

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Dr. Sanghita Sanyal

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Paper 1.4.6 Unit II: Gender Studies – Historical Backdrop & Social Reform Movements	Knowledge: Understanding women’s educational history. Skill: Analytical interpretation. Value: Gender sensitivity. Attitude: Respect for reform movements.	Class test, short notes	Lecture-discussion, PPT, historical case studies; evaluation through oral and written responses, fish bowl method	4	
Unit II: Commissions & Committees on Women Education and Empowerment	Knowledge: Awareness of policy frameworks. Skill: Critical review. Value: Empowerment orientation. Attitude: Social responsibility.	Group presentation	Group work, document analysis; evaluation through presentation, problem solving	3	
Unit II: Policy Initiatives on Transgender & Third Gender	Knowledge: Understanding inclusive policies. Skill: Interpretation of laws. Value: Inclusivity. Attitude: Acceptance and equality.	Assignment	Discussion, policy review, case examples; evaluation through assignment, role play technique	3	
Unit IV: Gender Issues in Curriculum	Knowledge: Awareness of gender bias in curriculum. Skill: Critical analysis. Value: Equity. Attitude: Reflective thinking.	Written test	Lecture, textbook analysis, discussion; evaluation through test, game theory	4	

Unit V: Gender, Sexuality, Sexual Harassment and Abuse	Knowledge: Conceptual clarity on gender and safety. Skill: Problem- solving and awareness. Value: Respect and ethics. Attitude: Responsible citizenship.	Reflective assignment	Case study discussion, awareness modules; evaluation through reflective writing, project method, experiential learning technique	4	
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Dr. Suparna Ghosh

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
1.4.6 Gender, School and Society	Student will be able to: <ul style="list-style-type: none"> • Knowledge – know and remember various terminologies and concepts related to gender, identity, sexuality, school curriculum • analyze theories and practices of Gender Pedagogy • Skill Value – imbibe capacities to create and analyze, evaluate feminist texts and create practical TLMs. <ul style="list-style-type: none"> • Attitude – develop inclination and acumen towards gender, equality and equity, paradigm shift in gender theory. 	Classwork, Presentation, Practicum	<ul style="list-style-type: none"> • Lecture method • Demonstrations • Hands-on training through practices • Video presentations and • Exposure to critical materials 	20	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Dr. Rupa Ghosh

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p>Course (1.4.6) Gender, School and Society Unit III: Gender, Power and Education</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Explain the relationship between social institutions (family, school, community) and gender roles in education ▪ Identify gender disparities in schooling and literacy <p>Understand the role of education in women’s empowerment</p> <p>Skill:</p> <ul style="list-style-type: none"> ▪ Interpret simple gender-related educational data <p>Compare male and female educational outcomes</p> <p>Value:</p>	<p>Oral and written questions, Presentation Group Discussion Reflection</p>	<p>Strategies:</p> <p>Presentation(PPT) with lecture, board work, case study discussion.</p> <p>Evaluation Process:</p> <p>Diagnostic continuous classroom evaluation with classroom observation End Semester Internal and University Examination</p>	<p align="center">7</p>	

<p>Course- (1.4.6) Engagement with the Field / Practicum To undertake study of sex ratio and analysis of it state-wise.</p>	<ul style="list-style-type: none"> ▪ Appreciate education as a tool of empowerment ▪ Recognize dignity and rights of all genders ▪ Attitude: Develop sensitivity towards gender discrimination ▪ Show respect for diversity and inclusion <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Understand the concept and significance of sex ratio as a demographic indicator ▪ Identify variations in sex ratio across Indian states <p>Skill: Collect and organize state-wise sex ratio data</p> <ul style="list-style-type: none"> ▪ Prepare tables, charts and comparative graphs <p>Interpret data to draw meaningful conclusions</p> <p>Value: Appreciate the importance of gender balance in society</p>	<p>Presentation Group Discussion Reflection</p>	<p>Strategies:</p> <p>Presentation(PPT) with lecture, board work, case study discussion.</p>	<p>32</p>	
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	<p>Attitude:</p> <ul style="list-style-type: none"> Develop sensitivity towards gender issues <p>Cultivate concern for declining sex ratio in certain regions</p>				
<p>Course-VIII(B) (1.4.7B) Knowledge and Curriculum-Part-II Engagement with the Field / Practicum Textbook analysis</p>	<p>Knowledge :</p> <ul style="list-style-type: none"> Understand the structure and content organization of textbooks Identify key concepts, themes and learning outcomes in school-level texts Recognize curriculum alignment with syllabus and learning standards <p>Skill:</p> <ul style="list-style-type: none"> Evaluate diagrams, activities and exercises for effectiveness Compare textbooks across boards/classes <p>Value:</p> <ul style="list-style-type: none"> Appreciate the role of quality textbooks in effective teaching Recognize the importance of learner-centred resources <p>Attitude:</p> <ul style="list-style-type: none"> Develop critical and 	<p>Presentation Group Discussion</p> <p>Reflections</p> <p>Diagnostic continuous classroom evaluation with classroom observation</p> <p>End Semester Internal and University Examination</p>	<p>Presentation(PPT) with lecture, board work, case study discussion.</p>	32	

	reflective approach toward teaching materials Cultivate sensitivity toward diverse learner needs				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Dr. Kaustuva Banerjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Course-VI (1.4.6) And CourseVIII(B) (1.4.7B) Knowledge and CurriculumPart-II	Knowledge The students will be able to: <ul style="list-style-type: none"> Define sex ratio and explain its demographic significance. Describe types of sex ratio (overall, child sex ratio, age-specific sex ratio). Identify state-wise variations of sex ratio in India using census and survey data. Explain social, economic, cultural, and regional factors influencing sex ratio. Understand government policies and programs related to gender balance and population welfare. 	Knowledge Assessment <ul style="list-style-type: none"> Written tests / quizzes (objective and short-answer) Data interpretation questions Concept-based assignments Skills Assessment <ul style="list-style-type: none"> Practical assignments 	Strategies <ul style="list-style-type: none"> Interactive lectures to introduce the concept, importance, and types of sex ratio. Data-based learning using Census and survey datasets for state-wise analysis. Case study and discussion method to understand regional and social factors affecting sex ratio. Group work and mini-projects to encourage collaborative analysis and interpretation. 	1hr/Week	

	<p>Skills</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Collect and organize state-wise sex ratio data from reliable sources (e.g., Census of India). • Apply statistical and graphical techniques (tables, charts, maps) to analyze sex ratio data. • Use GIS or mapping tools to present spatial distribution of sex ratio. • Compare inter-state variations and identify patterns and trends. • Prepare analytical reports and presentations based on demographic data. <p>Values</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the importance of gender equality and demographic balance. • Develop sensitivity toward social issues related to gender discrimination. • Value the role of accurate data in policy formulation and social planning. • Recognize ethical responsibilities in the interpretation and presentation of population data. • Support initiatives promoting women empowerment and social justice. 	<p>using census data</p> <ul style="list-style-type: none"> • Preparation of tables, graphs, and thematic maps • Mini-project / case study on selected states • Presentation of analytical findings <p>Values Assessment</p> <ul style="list-style-type: none"> • Reflective writing / short essays • Case study analysis on gender issues • Group discussions <p>Attitude Assessment</p> <ul style="list-style-type: none"> • Observation during discussions and project work • Participation in seminars and debates • Self-assessment 	<ul style="list-style-type: none"> • Map-based and graphical analysis to identify spatial patterns and trends. <p>Teaching Aids</p> <ul style="list-style-type: none"> • Census of India reports and statistical handbooks. • Charts, tables, graphs, and thematic maps. • PowerPoint presentations and visual infographics. • Computer/laptop with basic statistical or GIS tools (if available). • Online demographic databases and reports. <p>Evaluation Process</p> <ul style="list-style-type: none"> • Written tests/quizzes to assess conceptual understanding. • Assignments and practical exercises for data analysis and interpretation. • Mini-project or case study report on selected states. • Oral presentation / viva-voce to evaluate analytical ability and communication skills. • Participation in discussions to assess attitude and value orientation. 		
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	<p>Attitudes</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Show concern for gender-based demographic issues at regional and national levels. • Develop a critical and analytical outlook toward population problems. • Exhibit responsibility in using demographic data objectively. • Demonstrate willingness to participate in awareness and community-based programs. • Cultivate a research-oriented and socially responsible mindset. 	<p>and peer assessment</p> <p>Overall Assessment Tools</p> <ul style="list-style-type: none"> • Continuous Internal Assessment (CIA) • End-semester examination • Project work and viva-voce 			
<p>Course-XI (1.4.11) Optional Environmental & Population Education</p>	<p>Knowledge</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain basic concepts of environment, ecology, and population studies. • Describe the interrelationship between population growth and environmental resources. • Identify major environmental problems such as pollution, deforestation, climate change, and biodiversity loss. • Understand population dynamics including birth rate, death rate, migration, and population distribution. 	<p>Knowledge Assessment</p> <ul style="list-style-type: none"> • Written tests and quizzes (objective, short-answer, and descriptive) • Worksheets and concept-based assignments <p>Skills Assessment</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Interactive lectures to explain basic environmental and population concepts. • Discussion and question-answer sessions to develop awareness and critical thinking. • Activity-based learning such as surveys, field visits, and observation of local environmental issues. • Project and group work to study population trends 	<p>2hrs/week</p>	

	<ul style="list-style-type: none"> • Explain the role of government policies, laws, and international agreements related to environmental protection and population control. • Understand concepts of sustainable development and environmental conservation. <p>Skills</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Collect and interpret basic environmental and population data. • Analyze simple population trends and environmental issues using charts, graphs, and maps. • Apply environmental knowledge to solve local and community-level problems. • Participate in field visits, surveys, and observation-based studies. • Communicate environmental and population issues through reports, posters, and presentations. • Practice resource conservation techniques in daily life. <p>Values</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop respect for nature and ecological balance. 	<ul style="list-style-type: none"> • Practical activities (data collection, surveys, observations) • Charts, graphs, and map-based exercises • Project work / field study reports • Oral presentations <p>Values Assessment</p> <ul style="list-style-type: none"> • Reflective writing and short essays • Case study discussions on environmental and population issues • Participation in community or school-based activities <p>Attitude Assessment</p> <ul style="list-style-type: none"> • Observation during class activities, discussions, and fieldwork 	<p>and environmental problems.</p> <ul style="list-style-type: none"> • Awareness activities like debates, poster making, and campaigns. <p>Teaching Aids</p> <ul style="list-style-type: none"> • Textbooks and reference materials. • Charts, maps, graphs, and posters. • PowerPoint presentations and audio-visual resources. • Newspapers, magazines, and government reports. • Digital resources and educational videos. <p>Evaluation Process</p> <ul style="list-style-type: none"> • Written tests and quizzes to assess conceptual understanding. • Assignments and worksheets for continuous assessment. • Project work, field study reports, and presentations. • Observation of participation in activities and discussions. • Term-end examination and viva-voce (where applicable). 		
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	<ul style="list-style-type: none"> • Value the importance of population stabilization and responsible family planning. • Recognize the importance of environmental ethics and social responsibility. • Appreciate the need for equitable use of natural resources. • Support community initiatives for environmental protection and sustainability. <p>Attitudes</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Show concern for environmental degradation and population issues. • Develop a positive and proactive attitude toward environmental conservation. • Demonstrate responsibility in personal and collective environmental actions. • Exhibit willingness to participate in awareness programs, campaigns, and social initiatives. • Cultivate a lifelong commitment to sustainable living. 	<ul style="list-style-type: none"> • Self-assessment and peer assessment • Participation in awareness programs and campaigns <p>Overall Assessment Tools</p> <ul style="list-style-type: none"> • Continuous Internal Assessment (CIA) • Unit tests and term-end examination • Project work and viva-voce 			
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Dr. Sukanya Mullick

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit II: Relationship between Curriculum and Syllabus	Knowledge: Conceptual clarity of curriculum–syllabus relationship. Skill: Comparative analysis. Attitude: Academic clarity	Class test, comparison chart	Blackboard teaching, comparison tables, discussion by using PPT; evaluation oral test	2	
Unit II: Translating Syllabus into Textbooks	Knowledge: Understanding textbook development process. Skill: Application of syllabus objectives. Value: Inclusivity in content selection	Group task, presentation	Group work, sample textbook analysis; evaluation through presentations	3	
Unit II: Representation of Social Groups in Curriculum	Knowledge: Awareness of inclusion/exclusion issues. Skill: Critical analysis. Value: Sensitivity towards equity and social justice	Class Test	Case studies, discussion, newspaper clippings; evaluation through class assessment	3	

Unit III: Designing Curriculum & School Experiences	Knowledge: Principles of curriculum design. Skill: Planning and organization. Attitude: Professional competence	Written assignment	Lecture, sample curriculum design; evaluation through student discussion	4	
Unit III: Curriculum Development & NCFTE 2009	Knowledge: Understanding curriculum development stages and NCFTE 2009. Skill: Interpretation of policy documents. Value: Commitment to quality teacher education	Written test	PPT, document analysis; evaluation through test	3	
Unit III: Curriculum Transaction & Evaluation	Knowledge: Methods of curriculum transaction and evaluation. Skill: Application of formative and summative evaluation. Attitude: Reflective teaching	Written assignment	Demonstration, discussion, evaluation tools; assessment through assignments	4	
Unit IV: Power, Ideology and Curriculum	Knowledge: Understanding power structures in curriculum. Skill: Critical reflection. Value: Democratic outlook	Essay type test	Lecture-discussion, examples from society; evaluation through essay type answers	3	
Unit IV: Meritocracy vs Elitism in Curriculum	Knowledge: Conceptual clarity on merit and elitism. Skill: Argumentation. Value: Equity and fairness	Debate, reflective note	Debate method, guided discussion; evaluation through participation and reflection	2	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Mrs. Archita Roy Biswas

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p>Course-VI (1.4.6)</p> <p align="center">And</p> <p>CourseVIII(B) (1.4.7B) Knowledge and CurriculumPart-II</p>	<p>Knowledge</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Define sex ratio and explain its demographic significance. • Describe types of sex ratio (overall, child sex ratio, age-specific sex ratio). • Identify state-wise variations of sex ratio in India using census and survey data. • Explain social, economic, cultural, and regional factors influencing sex ratio. • Understand government policies and programs related to gender balance and population welfare. <p>Skills</p>	<p>Knowledge Assessment</p> <ul style="list-style-type: none"> • Written tests / quizzes (objective and short-answer) • Data interpretation questions • Concept-based assignments <p>Skills Assessment</p> <ul style="list-style-type: none"> • Practical assignments using census data 	<p>Strategies</p> <ul style="list-style-type: none"> • Interactive lectures to introduce the concept, importance, and types of sex ratio. • Data-based learning using Census and survey datasets for state-wise analysis. • Case study and discussion method to understand regional and social factors affecting sex ratio. • Group work and mini-projects to encourage collaborative analysis and interpretation. • Map-based and graphical analysis to identify spatial patterns and trends. 	<p align="center">1hr/Week</p>	

	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Collect and organize state-wise sex ratio data from reliable sources (e.g., Census of India). • Apply statistical and graphical techniques (tables, charts, maps) to analyze sex ratio data. • Use GIS or mapping tools to present spatial distribution of sex ratio. • Compare inter-state variations and identify patterns and trends. • Prepare analytical reports and presentations based on demographic data. <p>Values</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the importance of gender equality and demographic balance. • Develop sensitivity toward social issues related to gender discrimination. • Value the role of accurate data in policy formulation and social planning. • Recognize ethical responsibilities in the interpretation and presentation of population data. 	<ul style="list-style-type: none"> • Preparation of tables, graphs, and thematic maps • Mini-project / case study on selected states • Presentation of analytical findings <p>Values Assessment</p> <ul style="list-style-type: none"> • Reflective writing / short essays • Case study analysis on gender issues • Group discussions <p>Attitude Assessment</p> <ul style="list-style-type: none"> • Observation during discussions and project work • Participation in seminars and debates 	<p>Teaching Aids</p> <ul style="list-style-type: none"> • Census of India reports and statistical handbooks. • Charts, tables, graphs, and thematic maps. • PowerPoint presentations and visual infographics. • Computer/laptop with basic statistical or GIS tools (if available). • Online demographic databases and reports. <p>Evaluation Process</p> <ul style="list-style-type: none"> • Written tests/quizzes to assess conceptual understanding. • Assignments and practical exercises for data analysis and interpretation. • Mini-project or case study report on selected states. • Oral presentation / viva-voce to evaluate analytical ability and communication skills. • Participation in discussions to assess attitude and value orientation. 		
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	<ul style="list-style-type: none"> Support initiatives promoting women empowerment and social justice. <p>Attitudes</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Show concern for gender-based demographic issues at regional and national levels. Develop a critical and analytical outlook toward population problems. Exhibit responsibility in using demographic data objectively. Demonstrate willingness to participate in awareness and community-based programs. Cultivate a research-oriented and socially responsible mindset. 	<ul style="list-style-type: none"> Self-assessment and peer assessment <p>Overall Assessment Tools</p> <ul style="list-style-type: none"> Continuous Internal Assessment (CIA) End-semester examination Project work and viva-voce 			
<p>Course-XI (1.4.11) Optional Environmental & Population Education</p>	<p>Knowledge</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Explain basic concepts of environment, ecology, and population studies. Describe the interrelationship between population growth and environmental resources. 	<p>Knowledge Assessment</p> <ul style="list-style-type: none"> Written tests and quizzes (objective, short-answer, and descriptive) 	<p>Strategies</p> <ul style="list-style-type: none"> Interactive lectures to explain basic environmental and population concepts. Discussion and question-answer sessions to develop awareness and critical thinking. 	<p>2hrs/week</p>	

	<ul style="list-style-type: none"> Identify major environmental problems such as pollution, deforestation, climate change, and biodiversity loss. Understand population dynamics including birth rate, death rate, migration, and population distribution. Explain the role of government policies, laws, and international agreements related to environmental protection and population control. Understand concepts of sustainable development and environmental conservation. <p>Skills</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Collect and interpret basic environmental and population data. Analyze simple population trends and environmental issues using charts, graphs, and maps. Apply environmental knowledge to solve local and community-level problems. Participate in field visits, surveys, and observation-based studies. Communicate environmental and population issues through 	<ul style="list-style-type: none"> Worksheets and concept-based assignments <p>Skills Assessment</p> <ul style="list-style-type: none"> Practical activities (data collection, surveys, observations) Charts, graphs, and map-based exercises Project work / field study reports Oral presentations <p>Values Assessment</p> <ul style="list-style-type: none"> Reflective writing and short essays Case study discussions on environmental and population issues Participation in community 	<ul style="list-style-type: none"> Activity-based learning such as surveys, field visits, and observation of local environmental issues. Project and group work to study population trends and environmental problems. Awareness activities like debates, poster making, and campaigns. <p>Teaching Aids</p> <ul style="list-style-type: none"> Textbooks and reference materials. Charts, maps, graphs, and posters. PowerPoint presentations and audio-visual resources. Newspapers, magazines, and government reports. Digital resources and educational videos. <p>Evaluation Process</p> <ul style="list-style-type: none"> Written tests and quizzes to assess conceptual understanding. Assignments and worksheets for continuous assessment. 		
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	<p>reports, posters, and presentations.</p> <ul style="list-style-type: none"> • Practice resource conservation techniques in daily life. <p>Values</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop respect for nature and ecological balance. • Value the importance of population stabilization and responsible family planning. • Recognize the importance of environmental ethics and social responsibility. • Appreciate the need for equitable use of natural resources. • Support community initiatives for environmental protection and sustainability. <p>Attitudes</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Show concern for environmental degradation and population issues. • Develop a positive and proactive attitude toward environmental conservation. 	<p>or school-based activities</p> <p>Attitude Assessment</p> <ul style="list-style-type: none"> • Observation during class activities, discussions, and fieldwork • Self-assessment and peer assessment • Participation in awareness programs and campaigns <p>Overall Assessment Tools</p> <ul style="list-style-type: none"> • Continuous Internal Assessment (CIA) • Unit tests and term-end examination • Project work and viva-voce 	<ul style="list-style-type: none"> • Project work, field study reports, and presentations. • Observation of participation in activities and discussions. • Term-end examination and viva-voce (where applicable). 		
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	<ul style="list-style-type: none">• Demonstrate responsibility in personal and collective environmental actions.• Exhibit willingness to participate in awareness programs, campaigns, and social initiatives.• Cultivate a lifelong commitment to sustainable living.				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.****Dr. Debika Guha**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
1. 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	1. Understand the concept of inclusive, integrated and special education (Knowledge) 2. Be sensitive towards needs of challenged groups (Value and Attitude) 3. Develop an appreciation of diversity and integration (Value and Attitude) 4. Describe the relation of inclusive education on the basis	Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)	Explanation, Discussion, Participative Teaching – Learning, Debate, Group – Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning through problem solving, LMS (for all topics as applicable)	10	

	of its various dimensions (Knowledge and Value)				
2. Advantages of inclusive education for the individual and society, Factors affecting inclusive education	1. Draw the cascade system (Knowledge and Skill) 2. Critically analyse the factors affecting inclusive education (Knowledge, Skill and Attitude)	Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)	Explanation, Discussion, Participative Teaching – Learning, Debate, Group – Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning through problem solving, LMS (for all topics as applicable)	4	
3. Important international declarations: BMF 1993-2012, Salamanca Statement 1994, UNCRPD 2006, NPE 1968, 1986, National Policy on Disability 2006, RTE Act 2009, special role of institutions for the education of children with	1. Learn the legal and policy perspectives of Inclusive education (Knowledge, and Value)	Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)	Explanation, Discussion, Participative Teaching – Learning, Debate, Group – Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning through problem solving, LMS (for all topics as applicable)	13	

disability-RCI and National Institutes					
4. Concepts, definitions, characteristics, classification, causes and preventive measures of Visually and Hearing Impaired	<p>1. Comprehend the characteristics of the visually and hearing impaired (Knowledge and Value)</p> <p>2. Classify the Visually and hearing impaired (Knowledge and Skill)</p> <p>3. Understand the causes and preventive measures (Knowledge and Value)</p> <p>4. Describe the educational implications (Knowledge and Value)</p>	Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)	Explanation, Discussion, Participative Teaching – Learning, Debate, Group – Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning through problem solving, LMS (for all topics as applicable)	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Dr. Ranjita Dawn

COURSE 1.4.10: Creating an Inclusive School – Theory and Practicum

Topic / Unit	Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)	Assessment Tools & Techniques	Teaching–Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Post-Teaching Reflection
Unit III: Defining Learners with Special Needs – Understanding Differently Abled Learners (SLD, LI)	Knowledge: Conceptual clarity on types of disabilities, causes and prevention Attitude: Sensitivity towards learners with special needs	Lecture, discussion, guided case history formats; evaluation through written submissions and reflective discussion	Interactive lecture-cum-discussion, case illustrations, student presentations using PPT; formative assessment through discussion and written tasks	1 hr/week	
Unit III: Preparation for Inclusive Education & Case History Taking	Skill: Ability to analyse school readiness and learner needs. Assignments, case-history records,	Written assignments, PPT presentations, classroom participation	Interactive lecture-cum-discussion, case illustrations, student presentations using PPT; formative assessment through discussion and written tasks	1 hr/week	
Unit III: Assessment of Children with Diverse Needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN) & IEP/ITP	Knowledge & Skill: Familiarity with assessment tools and individualised planning	Assignments, tool-based exercises, presentations	Lecture, demonstration of tools, guided interpretation; evaluation through applied tasks and presentations	1 hr/week	
Unit III: Identification and Overcoming Barriers to Educational and Social Inclusion	Knowledge & Attitude: Awareness of structural and social barriers to inclusion	Written assignments, classroom discussion	Lecture-cum-discussion, problem-based examples; formative assessment through discussion and written work	1 hr/week	

Topic / Unit	Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)	Assessment Tools & Techniques	Teaching–Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Post-Teaching Reflection
Unit IV: Inclusion in Operation – Classroom Management and Organisation	Skill: Managing inclusive classrooms effectively	Assignments, discussion	Interactive lecture, situational examples; evaluation through classroom-based tasks	1 hr/week	
Unit IV: Curricular Adaptations, Learning Design & Development of Suitable TLM	Skill: Designing inclusive curriculum and TLM	Assignments, PPTs, demonstrations	Lecture, demonstration of adapted materials, student presentations; evaluation through applied design tasks	1 hr/week	
Unit IV: Pedagogical Strategies for Diverse Learners (Cooperative Learning, Peer Tutoring, Multisensory Teaching, etc.)	Skill & Attitude: Application of inclusive pedagogies and collaborative learning	Presentations, participation, assignments	Lecture, group activities, peer interaction; continuous formative assessment	1 hr/week	
Unit IV: Technological Advancements – ICT, Adaptive & Assistive Devices	Knowledge & Skill: Use of technology for inclusion	Assignments, PPTs	Lecture with visual aids, demonstration of assistive technologies; evaluation through presentations	1 hr/week	
Unit V: Problems in Inclusive Classrooms & Strategies for Overcoming Them	Knowledge & Attitude: Problem-solving and reflective thinking	Written assignments, discussion	Lecture-cum-discussion, real classroom scenarios; evaluation through reflective writing	1 hr/week	
Unit V: Review of Educational Programmes in Secondary Schools (General & Special) and Inclusive Secondary Education	Knowledge: Comparative understanding of inclusive practices	Assignments, presentations	Lecture, discussion, comparative analysis; evaluation through written and oral work	1 hr/week	

Topic / Unit	Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)	Assessment Tools & Techniques	Teaching–Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Post-Teaching Reflection
Unit V: Teacher Preparation for Inclusive Education in the Light of NCF 2005	Knowledge & Attitude: Professional readiness for inclusive education	Assignments, discussion	Lecture, policy-based discussion; formative assessment through assignments	1 hr/week	
Unit V: Characteristics of an Inclusive School	Knowledge & Attitude: Identification of inclusive school culture	Written assignments, discussion	Interactive lecture, brainstorming; evaluation through written responses	1 hr/week	

Practicum Component

- Term Paper
- Student Presentations during the Semester
- **Writing files based on visits to Institutions of Special Education**

Note: More time may be allotted to selected sub-units depending on depth of content.

Assigned Classes: 2 per week

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Ms. Chandrani Sengupta

Topic/Unit	Competency Based Expected Learning Outcome	Assessment	Brief Description of Strategies , Aids (if any), Evaluation Process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflection
Digital Technology and Socio-economic Context	Knowledge and Conceptual Understanding of the contexts	Internal class and home assignments	Project on digital inclusion with peer discussion	10	
Ms Office	Knowledge of digital productivity tools and uses.	Practical Lessons and Theory assignments	Project-based comparative analysis	10	
Internet and Educational Resources	Identify appropriate online resources for continuous learning and skill development	Online research assignments	Organizational charts on internet safety and ethics and resource evaluation	10	
Techno- Pedagogic Skills	Comprehend application & Problem-Solving techniques.	Case study analysis	Project-based conceptual framework cum discussion.	10	
Engagement with Field/ Practicum	Apply theoretical concepts, models, and frameworks learned in coursework to real-world field/practicum settings.	Field/ Practicum	Use of appropriate tools, technologies, and methodologies required in the	10	

			pracitcum setting.		
Introduction to MS Access	Knowledge and Understanding of database fundamentals	Internal practical assignments	Use of data flow diagrams to solve simple real-world data management problems.	2	
Working with table data	Understanding the Digital Productivity Competency tools	MCQs and Practical Lessons	Charts and Project-based practical hands-on lessons	2	
Querying a database	Constructing select queries in that correctly applying criteria, producing accurate query results with no logical errors.	Case study and tutorials	Organisational charts supporting queries based on related tables to retrieval of information.	2	
Working with forms	Create a functional Access form enforcing basic data validation rules with no critical errors.	Project presentations	Analysis of interactive Access forms with help of visual diagrams and incorporating features to improve data accuracy and usability.	2	
Generating Reports	Developing the concept of real time report generation.	Group project development	Interactive leaning with help of flowcharts.	2	
Introduction to MS	Understanding the conceptual framework of MS Publisher	Question– answer sessions and short tasks to reinforce	Use of tools and features while performing them live		

Publisher		understanding	on the computer.	2	
Working with templates	Demonstration and discussion on template creation and work with different template formats	MCQs and Practical Lessons	Interactive Learning with help of charts and project-based hands-on sessions.	2	
Working with contents	Explanation and overview of the methodology of putting write-ups according to the need or requirement.	Home assignments and class tutorials	Visual Diagrams and charts supporting content creation and execution.	2	
Working with objects	Application of the additional features and generation of content based on different objects sets.	Project presentations	Analysis and understanding of templates while creating flyers, lesson plans, brochures.	2	
Formatting concepts	Understanding the process of formatting pages for final presentation.	Questionnaire, tasks to reinforce understanding.	Interactive learning with formatting objects.	2	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2nd Year SEMESTER - 4 DEPARTMENT – B.Ed.

Dr. Neeta Dang

Topic/Unit	Competency Based Expected Learning Outcome	Assessment	Brief Description of Strategies , Aids (if any), Evaluation Process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflection
1 Self-Esteem	The teacher trainees would understand the nature of self- esteem, (Knowledge), its significance (Value) and how to build it (skill). They will understand the role of the teacher in building self-esteem(Attitude)..	Home assignments, class discussions, questioning and end of term examination	Small-group Discussions, A self- esteem questionnaire Question and answer sessions Smart Board usage Question Bank of the LMS platform Study Materials on the LMS platform	10	
2 Interpersonal	The teacher trainees would	They were asked to watch videos	Small-group	15	

Intelligence	understand the various kinds of inter-personal	selected for	Discussions, A self-esteem		
	relationships and how they get formed (Knowledge and skill)). They would understand the value of relationships (Value and attitude). Their understanding of building relationships that last longer would be greater	them and interpret those in front of their peers. Home assignments, class discussions, questioning and end of term examination s.	questionnaire Question and answer sessions Smart Board usage Question Bank of the LMS platform Study Materials on the LMS platform		
3 Emotional Intelligence	The teacher trainees were asked to share their own emotions with their peers after the concept was explained (Skill). They would acquire the idea that being emotionally intelligent has huge merits (Knowledge).	Home assignments, class discussions, questioning and end of term examination	Small-group Discussions, A self-esteem questionnaire Question and answer sessions Smart Board usage		
	They would learn to show empathy in understanding others' emotions (attitude).		Question Bank of the LMS platform Study		

			Materials on the LMS platform		
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR -2026 SEMESTER - IV DEPARTMENT -B.Ed.

Name of the Teacher: Ms. Somali Mukherjee

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Course XI 1.4.11 (Optional) Guidance and Counselling	The learners will gain Knowledge of - - The core concepts around guidance and counselling, the difference between them, the scope of using them in the educator's context, and about qualities of a good counselor.	Written tests Case-study analysis Concept-based assignments Peer teaching Continuous Internal Assessment (CIA) End-semester examination	Lecture method to be aided by Case study and discussion used as a strategy. Group work and conceptual essays to encourage	32hrs	

<p>(Theory)</p>	<ul style="list-style-type: none"> - Mental health, scope and utility of the same in the educational set up. - Mental health regulations and guidelines. - Nature of adjustment in learners and the difference between adjustment and maladjustment - The nature and details of the types of maladjusted behaviors experienced by learners and their theoretical explanations. - Objective and Projective testing and assessment methods used to assess maladjustment. - Core concepts around abnormal behavior and the different mental illnesses (According to DSM IV-TR) and their causal factors. <p>Skills</p> <ul style="list-style-type: none"> - To be able to identify the need of guidance and counseling while providing proper care as and when needed in the school setting. 	<p>Project work</p>	<p>collaborative analysis and interpretation.</p> <p>Powerpoint presentations and videos will be used as aids to facilitate understanding.</p> <p>Participation in discussions to assess attitude and value orientation.</p>		
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	<ul style="list-style-type: none"> - To be able to identify and follow the necessary measures to ensure mental health in a school setting. - To be able to identify and differentiate between adjustment and maladjustment. - To be able to select and conduct appropriate assessment to ethically understand the issues. - To be able to build sensitivity within and plan measures that might support a learner in need. <p>The learners will develop Values / Attitudes that -</p> <ul style="list-style-type: none"> - Help perceive learners in need of guidance and counseling, not weak or fragile or incapable but just in need of necessary assistance. - Help realize guidance and counseling requires informed perspective and planning - Help be sensitive and identify necessary changes 				
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	<p>in education planning to support learners in need.</p> <ul style="list-style-type: none"> - Help identify ethical measures 				
<p>Course XI 1.4.11 (Optional) Guidance and Counselling</p> <p>(PRACTICUM)</p> <p><u>Project on mal adjusted behaviour (any one; on the basis of case study) -</u> <u>Truancy, Lying, Timidity, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal Tendency,</u></p>	<p>The learners are to develop Knowledge regarding -</p> <ul style="list-style-type: none"> - The different mental disorders and their symptomatology - The case study method and steps to conduct one <p>The learners are to develop Skills to -</p> <ul style="list-style-type: none"> - Identify a person experiencing maladjustment issues and/or mental disorders - To design and conduct a study to understand maladjusted behaviors/mental illnesses. - To collect and analyse data (quantitative or qualitative) 	<p>Participating in regular supervision sessions for the study</p> <p>Designing a study</p> <p>Designing/Selecting questionnaires</p>	<p>Lecture will be aided by descriptions of former case studies, scales, and interviews that are designed to conduct case studies.</p> <p>One-on-one supervision will be planned to evaluate progress.</p>	32hours	

<u>Substance Abuse Disorder,</u> <u>Anti - Social Behaviour</u>	<ul style="list-style-type: none"> - To ethically report the findings <p>The learners are to develop Values/Attitudes that make them -</p> <ul style="list-style-type: none"> - Sensitive towards learners who struggle - Equipped with ethical measures to inquire and understand the behaviors in question 				
Course EPC IV 1.4. EPC 4	<p>The learners will be gaining knowledge about -</p> <ul style="list-style-type: none"> - Core ideas of self-concept - The development of self-concept and different factors influencing them - The different types of self-concept and their impacts <p>The learners will develop Skills of -</p>	<p>Written tests</p> <p>Case-study analysis</p> <p>Concept-based assignments</p> <p>Peer teaching</p> <p>Continuous Internal Assessment (CIA)</p> <p>End-semester examination</p> <p>Project work</p>	<p>Lecture method to be aided by Case study and discussion used as a strategy.</p> <p>Group work and conceptual essays to encourage collaborative analysis and interpretation.</p> <p>Powerpoint presentations and videos will be used as</p>	<p>8hours</p>	

	<ul style="list-style-type: none"> - Incorporating self-concept and related areas into educational setting - Understanding and incorporating steps to facilitate impacts of positive self-concept in educational design and planning - Identifying and dealing with impacts of negative self-concept in performance <p>The learners will develop the values/attitudes of -</p> <ul style="list-style-type: none"> - Perceiving self-concept as an inevitable part of the teaching-learning situation - Being sensitive and capable of holding impacts of negative self-concept - Being able to incorporate ideas that facilitate positive self-concept into the teaching-learning situation 		<p>aids to facilitate understanding.</p> <p>Participation in discussions to assess attitude and value orientation.</p>		
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