

**LORETO COLLEGE**

**TIME PLANS SEMESTER IV 2026**

**Name of the teacher: Dr. Neeta Dang**

**Initials: ND**

**Education Honours Semester IV**

**EDC/H/CC/8/4 (For Major)**

**CC 8 - Great Educators**

**Year 2026**

**COMPETENCY BASED LEARNING DESIGN/ COMPETENCY BASED POST-TEACHING REFLECTION**

<b>Topic/Unit</b>	<b>Competency Based Expected Learning Outcome</b>	<b>Assessment</b>	<b>Brief Description of Strategies Aids (if any), Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflection</b>
Unit 1 Western educators - Rousseau	To make the students aware of the educational ideas of the Great Educators  To understand the impact of the views of the Great Educators so far	Questioning assignments discussions, tutorial, and end term examination	Discussions,  Interactions, Reference to certain books, articles and journals  Videos and Ted talks would be utilised via the Smart Board.	10	
Western Educators =	To make the students aware of the	Questioning assignments discussions,	Discussions,	8	

Ivan Illich	<p>educational ideas of the Great Educators</p> <p>To understand the impact of the views of the Great Educators so far.</p>	tutorial, and end term examination	<p>Interactions, Reference to certain books, articles and journals</p> <p>Videos and Ted talks would be utilised via the Smart Board.</p>		
Western Educators - Nel Noddings	<p>To make the students aware of the educational ideas of the Great Educators</p> <p>To understand the impact of the views of the Great Educators so far</p>	Questioning assignments discussions, tutorial, and end term examination	<p>Discussions,</p> <p>Interactions, Reference to certain books, articles and journals</p> <p>Videos and Ted talks would be utilised via the Smart Board.</p>	8	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-2026 SEMESTER – 4 COURSE: Education Major DSCC 6 (History of Education)**

**DEPARTMENT- Education**

**NAME OF TEACHER: Dr. Debika Guha**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
Unit 1  ➤ Salient features of Buddhist Education	1. Critically analyse the factors leading to Buddhist education system (Knowledge)  2. Understand the philosophy of Buddhist education (Knowledge and Value)  3. Learn the salient features of Buddhist education including aims, curriculum, method of teaching,	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)	7	

	<p>evaluation, discipline, rituals and teacher -pupil relationship (Knowledge and Value)</p> <p>4.Develop an appreciation of diversity and integration in Buddhist education (Value and Attitude)</p>				
<p>➤ Salient features of Islamic education</p>	<p>1.Critically analyse the factors leading to Islamic education system (Knowledge)</p> <p>2.Understand the philosophy of Islamic education (Knowledge and Value )</p> <p>3.Learn the salient features of Islamic education including aims, curriculum, method of teaching, evaluation, discipline, rituals and teacher-pupil relationship (Knowledge and Value)</p>	<p>Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)</p>	<p>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)</p>	7	

	<p>4. Develop an appreciation of diversity and integration in Islamic education (Value and Attitude)</p> <p>5. Compare the similarities and dissimilarities among Brahmanic, Buddhist and Islamic education (Skill)</p>				
<p>Unit 2</p> <p>➤ Sreerampore trio and their contribution in the field of education</p>	<p>1. Comprehend the concept of Sreerampore trio (Knowledge)</p> <p>2. Develop an appreciation of their contribution in the field of education (Value and Attitude)</p>	<p>Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)</p>	<p>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)</p>	2	
<p>➤ Charter Act, Oriental - occidental controversy, Macaulay Minute and</p>	<p>1. Understand the cause of the Charter Act (Knowledge and Value)</p> <p>2. Comprehend the historical development of Oriental -Occidental</p>	<p>Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment,</p>	<p>Explanation, Discussion, Participative Teaching – Learning, Debate, Group – Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning through</p>	5	

<p>Bentinck's resolution</p>	<p>controversy (Knowledge and Attitude)</p> <p>3. Critically analyse the detrimental effect of Macaulay's Minute in the field of education (Knowledge and Value)</p> <p>4. Describe the educational implications of Bentinck's resolution (Knowledge and Value)</p> <p>5. Draw a schematic diagram on the Oriental -occidental controversy and its resolution (Skill)</p>	<p>LMS (for all topics as required)</p>	<p>problem solving, LMS (for all topics as applicable)</p>		
<p>➤ Adam's Report, Wood's Despatch, Curzon's policy and Basic education</p>	<p>1. Learn about Adam's Report and the state of indigenous education in India (Knowledge and Value)</p> <p>2. Critically analyse the causes and features of Wood's Despatch (Knowledge and Value)</p>	<p>Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)</p>	<p>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)</p>	<p>9</p>	

	<p>3. Describe the effect of Curzon's policy (Knowledge)</p> <p>4. Develop and appreciation of the contribution of Basic education of Gandhi (Value)</p> <p>5. Critically analyse the challenges inherent in the scheme of Basic education (Knowledge, Value, Skill and Attitude)</p>				
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-2026 SEMESTER – 4 Course: Education Major DSCC 5 (Educational Organization and Planning)**

**DEPARTMENT -EDUCATION**

**NAME OF TEACHER: Dr. Debika Guha**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
Unit 1. Organization ➤ Concept of organization ➤ Nature and Characteristics of organization ➤ Concept of institutional organization	1. Understand the concept of organization (Knowledge)  2. Be sensitive towards the nature and characteristics of an ideal organization (Value and Attitude)  3. Critically analyse the concept of an institutional organization (Knowledge and Skill)	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)	5	

<p>Unit 2. Organization in educational field</p> <ul style="list-style-type: none"> <li>➤ Meaning and Elements of Institutional plant</li> <li>➤ Features of institutional medical services, workshop and laboratory</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand the meaning and elements of an institutional plant (Knowledge)</li> <li>2. Apply the knowledge of a school plant in real life situation in the field of education (Skill)</li> <li>3. Describe the features of institutional medical services, workshop and laboratory</li> <li>4. Develop an appreciation of the above in the development of a student (Knowledge, Value and Attitude)</li> </ol>	<p>Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)</p>	<p>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)</p>	<p>6</p>	

**LORETO COLLEGE**

**NAME OF THE TEACHER: DR. RANJITA DAWN**

**INITIALS: RD**

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-2026 SEMESTER -4 DEPARTMENT – EDUCATION**

**EDC/MD/CC/1.1/4: EDUCATIONAL ORGANIZATION AND PLANNING**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
<b>Unit 3:</b> Meaning and Aims and Objectives of Educational Planning	Knowledge: Understand concept, meaning, scope. Skill: Differentiate aims and objectives. Attitude: Awareness of importance of planning.	Short answer tests, concept mapping, oral questioning	Lecture-cum-discussion, flowcharts, real-life examples, brainstorming	1 hr/week	
<b>Unit 3:</b> Objectives of Educational Planning	Knowledge: Understand concept, meaning, scope. Skill: Differentiate	Short answer tests, concept mapping, oral questioning	Lecture-cum-discussion, flowcharts, real-life	1 hr/week	

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
	aims and objectives. Attitude: Awareness of importance of planning.		examples, brainstorming		
<b>Unit 3:</b> Steps of Educational Planning	Knowledge: Identify steps. Skill: Design basic plan. Attitude: Appreciate systematic planning.	Assignment, group presentation, case analysis	Case study method, group work, charts, PPT	1 hr/week	
<b>Unit 3:</b> Types of Educational Planning	Knowledge: Types and significance. Skill: Compare and analyze. Attitude: Critical thinking development.	MCQs, comparative charts, reflective writing	Interactive lecture, ICT tools, discussions	1 hr/week	
<b>Unit 3:</b> Significance of Educational Planning	Knowledge: Types and significance. Skill: Compare and analyze. Attitude: Critical	MCQs, comparative charts, reflective writing	Interactive lecture, ICT tools, discussions	1 hr/week	

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
	thinking development.				

**\*\*Tutorial classes will be taken to taken term papers**

**Note: Additional time may be allotted depending on depth of content and student engagement.**

**LORETO COLLEGE**

**NAME OF THE TEACHER: DR. RANJITA DAWN**

**INITIALS: RD**

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-2026 SEMESTER -4 DEPARTMENT – EDUCATION**

**EDC/H/CC/7: TECHNOLOGY IN EDUCATION**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
<b>Unit 2:</b> Difference between Teaching and Instruction	Knowledge: Conceptual difference. Skill: Compare with examples. Attitude: Clarity about teaching role.	Short answer, comparison charts, oral questions	Lecture-discussion, tabular comparison, examples	1 hr/week	
<b>Unit 2:</b> Models of Teaching: Concept, Components and Significance	Knowledge: Meaning and components. Skill: Apply models. Attitude: Value structured teaching.	MCQs, assignments, presentations	Interactive lecture, demonstrations, PPT	1 hr/week	
<b>Unit 2:</b> Models of Teaching: Overview of the Models (3)	Knowledge: Meaning and components. Skill: Apply models. Attitude: Value structured teaching.	MCQs, assignments, presentations	Interactive lecture, demonstrations, PPT	1 hr/week/model	

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
<b>Unit 3:</b> Meaning and Concept of ICT	Knowledge: ICT concepts. Skill: Identify tools. Attitude: Positive towards technology.	MCQs, quizzes	ICT demonstrations, videos, discussion	1 hr/week	
<b>Unit 3:</b> Meaning and Concept of E-learning	Knowledge: ICT concepts. Skill: Identify tools. Attitude: Positive towards technology.	MCQs, quizzes	ICT demonstrations, videos, discussion	1 hr/week	
<b>Unit 3:</b> Nature and Characteristics of E-learning	Knowledge: Features of e-learning. Skill: Analyze pros/cons. Attitude: Openness to digital learning.	Reflective writing, short notes	Case discussion, comparative analysis	1 hr/week	
<b>Unit 3:</b> ICT Integration & MOOCs	Knowledge: ICT integration, MOOCs. Skill: Use platforms. Attitude: Lifelong learning.	Assignments, presentations	Platform demos, lesson planning	1 hr/week	
<b>Unit 3:</b> MOOCs	Knowledge: MOOCs. Skill: Use platforms. Attitude: Lifelong learning.	Assignments, presentations	Platform demos, lesson planning	1 hr/week	
<b>Unit 3:</b> Project-based, Learning	Knowledge: Approaches. Skill: Design activities.	Group projects, peer evaluation	Activity-based learning, group work	1 hr/week	

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
	Attitude: Teamwork and cooperation.				
<b>Unit 3:</b> Cooperative Learning	Knowledge: Approaches. Skill: Design activities. Attitude: Teamwork and cooperation.	Group projects, peer evaluation	Activity-based learning, group work	1 hr/week	
<b>Unit 3:</b> Collaborative Learning	Knowledge: Approaches. Skill: Design activities. Attitude: Teamwork and cooperation.	Group projects, peer evaluation	Activity-based learning, group work		

**\*\*Tutorial classes will be taken to taken term papers**

**Note: Additional time may be allotted depending on depth of content and student engagement.**

**LORETO COLLEGE**

**NAME OF THE TEACHER: DR. RANJITA DAWN**

**INITIALS: RD**

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-2026 SEMESTER -4 DEPARTMENT – EDUCATION**

**EDC/MD/CC/1.1/4: PSYCHOLOGICAL FOUNDATION OF EDUCATION**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
<b>Unit 2:</b> Piaget’s Cognitive Development Theory	Knowledge: Understand stages (sensorimotor, preoperational, concrete, formal). Skill: Apply stages to classroom situations. Attitude: Appreciate developmental appropriateness in teaching.	Quiz, concept mapping, case analysis	Lecture-cum-discussion, diagrams, real-life examples, videos; worksheet evaluation	1 hr/week/stage	
<b>Unit 2:</b> Erikson’s Psycho-Social Development Theory	Knowledge: Identify 8 stages. Skill: Relate psychosocial	Reflective journal, discussion, short tests	Role-play, storytelling, charts, reflective evaluation	1 hr/week/stage	

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
	conflicts to behaviour. Attitude: Sensitivity to emotional needs.				
<b>Unit 2:</b> Kohlberg’s Moral Development Theory	Knowledge: Understand levels. Skill: Analyze moral dilemmas. Attitude: Promote ethical reasoning.	Moral dilemma analysis, MCQs, presentations	Case studies, debate, collaborative learning, peer feedback	1 hr/week/stage	

**\*\*Tutorial classes will be taken to taken term papers**

**Note: Additional time may be allotted depending on depth of content and student engagement.**

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2026 SEMESTER – IV Major EDC/H//CC/5/4 (Major)**

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

**Educational Organization and Planning**

**DEPARTMENT -EDUCATION**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
UNIT –2 Features of Library and Time table	Comprehend the meaning and characteristics of different types of Time- table. (knowledge/understanding) Justify the role of the school in time - table construction. (knowledge) Identify the importance and utility of a library in an educational institution (attitude, value) Understand the skill of Time-table construction. (skill)	Group work and assignments	Discussion collaborative and illustrative method	<b>4</b>	
UNIT- 3 Meaning aims, and objectives of educational planning	Understand the meaning and aims of educational planning (knowledge and understanding) Evaluate and verify the different types of educational planning and their role in national development. (attitude, value)	Regular class tutorials assignments	Explanation, activity and discussion method	<b>8</b>	

<p>Types of educational planning Significance of educational planning</p>	<p>Explain the significance of educational planning in India(attitude) Develop the ability to differentiate and design different types of plans. (skills)</p>				
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2026**

**SEMESTER – IV MDC \_EDC/H//CC/6/4 (MDC)**

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

**History of Education**

**DEPARTMENT -EDUCATION**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
UNIT-1 Salient features of Vedic education Salient features of Brahmanic education	Comprehend the salient features of Vedic education to understand the need of national education system. (knowledge, attitude)  Explain the salient features of Brahmanic education and relate with the aims of Indian education system. (knowledge, application, attitude)	Regular class tutorials assignments	Explanation, and discussion method	6	

	<p>Understand the salient features of education of Buddhistic system of education (knowledge)</p> <p>Comprehend the salient features of Islamic education. (knowledge,)</p>				
<p>UNIT-3</p> <p>Radhakrishnan commission (aims, rural university)</p> <p>Mudaliar commission (Objectives and structure)</p> <p>Kothari commission (Objectives and structure and curriculum of primary and secondary education)</p> <p>National policy of Education, (only</p>	<p>Comprehend the significant features of the selected education commission, and their relevance today (knowledge, attitude)</p> <p>Comprehend the significant features of the national policy of education in independent India 1986, 2020 and its relevance for economic and national development (knowledge, skill value, attitude)</p>	<p>Group work and assignments</p>	<p>Explanation, and discussion method</p>	<p>12</p>	

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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2026**

**SEMESTER – IV Major**

**EDC/H//CC/6/4 (Major)**

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

**History of Education**

**DEPARTMENT -EDUCATION**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
UNIT-1 Salient features of Vedic education Salient features of Brahmanic education	Comprehend the salient features of Vedic education to understand the need of national education system. (knowledge, attitude) Explain the salient features of Brahmanic education and relate with the aims of Indian education system. (knowledge, attitude)	Regular class tutorials assignments	Explanation, and discussion method	4	

UNIT -2 Hunter Commission and Sadler Commission	<p>Understand the development of education in British India. (knowledge attitude)</p> <p>Comprehend the need and significant features of the selected education commissions. (Hunter commission and Sadler commission) (knowledge,)</p>	Regular class tutorials	Discussion collaborative and illustrative method	4	
UNIT-3 Radhakrishnan commission (aims, rural university) Mudaliar commission (Objectives and structure) Kothari commission	<p>Comprehend the significant features of the selected education commission, (Radhakrishnana commission Mudaliar commission Kothari commission) and their relevance today (knowledge, attitude)</p> <p>Comprehend the significant features of the national policy of education in independent India 1986, 2020 and its relevance for economic and national</p>	Group work and assignments	Explanation, activity and discussion method	10	

<p>(Objectives and structure and curriculum of primary and secondary education)</p> <p>National policy of Education, (only highlights) 1986, POA 1992, 2020</p>	<p>development (knowledge, skill value, attitude)</p>				
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**COMPETENCY BASED LEARNING DESIGN / POST-TEACHING REFLECTION**

**Faculty Name: Dr. Sukanya Mullick**  
**Department: Education**  
**Course: EDC/M/2/4 (Minor)**  
**Paper: Psychological Foundation of Education**  
**Semester -IV**  
**YEAR-2026**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)</b>	<b>Assessment</b>	<b>Strategies, Aids &amp; Evaluation Process</b>	<b>Hours</b>	<b>Evaluated Outcome / Reflection</b>
Concept of Intelligence – Definition & Nature	Knowledge: Understand meaning, definition and nature of intelligence. Skill: Interpret intelligence in real-life situations. Value/Attitude: Appreciate individual differences in intelligence.	Oral questions, short Answers	Lecture method; examples; blackboard/PPT	2Hours	
Theories of Intelligence (Spearman, Guilford, Gardner)	Knowledge: Explain major theories of intelligence. Skill: Compare different theories.	Written test, Assignment	Lecture-cum-discussion using PPT	5 Hours	

	Value/Attitude: Develop openness to multiple perspectives of intelligence.				
Types and Uses of Intelligence Tests	Knowledge: Identify types of intelligence tests (individual, group, verbal, non-verbal). Skill: Analyze applications of tests in education. Value/Attitude: Develop awareness about fair assessment.	Assignment	Demonstration; discussion; examples	2 Hours	
Concept of Emotional Intelligence and E.Q.	Knowledge: Understand emotional intelligence and its components. Skill: Apply EI in classroom and personal life. Value/Attitude: Develop empathy, self-awareness and emotional regulation.	Case-based questions, oral	Lecture-cum-discussion using PPT	2 Hours	
Tutorial	Knowledge: Integrate concepts of	Assignment	reflective writing	5 Hours	

	<p>intelligence.</p> <p>Skill: Apply theories in teaching-learning situations.</p> <p>Value/Attitude: Reflective and analytical thinking.</p>				
Unit III: Cooperative Learning	<p>Knowledge: Explain cooperative learning.</p> <p>Skill: Organize group activities.</p> <p>Value/Attitude: Team spirit.</p>	Observation, participation	Group discussion; activity method	2 Hours	
Unit III: Collaborative Learning	<p>Knowledge: Differentiate cooperative and collaborative learning.</p> <p>Skill: Facilitate collaboration.</p> <p>Value/Attitude: Sharing and cooperation.</p>	Peer evaluation	Group tasks; ICT tools	2 Hours	

Tutorial: Based on All Units	Knowledge: Integrate all concepts. Skill: Apply in teaching situations. Value/Attitude: Reflective thinking.	Viva, assignment	Revision, reflective writing	5 Hours	
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**COMPETENCY BASED LEARNING DESIGN / POST-TEACHING REFLECTION**

**Faculty Name: Dr. Sukanya Mullick**

**Department: Education**

**Course: EDC/MD/CC/1.1/4 (MDC)**

**Paper: EDUCATIONAL ORGANIZATION AND PLANNING**

**Semester -IV**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids, Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflections</b>
UNIT-II Concept of Institutional Planning	Understand meaning and importance; identify components; develop organized approach.	Oral questions, short answers	Lecture-cum-discussion; examples; PPT; questioning	1 hour	
UNIT-II Steps of Institutional Planning	Know steps; sequence logically; problem-solving attitude	Worksheet, group discussion	Flowchart explanation; group activity	1 hour	
UNIT-II Meaning and Importance of Time Table	Understand meaning; analyze timetable; value time management	Class test, oral	Interactive lecture; sample timetable discussion	1 hour	
UNIT-II	Learn principles; apply in design; develop efficiency	Assignment	Demonstration; guided practice	2 hours	

Principles of Time Table Construction					
UNIT-II Preparation of School Time Table	Understand procedure; construct timetable; teamwork	Project, presentation	Activity-based group work	2 hours	
Tutorial: Based on All Units	Knowledge: Integrate all concepts. Skill: Apply in teaching situations. Value/Attitude: Reflective thinking.	Viva, assignment	Revision, reflective writing	5 Hours	

**COMPETENCY BASED LEARNING DESIGN / POST-TEACHING REFLECTION**

**Faculty Name: Dr. Sukanya Mullick**

**Department: Education**

**Course: EDC/H/DSCC/7/4 (Major)**

**Paper: Technology in Education**

**Semester -IV**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)</b>	<b>Assessment</b>	<b>Strategies, Aids &amp; Evaluation Process</b>	<b>Hours</b>	<b>Evaluated Outcome / Reflection</b>
<b>Unit-I Concept of Technology (Definition &amp; Importance)</b>	Knowledge: Understand meaning & importance Skill: Explain with examples Attitude: Appreciation of technology	Short answer questions	Lecture-cum-discussion, PPT, real-life examples	1 Hours	
<b>Unit-I Need &amp; Scope of Educational Technology</b>	Knowledge: Identify scope Skill: Analyze relevance in modern education	Oral and written	Lecture with examples	2 Hours	
<b>Unit-I System Approach (Concept &amp; Need)</b>	Knowledge: Understand system concept Skill: Apply in classroom context	Assignment	Lecture-cum-Discussion Method	3 Hours	

<b>Components &amp; Significance</b>	lesson planning. Value/Attitude: Develop effective teaching attitude.				
<b>Unit-I Components &amp; Classification of System Approach</b>	Knowledge: Identify components Skill: Differentiate types	MCQ, oral questions	Lecture with examples; PPT interactive questioning	2 Hours	
<b>Unit II: Mass Instructional Techniques (LMS, Virtual Classroom)</b>	Knowledge: Understand mass teaching tools Skill: Use LMS basics	Short answers	Discussion; examples; PPT	2 Hour	
<b>Unit II: Personalised Instructional Techniques</b>	Knowledge: Concept of adaptive learning Skill: Compare techniques	Short Answer	Case study, flipped classroom PPT	2 Hours	
<b>Tutorial: Based on All Units</b>	Knowledge: Integrate all concepts. Skill: Apply in teaching situations. Value/Attitude: Reflective thinking.	Viva, assignment	Revision, reflective writing	5 Hours	

**LORETO COLLEGE**

**Name of the Teacher:** Tania Mondal

**Initials:** TM

**COMPETENCY-BASED LEARNING DESIGN**

**YEAR – 2026 | SEMESTER – 6 | DEPARTMENT – EDUCATION**

**EDC/H/DSCC/8/4 (For Major): Great Educators**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Reflection</b>
<b>Unit 1: Western Educator – John Dewey</b>	<b>Knowledge:</b> Understand Dewey’s concept of experiential learning and democracy in education. <b>Skill:</b> Apply a learning-by-doing approach in classroom contexts. <b>Attitude:</b> Appreciate progressive education.	Written assignments, short notes, and discussion	Lecture-cum-discussion, case examples, reflective questioning	3 hrs/week	
<b>Unit 2: Indian Educators – Swami Vivekananda</b>	<b>Knowledge:</b> Understand Vivekananda’s philosophy of man-making education. <b>Skill:</b> Relate education to character building.	Assignments, class discussion	Lecture with illustrations, value-based discussion PPT	3hrs/week	

Topic / Unit	Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)	Assessment Tools & Techniques	Teaching–Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Reflection
	<b>Attitude:</b> Develop a value-oriented perspective.				
<b>Rabindranath Tagore</b>	<b>Knowledge:</b> Understand naturalism and holistic education. <b>Skill:</b> Analyze alternative schooling models. <b>Attitude:</b> Appreciate creativity and freedom in education.	Presentations, written responses	Lecture-cum-discussion, audio-visual aids, case study of Santiniketan  PPT	3 hrs/week	
<b>Begum Rokeya</b>	<b>Knowledge:</b> Understand role of education in women empowerment. <b>Skill:</b> Analyze gender issues in education. <b>Attitude:</b> Develop sensitivity towards inclusivity.	Assignments, reflective writing	Discussion, narrative analysis, group interaction  PPT	3 hrs/week	
<b>Unit 3: Educators of 21st Century – A.P.J. Abdul Kalam</b>	<b>Knowledge:</b> Understand the vision of education for nation building. <b>Skill:</b> Connect education with innovation and youth development. <b>Attitude:</b> Develop aspiration and responsibility.	Presentations, project work	Lecture, motivational clips, group discussion  PPT	3hrs/week	
<b>Amartya Sen</b>	<b>Knowledge:</b> Understand capability approach and education.	Written assignments, discussion	Lecture with examples, analytical discussion	3 hrs/week	

Topic / Unit	Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)	Assessment Tools & Techniques	Teaching–Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Reflection
	<p><b>Skill:</b> Analyze education in relation to development.</p> <p><b>Attitude:</b> Appreciate equity and justice in education.</p>		PPT		

**LORETO COLLEGE**

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**COMPETENCY-BASED LEARNING DESIGN**

**YEAR – 2026 | SEMESTER – 4 | DEPARTMENT – EDUCATION**

**EDC/MD/CC/1.1/4**

**Course: Educational Organization and Planning**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Reflection</b>
<b>Unit 1: Organization</b> <i>(Concept of organization – Definition and Principles)</i>	<b>Knowledge:</b> Understand the concept, definition, and principles of organization. <b>Skill:</b> Explain organizational principles in the context of educational institutions. <b>Attitude:</b> Appreciate the need for systematic organization.	Written assignments, short notes	Interactive lecture-cum-discussion, questioning, and examples PPT	2 hrs/week	
<i>(Nature and Characteristics of organization)</i>	<b>Knowledge:</b> Understand the nature and major characteristics of organization.	Assignments, class discussion	Lecture with illustrations, case examples, discussion	2 hrs/week	

Topic / Unit	Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)	Assessment Tools & Techniques	Teaching–Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Reflection
	<p><b>Skill:</b> Identify organizational characteristics in real institutional settings.</p> <p><b>Attitude:</b> Develop analytical understanding of organizational functioning.</p>				
<p><i>(Concept of institutional organization – Definition, Difference between institution &amp; organization)</i></p>	<p><b>Knowledge:</b> Understand institutional organization and distinguish between institution and organization.</p> <p><b>Skill:</b> Compare and analyze both concepts with examples.</p> <p><b>Attitude:</b> Develop conceptual clarity and critical understanding.</p>	<p>Written assignments, comparative exercises</p>	<p>Lecture-cum-discussion, comparative method, examples</p>	<p>2 hrs/week</p>	
<p><b>Unit 2: Organization in Educational Field</b> <i>(Features of institutional medical services, workshop and laboratory)</i></p>	<p><b>Knowledge:</b> Understand the features and importance of institutional medical services, workshops, and laboratories.</p> <p><b>Skill:</b> Analyze their role in ensuring student welfare and practical learning.</p> <p><b>Attitude:</b> Develop awareness regarding health, safety, and supportive educational infrastructure.</p>	<p>Written assignments, observation tasks, and short reports</p>	<p>Lecture-cum-discussion, demonstration, case-based examples</p>	<p>2 hrs/week</p>	

**LORETO COLLEGE**

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**COMPETENCY-BASED LEARNING DESIGN**

**YEAR – 2026 | SEMESTER – 6 | DEPARTMENT – EDUCATION**

**EDC/MD/CC/1.2/4**

**Course: History of Education**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching– Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Reflection</b>
<b>Unit 2: Education in India before Independence</b> <i>(Serampore Trio and their contribution)</i>	<b>Knowledge:</b> Understand the Serampore Trio's contribution to Indian education. <b>Skill:</b> Analyze their role in the development of modern education. <b>Attitude:</b> Appreciate early reform efforts in education.	Written assignments, short notes	Lecture-cum-discussion, use of examples	1hr/week	
<i>(Charter Act, Oriental-Occidental controversy,</i>	<b>Knowledge:</b> Understand major policy decisions and debates in	Assignments, class discussion	Lecture with illustrations,	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 / Reflection
<i>Macaulay’s Minute, Bentinck’s Resolution)</i>	colonial education. <b>Skill:</b> Examine the impact of these developments on Indian education. <b>Attitude:</b> Develop a critical perspective towards colonial policies.		discussion, questioning		
<i>(Adam’s Report, Wood’s Despatch, Curzon Policy, Basic Education)</i>	<b>Knowledge:</b> Understand important educational reports and policies in British India. <b>Skill:</b> Analyze their implications for Indian education. <b>Attitude:</b> Appreciate the evolution of educational reforms.	Written assignments, analytical tasks	Lecture-cum-discussion, case analysis PPT	1 hr/week	
<i>(Education Commission – Hunter and Sadler)</i>	<b>Knowledge:</b> Understand the recommendations of the Hunter and Sadler Commissions. <b>Skill:</b> Compare their contributions to educational development. <b>Attitude:</b> Develop evaluative understanding of commissions.	Assignments, comparative analysis	Lecture, discussion, comparative method	1hr/week	

**LORETO COLLEGE**

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**COMPETENCY-BASED LEARNING DESIGN**

**YEAR – 2026 | SEMESTER – 2 | DEPARTMENT – EDUCATION**

**EDC/M/2/4 (For Minor)**

**Course: Psychological Foundation of Education**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment Tools &amp; Techniques</b>	<b>Teaching–Learning Strategies, Aids &amp; Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Reflection</b>
<b>Unit 1: Relation between Psychology and Education</b> <i>(Meaning and definition of Education and Psychology and their relationship)</i>	<b>Knowledge:</b> Understand the meaning and relationship between education and psychology. <b>Skill:</b> Explain the interdependence of both fields. <b>Attitude:</b> Appreciate relevance of psychology in education.	Written assignments, short notes	Lecture-cum-discussion, examples, questioning  PPT	2 hrs/week	
<i>(Learning: Concept and characteristics)</i>	<b>Knowledge:</b> Understand concept and characteristics of learning. <b>Skill:</b> Identify learning processes in	Assignments, class discussion	Lecture with illustrations, discussion	2 hrs/week	

Topic / Unit	Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)	Assessment Tools & Techniques	Teaching–Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Reflection
	classroom situations. <b>Attitude:</b> Develop sensitivity towards learner diversity.				
<i>(Memorization and Forgetting: Process, causes, improvement)</i>	<b>Knowledge:</b> Understand processes of memorization and forgetting. <b>Skill:</b> Apply techniques to improve memory. <b>Attitude:</b> Develop scientific outlook towards learning processes.	Written assignments, practical tasks	Lecture, demonstration, examples PPT	2 hrs/week	
<i>(Personality: Concept, definition, traits)</i>	<b>Knowledge:</b> Understand the concepts and traits of personality. <b>Skill:</b> Identify personality traits in learners. <b>Attitude:</b> Develop respect for individual differences.	Assignments, observation tasks	Lecture-cum-discussion, case examples	2 hrs/week	
<b>Unit 2: Stages and Types of Human Development</b> <i>(Vygotsky’s Social Development Theory)</i>	<b>Knowledge:</b> Understand Vygotsky’s theory and concept of social interaction in learning. <b>Skill:</b> Apply concepts like ZPD and scaffolding in teaching. <b>Attitude:</b> Appreciate collaborative learning.	Written assignments, presentations	Lecture-cum-discussion, examples, classroom application	2 hrs/week	

\*All relevant documents about the topics will be uploaded on the LMS, and the LMS portal will be utilized whenever necessary and appropriate