

# B.Ed. Semester-1 Time Plans 2025-26

LORETO COLLEGE

B.ED. TIME PLAN – August 2025 onwards

Name of the teacher: Somali Mukherjee

Initials: SM

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

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	7	<b>Course - I (1.1.1 - 1<sup>st</sup> Half)</b>  <b>Unit III</b>  <b>Different Types of Development</b> <ul style="list-style-type: none"><li>• Development of Self-concept &amp; personal identity</li><li>• Communication and speech development - paralinguistic and linguistic stages of development</li></ul>	Lecture, Interactive classroom discussion, case examples.	Developing theoretical understanding of development of self-concept (identity) and basic concepts of communication	Continuous assessments
2	6	<b>Course - I (1.1.1 - 1<sup>st</sup> Half)</b>  <b>Unit V</b>  <b>Development of Personality</b> <ul style="list-style-type: none"><li>• Concept of Personality, types and traits of personality</li><li>• Trait theories (Eysenck and Cattell's 16 Factor, Five Factor)</li></ul>	Lecture, Interactive classroom discussion, case examples.	Developing theoretical understanding of development of personality and its measurement.	Continuous assessments

		<ul style="list-style-type: none"> <li>• Measurement of Personality (Self-report and Projective techniques)</li> </ul>			
3	32	<p><b>Course - I (1.1.1 - 2<sup>nd</sup> Half)</b></p> <p><b>Engagement with The Field / Practicum</b></p> <p>Any one of the following -</p> <p>I. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings, and list down the characteristics of them in physical, social, emotional and intellectual domain.</p> <p>II.</p> <p>III. List down different maladjusted behaviors of adolescents which you could identify from the classroom and out-side classroom. Take interviews of a few and try to understand the factors that may be responsible for their behavior.</p>	<p>Lecture, Review of research problems, designs, and reports. Supervision and one-to-one guidance to conduct and report action research.</p>	<p>Understanding the need and relevance for observation methods in the classroom and beyond in Education. Acquiring the skills to conduct observation studies and report the same.</p>	<p>Data collection, File (Report) Writing</p>

**LORETO COLLEGE**  
**B.Ed. TIME PLAN 2025-26**

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

**Initials:** ARB

**Teaching Objective:**

The student teachers will be able to:-

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

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

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

4	4	Unit III: Monitoring agencies: UGC, NAAC, NCTE, NUEPA NCERT, IASE, SCERT, CTA, DIET	Discussion and paper presentation	Analyse the role and functions of different monitoring agencies of education	Regular class tutorials assignments
5	6	Unit IV: Community participation and development: adult and continuing education, Distance and Open Education, Government initiatives towards educational policies.	Lecture and discussion method	Understand community participation and development in education	Regular class tutorials assignments
6	8	Unit V: Educational Planning and Management: Educational Planning, Institutional planning, Leadership, Administrative structure of secondary education, Quality Management, Supervision.	Lecture and discussion method	Comprehend and analyse the skills to develop educational planning and management.	Regular class tutorials assignments

**Name of the teacher: RUPA GHOSH**  
**Initials: RG**

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

<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.	32	<b>Course 1.1.5: Understanding Discipline and Subjects.</b> <b>UNIT IV: Mathematics as a Subject and Discipline.</b>  Nature and history of Mathematics Place of Mathematics in School Curriculum. Knowledge, understanding and science. Mathematics in day to day life. Relationship of Mathematics with other subjects.	Use of ICT tool, LMS and traditional teaching methods for explaining basic concepts	To be able to form understanding of the subject, its importance to be included in the secondary and higher secondary curriculum and to develop right attitude towards mathematics.  To correlate mathematics with other disciplines for comprehensive understanding of the whole curriculum.	Continuous Internal Assessment using LMS, Internal Examination and University Examinations.  Continuous Internal Assessment using LMS, Internal Examination and University Examinations.
	64	<b>Practicum:</b> Seminar Presentation.	Use of ICT Tools		
2	32	<b>Course EPC–1Engagement with Field / Practicum</b> i. Divide the class in small groups and provide different kinds of texts and instruct them to read and reflect according to the nature of	Lecture and Discussion.	To be able to form understanding of different kinds of Economics texts, to explain such texts and make it comprehensible to the students at	Continuous Internal Assessment using LMS, Internal Examination and University Examinations.

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

**LORETO COLLEGE**  
**B.ED. TIME PLAN 2025-2026**

**Name of the teacher: Kaustuva Banerjee**

**Initials: KB**

**Teaching Objective:**

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

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

<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 1.1.5: Understanding Discipline and Subjects UNIT II: Science as a Subject and Discipline	7 hrs	□ Nature and history of science □ Scientific method; a critical view □ Knowledge, understanding and science □ The socio cultural perspective and the ethical consideration □ Science as a discipline, place of scientific knowledge in the schema of school curriculum □ Study of emergence of school science in relation to the social political and intellectual and historical context.□ Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science	Lecture Method  Interaction method  Discussion Method  Stimulus Response Method	1.Comprehend the importance of Science in the school curriculum 2. Discuss the nature of Science 3. Analyse the paradigm shifts in the discipline 4.Evaluate the need to redefine School Science	1.Continuous Internal Assessments  2. End Semester Internal Examination  3. Term Papers
2. Course EPC1 Engagement with Field / Practicum	24 hrs	i.Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games	Demonstration Method  Interaction method  Discussion Method	1.Relate the need of a teacher to pronounce correctly and read loudly 2.Understand the importance of voice modulation	1.Continuous Internal Assessments  2. Group Presentations  3.Viva-voce

		to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph. v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.	Stimulus Response Method	3. Comprehend the nature of any text	
3. Course 1.1.5: Understanding Discipline and Subjects  Practicum	14 hrs	Seminar Presentations	Interaction method  Discussion 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	Individual Seminar Presentation
4. Course-III (1.2.3)  Practicum  Simulated Teaching Practical	6 hrs	Simulated Teaching Skills	Demonstration Method  Lecture Method	1. Understand the components of each Teaching Skill  2. Relate the sequence of the skills  3. Analyse the importance of establishing the correlation of the topic with their surroundings.	1. Continuous Internal Assessments  2. Individual Demonstration



**LORETO COLLEGE**

**B.ED. TIME PLAN 2025-26**  
**First Year B.Ed (First Semester)**

**Name of the teacher:** Suparna Ghosh

**Initials:** SG

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

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

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

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

Discipline	Taken- 13 hrs	syllabus/textbooks/pedagogy	of school subjects, Library work, field work, interviews.	students will-  1. Identify a social issue relevant for research and interpret it in the context of the pedagogical content of the relevant textbooks.  2. Evaluate and support their arguments with proper evidences procured in the course of research.	Presentation
3. Course EPC –1 (1.1EPC1) Reading and Reflecting on With the Field Texts  Engagement with Field / Practicum	32 hrs  Taken- 16 hrs	<p><b>i.</b> Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text</p> <p><b>ii.</b> Divide the group and provide one text and suggest students to make different interpretations</p> <p><b>iii.</b> Design vocabulary games to enhance your vocabulary</p> <p><b>iv.</b> Read the text and provide a five words summary to each paragraph</p> <p><b>v.</b> Reading and comprehension exercises</p> <p><b>vi.</b> Skim through the text and give suitable title to the text</p> <p><b>vii.</b> Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.</p>	Discussion, Exercises, Games, round table study circle, Reflective thinking and questioning, journaling.	<p>On completion of topic, the students will-</p> <p>1. Actively think about what is happening in the text while reading it, in order to generate questions.</p> <p>2. Read with a question in mind, which helps them to skim and scan the text during reading.</p> <p>3. Effectively formulate title, make concrete summary and design vocabulary games by comprehending the text.</p>	Assessment through reading, writing, comprehension skills and project work and other activities

4. Course-III (1.2.3) 2nd Half- Teaching for Learning Engagement with Field / Practicum	32 hrs  Taken-  4 hrs	Simulated Teaching Practical (5 lessons)		On completion of the activity , the students will-  1. Demonstrate the skill of introducing a lesson and questioning to the peer.  2. Acquire the roles of teacher, supervisor and student effectively in a classroom situation.	Assessment through peer teaching
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**LORETO COLLEGE**

**TIME PLAN 2025-2026**

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

**Initials: DG**

**Teaching Objectives:**

**The students will be able to:**

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

**Semester 1 Topic-wise Time Plan**

**B.ED.**

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

**Childhood and Growing Up**

**Development and its Characteristics**

<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>
1.	8	Stages of Development: Infancy, Early and Late Childhood and Adulthood	Explanation, Discussion, Participative Teaching – Learning, Debate, Group – Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning	Acquaintance, Understanding, Learning, Critical Analysis and Application  (For all topics)	Formative and Summative Evaluation, Class Assignments, Quiz with MCQ, Self Assessment (For all topics as required)

			through problem solving (For all topics as applicable)		
2.	8	Adolescence: Physical, Cognitive and Emotional Development			
3.	6	Needs and Problems of Adolescents, their Guidance and Counselling			
4.	4	Psycho-Sexual Development Theory by Freud			

## B.ED. TIME PLAN 2025-2026

Name of the teacher: Dr. Neeta Dang

Initials: ND

COURSE DETAILS: SEMESTER -1

Course-I (1.1.1) Child and Growing Up

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

Teaching Objectives:

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

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

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1 Growth and Development Pattern of learners	10	1. Concept of growth and development  2. General characteristics of growth and development  3. Stages and sequence of growth and development  4. Social factors that affect growth and development- poverty, lack of opportunities, deprivation, disrupted	Students will be stimulated by Questioning, prodding, Sharing of personal life-experiences and Discussion	The characteristics, similarities and differences among children will be well-known  The role and impact of various social factors will be discussed and awareness will happen	Questioning, Interactions and Discussions, written assignments and end of the term examination  At times, group discussions were held and each group presented their inputs at the end of it.

		<b>family, poor neighbourhood, poor housing.</b>			
2. Different types of Development	<b>10</b>	<b>1.Cognitive development- Piaget’s theory and its educational implications</b>  <b>2. Psycho-social development- Erickson’s theory of psychosocial development</b>  <b>3. Moral and pro-social development-y Kohlberg’s theory</b>	<b>Questioning, discussion, sharing of personal experiences by the students, examples and lecture method</b>	<b>Evolve ment of different types of capacities in students through what is learnt by the prospective teachers having unlimited social ramifications</b>  <b>The teacher trainees would also be able to take the knowledge obtained personally</b>	<b>Home assignment, questioning and end of term examination</b>
3. Individual Differences	<b>8</b>	<b>1.Role of heredity, environment including physical and socio cultural factors</b>  <b>2.Nutrition</b>  <b>3.Child-rearing practices and Family</b>	<b>Explanation of certain concepts, Lecture Method, Discussion and Sharing of personal experiences by the students</b>	<b>The inter-play of Nature and Nurture would be grasped</b>	<b>Questioning, tutorial and end of term examination</b>

## B.ED. TIME PLAN 2025-2026

Name of the teacher: Dr. Neeta Dang

Initials: ND

COURSE DETAILS: SEMESTER -1

Course-I (1.1.1) Child and Growing Up

2nd Half: Aspects of Development

Teaching Objectives:

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

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

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. Various aspects related to development	7	1. Instincts and Emotions 2. Emotional Intelligence 3. Attitude and attachment	Questioning, Lecture Method, Discussion	Human consciousness will evolve	Tutorial, questioning, Interactions, Discussions self-study and end of term examination
2. Motivation	7	1. Extrinsic and Intrinsic Motivation 2. Theories of Motivation- Maslow, Weiner and McClelland	Questioning, Prodding, Lecture method, Discussion and sharing of personal anecdotes	Personal motivation as well as of their students will get enhanced	Tutorials, End of the term examination and Questioning
3. Attention and Interest	6	1. Concept of attention, determinants	Certain small experiments	Paying attention to things will	Tutorials, End of the



		<p>of attention and their classroom application</p> <p>2. Attention span and its fluctuation, distraction: Interest and its relation with attention</p>	<p>will be done to explain aspects of attention to the students</p> <p>Sharing of experiences regarding interest, discussions and examples</p>	<p>improve and the knowledge of the dynamics of interest will enhance their personal perception of things</p>	<p>term examination and Questioning</p>
4. Intelligence	12	<p>1. Concept and nature, its distribution across population</p> <p>2. Factor theories of Intelligence (Guilford, Thurstone and Gardener's theory of Multiple Intelligence)</p> <p>3. Measurement of Intelligence (Verbal and Non-Verbal tests of Intelligence)</p> <p>4. Intelligence Quotient and Education</p>	<p>The Lecture Method, Discussions, Sharing of personal anecdotes, Self-study and Questioning.</p> <p>The class board will be utilised whenever needed</p>	<p>A conceptual understanding of Intelligence for practical purposes</p>	<p>Tutorials, Questioning, Home assignment and end of term examinations</p> <p>At times, group discussions were held and each group presented their inputs at the end of it.</p>
5. Creativity	6	1. Concept of	Questioning,	Identification	Through

		<b>Creativity</b> <b>2.The components of Creativity</b> <b>3.Its identification and nurturance</b>	<b>Sharing of past Experiences by students,</b> <b>Personal anecdotes, a small exercise in creativity and the Lecture Method</b>	<b>and nurturance of creativity will result</b>	<b>small exercises in creativity, questioning and end-of-term examination.</b>
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## TIME PLAN 2025-2026

Name of the teacher: Dr. Ranjita Dawn

Initials: RD

### Teaching Objective:

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

### B. Ed Semester I

#### Topic-wise Time Plan

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

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

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

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

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

**LORETO COLLEGE**  
**TIME PLAN 2025-2026**

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

**Initials: RD**

**Teaching Objective:**

- Understand the NCF 2005
- Understand NCFTE 2009

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

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

## LORETO COLLEGE

### TIME PLAN B.ED. SEMESTER 1

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

Initials: SS

Teaching Objective:

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

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

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

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

## LORETO COLLEGE

### TIME PLAN 2025-2026

#### B.Ed. Semester-I

**Name of the teacher: Sukanya Mullick**

**Initials: SM**

#### Teaching Objectives:

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

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



<b>Education</b>  <b>First Half:</b> <b>Education in</b> <b>Post -</b> <b>Independent</b> <b>India</b>  Recommendat ions of various Commissions after independence				Commission	
Recommendat ions of various Commissions after independence	4	National Policy of Education- 1986, 1992	Lecture- cum- discussion Method.	Students will be able to explain in details the different recommendation on NPE-1986 and 1992.	Written Assignments
Equalization and Universalizati on of Elementary and Secondary	6	Concept, Problems, Probable solutions of Equalization and	Question and Answer Method followed by discussion	Students will be able to discuss the concept of Equalization and Universalization of Elementary	Written Assignment

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

				<p>Students will be able to discuss the different recommendations presented by the government from time to time.</p> <p>Students will be able to give examples on Inequality, Discrimination and Marginalization in education</p>	
National Values	2	Concept, Characteristics and relevance in education	Lecture – cum- Discussion Method	<p>Students will be able to state the concept of national values.</p> <p>Students will be able to discuss the different characteristics of National values.</p> <p>Students will be able to discuss the relevance of national values in education.</p>	Written Assignment
National Values	2	Concept, Characteristics and relevance in education	Lecture – cum- Discussion Method	<p>Students will be able to state the concept of national values.</p> <p>Students will be able to discuss the different</p>	Written Assignment

				<p>characteristics of National values.</p> <p>Students will be able to discuss the relevance of national values in education.</p>	
National Values	1	Relation with international understanding	Question - Answer Method followed by discussion	Students will be able to explain the relation of national values with international understanding.	Written Assignment
National Values	2	Views of Swami Vivekananda in case of the following: a. mass education b. Women Education c. Technical and Vocational Education d. Culture and Education.	Lecture cum discussion method	Students will be able to describe the views of Swami Vivekananda with regards to mass education, Women Education, Technical and Vocational Education, Culture and Education.	Written Assignment
<b>2<sup>nd</sup> Half Policy Framework for Education in India</b>  Contemporary issues of education.	5	Unemployment  Poverty  Population Explosion	Question Answer Method followed by discussion.	<p>Students will be able to state the causes of Unemployment, Poverty, Population Explosion, Students unrest.</p> <p>Students will be able to discuss the</p>	Written Assignments

		Students unrest		remedies to the problems of Unemployment, Poverty, Population Explosion, Students unrest.	
Community Participation and development	6	Women Education  Tribal Education  Dalit Education	Question Answer Method followed by discussion	<p>Students will be able to discuss the importance of women education in India.</p> <p>Students will be able to describe the problems of women education in India and describe how women education is important for the progress of any country.</p> <p>Students will be able to explain the education for Scheduled Castes and Scheduled</p>	Student – seminar

				<p>tribes in India.</p> <p>Students will be able to illustrate the principles, problems and solutions of Tribal and Dalit Education.</p> <p>Students will be able to mention the different steps taken up by the government on Women education, Tribal Education and Dalit Education</p>	
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