

TIME PLAN 2020-2021

Name of the teacher: Dr. Debika Guha

Initials: DG

Teaching Objectives: The students will be able to:

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

Semester 3 Topic-wise Time Plan

B.Ed.

Course X : 1.4.10

Creating an Inclusive School

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1.	10	Introduction to Inclusive Education- Concept and history of special education, integrated education , inclusive education and their relation, philosophical, sociological, economic and humanitarian dimensions of inclusive education	Explanation, Discussion, Participative Teaching-Learning,,Debate (for all topics)	Acquaintance, Understanding , Learning, Critical Analysis, Application (for all topics)	Class Assignments, Formative and Summative Evaluation
2.	4	Advantages of inclusive education for the individual and society, Factors affecting inclusive education			
3.	13	Important international declarations: BMF 1993-2012,Salamanca Statement 1994, UNCPRD 2006, NPE 1968, 1986, National Policy on Disability 2006, RTE Act 2009, special role of			

		institutions for the education of children with disability-RCI and National Institutes			
4.	15	Concepts, definitions, characteristics, classification, causes and preventive measures of Visually and Hearing Impaired			

LORETO COLLEGE
B.ED. TIME PLAN – 2020-2021
NOVEMBER-2020-MARCH 2021

Name of the teacher: Archita Roy Biswas

Initials: ARB

Teaching Objective:

The student teachers will be able to :-

- Comprehend the meaning and characteristics of curriculum.
- Justify the role of the state in curriculum construction
- Identify the importance of constitutional values in framing the curriculum
- Understand the importance of values in the curriculum
- Apply the principles construct the time table
- Explain the importance of children's resilience.
- Comprehend the importance of teachers hand book and children's literature.

B.ED. Semester-3 Topic-wise Time Plan

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
UNIT –I 1	8	Concept of curriculum – meaning characteristics and the types. Nature and scope Necessity and principles of curriculum construction Role of the state in curriculum Constitutional values and national culture.	Discussion collaborative and lecture method with PPT	Comprehend the meaning and characteristics of curriculum. Justify the role of the state in curriculum construction. Identify the importance of constitutional values in framing the curriculum.	Regular class tutorials assignments
UNIT- V 2	6	Curriculum as process and practice- Inculcation of values, disciplines, rules in society. Necessity and construction of time- tables. Hidden curriculum and children's resilience. Critical analysis of text books, Teachers Handbook, Children's Literature.	Lecture, activity and discussion method with PPT	Understand the importance of values in the curriculum. Apply the principles and construct the time table Explain the importance of children's resilience. Comprehend the	Regular class tutorials assignments

				importance of teachers hand book children's literature.	
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LORETO COLLEGE
TIME PLAN 2020-2021
November 2020-February 2021

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 3

(B. Ed.)

Topic-wise Time Plan

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Course XI 1.4.11 Guidance and Counselling		Unit I: Overview of Guidance and Counselling	Lecture	Understanding the definition, functions, nature and scope, difference, types of guidance and counselling	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
Course XI 1.4.11 Guidance and Counselling		Unit II: Mental Health	Lecture	Knowing the concept, characteristics, role of home and school and mental health of a teacher	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.

Course XI 1.4.11 Guidance and Counselling		Unit III : Adjustment and Maladjustment	Lecture	Understanding concepts, the purpose, techniques, causes and prevention of maladjustment and understanding mal-adjusted behaviour	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
Course XI 1.4.11 Guidance and Counselling		Unit IV: Tools and Techniques	Lecture	Knowing the different testing and non-testing tools	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
Course XI 1.4.11 Guidance and Counselling		Unit V: Abnormal Behaviour and Mental Illness	Lecture	Learning to focus on the theoretical background of psychopathology- both symptom formation and etiological dimensions	Continuous Internal Assessment, Home and class assignments, Internal Examinations and University Examinations.
Course XI 1.4.11 Guidance and Counselling PRACTICUM		Project on mal adjusted behaviour (any one; on the basis of case study) - Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal Tendency, Substance Abuse Disorder, Anti - Social Behaviour	Hands on training	Understanding the methodology of data collection using case study technique and interpreting the data collected	Continuous Internal Assessment, Home and class assignments and University Examinations.

LORETO COLLEGE

B.ED. TIME PLAN 2020-21

Name of the teacher: Kaustuva Banerjee

Initials: KB

Teaching Objective:

- Understand the relation between Gender, School and Society
- Justify the relationship between population and environment
- Evaluate the importance of Sustainable development
- Analyse the importance of Adolescent reproductive health care.

B.ED. 3rd Semester Topic-wise Time Plan

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1.Course-VI (1.4.6) Gender, School and Society Engagement with the Field / Practicum	5hrs	To undertake study of sex ratio and analysis of it state-wise.	Interaction method Discussion Method	1.Evaluate the state wise sex ratio condition of India 2. Relate the gender issues in various disciplines.	1. Continuous Internal Assessments 2.Individual Assignments
2.Course-VIII(B) (1.4.7B) Knowledge and Curriculum-Part-II Engagement with the field/ Practicum	8 hrs	Textbook analysis	Discussion Method	Comprehend the essential characteristics of any text book.	1.Individual Assignments
3.Course-XI (1.4.11) Optional	4 hrs	Concept of population education: • The characteristics and	Demonstration Method	1. Comprehend the characteristic of	1.Continuous Internal Assessments

Environmental & Population Education Unit I		scope,● Methodology of population education and ● Its importance	Interaction method Discussion Method Stimulus Response Method	population education. 2. Assess the value of population education in a teacher training course.	2. Group Presentations
4. Course-XI (1.4.11) Optional Environmental & Population Education Unit II	5 hrs	Concept of environmental education: ● Its objectives and importance,● Developing environmental awareness, ● Environmental attitude, values &pro-environmental behaviour.	Interaction method Discussion Method	1.Compare the different methods of teaching environmental education 2. Justify the limitations and suitability of pro-environmental behaviour	1.Continuous Internal Assessments 2. Group Presentations
5. Course-XI (1.4.11) Optional Environmental & Population Education Unit III	8hrs	Population education policies: ● Population policy of the government of India (2000), ● Implementation programmes, population control, ● population dynamics in the context of India, ● Population distribution, urbanization and migration.	Interaction method Discussion Method	1. Assess the importance of Population Policy. 2. Evaluate the importance of urbanization in changing the population structure of any country.	1.Continuous Internal Assessments 2. Group Presentations
6. Course-XI (1.4.11) Optional	6hrs	Issues related to population and environmental education: ● Quality of life, ● Sustainable life style,	Demonstration Method	1. Understand the impact of empowerment of women 2. Differentiate	1.Continuous Internal Assessments 2. Group

Environmental & Population Education Unit V		<ul style="list-style-type: none"> ● Ecofeminism, ● Empowerment of women, ● Environmental and social pollution, ● Effect of population explosion on environment, ● Adolescent reproductive health. 	Interaction method	between environmental and social pollution.	Presentations
7. Course-XI (1.4.11) Optional Environmental & Population Education Engagement with Field / Practicum	10hrs	<p>☐☐ Visits to polluted sites and preparation of report.</p> <p>☐☐ Interviewing people and reporting the inconveniences due to any of the Environmental problems.</p>	Interaction method	<p>1. Understand the importance of Field Visit</p> <p>2. Analyse the importance of establishing the correlation of the topic with their surroundings.</p>	<p>1. Field Visit</p> <p>2. Group Presentations</p> <p>3. Group Presentations</p>

LORETO COLLEGE
B.ED. TIME PLAN
2020-2021

Name of the teacher: RUPA GHOSH

Initials: RG

Teaching Objective:

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

B.ED. 3rd Semester Topic-wise Time Plan

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1	20 32	Course-VI (1.4.6) Gender, School and Society Unit III: Gender, Power and Education: Gender Identities and Socialisation Practices in Family, Schools and other informal organizations. Unit IV: Gender Issues in curriculum: Teacher as an agent of change Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.	Lecture, Discussion, Board work and Presentation	To be able to comprehend various issues of gender identity and socialisation practices in formal and informal organisations. To analyse the role of a teacher as agents of change for gender equality in society.	Continuous Internal Assessment, Internal Examinations and University Examinations
2	32	Course-VIII(B) (1.4.7B) Knowledge and Curriculum-Part-II Engagement with the Field / Practicum Textbook analysis	Lecture, Discussion and Board work	To be able to analyse and give input towards developing an ideal Economics textbook focusing on content units, subunits,	Continuous Internal Assessment, Internal Examinations and University Examinations

				illustrations and graphical analysis.	
Tutorial and Remedial classes are taken as per requirement					

LORETO COLLEGE
TIME PLAN 2020 – 2021
Second Year B.Ed (Third Semester)

Name of the teacher: Suparna Ghosh

Initials: SG

Theory:

Paper- 1.4.6- Gender, School and Society

Teaching Objective:

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

3rd Semester Topic-wise Time Plan
Classes per week -1

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1. Unit- II	7	Historical backdrop: some landmarks on social reform movements of the 19 th and 20 th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy. Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begum Rokeya) A. Commissions and Committees on women education and empowerment	Lectures, discussions dissemination of reading materials	1.To get a proper grasp of the different steps taken by the social reformers in the 19 th and 20 th centuries to eradicate the deplorable condition of women through legislations 2.To comprehend how women education was a significant	Assignment

		<p>B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender</p>		<p>agenda of the social reformers like Raja Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda, R. N. Tagore</p> <p>3.To evaluate the women education programme of the Christian Missionaries in British India and also the bold measures undertaken by Begum Rokeya towards the education of Muslim women</p> <p>4. To evaluate the role of different commissions and committees on women education and empowerment in pre-independence and post-independence era</p> <p>5.To understand the atrocities committed against the</p>	
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				third gender and the policy regulations and Acts safeguarding their rights and dignity	
2. Unit IV	6	<p>Gender issues in curriculum</p> <ul style="list-style-type: none"> • Curriculum and the gender question • Construction of gender in curriculum framework since Independence: An analysis • Gender and the hidden curriculum • Gender in text and context (textbooks' intersectionality with other disciplines) • Teacher as an agent of change 	Lectures, dissemination of reading materials followed by discussions	<p>To know about the representation of gender in the curriculum especially in text books and analyse the process since Independence</p> <p>Critically analyse the concept of gender in hidden curriculum and how gender specific terms are used thereby showcasing gender disparity and biasness through school syllabi</p> <p>Evaluate the specific role played by teacher in changing the mindset of the students through their intervention and knowledge</p>	Class test

				regarding gender stereotyping	
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LORETO COLLEGE
TIME PLAN- 2020-2021
Second Year B.Ed (Third Semester)

Practicum:

1. Course- 1.4.6

Teaching Objective:

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

2. Course- 1.4.8b

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

3rd Semester Topic-wise Time Plan
Classes per week 1

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

LORETO COLLEGE

TIME PLAN 2020-2021

Name of the teacher: Sukanya Mullick

Initials: SM

Teaching Objectives:

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

. 3st Semester Topic-wise Time Plan
Course-VIII-B (1.4.7 B)
Knowledge and Curriculum- Part II

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Unit-2 Relationship between curriculum and syllabi	2 hours	Relationship between curriculum framework and syllabi	Lecture- cum- discussion Method.	Students will be able to mention the relationship as well as distinction between curriculum and syllabi	Formative and summative assessment
	1 hours	Process of Translating syllabus into text book	Strategy of Brainstorming.	Students will be able define clearly the	Formative and summative

				different process of translating a syllabus into textbook.	assessment
	3 hours	Representation and non-representation of various social groups in curriculum framing	Lecture- cum- discussion Method, Participatory Learning method	Students will be able to discuss with examples the role of various social groups helping in framing the curriculum	Formative and summative assessment
Unit-III Designing Curriculum, School Experiences and Evaluation	1 hours	Principles of selecting curriculum content	Question- Answer Method along with discussion	Students will be able to mention the ways of selecting the curriculum content	Formative and summative assessment

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
	1 hours	Principles of curriculum development	. Question- Answer Method along with discussion	Students will be able discuss the various principles of curriculum development	Formative and summative assessment
	3 hours	Highlights of NCFTE 2009- Stage specific and subject-specific objectives of curriculum	Strategy of Brainstorming followed by discussion and debate	Students will be able define clearly the Stage specific and subject-specific objectives of curriculum	Assignment
	1 hours	Methodology of curriculum transaction	Lecture- cum- discussion Method	Students will be able to discuss the	Formative and summative

				different methods of curriculum transaction	assessment
	1 hours	Curriculum evaluation	Question-Answer Method along with discussion PPT is used	Students will be able to illustrate in details formative, summative, micro and macro curriculum evaluation methods.	Formative and summative assessment
Unit-IV Power, Ideology and Curriculum	1 hours	Relationship between powers, structures of society and knowledge	Lecture- cum- discussion Method	Students will be able to discussion from M. Foucault's discourse the relation between power structure and society and relate it with knowledge	Formative and summative assessment
	1 hours	Meritocracy vs. elitism in curriculum	Debate Method	Students will be able to discuss the Meritocracy vs. elitism in curriculum	Formative and summative assessment