

**LORETO COLLEGE**

**TIME PLAN 2024-2025**

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

**Initials: DG**

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

- Develop the concept of assessment of the learning process
- Understand the process of evaluation
- Learn different tools and techniques of evaluation
- Calculate Mean, Median, Mode and Standard Deviation
- Interpret results and findings
- Critically analyse their newly acquired knowledge
- Apply their learning in the field of education

**Semester 2 Topic-wise Time Plan**

**B.Ed.**

**Course 1.2.9: (1<sup>st</sup> Half)**

**Assessment of the Learning Process**

<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.	7	Meaning of Test, Measurement, Assessment and Evaluation, Distinction among Measurement, Assessment and Evaluation, Nature and purpose of Evaluation	Explanation, Discussion, Participative teaching-learning, Debate (For All Topics)	Acquaintance, Understanding, Learning, Critical Analysis, Calculation, Interpretation and Application (For All Topics)	Class Assignments, Formative and Summative Evaluation (For All Topics)
2.	8	Approaches- Formative and Summative, NRT and CRT			
3.	13	Validity and Reliability- Meaning, Types and Measurement, Norm and Usability			
4.	8	Types of Tests: Written Test, Oral Test, NRT,			

		CRT, Summative Test, Formative Test			
5..	15	Scoring and Grading, Analysis of score and its interpretation, Central Tendency (Mean, Median and Mode), Variability(Standard Deviation)			

## B.ED. TIME PLAN 2024-2025

Name of the teacher: Dr. Neeta Dang

Initials: ND

COURSE DETAILS: SEMESTER 2

COURSE-III (1.2.3) Learning and Teaching

First Half: Learning:

Teaching Objectives:

- To make them understand the concept of Learning, the ways in which it takes place, the factors that influence Learning
- In the above context an attempt will be made to make them understand the various viewpoints about learning
- An attempt will be made to make them understand how transfer of learning happens
- An attempt will be made to make them understand the role of school in Guidance, Mental Health and Co-Curricular activities.
- The types and significances of co-curricular activities will be discussed
- Strategies of learning for diverse types of learners will be focused upon.
- Learning as a process and as an outcome will be discussed
- Factors influencing Memory and ways of enhancing it will be discussed
- Causes of Forgetting will be discussed.

### B.Ed. 2nd 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.Understanding Learning	15	1 Nature of Learning  2 Types of learning  3 Remembering and Forgetting	Explanations, power-point presentation, Interactions, Discussions and Questioning	The teacher trainees would understand learning which would benefit them and their students in the long run.	Assignments or tutorials would be set, questioning, Interactions, Group Discussions and end of term examination

2. Factors Influencing Learning	10	<p>1 Concept, Nature and Types of Motivation</p> <p>2 Role of Teacher in addressing various factors influencing learning</p>	<p>Role-play, Sharing of real life experiences, Interactions, Discussions, examples of high and low motivation would be brought to light</p> <p>Differences between co-operative learning, peer-tutoring and collaborative learning would be discussed</p>	They would understand that they can play a role in the external factors causing learning.	At times, group discussions were held and at the end of it each group presented their inputs
3 Learning Paradigms	15	<p>a) Behavioristic Learning</p> <p>b) Cognitive Learning</p> <p>c) Social Cognitive Learning</p> <p>d) Social Constructivist Learning</p> <p>e) Humanistic Viewpoint of Learning</p>	Questioning students as to in which situations can we use the various paradigms, each paradigm would be clearly explained with examples.	They would familiarise themselves with different perspectives on learning which would facilitate a better understanding on their part about the concept.	
4 Transfer of Learning	5	<p>a) Concept, Importance, Nature and types of Transfer Of Learning</p> <p>b) Theories of Transfer of Learning</p>	Examples of transfer of various kinds would be discussed, various theories would be explained and methods of	The teacher trainees would get to understand that teachers can prepare their	

		c)Methods of enhancing Transfer of learning	fostering transfer would be discussed	students to an extent but in many situations of life they would need to make transfer possible.	
3	Organis ation of Learnin g Experi nces: Issues and Concer ns:	5	a) Role of School b) Strategies for Organising Learning for Diverse Learners	Personal participation of students in various co-curricular activities so far in their academic life would be discussed, various strategies like brainstorming, and enrichment programmes would be discussed.	They would understand that for holistic developme nt many different kinds of activities are required for varied interests. Also, different strategies like brainstormi ng, etc. can be utilised for the purpose of learning.

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

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

**Teaching Objectives:**

- Understand the process of teaching
- Understand and efficiently need different models of teaching.
- Engage in teaching with proper approach.

**B.ED 2<sup>nd</sup> Semester Topic-wise Time Plan**  
**Course 1 2.3:2<sup>nd</sup> Half: Teaching for Learning**

<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 Understanding Teaching:	1 hour per week for each sub topic	Teaching: Concepts, definition,	Lecture, Discussion, presentations (ppt)	Understand Teaching: Concepts, definition,	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 1 Understanding Teaching:	1 hour per week for each sub topic	Nature and characteristics factors affecting teaching.	Lecture, Discussion, presentations (ppt)	Understand nature and characteristics factors affecting teaching.	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 1 Understanding Teaching:	1 hour per week for each sub topic	Relation between Teaching, Instruction end Training.	Lecture, Discussion, presentations (ppt)	Understand relation between Teaching, Instruction end Training.	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 1 Understanding Teaching:	1 hour per week for each sub topic	Maxims of teaching.	Lecture, Discussion, presentations (ppt)	Understand Maxims of teaching.	Written assignments, Classroom discussion, powerpoint presentation by students

Unit 1 Understanding Teaching:	1 hour per week for each sub topic	Role of teacher in effective teaching.	Lecture, Discussion, presentations (ppt)	Understand role of teacher in effective teaching.	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 2 Models of Teaching	1 hour per week for each sub topic	Concept Attainment Model (CAM)	Lecture, Discussion, presentations (ppt)	Understand Concept Attainment Model (CAM)	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 2 Models of Teaching	1 hour per week for each sub topic	Advance Organizer Model (AOS)	Lecture, Discussion, presentations (ppt)	Understand Advance Organizer Model (AOS)	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 2 Models of Teaching	1 hour per week for each sub topic	Inquiry Training Model (ITM)	Lecture, Discussion, presentations (ppt)	Understand Inquiry Training Model (ITM)	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 3 Task of Teaching	1 hour per week for each sub topic	Task of teaching: meaning and definition	Lecture, Discussion, presentations (ppt)	Understand Task of teaching: meaning and definition	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 3 Task of Teaching	1 hour per week for each sub topic	Variables in teaching task.	Lecture, Discussion, presentations (ppt)	Understand Variables in teaching task.	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 3 Task of Teaching	1 hour per week for each sub topic	Phases of reacting task: pre - active, inter-active and post- active.	Lecture, Discussion, presentations (ppt)	Understand Phases of reacting task: pre - active, inter-active and post- active.	Written assignments, Classroom discussion, powerpoint presentation by students

					presentation by students
Unit 3 Task of Teaching	1 hour per week for each sub topic	Essentials of effective teaching	Lecture, Discussion, presentations (ppt)	Understand Essentials of effective teaching	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 4 Levels and Approaches of teaching	1 hour per week for each sub topic	Levels of Teaching: Memory, Understanding and Reflective levels of teaching	Lecture, Discussion, presentations (ppt)	Understand Levels of Teaching: Memory, Understanding and Reflective levels of teaching	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 4 Levels and Approaches of teaching	1 hour per week for each sub topic	Approaches to Instruction: Constructivist approach to teaching	Lecture, Discussion, presentations (ppt)	Understand Approaches to Instruction: Constructivist approach to teaching	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 4 Levels and Approaches of teaching	1 hour per week for each sub topic	Cooperative and Group Discussion.	Lecture, Discussion, presentations (ppt)	Understand Cooperative and Group Discussion	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 4 Levels and Approaches of teaching	1 hour per week for each sub topic	Games, Debate, Quiz and Seminar	Lecture, Discussion, presentations (ppt)	Understand Games, Debate, Quiz and Seminar	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 4 Levels and Approaches of teaching	1 hour per week for each sub topic	Programmed Instruction (PI)	Lecture, Discussion, presentations (ppt)	Understand Programmed Instruction (PI)	Written assignments, Classroom discussion, powerpoint presentation by students
Unit 4	1 hour per week for	Computer Assisted	Lecture, Discussion,	Understand Computer	Written assignments,



Levels and Approaches of teaching	each sub topic	Instruction (CAI)	presentations (ppt)	Assisted Instruction (CAI)	Classroom discussion, powerpoint presentation by students
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**\*\* 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

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

**Initials: RD**

**Teaching Objective:**

- To understand the concept and scope of Education

**B.ED 2<sup>nd</sup> Semester Topic-wise Time Plan**  
**Course 1 2.8 A: Knowledge and Curriculum**

<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 3 Concept and scope of Education	1 hour per week for each sub topic	Four Pillars of Education	Lecture, Discussion, presentations (ppt)	Understand Four Pillars of Education	Classroom discussion
Unit 3 Concept and scope of Education	1 hour per week for each sub topic	Education for generation, conservation and transmission of knowledge	Lecture, Discussion, presentations (ppt)	Understand Education for generation, conservation and transmission of knowledge	Classroom discussion

**Practicum:** Policy Analysis: Students will critically analyse NCFTE 2009 and prepare a practicum file.

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

**Initials: RD**

**Teaching Objectives:**

- To understand tabulation of data
- To understand plotting of graphs

**B.ED 2<sup>nd</sup> Semester Topic-wise Time Plan**  
**Course IX: 1 2.9 A: Assessment for Learning**

<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 4 Evaluation	1 hour per week for each sub topic	Tabulation of data	Lecture, Demonstration	Understand Tabulation of data	Working out sums
Unit 4 Evaluation	1 hour per week for each sub topic	Graphical Histogram	Lecture, Demonstration	Understand Histogram	Construction of graphs
Unit 4 Evaluation	1 hour per week for each sub topic	Graphical Frequency Polygon	Lecture, Demonstration	Understand Frequency Polygon	Construction of graphs

**LORETO COLLEGE**  
**TIME PLAN 2025**  
**B.Ed (Second Semester)**

**Name of the teacher:** Suparna Ghosh

**Initials:** SG

**Theory:**

**Paper- 1.2.7A Pedagogy of a School Subject Part-I**

**Teaching Objective:**

- To appreciate the significance of teaching Social Science
- To acquire knowledge about the approaches and methods of teaching Social Science
- To gain an idea about the knowledge and skills in Social Science
- To get acquainted with various practical aspects of Social Science

**2<sup>nd</sup> 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. Unit- I	5	Foundation of Social Science Teaching <ul style="list-style-type: none"> <li>• Social Science Curriculum, Values of Social Science Teaching</li> <li>• Inter-relationship of various branches of Social Science</li> <li>• Innovation in Social Science Teaching</li> <li>• Inculcation of National Integrity through Social Science Teaching</li> </ul>	Lectures, discussions dissemination of reading materials	1.To get a proper grasp of the different values of Social Science and its significance in the curriculum 2.To comprehend the interrelationship between various branches of Social Science 3. To evaluate the various innovative measures undertaken in teaching Social Science 4. To evaluate the role of Social Science in inculcating National Integrity	Assignment

2. Unit II	7	<p>Strategies of Social Science Teaching</p> <ul style="list-style-type: none"> <li>• Features, Limitations and Comparison of different methods</li> <li>• Lecture Method</li> <li>• Interactive method</li> <li>• Demonstration-Observation Method</li> <li>• Regional Method</li> <li>• Heuristic Method</li> <li>• Project Method</li> <li>• CAI</li> </ul>	Lectures, dissemination of reading materials followed by discussions	<p>1.To know about the features, limitations of different methods used in History teaching</p> <p>2. To compare and contrast the different methods used in Social Science teaching</p> <p>3.Critically analyse the concept of Project, CAI, Heuristic, Lecture and Interactive Method in teaching Social Science</p>	Class test
3. Unit III	6	<p>Learning Resource in Social Science Teaching</p> <ul style="list-style-type: none"> <li>• Meaning, Type and Importance of Learning Resources</li> <li>• Quality of good Social Science textbook</li> <li>• Teaching Aids in Social Science</li> <li>• Improvisation of Teaching aids</li> <li>• Planning and Organisation of Social Science Laboratory</li> </ul>	Lectures, dissemination of reading materials followed by discussions PPT	<p>1.To understand the need for a good text book in teaching Social Science and also supplementary readings</p> <p>2. To evaluate the different types of learning resources and their significance in Social Science teaching</p> <p>3.To grasp the need for teaching aids along with different methods to make teaching more effective and interesting</p>	Assignment

				in all platforms of teaching 4.To analyse the need for making plans and organising a Social science laboratory for giving a better perspective to the students	
4. Unit IV	4	Social Science Teacher <ul style="list-style-type: none"> <li>• Qualifications and qualities of Social Science teacher</li> <li>• Professional Growth of Social Science Teacher</li> </ul>	Lectures, dissemination of reading materials followed by discussions	1.To understand the qualities and qualifications essential for becoming an effective Social Science teacher 2.To grasp the growth of a Social Science teacher professionally	Paper presentation
5. Unit V	6	Evaluation in Social Science Education <ul style="list-style-type: none"> <li>• Evaluation devices, evaluation programme in Social Studies</li> <li>• Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnostic and remediation; construction of assessment tools like achievement test</li> </ul>	Lectures, dissemination of reading materials followed by discussions	1.To summarise the various evaluation techniques for better understanding of the performances of the students in Social Studies 2. Critically analyse the formative, summative, diagnostic and remediation assessment tools and identify the underlying differences in all types 3. Compare and contrast the competency-based evaluation with that of	Paper presentation

				continuous and comprehensive evaluation 4. Understand the basis steps for constructing an Achievement test for social studies	
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**Practicum:**

**1. Course- 1.2.7A**

**Teaching Objective:**

- To get a comprehensive idea about significance of field trip in History for effective dissemination of historical knowledge

**2. Course- 1.2.3**

- To acquire knowledge about appropriateness of learning different skills of teaching and implementing the same through peer teaching

**3. Course- 1.2.9**

- To develop an idea about the different kinds of questions and how to frame them effectively

**2<sup>nd</sup> 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- 1.2.7 A	9	Engagement with field: Visit to Historical places	Lectures, discussions	To critically analyse the significance of historical places and its visit as a primary tool to teach various facets of History	PPT followed by class discussions and preparation of file
2. Course- 1.2.3		Engagement with field: Simulated Teaching Practical (5 lessons)	Lectures, discussions	To critically analyse the significance of teaching history following the	PPT followed by peer teaching discussions and

				five skills of introduction, questioning, reinforcement use of teaching aids and explaining for understanding the significance of teaching skills	preparation of file
3. Course - 1.2.9		Engagement with field Framing Different Types of Questions	Lectures, discussions	To identify the different types of questions following the revised Bloom's Taxonomy and its implications	Class discussions and preparation of file

**LORETO COLLEGE**  
**B.ED. TIME PLAN -2025**

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

**Initials:** ARB

**Teaching Objective:**

The student teachers will be able to-

- Comprehend the philosophies of the different philosophers.
- Comprehend the various constitutional goals, social issues and modern values.
- Develop the knowledge regarding the scope and objectives of education
- Realize the concept of education.
- Understand community participation and development in education
- Acquire skill to design the curriculum in the context of school experiences

**B.ED. 2<sup>ND</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>
UNIT –II	10	Philosophical foundation of Education – Significance of philosophy in education Brief account of the philosophers like Gandhiji, Tagore etc Relevance of the philosophies of the philosophers with regard to activity discovery and dialogue.	Discussion and paper presentation	Comprehend the philosophies of the different philosophers	Regular class tutorials assignments
UNIT-III	6	Sociological foundation of Education- constitutional goals, Social issues in education- globalisation	Lecture and discussion method	Understand community participation and development in education	Regular class tutorials assignments
UNIT-IV	6	Concept and scope of Education.- Aims of education Agencies of education Types of education	Lecture and discussion method	Develop the knowledge regarding the scope and objectives of education	Regular class tutorials assignments



UNIT-V	6	Dynamics of Curriculum development- determinants of curriculum Theories of curriculum Stage specific curriculum	Lecture and discussion method	Acquire skill to design the curriculum in the context of school experiences	Regular class tutorials assignments
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**LORETO COLLEGE**  
**B.ED. TIME PLAN**  
**2024-2025**  
**(January -June) 2025**

**Name of the teacher: RUPA GHOSH**

**Initials: RG**

**Teaching Objective:**

- To impart content and technical knowledge for teaching Social Science at school level
- To train pupil teachers in designing simulated lessons
- To train pupil teachers in teaching Economics at school level
- To encourage students to become research oriented about teaching techniques to make teaching more effective

**B.ED. 2<sup>nd</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	<b>Course-VII-(B) (1.2.3) Learning and Teaching 2nd Half Engagement with Field/ Practicum:</b> Simulated Teaching Practical	Lecture, Discussion and Board work	Understand and exercise the practical contexts of teaching through a simulated teaching learning environment. Design a lesson with focus on teaching time, content, teaching strategies, teaching aids with a comprehensive evaluation at the end of the lesson.	Continuous Internal Assessment, Internal Examinations and University Examinations
2	80	<b>Course-VII-(A)(1.2.7A) Pedagogy of a School Subject Part-I Unit I- Foundation of Social Science Teaching:</b> <ul style="list-style-type: none"> <li>• Aims and objectives of Social Science Teaching.</li> <li>• Social Science Curriculum, Values of Social Science Teaching.</li> <li>• Inter relationship of various branches of Social Science</li> <li>• Innovations in Social Science teaching</li> <li>• Inculcation of National Integrity through social science teaching.</li> </ul>	Lecture, Discussion and Board work	Become skilled, well informed and trained teacher of social science.	Continuous Internal Assessment, and University Examinations

		<p><b>Unit II Strategies of Social Science Teaching:</b> Features, Limitations and comparison of different methods Lecture Method, Interactive Method, Demonstration-observation method, Regional Method, Heuristic Method, Project Method, CAI</p> <p><b>Unit III Learning Resource in Social Science Teaching:</b> Meaning, type and importance of Learning Resources. Quality of good social science text book. Teaching aids in Social Science. Improvisation of Teaching Aids. Planning and organization of Social Science Laboratory</p> <p><b>Unit IV Social Science Teacher:</b> Qualifications and qualities of social science Teachers. Professional growth of Social Science Teacher.</p> <p><b>Unit V Evaluation in Social Science Education:</b> Evaluation devices, evaluation programme in social studies Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test</p> <p><b>Engagement with Field /Practicum:</b> Visit to Commercial Places</p>	Visits and Excursions	Become aware about roles and functions of the economic agents in the society.	Continuous Internal Assessment, and University Examinations
		<b>Course-IX (1.2.9) Assessment for Learning</b>	Lecture and Discussion	Analyse and frame different types of questions and understand their	Continuous Internal Assessment,

		<b>Engagement with Field / Practicum</b> Framing Different types of questions		applicability as per the contents of the chapter.	and University Examinations
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**LORETO COLLEGE**  
**TIME PLAN 2024-2025**

**Name of the teacher : SOMALI MUKHERJEE**

**Initials : SM**

**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 2 (B. Ed.)**  
**January – June 2025**  
**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 IX 1.2.9</b>  <b>Assessment for Learning</b>	7	<b>Unit III: Psychological Test</b>  Meaning and Concept  Preliminary idea about - Intelligence Test, Aptitude Test, Interest Inventory, Attitude Test, Creativity and Personality.  Achievement Test - Meaning, characteristics, steps of construction and Uses.  Diagnostic and Prognostic Test	Lecture	Knowing about fundamentals of different psychological tests and their application	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
<b>Course IX 1.2.9</b>  <b>Assessment for Learning</b>	5	<b>Unit V: Problem Learner</b>  Problem Learner - Concept and Types  Identification of Problem Learner - Observation, Case	Lecture	Identifying and understanding the needs of problem learners	Continuous Internal Assessment, Home and class assignments, Internal Examinations

		Study, Sociometric and Testing (Educational and Psychological) Techniques  Remedial measures - Guidance and Counselling, Life Skill Training			and University Examinations.
<b>Course III 1.2.9  Assessment for Learning  PRACTICUM</b>		Prepare Graphs and use statistics for Analysis of Test Results	Demonstration and Lecture	Along with understanding the methodology of data collection understanding how to analyse the data collected	Continuous Internal Assessment, Home and class assignments and University Examinations.

## LORETO COLLEGE

### B.ED. TIME PLAN 2025

Name of the teacher: Kaustuva Banerjee

Initials: KB

#### Teaching Objective:

- Understand the need of Social Science in the School Curriculum
- Justify Geography as a discipline
- Evaluate the importance of Revised Blooms Taxonomy
- Analyse the importance of simulated teaching skills

#### B.ED. 2<sup>nd</sup> Semester Topic-wise Time Plan

<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. Course-III (1.2.3) Teaching for Learning  2 <sup>nd</sup> Half  Engagement with Field /  Practicum	10hrs	Simulated Teaching Practical (5 lessons)	Lecture Method  Interaction method  Discussion Method  Stimulus Response Method	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	1.Continuous Internal Assessments  2.Individual Demonstration
2. Course-VII- (A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-I	7 hrs	<b>Foundation of Social Science Teaching:</b> • Aims and objectives of Social Science Teaching. • Social Science Curriculum, Values of Social Science Teaching. • Inter relationship of various branches of Social	Demonstration Method  Interaction method  Discussion Method	1. Comprehend the interrelationship of geography with other subjects. 2. Assess the value of social science in the curriculum	1.Continuous Internal Assessments  2. Group Presentations

		<p>Science• Innovations in Social Science teaching</p> <ul style="list-style-type: none"> <li>• Inculcation of National Integrity through social science teaching.</li> </ul>	Stimulus Response Method		
<p>3. Course-VII- (A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-II</p>	8 hrs	<p><b>Strategies of Social Science Teaching:</b></p> <ul style="list-style-type: none"> <li>• Features, Limitations and comparison of different methods</li> <li>• Lecture Method,</li> <li>• Interactive Method</li> <li>• Demonstration-observation method,</li> <li>• Regional Method</li> <li>• Heuristic Method,</li> <li>• Project Method</li> <li>• CAI</li> </ul>	<p>Interaction method</p> <p>Discussion Method</p>	<p>1. Compare the different methods of teaching</p> <p>2. Justify the limitations and suitability of each method depending on age and content.</p>	<p>1. Continuous Internal Assessments</p> <p>2. Group Presentations</p>
<p>4. Course-VII- (A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-III</p>	6hrs	<p><b>Learning Resource in Social Science Teaching:</b></p> <ul style="list-style-type: none"> <li>• Meaning, type and importance of Learning Resources.</li> <li>• Quality of good social science text book.</li> <li>• Teaching aids in Social Science.</li> <li>• Improvisation of Teaching Aids.</li> <li>• Planning and organization of Social Science Laboratory</li> </ul>	<p>Interaction method</p> <p>Discussion Method</p>	<p>1. Assess the importance of laboratory in the teaching of geography.</p> <p>2. Evaluate the importance of teaching aids while teaching.</p>	<p>1. Continuous Internal Assessments</p> <p>2. Group Presentations</p>
<p>5. Course-VII- (A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-IV</p>	2hrs	<p><b>Social Science Teacher:</b></p> <ul style="list-style-type: none"> <li>• Qualifications and qualities of social science Teachers.</li> <li>• Professional growth of Social Science Teacher.</li> </ul>	<p>Demonstration Method</p> <p>Interaction method</p>	<p>1. Relate the qualification and professional growth of a social science teacher.</p>	<p>1. Continuous Internal Assessments</p> <p>2. Group Presentations</p>
<p>6. Course-VII- (A) (1.2.7A) Pedagogy of</p>	6hrs	<p><b>Evaluation in Social Science Education:</b></p> <ul style="list-style-type: none"> <li>• Evaluation devices, evaluation programme in</li> </ul>	Demonstration Method	<p>1. Understand the importance of various</p>	<p>1. Continuous Internal Assessments</p>



Social Science Teaching UNIT-V		social studies• Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test	Interaction method	evaluation programmes. 2. Differentiate between formative and summative evaluation.	2. Group Presentations
7. Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching  Engagement with  Field /  Practicum	14hrs	Visit to an Ecological Places  Demonstration of Lab-based activities wherever applicable	Demonstration Method  Lecture 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.Individual Presentations  3.Viva-voce
8.Course-IX (1.2.9) 2ndHalf Assessment of the Learning System Engagement with Field / Practicum	4hrs	Framing Different types of questions	Lecture Method  Discussion Method	1.Comprehending Revised Bloom's Taxonomy  2.Assessing the importance of objectives to frame questions	1.Group Presentations 2. Individual Assignments

**2nd Semester Topic-wise Time Plan (February to April 2025)**  
**English Method 1.2.7 B**  
**EPC- Unit 1- Drama**

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 enable students to grasp various concepts around Drama and its educative significance.
- To support students to develop reading and reflection on texts and the skill of writing methodologies
- To expose students to new areas of ELT methods, techniques of teaching

<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 2 Pedagogy of Teaching School Subject English 1.2.7</b>	40	<p>Concepts of historical place of English in Indian Classroom</p> <p>Concepts of ESL, EFL, ESP, ELT</p> <p>Concepts of Approach, Method, Techniques, Methods of ELT</p> <p>Spelling errors</p> <p>Techniques of teaching Prose, Poetry and Drama in classroom</p> <p>Teaching Learning Materials, Significance of Learning resources like Dictionary etc.</p>	<p>Texts as samples, Historical contexts, Encyclopaedia of Political History, Youtube videos on documentaries and fictions based on the topics.</p> <p>Powerpoint presentations, live interaction</p> <p>Writing exercises and sharing of reading materials</p>	<p>To grasp the various concepts of ELT, ESP, ESL, EFL.</p> <p>Understand differences between approach, method, techniques of teaching.</p> <p>Concepts around causes and teachers' role in Spelling errors.</p> <p>History of development of English as a colonial</p>	<p>Long essay-type questions, short/objective type questions. Tutorials, Term papers, Presentations.</p> <p>Method centric exercises on creating two different Teaching Learning Materials and also Book Review.</p> <p>Group work on projects of different kinds of learning resources.</p>

			Debates and Interactive Sessions.	<p>language till the modern times.</p> <p>Purpose and principles of teaching English in WBBSE and WBCHSE.</p> <p>To hone an orientation and acumen to appreciate texts of various genres, suitable for various age groups and build methodological blueprints.</p> <p>To understand and help understand different genres of literature and grammatical concepts and devise methods, techniques of teaching those.</p> <p>Hone creative skills of developing TLM and resources.</p>	
<b>EPC -2 Drama and Other Arts</b>	20	<p>Concepts of EPC : Drama and Other Arts.</p> <p>Scope of Other Arts in Education.</p> <p>Drama: History: From Aristotle's Poetics to</p>	Historical contexts, Youtube videos on documentaries and lectures based on specific	To grasp the various concepts around the terminologies like drama, mimesis, tragedy,	Practicum based on thematic construction of play, short performative scripts.

		<p>Modern Drama, Concepts of Tragedy, Comedy, Morality, Different Types of Stages and their evolution. Concept of Hero.</p> <p>Culture of Drama and Performance in India</p> <p>Significance of Drama as a Classroom technique.</p>	<p>topics. Powerpoint presentations, live interaction on prescribed topics.</p> <p>Instances of Performances through voice and script building</p>	<p>comedy, classical Arts, Hamaratia, Hubris, Plot, Tragic Hero, Relief, Laughter et al.</p> <p>To understand various kinds of dramatic performnaces and their distinctive features.</p> <p>To relate with different kinds of stages and their individual significance.</p> <p>To be able to create dramatic scripts and performances suitable for school level learning</p>	<p>Capacity to develop voice modulation and read play pieces.</p>
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## LORETO COLLEGE

### TIME PLAN 2024-2025

Name of the teacher: Mrs. Sukanya Mullick

Initials: SM

#### B.Ed. Semester II Topic-wise Time Plan

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

1. acquaint themselves with material resources and human resources present in school.
2. be aware of the management and record keeping in the school system
3. illustrate the special facilities provided to students in the school
4. state the role of community involvement in running the school smoothly.
5. illustrate with example Nationalism, Internationalism and secularism and also discuss its interrelationship with education
6. discuss different social problems like illiteracy, poverty, socially disadvantaged group, Gender inequality.

#### Course-IX (1.2.9) Assessment for Learning 2<sup>nd</sup> Half: Assessment of the Learning System

<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-I Infra - structure Facilities	3 hours	<ul style="list-style-type: none"><li>• Rooms</li><li>• Sanitation Facility</li><li>• Playground</li><li>• Classroom furniture</li><li>• Drinking water</li><li>• Library</li></ul>	Illustration with examples, Discussion, Participative teaching-learning for all topics in the unit	Acquaintance, Understanding, Learning, Illustrate state about the different infrastructural facility, human resource, ways of record keeping, special services provided and also mention the relationship between	Class assignments, Formative and Summative Evaluation

				school and community.	
2. Unit-II Human Resource	3 hours	Teaching Staff(Full time + Part Time + Para Teacher) Non- Teaching staff Students- Boys/girls/SC/ST/OBC/ Minority/ Special need children/ Teacher-Student Ratio		Student Seminar	
3.Unit-III <b>Manage-ment &amp; Record keeping</b>	4 hours	Managing Committee Committee for Academic Purpose Different Committees Fee Structure Number of units/school hour/time table/periods Student participation- student self-government Records: Accounts related, staff related, student related, Curriculum related		Discussion and illustration with examples	
		Special Service Provided- Mid-Day Meal Book bank for poor students Tutorial for weaker student Parent Teacher Association Staff welfare service Health Programme Conducting talent search examination			

		Providing scholarship			
4. Unit-IV School Community Relation	2 hours	Community involve- ment in decision making Community Contribution to school Meeting with community members School Response to parents.		Discussion and illustration wit examples	
<b><u>Course- VIII A (1.2.8 A) Knowledge and Curriculum Part-1</u></b>					
<b><i>Topics</i></b>	<b><i>Hours allotted</i></b>	<b><i>Topics (as per curriculum)</i></b>	<b><i>Teaching method</i></b>	<b><i>Learning outcome (output)</i></b>	<b><i>Assessment</i></b>
<b>1.Unit-III Socio-logical Bases of education</b>	3 hours	Nationalism, Inter- nationalism and secularism- their interrelationship with education	Illustration with examples, Discussion, Participative teaching- learning	Understanding, Learning, Illustrate the sociological concepts and state its inter- relationship with education .	Class assignments, Formative and Summative Evaluation
	4 hours	Illiteracy, poverty, socially disadvantaged group, Gender inequality.		Discussion and illustration with examples	

**DEPARTMENT OF B.ED, LORETO COLLEGE**

**TIME PLAN**

**2024-2025**

**Name of the teacher: CHANDRANI SENGUPTA**

**Initials: CSG**

**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 applications.

**2<sup>nd</sup> Semester Topic-wise Time Plan**

<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>
MS Powerpoint	2	Introduction to MS PowerPoint	Lecture	Demonstrate the purpose of PowerPoint	50
	4	Editing Presentation	Lecture/ ICT based	Construct different slides as per given topic	
	4	Formatting presentation	ICT based	Format all the slides using different presentation tools	
	5	Working with tables and Charts	ICT based	Evaluate and prepare a table and chart as per data record	
	10	Working with Multimedia	ICT based	Apply audio and video to different slides to make it more presentable	
	5	Sharing presentation	ICT based	Organize properly and can create a ppt for demonstration	
	10	Advanced presentation components	ICT based	Apply all sort of advance tools for better look of PowerPoint presentation	



**Teaching Objective:**

- To provide basic to advanced knowledge needed to operate and navigate Excel.

<b>Topic</b>	<b>Hours allotted</b>	<b>Topics (as per curriculum)</b>	<b>Teaching method</b>	<b>Learning outcome (output)</b>	<b>Assessment</b>
Ms Excel	5	Introduction to MS Excel	ICT based/ Lecture	Can demonstrate all basic concept of Excel	50
	5	Formulas	ICT based	Construct all formulas to evaluate mathematical calculations	
	5	Functions	ICT based	Implement all functions of excel	
	10	Working on Charts	ICT based	Design any type of charts based on the data provided on the table	
	5	Pivot table	ICT based	Learnt to create a pivot table based on data	
	5	Conditional Formatting	ICT based	Implement conditional statements to find result from complex records	
	5	Data Validation and Sorting	ICT based	Compare and sort the data according to the need	
	5	Macros	ICT based	Identifying and evaluating Macros	