning, Institutional planning, Leadership, Administrative structure of secondary education, Quality Management, Supervision.	Lecture and discussion method	Comprehend and analyse the skills to develop educational planning and management.	Regular class tutorials assignments

## LORETO COLLEGE

### TIME PLAN B.ED. SEMESTER 1

Name of the teacher: Dr. Sanghita Sanyal (English – B.Ed.)

Initials: SS

Teaching Objective:

- To enable students to grasp concepts and critical capacity to evaluate texts and contexts
- To support students to develop reading and reflection on texts and the skill of writing
- To expose students to new areas of art, cultural material, documentation and research.
- To enable learners to evaluate and analyse the structures of different grammatical constituents of English.

#### 1<sup>st</sup> Semester Topic-wise Time Plan (September to January)

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
B.ED. Semester 1	5	<b>1. Understanding Discipline (1.1.5):</b> Language: Definition, Scope, Features, Its impact on Education	Texts as samples, Historical contexts, Definitions and Concepts in Language, Youtube videos on documentaries and printed materials based on the topics. Powerpoint presentations, voice notes and live interaction Writing exercises and sharing of reading	To grasp the various concepts of language, LAC, types of English, Strategies of Language Acquisition not just in terms of pedagogic terminologies, but also practical significance and ideologies behind every term.	Long essay-type questions, short/objective type questions. Tutorials, Term papers, Presentations. Preparation of 2 Files - LAC and EPC.
	3	<b>2. Language Across Curriculum (1.1.4)</b> Unit 1: Theoretical Background of Language Usage, Significance of LAC			
	3	Unit 2: Understanding Language Background			
	5	Unit 3: Different Strategies of Language Development.			
	8	Theories of Language Acquisition,			
	5	Unit 4: Language Interaction in the			

		<p>classroom: Discourse, Multilingualism, Multiculturalism.</p> <p>Unit 5: Nature of Reading Comprehension, Types of Texts</p>	<p>materials over Google classroom. Debates and Interactive Sessions.</p>	<p>concepts of language and their usages, sociolinguistic concepts, historical perspectives, theories and practices.</p>	
	2	<p><b>3. Reading and Reflection of Texts (EPC 1)</b></p> <p>Unit 1: Introduction to Reading as a Skill</p>		<p>To understand and help to create practical exercises that can help in language development in students of various levels.</p>	
	4	<p>Unit 2: Reading Skill: Details, Levels of Reading, Problems.</p>			
	3	<p>Unit 3: Reading Difficulties, Types of Texts.</p>			
	3	<p>Unit 4: Strategies to develop Reading Skills</p>			
	5	<p>Unit 5: Reading Comprehension exercises and Practicum</p>		<p>To identify the significance of Reading as a critical skill.</p>	
	20	<p><b>Practicums of papers:</b> Seminar Presentations, Mentoring</p>		<p>To understand the various types of reading, strategies of developing reading skills, problems of reading and also, remedial or corrective methods to overcome the problems.</p>	
	25	<p>LAC (Core) and EPC (Method) Practicum supervision (2 files preparation)</p>			

**2024-25**  
**LORETO COLLEGE**  
**B.ED. TIME PLAN**  
**SEMESTER I**

**Name of the teacher: RUPA GHOSH**

**Initials: RG**

**Teaching Objective:**

- To discuss the nature and history of mathematics.
- To generate awareness among teacher trainees about the importance of mathematics in daily life.
- To encourage teacher trainees to form understanding of the subject and develop right attitude towards learning mathematics and be ready to impart the gained knowledge of the subject.
- To comprehend different types of texts in Economics and the various ways of explaining such texts.

**B.ED. 1<sup>st</sup> Semester Topic-wise Time Plan**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1.	32	<p><b>Course 1.1.5: Understanding Discipline and Subjects.</b></p> <p><b>UNIT IV: Mathematics as a Subject and Discipline.</b></p> <p>Nature and history of Mathematics</p> <p>Place of Mathematics in School Curriculum.</p> <p>Knowledge, understanding and science.</p> <p>Mathematics in day to day life.</p> <p>Relationship of Mathematics with other subjects.</p>	Lecture, Discussion, Board work and Presentation.	To be able to form understanding of the subject, its importance to be included in the secondary and higher secondary curriculum and to develop right attitude towards mathematics.	Continuous Internal Assessment, Internal Examination and University Examinations.
	64	<p>Practicum: Seminar</p> <p>Presentation.</p>	Lecture, Discussion and Presentation.	To corelate mathematics with other disciplines for comprehensive understanding of the whole curriculum.	Continuous Internal Assessment, Internal Examination and University Examinations.
2	32	<p><b>Course EPC–1Engagement with Field / Practicum</b></p> <p>i. Divide the class in small groups and provide different kinds of texts and instruct them to read and reflect according to the nature of</p>	Lecture and Discussion.	To be able to form understanding of different kinds of Economics texts, to explain such texts and make it comprehensible to the students at	Continuous Internal Assessment, Internal Examination and University Examinations.

	<p>text. ii. Divide the group and provide one text and suggest students to make different interpretations. iii. Design vocabulary games to enhance your vocabulary. iv. Read the text and provide a five words summary to each paragraph. v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.</p>		<p>school level.</p>	
<p>Tutorial and Remedial classes are taken as per requirement</p>				

## DEPARTMENT OF B.ED, LORETO COLLEGE

### 1<sup>ST</sup> SEMESTER TIME PLAN

Name of the teacher: CHANDRANI SENGUPTA

Initials: CSG

#### Teaching Objective:

- Enable students to learn, write and work with different tools of Microsoft Word and applying it to various necessary platforms.

#### 1<sup>st</sup> Semester Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	2	Introduction to Computers	Lecture	Demonstrate the overview of computer	Continuous internal and class assignments, home assignments, end semester examination
2	2	Windows 2010 Interface	Lecture	Explain how to use windows 2010	
3	2	Windows Explorer and Application	Lecture	Describe the knowledge of different explorer along with it they can implement them accordingly	
4	4	Introduction to Internet	Lecture	Will be able to demonstrate and explain the proper knowledge of internet along with its application	
5	5	Introduction to MS Word	Lecture	Describe all the basic features of Ms word	
6	10	Formatting Documents	ICT based	Perform all formatting and designing operations	
7	10	Desktop Publishing features	ICT based	Analyze all the publishing features of desktop	
8	10	Advanced features in Word Application	ICT based	Generate any word work via using different advanced word application tools	

**Teaching Objective:**

- To cover overall concept of PowerPoint presentation and ways to create it more presentable in all sorts of different unique ways, using advanced tools and

<b>Topics</b>	<b>Hours allotted</b>	<b>Topics (as per curriculum)</b>	<b>Teaching method</b>	<b>Learning outcome (output)</b>	<b>Assessment</b>
1	2	Introduction to MS PowerPoint	Lecture	Demonstrate the purpose of PowerPoint	Continuous internal and class assignments, home assignments, end semester examination
2	4	Editing Presentation	Lecture/ ICT based	Construct different slides as per given topic	
3	4	Formatting presentation	ICT based	Format all the slides using different presentation tools	
4	5	Working with tables and Charts	ICT based	Evaluate and prepare a table and chart as per data record	
5	10	Working with Multimedia	ICT based	Apply audio and video to different slides to make it more presentable	
6	5	Sharing presentation	ICT based	Organize properly and can create a ppt for demonstration	
7	10	Advanced presentation components	ICT based	Apply all sort of advance tools for better look of PowerPoint presentation	



# LORETO COLLEGE

## TIME PLAN 2024-2025

### B.Ed. Semester-I

**Name of the teacher: Sukanya Mullick**

**Initials: SM**

#### Teaching Objectives:

- To become aware about the different recommendations on education stated in the Kothari Commission.
- To be acquainted with the recommendations mentioned in National Policy of Education- 1986, 1992.
- To describe the responsibility of home and social environment for inequality in education.
- To discuss the causes and problems to eliminate inequality in education.
- To mention the causes and solutions to the problem of discrimination and marginalization in education.
- To realise the importance of national values in the present-day situation and importance of value education in schools.
- To discuss the views of Swami Vivekananda on education.
- To discuss the causes and remedies to the problem of unemployment in India.
- To be explain the causes of poverty and suggest ways to remove it.
- To describe the reasons and measures for controlling rapid growth of population.
- To elucidate the characteristics, different types and remedies to the problem of students unrest.
- To be aware about the problems of women education in India and describe its importance.
- To be acquainted with education for Scheduled Castes and Scheduled tribes in India.
- To illustrate with examples the principles, problems and solutions of Adult education in India.

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
<b>Course-II (1.1.2) Contemporary India and Education First Half: Education in Post - Independent</b>	3	Indian Education Commission	Lecture-cum-discussion Method.	Students will be able to analyse the different recommendations of the Kothari Commission	Written Assignments

<p><b>India</b></p> <p>Recommendations of various Commissions after independence</p>					
<p>Recommendations of various Commissions after independence</p>	<p>4</p>	<p>National Policy of Education- 1986, 1992</p>	<p>Lecture-cum-discussion Method.</p>	<p>Students will be able to explain in details the different recommendation on NPE-1986 and 1992.</p>	<p>Written Assignments</p>
<p>Equalization and Universalization of Elementary and Secondary Education</p>	<p>6</p>	<p>Concept, Problems, Probable solutions of Equalization and Universalization of Elementary and Secondary Education</p>	<p>Question and Answer Method followed by discussion</p>	<p>Students will be able to discuss the concept of Equalization and Universalization of Elementary and Secondary Education.</p> <p>Students will be able to state the different problems concerning Equalization and Universalization of Elementary and Secondary Education.</p> <p>Students will be able to discuss the actual scenario of West Bengal on Equalization and Universalization</p>	<p>Written Assignment</p>

				<p>of Elementary and Secondary Education.</p> <p>Students will be able to analyse the different recommendations taken by the government from time to time.</p>	
Equalization and Universalization of Elementary and Secondary Education	1	Views of Swami Vivekananda	Lecture-cum-Discussion method	Students will be able to discuss the views of Swami Vivekananda on Equalization and Universalization of Elementary and Secondary Education	Written Assignment
Inequality, Discrimination and Marginalization in education	7	Concept, Causes and Probable solutions	Question – Answer Method along with Discussion	<p>Students will be able to elucidate the concept of inequality, Marginalization and Discrimination in education.</p> <p>Students will be able to describe with examples the different causes of Inequality, Discrimination and Marginalization in education.</p> <p>Students will be</p>	Written Assignment

				able to discuss the different recommendations presented by the government from time to time. Students will be able to give examples on Inequality, Discrimination and Marginalization in education	
National Values	2	Concept, Characteristics and relevance in education	Lecture – cum-Discussion Method	Students will be able to state the concept of national values.  Students will be able to discuss the different characteristics of National values.  Students will be able to discuss the relevance of national values in education.	Written Assignment
National Values	2	Concept, Characteristics and relevance in education	Lecture – cum-Discussion Method	Students will be able to state the concept of national values.  Students will be able to discuss the different characteristics of National values.  Students will be able to discuss the relevance of national values in education.	Written Assignment
National Values	1	Relation with international understanding	Question - Answer Method followed by discussion	Students will be able to explain the relation of national values with international	Written Assignment

				understanding.	
National Values	2	Views of Swami Vivekananda in case of the following: a. mass education b. Women Education c. Technical and Vocational Education d. Culture and Education.	Lecture cum discussion method	Students will be able to describe the views of Swami Vivekananda with regards to mass education, Women Education, Technical and Vocational Education, Culture and Education.	Written Assignment
<b>2<sup>nd</sup> Half Policy Framework for Education in India</b>  Contemporary issues of education.	5	Unemployment  Poverty  Population Explosion  Students unrest	Question Answer Method followed by discussion.	Students will be able to state the causes of Unemployment, Poverty, Population Explosion, Students unrest.  Students will be able to discuss the remedies to the problems of Unemployment, Poverty, Population Explosion, Students unrest.	Written Assignments
Community Participation and development	6	Women Education  Tribal Education  Dalit Education	Question Answer Method followed by discussion	Students will be able to discuss the importance of women education in India.  Students will be able to describe the problems of women education in India and describe how	Student – seminar

				<p>women education is important for the progress of any country.</p> <p>Students will be able to explain the education for Scheduled Castes and Scheduled tribes in India.</p> <p>Students will be able to illustrate the principles, problems and solutions of Tribal and Dalit Education.</p> <p>Students will be able to mention the different steps taken up by the government on Women education, Tribal Education and Dalit Education</p>	
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