

**LORETO COLLEGE**  
**B.Ed. TIME PLAN 2024**

Name of the teacher: Dr. Kaustuva Banerjee

Initials: KB

**Teaching Objective:**

- Justify the relationship between population and environment
- Evaluate the importance of Sustainable development
- Analyse the importance of Adolescent reproductive health care.

**B.ED. 4<sup>th</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-VIII(B) (1.4.7B)  Knowledge and Curriculum-Part-II  Engagement with the field/ Practicum	8 hrs	Textbook analysis	Discussion Method	Comprehend the essential characteristics of any text book.	1.Individual Assignments
2.Course-XI (1.4.11) Optional  Environmental &  Population Education  Unit I	4 hrs	<b>Concept of population education:</b> • The characteristics and scope,•Methodology of population education and • Its importance	Demonstration Method  Interaction method  Discussion Method  Stimulus Response Method	1. Comprehend the characteristic of population education. 2. Assess the value of population education in a teacher training course.	1.Continuous Internal Assessments  2. Group Presentations
3.Course-XI (1.4.11) Optional  Environmental &  Population	5 hrs	<b>Concept of environmental education:</b> •Its objectives and importance,• Developing environmental awareness, • Environmental attitude, values &pro-environmental behaviour.	Interaction method  Discussion Method	1.Compare the different methods of teaching environmental education 2. Justify the limitations and suitability of pro-	1.Continuous Internal Assessments  2. Group Presentations

Education Unit II				environmental behaviour	
4. Course-XI (1.4.11) Optional  Environmental & Population Education  Unit III	8hrs	<b>Population education policies:</b> <ul style="list-style-type: none"> <li>● Population policy of the government of India (2000),</li> <li>● Implementation programmes, population control,</li> <li>● population dynamics in the context of India,</li> <li>● Population distribution, urbanization and migration.</li> </ul>	Interaction method  Discussion Method	1. Assess the importance of Population Policy. 2. Evaluate the importance of urbanization in changing the population structure of any country.	1.Continuous Internal Assessments  2. Group Presentations
5. Course-XI (1.4.11) Optional  Environmental & Population Education  Unit V	6hrs	<b>Issues related to population and environmental education:</b> <ul style="list-style-type: none"> <li>● Quality of life,</li> <li>● Sustainable life style,</li> <li>● Ecofeminism,</li> <li>● Empowerment of women,</li> <li>● Environmental and social pollution,</li> <li>● Effect of population explosion on environment,</li> <li>● Adolescent reproductive health.</li> </ul>	Demonstration Method  Interaction method	1. Understand the impact of empowerment of women 2. Differentiate between environmental and social pollution.	1.Continuous Internal Assessments  2. Group Presentations
6. Course-XI (1.4.11) Optional  Environmental & Population Education  Engagement with Field / Practicum	10hrs	<ul style="list-style-type: none"> <li>● Visits to polluted sites and preparation of report.</li> <li>● Interviewing people and reporting the inconveniences due to any of the Environmental problems.</li> </ul>	Interaction method	1.Understand the importance of Field Visit  2. Analyse the importance of establishing the correlation of the topic with their surroundings.	1.Field Visit  2. Group Presentations  3.Group Presentations

## TIME PLAN 2023-2024

**Name of the teacher: Dr. Debika Guha**

**Initials: DG**

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

1. Understand the concept of inclusive education and be sensitised towards it.
2. Learn the legal and policy perspectives of inclusive education.
3. Analyse the cascade system.
4. Comprehend the various disabilities along with their educational implications.

### Semester 4 Topic-wise Time Plan

B.Ed.

Course X : 1.4.10

### Creating an Inclusive School

<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	Introduction to Inclusive Education- Concept and history of special education, integrated education , inclusive education and their relation, philosophical, sociological, economic and humanitarian dimensions of inclusive education	Explanation, Discussion, Participative Teaching-Learning, Debate (for all topics)	Acquaintance, Understanding, Learning, Critical Analysis, Application (for all topics)	Class Assignments, Formative and Summative Evaluation
2.	4	Advantages of inclusive education for the individual and society, Factors affecting inclusive education			
3.	13	Important international declarations: BMF 1993-2012, Salamanca Statement 1994, UNCRPD 2006, NPE 1968, 1986, National Policy on Disability 2006, RTE Act 2009, special role of institutions for the education of children with disability-RCI and National Institutes			
4.	15	Concepts, definitions, characteristics, classification, causes and preventive measures of Visually and Hearing Impaired			

## B.ED. TIME PLAN 2024

Name of the teacher: Dr. Neeta Dang

Initials: ND

COURSE DETAILS: SEMESTER 4

EPC – 4 (1.4EPC-4): Understanding the Self

Teaching Objectives:

- The teacher trainees would understand the significance of Self-esteem and how to build it
- They would understand how to develop inter-personal relationships
- They would understand the need and importance of emotional intelligence for personal and professional enhancement.

### B.Ed. 4th 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 Self-Esteem	10	1 Meaning and concept of self esteem 2 Types of Self esteem 3 Strategies for positive behaviour 4 Keys to increasing self esteem	Questioning, sharing of examples, interactions and discussions.  Videos and Ted Talks would be utilised whenever needed	The prospective teachers would be able to understand the high importance and weightage given to this concept	Home assignments, class discussions, questioning and end of term examination
2 Interpersonal Intelligence	15	1 Concept of Interpersonal behaviour 2 Need and Importance of Interpersonal behaviour 3 Strategies to develop Interpersonal relationship	The teacher trainees were asked to share their experiences in building relationships	Their understanding of building relationships that last longer would be greater	They were asked to watch videos selected for them and interpret those in front of their peers.
3 Emotional Intelligence	4	1 Meaning and Concept of Emotional Intelligence 2 Components of	The teacher trainees were asked	They would acquire the idea that	

		<p>emotional intelligence differentiating EQ, IQ and SQ 3 Emotional Intelligence for personal and Professional development</p>	<p>to share their ideas of their own and their peers emotional intelligence after the concept was explained.</p>	<p>being emotionally intelligent has huge merits.</p>	
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## 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 meaning and characteristics of curriculum.
- Justify the role of the state in curriculum construction
- Identify the importance of constitutional values in framing the curriculum
- Understand the importance of values in the curriculum
- Apply the principles construct the time table
- Explain the importance of children's resilience.
- Comprehend the importance of teachers hand book and children's literature.

### B.ED. Semester-4 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>
UNIT – I 1	12	Concept of curriculum – meaning characteristics and the types. Nature and scope Necessity and principles of curriculum construction Role of the state in curriculum Constitutional values and national culture.	Discussion collaborative and lecture method	Comprehend the meaning and characteristics of curriculum.  Justify the role of the state in curriculum construction.  Identify the importance of constitutional values in framing the curriculum.	Regular class tutorials assignments
UNIT- V 2	10	Curriculum as process and practice- Inculcation of values, disciplines, rules in society. Necessity and construction of time- tables. Hidden curriculum and children's resilience. Critical analysis of text books, Teachers Handbook, Children's Literature.	Lecture, activity and discussion method	Understand the importance of values in the curriculum.  Apply the principles and construct the time table  Explain the importance of children's	Regular class tutorials assignments

				resilience. Comprehend the importance of teachers hand book children's literature.	
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## TIME PLAN 2023-2024

Name of the teacher: Sukanya Mullick

Initials: SM

Teaching Objectives:

- To understand the relationship as well as distinction between curriculum and syllabi
- To state the different process of translating a syllabus into textbook.
- To illustrate discuss with examples the role of various social groups helping in framing the curriculum
  
- To describe the principles of selecting curriculum content
  
- To describe the principles curriculum development
  
- To Acquaint themselves with the different modes of curriculum transaction.
  
- To be aware about the relationship between powers, structures of society and knowledge.

**4<sup>th</sup> Semester Topic-wise Time Plan**  
**Course-VIII-B (1.4.7 B)**  
**Knowledge and Curriculum- Part\_II**

<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 Relationship between curriculum and syllabi	2 hours	<b>Relationship between curriculum framework and syllabi</b>	Lecture- cum- discussion Method.	Students will be able to mention the relationship as well as distinction between curriculum and syllabi	Formative and summative assessment
	1 hours	<b>Process of Translating syllabus into text book</b>	Strategy of Brainstorming.	Students will be able define clearly the different process of translating a syllabus into textbook.	Formative and summative assessment
	3 hours	<b>Representation and non - representation of various social groups in curriculum framing</b>	Lecture- cum- discussion Method, Participatory Learning method	Students will be able to discuss with examples the role of various social groups helping in framing the curriculum	Formative and summative assessment
Unit-III Designing	1 hours	<b>Principles of selecting curriculum content</b>	Question- Answer Method	Students will be able to mention	Formative and summative



Curriculum, School Experiences and Evaluation			along with discussion	the ways of selecting the curriculum content	assessment
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	1 hours	<b>Principles of curriculum development</b>	. Question-Answer Method along with discussion	Students will be able discuss the various principles of curriculum development	Formative and summative assessment
	3 hours	<b>Highlights of NCFTE 2009- Stage specific and subject-specific objectives of curriculum</b>	Strategy of Brainstorming followed by discussion and debate	Students will be able define clearly the Stage specific and subject-specific objectives of curriculum	Assignment
	1 hours	<b>Methodology of curriculum transaction</b>	Lecture- cum- discussion Method	Students will be able to discuss the different methods of curriculum transaction	Formative and summative assessment
	1 hours	<b>Curriculum evaluation</b>	Question-Answer Method along with discussion PPT is used	Students will be able to illustrate in details formative, summative, micro and macro curriculum evaluation methods.	Formative and summative assessment
Unit-IV Power, Ideology and Curriculum	1 hours	<b>Relationship between powers, structures of society and knowledge</b>	Lecture- cum- discussion Method	Students will be able to discussion from M. Foucault's discourse the relation between power structure and society and relate it with knowledge	Formative and summative assessment
	1 hours	<b>Meritocracy vs. elitism in curriculum</b>	Debate Method	Students will be able to discuss the Meritocracy vs. elitism in curriculum	Formative and summative assessment

## TIME PLAN 2023-2024

Name of the teacher: Dr. Sanghita Sanyal (B.Ed. English Method and Core)

Initials: SS

Teaching Objective:

- To enable students to grasp concepts and critical capacity to evaluate texts contexts
- To support students to develop reading and reflection on texts and the skill of writing methodologies
- To enable learners to evaluate and analyse the structures of different theoretical and sociological constituents of Gender Studies.

### 4th Semester Topic-wise Time Plan Gender, School and Society

<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>B.Ed. Semester 4 Gender, School and Society</b>	40	Concepts and definitions of Gender, Sex, Sexuality, Ideology, Patriarchy, Social Construction, Transgender, Third Gender, bias, stereotypes, empowerment, Equity, Equality, Intersectionality, trauma and conflict  History of Feminism as a movement, Paradigm Shifts in Women's Studies, Historical backdrops, Everyday application of stereotypes in various fields, Gender and Human Rights, Gender in Classroom- Role of teachers and peers, Gender identities and	Texts as samples, Historical contexts, Encyclopaedia of Political History, Youtube videos on documentaries and fictions based on the topics. Powerpoint presentations, voice notes and online live interaction over Google Meet. Writing exercises and sharing of reading materials over	To grasp the various concepts of gender, patriarchy and discrimination, not just in terms of pedagogic terminologies, but also practical significance and ideologies behind every term.  To hone an orientation and acumen to appreciate historical movements, ideologies, women's honour and	Long essay-type questions, short/objective type questions. Tutorials, Term papers, Presentations.  Method centric exercises on Book Review and critical chapter summaries.

		socialization practices - Various Conflict Zones	Google classroom. Debates and Interactive Sessions.	every gender's unbiased rights, significance of trauma and protest, mainstreaming and support system et al.  To understand and help understand one's own orientation and mutual respect for every gender.	
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**LORETO COLLEGE****TIME PLAN 2024****Second Year B.Ed (Fourth Semester)****Name of the teacher: Suparna Ghosh****Initials: SG****Theory:****Paper- 1.4.6- Gender, School and Society****Teaching Objective:**

- To get a comprehensive idea about the historical developments regarding social; reform movement in the 19<sup>th</sup> century and issues of women education for a progressive society
- To acquire knowledge about the gender disparities located in the curriculum and also role of gender in hidden curriculum
- To gain an idea about the role of teacher as an agent in transformation of gender perspective

**4th Semester Topic-wise Time Plan****Classes per week -2**

<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. Unit- II	7	Historical backdrop: some landmarks on social reform movements of the 19 <sup>th</sup> and 20 <sup>th</sup> centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy. Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begum Rokeya) A. Commissions and Committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender	Lectures, discussions dissemination of reading materials	1.To get a proper grasp of the different steps taken by the social reformers in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries to eradicate the deplorable condition of women through legislations 2. To comprehend how women education was a significant agenda of the social reformers like Raja Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda, R. N. Tagore	Assignment

				<p>3.To evaluate the women education programme of the Christian Missionaries in British India and also the bold measures undertaken by Begum Rokeya towards the education of Muslim women</p> <p>4. To evaluate the role of different commissions and committees on women education and empowerment in pre-independence and post-independence era</p> <p>5.To understand the atrocities committed against the third gender and the policy regulations and Acts safeguarding their rights and dignity</p>	
2. Unit IV	6	<p>Gender issues in curriculum</p> <ul style="list-style-type: none"> <li>• Curriculum and the gender question</li> <li>• Construction of gender in curriculum framework since Independence: An analysis</li> </ul>	Lectures, dissemination of reading materials followed by discussions	<p>To know about the representation of gender in the curriculum especially in text books and analyse the process since Independence</p>	Class test

		<ul style="list-style-type: none"> <li>• Gender and the hidden curriculum</li> <li>• Gender in text and context (textbooks' intersectionality with other disciplines)</li> <li>• Teacher as an agent of change</li> </ul>		<p>Critically analyse the concept of gender in hidden curriculum and how gender specific terms are used thereby showcasing gender disparity and biasness through school syllabi</p> <p>Evaluate the specific role played by teacher in changing the mindset of the students through their intervention and knowledge regarding gender stereotyping</p>	
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**LORETO COLLEGE**  
**TIME PLAN- 2024**  
**Second Year B.Ed (Fourth Semester)**

**Practicum:**

**1. Course- 1.4.6**

**Teaching Objective:**

- To get a comprehensive idea about the issues of gender disparities and biasness all across the curriculum and society in general

**2. Course- 1.4.8b**

- To acquire knowledge about appropriateness of textbooks in disseminating accurate information

**4th Semester Topic-wise Time Plan**  
**Classes per week 1**

<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- 1.4.6	9	Engagement with field: Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of presentation	Lectures, dissemination of reading materials followed by discussions	To critically analyse the different ways in which women are harassed and making a conscious effort to understand gender issues on a societal platform	PPT followed by class discussions and preparation of file
2. Course- 1.4.8b	3	Engagement with field: Text book analysis	Lectures and discussions	Understand the format for analysing text books	Discussions and preparation of file

**LORETO COLLEGE**  
**TIME PLAN 2023-2024**

Name of the teacher: Dr. Ranjita Dawn

Initials: RD

Teaching Objective:

- To understand how inclusion can be practiced in schools

**B.ED 4<sup>th</sup> Semester Topic-wise Time Plan**  
**Course 1.4.10: Creating an Inclusive School Theory and Practicum**

<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 III: Defining learners with special needs	1 hour per week for each sub topic	Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of SLD, LI	Lecture, Discussion, presentations (ppt)	Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of SLD, LI	Written assignments, Classroom discussion, powerpoint presentation by students
Unit III: Defining learners with special needs	1 hour per week for each sub topic	Preparation for inclusive education – School's readiness for addressing learner with diverse needs Case history taking,	Lecture, Discussion, presentations (ppt)	Preparation for inclusive education School's readiness for addressing learner with diverse needs Case history taking	Written assignments, Classroom discussion, powerpoint presentation by students
Unit III: Defining learners with special needs	1 hour per week for each sub topic	Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)	Lecture, Discussion, presentations (ppt)	Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)	Written assignments, Classroom discussion, powerpoint presentation by students
Unit III: Defining learners with special	1 hour per week for each	Identification and overcoming barriers for educational and social inclusion	Lecture, Discussion, presentations (ppt)	Identification and overcoming barriers for educational and	Written assignments, Classroom discussion,



needs	sub topic			social inclusion	powerpoint presentation by students
Unit IV Inclusion in operation	1 hour per week for each sub topic	Classroom management and organizations	Lecture, Discussion, presentations (ppt)	Classroom management and organizations	Written assignments, Classroom discussion, powerpoint presentation by students
Unit IV Inclusion in operation	1 hour per week for each sub topic	Curricular adaptations, learning designing and development of suitable TLM	Lecture, Discussion, presentations (ppt)	Curricular adaptations, learning designing and development of suitable TLM	Written assignments, Classroom discussion, powerpoint presentation by students
Unit IV Inclusion in operation	1 hour per week for each sub topic	Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.	Lecture, Discussion, presentations (ppt)	Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.	Written assignments, Classroom discussion, powerpoint presentation by students
Unit IV Inclusion in operation	1 hour per week for each sub topic	Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances	Lecture, Discussion, presentations (ppt)	Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances	Written assignments, Classroom discussion, powerpoint presentation by students
Unit V	1 hour per week for each sub topic	Problems in inclusion in the real classroom situations: ways for overcoming the problems in inclusions.	Lecture, Discussion, presentations (ppt)		Written assignments, Classroom discussion, powerpoint presentation by students

Unit V	1 hour per week for each sub topic	Review of existing educational programme offered in secondary school (General and Special School). Secondary education in inclusive schools	Lecture, Discussion, presentations (ppt)	Review of existing educational programme offered in secondary school (General and Special School). Secondary education in inclusive schools	Written assignments, Classroom discussion, powerpoint presentation by students
Unit V	1 hour per week for each sub topic	Teacher preparation for inclusive education in the light of NCF. 2005.	Lecture, Discussion, presentations (ppt)	Teacher preparation for inclusive education in the light of NCF. 2005.	Written assignments, Classroom discussion, powerpoint presentation by students
Unit V	1 hour per week for each sub topic	Characteristics of inclusive school	Lecture, Discussion, presentations (ppt)	Characteristics of inclusive school	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: 2 per week**

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

**Practicum: Writing files based on visits to Institutions of Special Education**

**2023-2024**  
**LORETO COLLEGE**  
**B.ED. TIME PLAN**  
**SEMESTER IV**

**Name of the teacher: RUPA GHOSH**

**Initials: RG**

**Teaching Objective:**

- To impart knowledge for the importance of gender equality in society and the specific role of teachers with respect to the issue.
- To help students to become aware about necessary requirements of an effective Economics textbook.
- To encourage students to become research oriented to make teaching more effective and comprehensive.

**B.ED. 4<sup>th</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	20	<b>Course-VI (1.4.6) Gender, School and Society</b> <b>Unit III: Gender, Power and Education: Gender Identities and Socialisation Practices in Family, Schools and other informal organizations.</b>	Lecture, Discussion, Board work and Presentation	To be able to comprehend various issues of gender identity and socialisation practices in formal and informal organisations.	Continuous Internal Assessment, Internal Examinations and University Examinations
	32	<b>Engagement with the Field / Practicum</b> To undertake study of sex ratio and analysis of it state-wise.			
2	32	<b>Course-VIII(B) (1.4.7B) Knowledge and Curriculum-Part-II</b> <b>Engagement with the Field / Practicum</b> Textbook analysis	Lecture, Discussion and Board work	To be able to analyse and give input towards developing an ideal Economics textbook focusing on content units, subunits, illustrations and graphical analysis.	Continuous Internal Assessment, Internal Examinations and University Examinations
Tutorial and Remedial classes are taken as per requirement					

## DEPARTMENT OF B.ED, LORETO COLLEGE

### 4<sup>th</sup> SEMESTER TIME PLAN

Name of the teacher: CHANDRANI SENGUPTA

Initials: CSG

#### Teaching Objective:

- Provide knowledge how to create more than one database using access tools and how to relate that one database to other via relationship toolbar and gather specific data using queries whenever required.

#### 4<sup>th</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	5	Introduction to MS Access	Lecture	Demonstrate the purpose of ms access	Continuous internal and class assignments, home assignments, end semester examination
2	6	Working with table data	ICT based	Generate table and check with different view	
3	10	Querying a database	ICT based	Apply queries to find special data from 1 or more database	
4	5	Working with forms	ICT based	Evaluate the data and generate forms based on it	
5	5	Generating Reports	ICT based	Construct reports based of the data and can be print if required	
6	4	Designing a Relational Database	ICT based	Construct relations between more than 2 tables / databases	
7	10	Working with functions	ICT based	Evaluate the queries by using functions	
8	5	Sharing data across Applications	ICT based	Generate the records and share it across via any sharable media	

**Teaching Objective:**

- The curriculum focuses on providing practical experience and reflective engagement on critical issues related to Information and Communication Technologies. The course intends to engage student teachers to understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT and in diverse socioeconomic contexts.

<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>
Critical Understanding of ICT	10	Digital Technology and Socio-economic Context	Lecture and Interactive	Identify and define the contexts	Internal and class assignments, home assignments, end semester examination
	10	Ms Office	Lecture / ICT based	Implement and evaluate different applications	
	10	Internet and Educational Resources	Lecture and Interactive	Recognize and Comprehend	
	10	Techno-Pedagogic Skills	Lecture and Interactive	Analyse and Assess skills	
	10	Engagement with Field/ Practicum	Lecture / ICT based	Application and Analysis	Practicum and end semester examination

**LORETO COLLEGE**  
**TIME PLAN 2023-2024**  
**January 2024-June 2024**

Name of the teacher : SHANKHABELA MUKHERJEE  
 Initials : SHM

**Teaching Objective:**

- To impart knowledge and understanding of concepts
- To encourage reading beyond classroom text
- To prepare trainee teachers to understand the human mind and be sensitive toward difference in the classroom situation and beyond

**Semester 4**

(B. Ed.)

**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>
<b>Course XI 1.4.11 Guidance and Counselling</b>	4	Unit I: Overview of Guidance and Counselling	Lecture and Discussion	Understanding the definition, functions, nature and scope, difference, types of guidance and counselling	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
<b>Course XI 1.4.11 Guidance and Counselling</b>	4	Unit II: Mental Health	Lecture and Discussion	Knowing the concept, characteristics, role of home and school and mental health of a teacher	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
<b>Course XI 1.4.11 Guidance and Counselling</b>	4	Unit III: Adjustment and Maladjustment	Lecture and Discussion	Understanding concepts, the purpose, techniques, causes and prevention of maladjustment and	Continuous Internal Assessment, Home and class assignments, Internal Examinations

				understanding mal-adjusted behaviour	and University Examinations.
<b>Course XI 1.4.11 Guidance and Counselling</b>	6	Unit IV: Tools and Techniques	Lecture and Discussion	Knowing the different testing and non-testing tools	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
<b>Course XI 1.4.11 Guidance and Counselling</b>	10	Unit V: Abnormal Behaviour and Mental Illness	Lecture and Discussion	Learning to focus on the theoretical background of psychopathology- both symptom formation and etiological dimensions	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
<b>Course XI 1.4.11 Guidance and Counselling  PRACTICUM</b>		Project on mal adjusted behaviour (any one; on the basis of case study) - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal Tendency, Substance Abuse Disorder, Anti - Social Behaviour	Hands on training	Understanding the methodology of data collection using case study technique and interpreting the data collected	Continuous Internal Assessment, Home and class assignments and University Examinations.
<b>EPC-4 Understandin g the Self</b>	6	Unit I: Self Concept Meaning, definition, components, and importance of self concept. Factors influencing self concept, development of self concept, impact of positive and negative self concept	Lecture and Discussion	Understanding of self concept and knowledge of the importance of a positive self concept amongst students and teachers	Continuous Internal Assessment, Home and class assignments and University Examinations
<b>EPC-4 Understandin g the Self</b>	4	Unit III: Personality Development meaning and types of	Lecture and Discussion	Understanding the difference between a well	Continuous Internal Assessment,

		personality Factors affecting Personality Attributes of a 'good' personality Strategies for personality development		adjusted and maladjusted personality	Home and class assignments and University Examinations
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