

LORETO COLLEGE
TIME PLAN 2020-2021

Name of the teacher: Dr. Ranjita

Dawn Initials: RD

Teaching Objectives:

- Acquaint the students with the salient features of education in India during ancient and medieval times
- Facilitate students to understand the development of education in British India

Semester I Education
Honours Topic-wise Time
Plan
CCI- History of Indian Education

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
Unit I Vedic period (aim, curriculum, teaching method, teacher-pupil relation)	1 hour per week for each sub topic	Vedic period aim, curriculum	Lecture, Discussion, presentations (ppt)	Understand aim and curriculum during Vedic period	Written assignments, Classroom discussion, powerpoint presentation by students
Unit I Vedic period (aim, curriculum, teaching method, teacher-pupil relation)	1 hour per week for each sub topic	Vedic period teaching method, teacher-pupil relation	Lecture, Discussion, presentations (ppt)	Understand teaching method, teacher-pupil relation during Vedic period	Written assignments, Classroom discussion, powerpoint presentation by students
Unit I Brahmanic period (aim, curriculum, teaching method, teacher-pupil relation)	1 hour per week for each sub topic	Brahmanic period aim, curriculum	Lecture, Discussion, presentations (ppt)	Understand aim and curriculum during Brahmanic period	Written assignments, Classroom discussion, powerpoint presentation by students
Unit I Brahmanic period (aim, curriculum, teaching method, teacher-pupil relation)	1 hour per week for each sub topic	Brahmanic period teaching method, teacher-pupil relation	Lecture, Discussion, presentations (ppt)	Understand teaching method, teacher-pupil relation during Brahmanic period	Written assignments, Classroom discussion, powerpoint presentation by students
Unit I Buddhist period (aim, curriculum, teaching method, teacher-pupil relation)	1 hour per week for each sub topic	Buddhist period aim, curriculum	Lecture, Discussion, presentations (ppt)	Understand aim and curriculum during Buddhist period	Written assignments, Classroom discussion, powerpoint presentation by students
Unit I	1 hour per	Buddhist period	Lecture,	Understand	Written

Buddhist period (aim, curriculum, teaching method , teacher-pupil relation)	week for each topic	teaching method, teacher-pupil relation	Discussion, presentations (ppt)	teaching method, teacher-pupil relation during Buddhist period	assignments , Classroom discussion, powerpoint presentation by students
Unit I Buddhist period (aim, curriculum, teaching method , teacher-pupil relation)	1 hour per week for each topic	Islamic period aim, curriculum	Lecture, Discussion, presentations (ppt)	Understand aim and curriculum during Islamic period	Written assignments , Classroom discussion, powerpoint presentation by students
Unit I Islamic period (aim, curriculum, teaching method , teacher-pupil relation)	1 hour per week for each topic	Islamic period teaching method, teacher-pupil relation	Lecture, Discussion, presentations (ppt)	Understand teaching method, teacher-pupil relation during Islamic period	Written assignments , Classroom discussion, powerpoint presentation by students
Unit I Islamic period (aim, curriculum, teaching method , teacher-pupil relation)	1 hour per week for each topic		Lecture, Discussion, presentations (ppt)		Written assignments , Classroom discussion, powerpoint presentation by students
Unit: II Education in India during British period (1800-1853) Sreerampore trio	1 hour per week for each topic	Sreerampore trio and their contribution in the field of education	Lecture, Discussion, presentations (ppt)	Understand the Contribution of Sreerampore trio in the field of	Written assignments , Classroom discussion, powerpoint

and their contribution in the field of education				education	presentation by students
Unit: II Education in India during British period Charter Act	1 hour per week for each sub topic	Charter Act,	Lecture, Discussion, presentations (ppt)	Understand the Charter Act	Written assignments , Classroom discussion, powerpoint presentation by students
Unit: II Education in India during British period Oriental-occidental controversy	1 hour per week for each sub topic	Oriental-occidental controversy	Lecture, Discussion, presentations (ppt)	Understand the Oriental-occidental controversy	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 .**

Assignments: Written Assignments and Presentations by students during the Semester

LORETO COLLEGE

TIME PLAN 2020-2021 December 2020 –March 2021

Name of the teacher: Archita Roy Biswas

Initials: ARB

Teaching Objective:

The students will be able to:-

- Comprehend the significant features of the selected education commissions of education in independent India
- Recall the various recommendations of Kothari commissions.
- Explain the significance of the National policy in Education.
- Evaluate and verify the development of education in India after Independence

First year Honours 1st Semester CC-2 (History of Indian Education)

Topic-wise Time Plan

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome(output)	Assessment
Unit-4 Education in India after independ ence 1.	2	Radhakrishnan Commission(aims, curriculum of higher education, rural university)	Lecture and discussion method with PPT	Evaluate and verify the development of university education in independent India .	Question answer method or assignment s
2.	2	Mudaliar Commission (aims, structure,	Discussion and lecture	Comprehend the significant features of the	Regular question

		curriculum)	method with PPT	Secondary education commission	answer method and class assignment s
3	2	Kothari commission(aims, structure, curriculum)	Discussion and explanation with PPT	Recall the various recommendations of Kothari commission.	Regular class question answer method and assignment s
4	2	National policy of Education, 1986, POA1992	Lecture and discussion method with PPT	Comprehend the significant features of the national policy of education in independent India	Regular question answer method and assignment s

SEMESTER 1

TEACHING PLAN 2020-2021

Name of the teacher: Dr. Neeta Dang

Initials: ND

First-year General (Group A)

CC-1 (Semester 1)

Teaching Objective:

- To understand the meaning, scope and nature of education
- To understand the importance of factors of education
- To understand The role of agencies in the process of education
- To understand the meaning and significance of child-centricism in the field of education

1st Semester Topic-wise Time Plan

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1 Concept of Education	10	1.Narrow and Broader concept of Education 2.Meaning,nature and scope of Education 3.. Aims of Education-individual, social vocational and democratic	Lecture Method, Group Discussion, Questioning	The process and products of Education will be acquired	Class Tutorials, Questioning, Objective test and End-of-term examination
2. Factors of Education	10	1.Child/learner: Influence of heredity and environment on the learner 2.Teacher: qualities and duties of a good teacher 3.Curriculum: concept and types 4. Co-curricular activities: meaning, value and significance 5. Educational institutions: informal, formal and non-formal, their inter-relation	Lecture Method, Group Discussion, Illustrations, Questioning, Prodding and Probing	The child is the pivot of Education and other factors are less important will be learnt	Class Tutorials, Questioning, Objective test and End-of-term examination
3.	10	1.Mass-media-television,	Paper	Mass-media	Paper

Agencies of Education		radio, cinema and newspaper	Presentations and Class Discussion, Group Discussions, Self-study	has an instrumental role in Education	presentations and questioning and discussions during the process
4. Child-centricism and Play-way in Education	10	<ol style="list-style-type: none"> 1. Concept and characteristics of Child-Centricism in Education 2. Significance of Child-Centricism in Education 3. Concept of Play and Work 4. Characteristics of Work and Play 5. Features of Kindergarten, Montessori and Project Method discussed along-with a discussion on their founders. 	Class discussions, group discussions, watching of videos, Sharing of drawings, etc.	We are following child-centric methods	Questioning and Discussions

Internal Assessment and Tutorial work was taken care of.

LORETO COLLEGE

TIME PLAN 2020-2021

Name of the teacher: Mrs. Sukanya Mullick

Initials: SM

Teaching Objectives: The students will be able to:

1. Acquaint themselves with different types of curriculum
2. Understand the meaning, nature and scope of curriculum
3. Critically analyse the influence of different agencies on education
4. Justify how relevant is play way method, Kindergarten Method, Montessori Method and Project Method relevant in today's world.

Semester 1 Topic-wise Time Plan

Education Honours

CC 1

Introduction to Education

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1. Unit-II Factors of Education	3 hours	Curriculum- Concept and types	Illustration with examples, Discussion, Participative teaching-learning are used or All Topics.	Acquaintance, Understanding, Learning, Critical Analysis and justify the different topics that are in the entire syllabus	Class assignments, Term Paper, Formative and Summative Evaluation are done by the teacher.
	2 hours	Co-curricular activities- meaning , values and significance			
	6 hours	Educational institutions- informal, formal and nonformal, their interrelationship.			
2. Unit-IV	1 hours	Concept of play and work			
	10 hours	Characteristics of play-way in education,			

		Kindergarten, Montessori, Project Method			
--	--	---	--	--	--

LORETO COLLEGE

TIME PLAN 2020-2021

Name of the teacher: Mrs. Sukanya Mullick

Initials: SM

Teaching Objectives: The students will be able to:

1. Acquaint themselves with different types of curriculum
2. Understand the meaning, nature and scope of curriculum
3. Explain the factors of education and illustrate their interrelationship
4. Critically analyse the influence of different agencies on education
5. Justify how relevant is child-centric education, play way method, Kindergarten Method, Montessori Method and Project Method relevant in today's world.

Semester 1 Topic-wise Time Plan

Education Elective

CC 1/GE-1 Group-B

Introduction to Education

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. Unit-II	2 hours	Child/learner: influence of heredity and environment of the learner	Illustration with examples, Discussion, Participative teaching-learning are used or All Topics.	Acquaintance, Understanding, Explain Learning, Critical Analysis and justify the different topics that are in the syllabus	Class assignments, Term Paper, Formative and Summative Evaluation is practiced.
	2 hours	Teacher: qualities and duties of a teacher			
	3 hours	Curriculum- Concept and types	.		.

	2 hours	Co-curricular activities-meaning , values and significance			
		Educational institutions- informal, formal and nonformal, their interrelationship.			
2. Unit-IV	1 hours	Concept of Child - centricism in education			
	4 hours	Characteristics and significance of child centricism in education			
	1hours	Concept of play and work			
	10 hours	Characteristics of play-way in education, Kindergarten, Montessori, Project Method	Group discussion method along with PPT		

LORETO COLLEGE

TIME PLAN 2020-2021
December 2020-March 2021

Name of the teacher: Dr. Debika Guha

Initials: DG

Teaching Objectives: The students will be able to:

1. Acquaint themselves with the salient features of education in British India
2. Understand the development of education in the colonial period
3. Critically analyse the history of education and its impact on present Indian education
4. Apply their knowledge to understand the education system of independent India

Semester 1 Topic-wise Time Plan

Education Honours

CC 2

History of Indian Education

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1.	4	Macaulay's Minute, Bentinck's resolution	Explanation, Discussion, Participative teaching-learning, Debate(For All Topics)	Acquaintance, Understanding, Learning, Critical Analysis and Application (For the entire paper)	Class assignments, Term Paper, Formative and Summative Evaluation(For All Topics)
2.	5	Adam's Report, Wood's Despatch			
3.	10	Hunter Commission,			

		Curzon's Policy, National Education Movement			
4.	6	Basic Education, Sadler Commission			