

**LORETO COLLEGE**  
**TIME PLAN**  
**2021-2022**

**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)			

**LORETO COLLEGE**  
**TIME PLAN**  
**2021-2022**

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

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

- Develop an understanding of the different aspects of the complexities of the learning system
- Acquire knowledge about Infrastructural and Human resources in schools
- Evaluate the role of committees and other functional aspects of schools
- Explore the special services provided by schools
- Understand the relationship between school and community
- Critically analyse their understanding
- Apply their newly acquired knowledge in the field of education

**Semester 2 Topic-wise Time Plan**  
**B.Ed.**  
**Course 1.2.9 (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.	10	Infrastructural facilities: Rooms, Classroom furniture, Sanitation facility, Drinking water, Playground, Library	Explanation, Discussion, Participative teaching - learning, Debate (For All Topics)	Acquaintance, Understanding, Learning, Critical Analysis and Application (For All Topics)	Class assignments, Paper presentations (For some topics), Formative and Summative Evaluation (For All Topics)
2.	4	Human Resources: Teaching staff, Non-Teaching staff, Students-Boys/Girls/SC/ST/OBC/M inority/Special Needs Children, Teacher-student Ratio			
3.	10	Management and Record Maintenance: Managing Committee, Committees for Academic			

		Purposes, Different Committees, Fee structure, Number of units/School hour/time table/periods, Student participation-student Self Government, Records			
4.	15	Special services provided: Midday meal, Book bank for poor students, Tutorial for weaker students, Remedial teaching, Parent Teacher Association, Staff Welfare Service, Health Programme, Conducting Talent Search Examination, Providing Scholarships			
5.	8	School Community relationship: Community involvement in decision making, Community contribution to school, Meeting with community members, school response to parents			

**B.ED. TIME PLAN  
2021-2022**

**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	1. Concept, Nature and Types of Motivation 2. Role of Teacher in addressing various factors influencing learning	Role-play, Sharing of real life experiences, Interactions, Discussions, examples of high and low motivation would be brought to light Differences between co-	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

			operative learning, peer-tutoring and collaborative learning would be discussed		
3.Learning Paradigms	15	a)Behavioristic Learning b)Cognitive Learning c) Social Cognitive Learning d) Social Constructivist Learning e) Humanistic Viewpoint of Learning	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	a)Concept, Importance, Nature and types of Transfer Of Learning b)Theories of Transfer of Learning c)Methods of enhancing Transfer of learning	Examples of transfer of various kinds would be discussed, various theories would be explained and methods of fostering transfer would be discussed	The teacher trainees would get to understand that teachers can prepare their students to an extent but in many situations of life they would need to make transfer possible.	
5.Organisation of Learning Experiences: Issues and Concerns:	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 development many different kinds of activities are required for varied interests. Also, different strategies like brainstorming, etc. can be utilised for the purpose of learning.	

**LORETO COLLEGE**  
**TIME PLAN**  
**2021-2022**  
**First Year B.Ed (Second Semester)**

**Name of the teacher: Dr. 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**

<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. 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	Strategies of Social Science Teaching <ul style="list-style-type: none"> <li>• Features, Limitations and Comparison of different methods</li> <li>• Lecture Method</li> </ul>	Lectures, dissemination of reading materials followed by discussions	1.To know about the features, limitations of different methods used in History teaching 2. To compare and contrast the different methods used in	Class test

		<ul style="list-style-type: none"> <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>		Social Science teaching 3. Critically analyse the concept of Project, CAI, Heuristic, Lecture and Interactive Method in teaching Social Science	
3. Unit III	6	Learning Resource in Social Science Teaching <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	1. To understand the need for a good text book in teaching Social Science and also supplementary readings 2. To evaluate the different types of learning resources and their significance in Social Science teaching 3. To grasp the need for teaching aids along with different methods to make teaching more effective and interesting 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	Assignment
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</li> </ul>	Lectures, dissemination of reading materials	1. To summarise the various evaluation techniques for better understanding of the	Paper presentation

		<p>programme in Social studies</p> <ul style="list-style-type: none"> <li>Competency based evaluation, continuous and comprehensive evaluation, formative and summative evaluation, diagnostic and remediation; construction of assessment tools like achievement test</li> </ul>	<p>followed by discussions</p>	<p>performances of the students in Social studies</p> <p>2. Critically analyse the formative, summative, diagnostic and remediation assessment tools and identify the underlying differences in all types</p> <p>3. Compare and contrast the competency based evaluation with that of continuous and comprehensive evaluation</p> <p>4. Understand the basis steps for constructing an Achievement test for social studies</p>	
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**LORETO COLLEGE**  
**TIME PLAN**  
**2021-2022**  
**First Year B.Ed (Second Semester)**

**Name of the teacher: Dr. Suparna Ghosh**

**Initials: SG**

**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><b>Topics</b></i>	<i><b>Hours allotted</b></i>	<i><b>Topics (as per curriculum)</b></i>	<i><b>Teaching method</b></i>	<i><b>Learning outcome (output)</b></i>	<i><b>Assessment</b></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 five skills of introduction, questioning, reinforcement use of teaching aids and explaining for understanding the significance of teaching skills	PPT followed by peer teaching discussions and 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**  
**TIME PLAN**  
**2021-2022**

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

**Teaching Objective:**

- 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
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 Levels and Approaches of teaching	1 hour per week for each sub topic	Computer Assisted Instruction (CAI)	Lecture, Discussion, presentations (ppt)	Understand Computer Assisted Instruction (CAI)	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

**LORETO COLLEGE**  
**B.ED. TIME PLAN**  
**2021-2022**

**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.
- Illustrate with example Nationalism, Internationalism and secularism and also discuss its interrelationship with education
- Analyse the concept of Gender inequality, different social problems like illiteracy, poverty, socially disadvantaged group.
- 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 Illustration with examples, Discussion, Participative teaching-learning	Comprehend the philosophies of the different philosophers	Regular class tutorials assignments
UNIT-III	10	Sociological foundation of Education- constitutional goals, Social issues in education- globalisation. Nationalism, Inter-nationalism and secularism- their interrelationship with education Illiteracy, poverty, socially disadvantaged group, Gender inequality.	Lecture and discussion method Illustration with examples, Discussion, Participative teaching-learning	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

**LORETO COLLEGE**  
**TIME PLAN**  
**2021-2022**

**Name of the teacher : DR. DINAZ R. JEEJEEBHOY**  
**Initials : DJ**

**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) 2022**  
**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</b> <b>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</b> <b>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 Study, Sociometric and Testing (Educational and Psychological) Techniques Remedial measures - Guidance and Counselling, Life Skill Training	Lecture	Identifying and understanding the needs of problem learners	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
<b>Course III</b> <b>1.2.9</b>  <b>Assessment for Learning</b>  <b>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**  
**2021-2022**

**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> <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> </ul>	Demonstration Method  Interaction method  Discussion Method  Stimulus Response 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

		<ul style="list-style-type: none"> <li>• Inculcation of National Integrity through social science teaching.</li> </ul>			
3. Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-II	8 hrs	<b>Strategies of Social Science Teaching:</b> <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>	Interaction method  Discussion Method	1. Compare the different methods of teaching 2. Justify the limitations and suitability of each method depending on age and content.	1. Continuous Internal Assessments  2. Group Presentations
4. Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-III	6hrs	<b>Learning Resource in Social Science Teaching:</b> <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>	Interaction method  Discussion Method	1. Assess the importance of laboratory in the teaching of geography. 2. Evaluate the importance of teaching aids while teaching.	1. Continuous Internal Assessments  2. Group Presentations
5. Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-IV	2hrs	<b>Social Science Teacher:</b> <ul style="list-style-type: none"> <li>• Qualifications and qualities of social science Teachers.</li> <li>• Professional growth of Social Science Teacher.</li> </ul>	Demonstration Method  Interaction method	1. Relate the qualification and professional growth of a social science teacher.	1. Continuous Internal Assessments  2. Group Presentations
6. Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-V	6hrs	<b>Evaluation in Social Science Education:</b> <ul style="list-style-type: none"> <li>• Evaluation devices, evaluation programme in social studies</li> <li>• Competency based evaluation, continuous and comprehensive</li> </ul>	Demonstration Method  Interaction method	1. Understand the importance of various evaluation programmes. 2. Differentiate between formative and summative evaluation.	1. Continuous Internal Assessments  2. Group Presentations

		evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test			
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

**LORETO COLLEGE**  
**B.ED. TIME PLAN**  
**2021-2022**

**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)</b> <b>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)</b> <b>Pedagogy of a School Subject Part-I</b> <b>Unit I- 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 Science Innovations in Social Science teaching Inculcation of National Integrity through social science teaching. <b>Unit II-Strategies of Social Science Teaching:</b>	Lecture, Discussion and Board work	Become skilled, well informed and trained teacher of social science.	Continuous Internal Assessment, and University Examinations.

		<p>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>			
		<p><b>Course-IX (1.2.9)</b> <b>Assessment for Learning</b> <b>Engagement with Field / Practicum</b> Framing Different types of questions</p>	Lecture and Discussion	Analyse and frame different types of questions and understand their applicability as per the contents of the chapter.	Continuous Internal Assessment, and University Examinations.

**LORETO COLLEGE**  
**B.ED. TIME PLAN**  
**2021-2022**

Name of the teacher: Dr. Sanghita Sanyal (SS)

Teaching Objective:

- To enable students to grasp concepts and critical capacity to evaluate texts and contexts and create own teaching plans, methodologies and aids.
- To support students to develop reading and reflection on texts and the skill of writing and device methodologies of teaching their students
- To expose students to new areas of ELT, simulation, micro teaching, vocabulary development techniques
- To enable learners to evaluate and analyse the structures of different grammatical constituents of English and use them in classroom.
- To develop knowledge, understanding and evaluative capacity towards the art of drama and its application in a school classroom.

**B.ED. 2nd Semester Topic-wise Time Plan (March 2022 – June 2022)**

<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. Pedagogy of a School Subject</b>  <b>1.2.7 -I English Method</b>	60 hours	Foundation of Language Teaching: History, Concepts of L1, L2, ESP, etc  Strategies of Language Teaching: Concepts of Learning Designs, Models of Teaching, Instructional Objectives  Brief Overview of Language Learning: Methods and Genres  Assessment: Concepts in Principles, Methods.  Learning Resources: Types and Ideas to create independent resources.			Long essay-type questions, short/objective type questions.  Group and Individual Activities.  Two Method Practicum  Simulation practice  Preparation for School Internship

<b>EPC 2 Drama and Other Arts</b>	6 hours	Drama: Concept of Classical drama, Modern Drama, Types of Stage, Art of Drama and various types of plays and performances Significance in a classroom: how drama can be utilized in education, as a teaching aid and as a subject.	Texts as samples, Historical contexts, Encyclopaedia of Literary 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 Google classroom.	To understand the significance of historical and literary contexts of drama.  To critically analyse the concepts like stage, dramaturgy etc  To hone an orientation and acumen to appreciate literary texts and plays.	Long essay-type questions, short/objective type questions.  Practicum: Short script of one-act play or conversation
<b>EPC 2 Drama and Other Arts  (Ms. Shreyansi Mukherjee)</b>	25 hours	Music: Concept of Rhythm, Melody, Notations, Eastern and Western Classics and other related concepts. Karaoke. Significance in a classroom: how Music can be utilized in education, as a teaching aid and as a subject.  Dance: Concept of Mudras, Classical and Folk Dance Forms of India and other general concepts. Significance in a classroom: how Dance can be utilized in education, as a teaching aid and as a subject.	Texts as samples, Historical contexts, Encyclopaedia of Literary 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	To understand the significance of historical and literary contexts of drama.  To critically analyse the concepts like stage, dramaturgy etc  To hone an orientation and acumen to appreciate literary texts and plays.	Long essay-type questions, short/objective type questions.  Practicum: Short script of one-act play or conversation

		<p>Fine Arts: Concepts of canvas, strokes, types, History of Western Art, Folk Art forms of India Significance in a classroom: how Art can be utilized in education, as a teaching aid and as a subject.</p> <p>Creative Art and Other Alternative Forms. Ikebana, Waste Material Art, Rangoli, Papier Mache, Origami, Kirigami, Book Cover etc. Significance in a classroom: how Creative Art can be utilized in education, as a teaching aid and as a subject.</p>	<p>reading materials over Google classroom.</p>		
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