

## TEACHING PLAN 2023-2024

Name of the teacher:

Initials: ND

CC – 5/GE 5 (Semester 3)

Education Honours

Sociological Foundation of Education

Teaching Objective:

- To understand the relation between Sociology and Education
- To understand the nature and scope of Sociology of Education
- To explain the concept of Social Groups
- To explain the concept of Socialization

### 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. Introductory concept of Sociology of Education | 20                    | 1. Meaning and Definition of Sociology of Education<br>2. Relation between Sociology and Education<br>3. Nature of Sociology of Education<br>4. Scope of Sociology of Education | Lecture method, Questioning, Interaction and Discussions.<br><br>Videos and Ted talks were used | The closeness of Sociology and Education will be grasped | Questioning, term paper, assignments and end of term examination |

## TEACHING PLAN 2023-2024

Name of the teacher:

Initials: ND

CC - 3/GE 3 (Semester 3)

Education General

Sociological Foundation of Education

Teaching Objectives:

- To understand the relation between Sociology and Education
- To understand the nature and scope of Sociology of Education
- To explain the concept of Social Groups
- To explain the concept of Socialization

### Third 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. Introductory concept of Sociology of Education | 20                    | 5. Meaning and Definition of Sociology of Education<br>6. Relation between Sociology and Education<br>7. Nature of Sociology of Education<br>8. Scope of Sociology of Education | Lecture method, Questioning, Interaction and Discussions.<br><br>Videos and Ted talks were used | The closeness of Sociology and Education will be grasped                | Questioning, term paper, assignments and end of term examination |
| 2. Social Groups                                  | 20                    | 1. Social Groups: Meaning and definition<br>2. Types of Social Groups – Primary, Secondary and Tertiary   | Class discussions and interactions  | The significance of the family, groups and the process of Socialization | Questioning, term paper, assignments and end of term examination |

|  |  |  |  |                     |  |
|--|--|--|--|---------------------|--|
|  |  | 3. Socialization<br>Process –<br>Concept<br>4. Role of Family in<br>the Socialization<br>Process |  | will be<br>acquired |  |
|--|--|--|--|---------------------|--|

**LORETO COLLEGE**

**TIME PLAN 2023-2024**

**Name of the teacher: DR. DEBIKA GUHA**

**Initials: DG**

**Teaching Objectives:**

- Develop the concept of an ideal organization in educational institutions
- Understand the concept of a school plant and its elements

- Analyse the features and significance of educational organization and management
- Apply the newly acquired knowledge in real life situations in the field of education

**Semester 3 Topic-wise Time Plan**

**Education Honours**

**CC6**

**Educational Organization Management and Planning**

| <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<br>1.  | 2                     | Concept of Organization and Management                      | Explanation, Discussion, Participative teaching-learning, Debate (For All Topics) | Acquaintance, Understanding, Learning, Critical Analysis and Application of Educational Organization, Management and Planning (For All Topics) | Class assignments, Term Paper, Formative and Summative Evaluation (For All Topics) |
| 2.            | 4                     | Concept of Educational Organization and School Organization |   |  |  |
| Unit 2<br>3.. | 1                     | Meaning of school plant                                     |   |  |  |
| 4.            | 4                     | Elements of school plant                                    |   |  |  |
| 5.            | 4                     | Features of Library   |   |  |  |
| 6.            | 5                     | Features of Time Table                                      |   |  |  |
| 7.            | 1                     | School Medical services                                     |   |  |  |
| 8.            | 1                     | Workshop  |   |  |  |
| 9.            | 1                     | Computer laboratory   |   |  |  |
| Unit 3<br>10. | 2                     | Meaning of Educational Management                           |   |  |  |
| 11.           | 2                     | Objectives of Educational Management                        |   |  |  |
| 12.           | 10                    | Types and Significance of Educational Management            |   |  |  |
| 13.           | 2                     | Significance of Educational Management                      |   |  |  |

**LORETO COLLEGE  
TIME PLAN 2023-2024**

**Name of the teacher: Dr. Ranjita Dawn  
Initials: RD**

**Teaching Objectives:**

- To help students understand the concept of guidance
- To help students understand various types of Guidance
- To help students understand the concept of Counselling
- To help students identify basic data necessary for Guidance

**Semester III Education Honours  
Topic-wise Time Plan  
CC7- Guidance and Counselling**

| <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<br>Guidance<br>Meaning,<br>Functions,<br>Need | 1 hour per week for each sub topic | Guidance:<br>Meaning,<br>Definitions and<br>Functions | Lecture,<br>Discussion,<br>presentations (ppt) | Understand the concept of Guidance | Written assignments, Classroom discussion, powerpoint presentation by students |

|  |  |   |  |  |   |
|--|--|---|--|--|---|
| Unit I<br>Guidance<br>Meaning,<br>Functions,<br>Need                       | 1 hour per<br>week for each<br>sub topic | Individual<br>Guidance:<br>Meaning,<br>advantages and<br>disadvantages  | Lecture,<br>Discussion,<br>presentations (ppt) | Understand<br>Individual<br>Guidance and its<br>need   | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint<br>presentation<br>by<br>students |
| Unit I<br>Guidance<br>Meaning,<br>Functions,<br>Need                       | 1 hour per<br>week for each<br>sub topic | Group Guidance:<br>Meaning and<br>Advantages and<br>disadvantages   | Lecture,<br>Discussion,<br>presentations (ppt) | Understand Group<br>Guidance and its<br>need   | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint<br>presentation<br>by<br>students |
| Unit I<br>Guidance<br>Meaning,<br>Functions,<br>Need                       | 1 hour per<br>week for each<br>sub topic | Need for<br>guidance in<br>secondary<br>schools and<br>requisites of a<br>good school<br>guidance<br>programme. | Lecture,<br>Discussion,<br>presentations (ppt) | Understand the<br>significance of<br>guidance in<br>schools                                  | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint<br>presentation<br>by<br>students |
| Unit 2<br>Types of<br>Guidance:<br>Educational,<br>Vocational,<br>Personal | 1 hour per<br>week for each<br>sub topic | Educational<br>Guidance:<br>Meaning,<br>Function at<br>different stages<br>of Education                         | Lecture,<br>Discussion,<br>presentations (ppt) | Understand<br>Educational<br>Guidance and its<br>need at different<br>stages of<br>education | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint<br>presentation<br>by<br>students |
| Unit 2<br>Types of<br>Guidance:<br>Educational,<br>Vocational,<br>Personal | 1 hour per<br>week for each<br>sub topic | Vocational<br>Guidance:<br>Meaning,<br>Function at<br>different stages<br>of Education                          | Lecture,<br>Discussion,<br>presentations (ppt) | Understand<br>Vocational<br>Guidance and its<br>need at different<br>stages of<br>education  | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint<br>presentation<br>by<br>students |
| Unit 2<br>Types of<br>Guidance:<br>Educational,<br>Vocational,<br>Personal | 1 hour per<br>week for each<br>sub topic | Personal<br>Guidance:<br>Meaning,<br>Importance for<br>the Adolescents  | Lecture,<br>Discussion,<br>presentations (ppt) | Understand<br>Personal Guidance<br>and its need for<br>Adolescents                           | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint<br>presentation<br>by<br>students |
| Unit 3<br>Counselling<br>Meaning,<br>Techniques,<br>Types                  | 1 hour per<br>week for each<br>sub topic | Counselling:<br>Meaning,<br>importance and<br>Scope   | Lecture,<br>Discussion,<br>presentations (ppt) | Understand<br>Counselling, its<br>need and scope   | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint<br>presentation<br>by<br>students |
| Unit 3<br>Counselling<br>Meaning,<br>Techniques,<br>Types                  | 1 hour per<br>week for each<br>sub topic | Techniques of<br>Counselling:<br>Directive, Non-<br>Directive,<br>Eclectic                                      | Lecture,<br>Discussion,<br>presentations (ppt) | Understand<br>different<br>techniques of<br>Counselling                                      | Written<br>assignments,<br>Classroom<br>discussion,<br>powerpoint                                   |

|   |                                    |   |  |   |  |
|---|------------------------------------|---|--|---|--|
|   |                                    |   |  |   | presentation by students   |
| Unit 3<br>Counselling<br>Meaning,<br>Techniques,<br>Types | 1 hour per week for each sub topic | Individual and Group Counselling: Meaning, Importance                     | Lecture, Discussion, presentations (ppt) | Understand Individual and Group Counselling, its need and scope   | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 4<br>Basic data necessary for Guidance               | 1 hour per week for each sub topic | Tools for collecting information on pupil: Intelligence: Concept and Test | Lecture, Discussion, presentations (ppt) | Understand the need and process of using Intelligence tests as technique of collecting information for providing Guidance     | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 4<br>Basic data necessary for Guidance               | 1 hour per week for each sub topic | Tools for collecting information on pupil: Personality: Concept and Test  | Lecture, Discussion, presentations (ppt) | Understand the need and process of using Personality tests as technique of collecting information for providing Guidance      | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 4<br>Basic data necessary for Guidance               | 1 hour per week for each sub topic | Tools for collecting information on pupil: Aptitude: Concept and Test     | Lecture, Discussion, presentations (ppt) | Understand the need and process of using Aptitude tests as technique of collecting information for providing Guidance         | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 4<br>Basic data necessary for Guidance               | 1 hour per week for each sub topic | Cumulative Record Card  | Lecture, Discussion, presentations (ppt) | Understand the need and process of using Cumulative Record Card as technique of collecting information for providing Guidance | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 4<br>Basic data necessary for Guidance               | 1 hour per week for each sub topic | Anecdotal Record Card   | Lecture, Discussion, presentations (ppt) | Understand the need and process of using Anecdotal Record Card as technique of collecting information for providing Guidance  | Written assignments, Classroom discussion, powerpoint presentation by students |

**\*\* More time is assigned to each subtopic than specified in the table depending on the content depth .**

**Assignments:** Term Paper and Presentations by students during the Semester (CBCS System)

**LORETO COLLEGE  
TIME PLAN 2023-2024**

**Name of the teacher: Dr. Ranjita Dawn  
Initials: RD**

**Teaching Objective:**

- To help students understand the concept of democratic citizenship and its allied rights

**Semester III Education Elective  
Topic-wise Time Plan  
SEC-A- Skill for Democratic Citizenship**

| <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 2<br>Protection of Children | 1 hour per week for each sub topic | Protection of Children: Concept and need        | Lecture, Discussion, presentations (ppt) | Understand the rights of children and protection of those rights                              | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 2<br>Protection of Children | 1 hour per week for each sub topic | Child Rights – concept, classification and need | Lecture, Discussion, presentations (ppt) | Understand the rights of children and protection of those rights                              | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 2<br>Protection of Children | 1 hour per week for each sub topic | Legal actions – POCSO                           | Lecture, Discussion, presentations (ppt) | Understand the rights of children and protection of those rights, provisions of the POCSO Act | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 3<br>Domestic Harmony       | 1 hour per week for each sub topic | Domestic violence – definition and types        | Lecture, Discussion, presentations       | Understand Domestic Violence  | Written assignments, Classroom discussion, powerpoint                          |



|                               |                                    |   |  |  |  |
|-------------------------------|------------------------------------|---|--|--|--|
|                               |                                    |   | (ppt)                                    |  | presentation by students   |
| Unit 3<br>Domestic<br>Harmony | 1 hour per week for each sub topic | Protection of Women from Domestic Violence Act, 2005 – basic features | Lecture, Discussion, presentations (ppt) | Understand the rights of women and protection from Domestic Violence | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 3<br>Domestic<br>Harmony | 1 hour per week for each sub topic | Protection of males in DVA 2005                                       | Lecture, Discussion, presentations (ppt) | Understand protection of males from Domestic Violence                | Written assignments, Classroom discussion, powerpoint presentation by students |

**\*\* More time is assigned to each subtopic than specified in the table depending on the content depth**

**.Assigned classes 1 per week**

**Assignments:** Presentations by students during the Semester (CBCS System)

**LORETO COLLEGE  
TIME PLAN 2023-2024**

**Name of the teacher: Dr. Ranjita Dawn**

**Initials: RD**

**Teaching Objectives:**

- To help students understand the relation between Sociology and Education.
- To help students understand nature, and scope of Sociology of education.
- To help students understand the concept of Social Groups and Socialization process.

**Semester III Education Elective Group B  
Topic-wise Time Plan  
CC3- Sociological Foundation of Education**

| <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<br>Introductory<br>Concept of<br>Sociology of<br>Education | 1 hour per week for each sub topic | Meaning and definition of Sociology of Education | Lecture, Discussion, presentations (ppt) | Understand meaning and definition of Sociology of Education | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 1<br>Introductory<br>Concept of<br>Sociology of<br>Education | 1 hour per week for each sub topic | Relation between Sociology and Education         | Lecture, Discussion, presentations (ppt) | Understand the relation between Sociology and Education     | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 1<br>Introductory<br>Concept of<br>Sociology of<br>Education | 1 hour per week for each sub topic | Nature of Sociology of Education                 | Lecture, Discussion, presentations (ppt) | Understand the nature of Sociology of Education             | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit 1  | 1 hour per                         | Scope of Sociology                               | Lecture,                                 | Understand the  | Written assignments,   |

|  |                                    |  |  |   |  |
|--|------------------------------------|--|--|---|--|
| Introductory Concept of Sociology of Education | week for each sub topic            | of Education   | Discussion, presentations (ppt)          | scope of Sociology of Education   | Classroom discussion, powerpoint presentation by students                      |
| Unit-2 Social Groups                           | 1 hour per week for each sub topic | Social Groups: meaning and definition                    | Lecture, Discussion, presentations (ppt) | Understand social groups: meaning and definition                        | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit-2 Social Groups                           | 1 hour per week for each sub topic | Types of Social groups – Primary, Secondary and Tertiary | Lecture, Discussion, presentations (ppt) | Understand the types of social groups – Primary, Secondary and Tertiary | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit-2 Social Groups                           | 1 hour per week for each sub topic | Types of Social groups – Primary, Secondary and Tertiary | Lecture, Discussion, presentations (ppt) | Types of Social groups – Secondary                                      | Written assignments, Classroom discussion, powerpoint presentation by students |
| Unit-2 Social Groups                           | 1 hour per week for each sub topic | Types of Social groups – Primary, Secondary and Tertiary | Lecture, Discussion, presentations (ppt) | Types of Social groups –Tertiary  | Written assignments, Classroom discussion, powerpoint presentation by students |

**\*\* More time is assigned to each subtopic than specified in the table depending on the content depth .**

**Assignments:** Presentations by students during the Semester (CBCS System)

**LORETO COLLEGE  
TIME PLAN AUGUST 2023-24  
Semester III Honours**

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

**Initials:** ARB

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

- Develop the concept of planning

- Understand the aims and objectives of planning.
- Distinguish the different types of planning
- Analyse the steps of planning

**3rd Semester CC-6 Honours (Educational organization management and planning)  
Topic-wise Time Plan**

| Topics                                      | Hours allotted | Topics (as per curriculum)                     | Teaching method                               | Learning outcome(output)                                 | Assessment                             |
|---|----------------|--|---|--|--|
| Unit-4<br>Education<br>al<br>planning<br>1. | 3              | Meaning of educational planning.               | Lecture and discussion method                 | Develop the concept of planning .                        | Regular class tutorials or assignments |
| 2.  | 3              | Aims and objectives of educational planning    | Discussion and lecture method                 | Understand the aims and objectives of planning.          | Regular class tutorials or assignments |
| 3   | 2              | Steps of educational planning                  | Discussion and explanation                    | Distinguish the different steps of educational planning. | Regular class tutorials or assignments |
| 4.  | 6              | Types and significance of educational planning | Discussion and illustrations and elaborations | Analyse the different types of educational planning      | Regular class tutorials or assignments |

**LORETO COLLEGE**

**TIME PLAN 2023-2024**

**Name of the teacher: Mrs. Sukanya Mullick**

**Initials: SM**

**Teaching Objectives: The students will be able to:**

1. Understand the meaning, nature and scope of Social Change
2. Explain the interrelationship between Social change and Education
3. Understand the meaning, nature and scope of Social Stratification
4. Acquaint with the different types of social mobility and illustrate its relation with education.

5. Became aware of the social interaction process and how it is important in education.
6. Define Social communication.
7. Describe different informal agencies of social communication.
8. Discuss the interrelationship between culture, religion and education.
9. Illustrate the interrelationship between Technology, Economy and Education.

**Semester 3 Topic-wise Time Plan**  
**Education Elective**  
**CC 3/GE-3 (CBCS)**  
**Sociological Foundation of Education**

| <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>Unit-III Social Change and Education</b> | 1 Hours               | Concept of Social change                                 | Illustration with examples, Discussion, Participative teaching-learning are used | Acquaintance, Understanding, Learn, explain with examples different concepts that are in the syllabus | Class assignments, Term Paper, Formative and Summative Evaluation are done by the teacher |
|   | 1 Hours               | Interrelationship with Social change and education       | Illustration with examples   | Understanding, discuss, explain with examples different concepts that are in the syllabus             |   |
|   | 6 Hours               | Social stratification and social mobility                | Illustration with examples   | Understanding, describe explain with examples different concepts that are in the syllabus             |   |
|   | 2 Hours               | Social Interaction Process                               | Illustration with examples   | Describe the concept of social interaction along with the different processes.                        |   |
| <b>Unit-4 Social Communication</b>          | 3 Hours               | Concept of Social Communication and Informal Agencies of | Illustration with examples and relate it   | Define the concept of social change   | Class assignments, Term Paper,  |

|                     |         |   |   |  |  |
|---------------------|---------|---|---|--|--|
| <b>in education</b> |         | Social Communication  | with the previous knowledge of the students | and also mention the different informal agencies of social communication along with illustration and examples. | Formative and Summative Evaluation are done by the teacher |
|                     | 2 Hours | Interrelationship between Culture, religion and Education   | Student Seminar                             | Discuss each concept and draw an interrelationship between them.   |  |
|                     | 2 Hours | Interrelationship between technology, Economy and Education | Student Seminar                             | Distinguish between the three concepts and classify them and also relate it with the discipline.               |  |

**LORETO COLLEGE**

**TIME PLAN 2023-2024**

**Name of the teacher: Mrs. Sukanya Mullick**

**Initials: SM**

**Teaching Objectives: The students will be able to:**

1. Develop an idea about domestic violence and domestic rights.
2. Discuss the role played by awareness programmes, mass media workshops and seminars to develop the skills necessary for a citizen to live a healthy life.

**Semester 3 Topic-wise Time Plan**

**Education Honours**

**SEC-A (CBCS)**

**Skill for Democratic Citizenship**

| <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>Unit-III<br/>Domestic<br/>Harmony</b> | 1 Hours               | Definition and types              | Illustration with examples, | Acquaintance, Understanding, Learn, explain | Class assignments, Term Paper, |

|   |         |   |  |   |   |
|---|---------|---|--|---|---|
|   |         |   | Discussion, Participative teaching-learning are used | with examples different concepts and types of domestic violence | Formative and Summative Evaluation are done by the teacher                                |
|   | 3 Hours | Protection of Women from Domestic Violence Act 2005, Basic features         | Illustration with examples                           | Understanding, discuss, explain with examples                   |   |
|   | 2 Hours | Protection of males in DVA 2005   | Illustration with examples                           | Understanding, describe explain with examples                   |   |
| <b>Unit-4<br/>Role of<br/>Education</b> | 4 Hours | Awareness Programmes- rallies, debates, Mass- Media, Seminars and Workshops | Student seminar                                      | Define each concepts and point out their importance             | Class assignments, Term Paper, Formative and Summative Evaluation are done by the teacher |

**LORETO COLLEGE**  
**TIME PLAN SEPTEMBER 2023-24**  
**Semester III Honours**

**Name of the teacher: Tania Mondal**

**Initials: TM**

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

- Develop the concept of social groups
- Understand the different types of social groups
- Understand the concept of Socialization
- Analyse the role of family and school in Socialization process
- Understand the concept of social change
- Analyse the relation between social change and Education
- Understand the concept of Social stratification and Social Mobility
- Analyse the social interaction process
- Understand the concept of Social Communication
- Develop a concept about the informal agencies of social communication
- Analyse the inter relation between Culture, religion and Education
- Analyse the interrelation between Technology, Education and Economy

**Sem 3 CC -5 Honours (Sociological Foundations of Education )**

**Topic-wise Time Plan**

| Topics                        | Hours allotted | Topics (as per curriculum)               | Teaching method                     | Learning outcome(output)                   | Assessment                                      |
|-------------------------------|----------------|--|-------------------------------------|--|---|
| Unit-2<br>Social Groups<br>1. | 2              | Social groups:<br>meaning and definition | Lecture and<br>discussion<br>method | Develop the<br>concept of<br>social groups | Regular<br>class<br>tutorials or<br>assignments |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 2. | 6 | Types of Social Groups- Primary, Secondary and Tertiary | Discussion illustration and lecture method  | Understand the different types of social groups                 | Regular class tutorials or assignments |
| 3  | 2 | Socialization Process: Concept                          | Discussion and Explanation And illustration | Understand the concept of Socialization                         | Regular class tutorials or assignments |
| 4  | 3 | Role of family and school in Socialization process      | Discussion, Explanation and Illustration    | Analyse the role of family and school in Socialization process. | Regular Class, tutorial or assignment  |



|  |   |   |   |   |  |
|--|---|---|---|---|--|
| Unit 3<br>Social Change<br>and Education<br>1.           | 2 | Concept of Social<br>Change                                   | Discussion,<br>Explanation<br>and<br>Illustration | Develop the<br>concept of<br>Social Change  | Regular<br>class,<br>tutorial or<br>assignment |
| 2  | 2 | Interrelation between<br>Social Change and<br>Education       | Discussion,<br>Explanation<br>and<br>Illustration | Understand the<br>relation between<br>Social Change<br>and Education                | Regular<br>class,<br>tutorial or<br>assignment |
| 3  | 3 | Social stratification<br>and Social Mobility                  | Discussion,<br>Explanation<br>and<br>Illustration | Understand the<br>concept of<br>Social<br>Stratification<br>and Social<br>Mobility  | Regular<br>class,<br>tutorial or<br>assignment |
| 4  | 2 | Social Interaction<br>Process                                 | Discussion,<br>Explanation<br>and<br>Illustration | Analyse the<br>social<br>interaction<br>process                                     | Regular<br>class,<br>tutorial or<br>assignment |
| Unit -4<br>Social<br>Communication<br>in Education<br>1. | 1 | Social<br>Communication:<br>Concept                           | Discussion,<br>Explanation<br>and<br>Illustration | Understand the<br>concept of<br>social<br>communication                             | Regular<br>class,<br>tutorial or<br>assignment |
| 2  | 2 | Informal agencies of<br>social communication                  | Discussion,<br>Explanation<br>and<br>Illustration | Develop a<br>concept about<br>the informal<br>agencies of<br>social<br>communities  | Regular<br>class,<br>tutorial or<br>assignment |
| 3  | 2 | Inter relation between<br>Culture, Religion, and<br>Education | Lecture and<br>discussion<br>method               | Analyse the<br>inter relation<br>between<br>Culture,<br>Religion and<br>Education   | Regular<br>class,<br>tutorial or<br>assignment |
| 4  | 2 | Interrelation between<br>Technology, Economy<br>and Education | Discussion,<br>Explanation<br>and<br>Illustration | Analyse the<br>inter relation<br>between<br>Technology,<br>Economy and<br>Education | Regular<br>class,<br>tutorial or<br>assignment |

## Semester III Honours

Name of the teacher: Tania Mondal

Initials: TM

Teaching Objective: The students will be able to: -

- Develop the concept of Democratic Rights
- Understand the fundamental rights
- Analyse the duties of citizenship
- Develop the concept of Child protection
- Understand Child Rights, its classification and need
- Analyse the legal actions POCSO

### 3rd Semester SEC A Honours (Skill for Democratic Citizenship)

#### Topic-wise Time Plan

| Topics  | Hours allotted | Topics (as per curriculum)                      | Teaching method                             | Learning outcome(output)   | Assessment                             |
|---|----------------|---|---|--|--|
| Unit-1<br>Rights and duties in Indian Constitution 1. | 1              | Democratic Rights                               | Lecture and discussion method               | Develop the concept of Democratic Rights                         | Regular class tutorials or assignments |
| 2.  | 1              | Fundamental Rights                              | Discussion and lecture method               | Understand the meaning of Fundamental rights. .                  | Regular class tutorials or assignments |
| 3   | 2              | Duties of citizenship                           | Discussion and Illustration and explanation | Analyse the different duties of citizenship.                     | Regular class tutorials or assignments |
| Unit-2<br>Protection of Children 1.                   | 1              | Child protection – concept and need             | Discussion and lecture method               | Develop the concept of Child protection and its need             | Regular class tutorials or assignments |
| 2.  | 2              | Child Right – concept , classification and need | Discussion and lecture method               | Understand Child Rights ,its concept classification and its need | Regular class tutorials or assignments |

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| 3 | 2 | Legal actions - POCSO | Discussion and lecture method | Analyse the legal actions and get a concept about the POCSO act | Regular class tutorials or assignments |
|---|---|-----------------------|-------------------------------|---|--|