

**LORETO COLLEGE**

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

**Initials: ND**

**COURSE DETAILS: EDC/H/CC/15/6 (For Major)**

**Education Honours - Semester VI**

**Year – 2026**

**COMPETENCY BASED LEARNING DESIGN**

<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>
Unit 2: Criteria of a Good Test and its Construction	Understand the concept of a test (Knowledge)  Understand the characteristics of a good test (Knowledge and Skill)  Know the concept of Objectivity(Attitude)  Delineate the concept and methods of determining reliability (Knowledge and Value)  Identify the concept of Validity and its types (Knowledge and Attitude)  Comprehend the concept of Usability (Attitude)  Explain the steps for construction and standardisation of an achievement test (Knowledge)	Home assignments. Class discussions, questioning and end of term examination  They were asked to watch videos selected for them and interpret those in front of their peers.	Smart Board will be used to watch videos on the various topics since the topics are very technical in nature.  Small group discussions will be encouraged.  Think-Pair-Share strategy will be used whenever possible. Flip learning technique may be followed.	40 to 45 hours

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

**YEAR – 2025-2026 SEMESTER – 6 Course: Education Major DSCC 14  
(Management in 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>
Unit 1 <ul style="list-style-type: none"> <li>• Educational management: Concept, scope, principles of educational management</li> <li>• Characteristics of good management</li> <li>• Difference between organization and management</li> </ul>	1. Understand the concept of educational management (Knowledge)  2. Be sensitive towards the democratic principles of educational management (Value and Attitude)  3. Develop an appreciation of human resource management (Value and Attitude)  4. Distinguish between organization and management (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)	10

<p>Unit 2</p> <ul style="list-style-type: none"> <li>• Managerial process: Meaning and functions of management</li> <li>• Elements of management process: Planning, Organizing, Staffing, Directing, Coordinating, Controlling, Motivating and Communicating</li> </ul>	<p>1. Understand the meaning and functions of a managerial process (Knowledge)</p> <p>2. Apply the knowledge of managerial process in real life situations in the field of education and other situations (Skill)</p> <p>3. Analyse the elements of management process in education (Knowledge, Skill, 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>	<p>6</p>
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**LORETO COLLEGE**

Name of the Teacher: Dr. Ranjita Dawn

Initials: RD

**COMPETENCY BASED LEARNING  
DESIGN/COMPETENCY BASED POST-TEACHING  
REFLECTION YEAR – 2025-2026 SEMESTER -6  
DEPARTMENT – EDUCATION  
EDC/H/CC/14: MANAGEMENT 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>Unit 3: Leadership – Importance of Managerial Process in Education</b>	Knowledge: Understanding managerial functions and their relevance in educational institutions	Evaluation through written responses and participation	Interactive lecture cum-discussion using school-based examples, PPT; evaluation through written responses and participation	1 hr/week
Attitude: Appreciation of leadership roles in school management	Written assignments, classroom discussion	Evaluation through written responses and participation	Interactive lecture cum-discussion using school-based examples, PPT; evaluation through written responses and participation	1 hr/week
<b>Unit 3: Leadership – Meaning and Scope of Leadership</b>	Knowledge: Conceptual clarity about leadership in education	Formative assessment through questioning, evaluation through written responses and participation	Lecture with examples, guided discussion; PPT Assignments, short answer tests	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>Unit 3: Leadership – Types of Leadership</b>	Knowledge & Attitude: Ability to distinguish leadership styles and their impact on school climate	Assignments, PPT presentations	Lecture, student presentations, comparative discussion; evaluation through presentations	1 hr/week
<b>Unit 3: Leadership – Leadership Theories (Trait &amp; Behavioural)</b>	Knowledge: Understanding classical leadership theories Skill: Application to educational contexts	Written assignments, discussion	Lecture-cum discussion, case illustrations; evaluation through analytical writing	1 hr/week

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

**LORETO COLLEGE**  
**COMPETENCY BASED LEARNING DESIGN**  
**Faculty Name- Dr. Sukanya Mullick**  
**Semester: VI**  
**Department: Education**  
**Year: 2026**  
**Semester-VI**  
**Course: EDC/H/DSCC/13/6 (For Major) – Aspect of Teaching**

<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>
Simulated Teaching	Knowledge: Understand simulated teaching; Skill: Role-play participation; Value: Cooperation; Attitude: Active engagement	Written responses	Role play, simulation exercises	4
Integrated Teaching	Knowledge: Concept and characteristics; Skill: Interdisciplinary planning; Value: Holistic learning; Attitude: Creativity	Assignment	Lecture-discussion, examples	2
Teaching Skills	Knowledge: Teaching skills; Skill: Classroom application; Value: Effective communication; Attitude: Instructional improvement	Theory exam questions	Demonstration, questioning technique practice	7
Learning Design – Concept and Scope	Knowledge: Meaning and scope; Skill: Prepare learning designs; Value: Systematic planning; Attitude: Responsibility	Theory evaluation	Lecture, guided preparation	3
Importance of Learning Design	Knowledge: Importance; Skill: Justification of planning; Value: Organised teaching; Attitude: Reflective teaching	Written assignment	Discussion, reflective questions	2
Steps of Learning Design	Knowledge: Steps involved; Skill: Sequential planning; Value: Accuracy; Attitude: Careful planning	Theory test	Step-wise explanation	3

Qualities of Good Learning Design	Knowledge: Characteristics; Skill: Evaluation of LD samples; Value: Quality improvement; Attitude: Critical thinking	Theory exam questions	Sample analysis, discussion	2
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**LORETO COLLEGE**  
**Name of the Teacher: Tania Mondal**

**Initials: TM**

**COMPETENCY-BASED LEARNING DESIGN**  
**YEAR – 2026 | SEMESTER – 6 | DEPARTMENT – EDUCATION**

**EDC/H/CC/15/6: Measurement and Evaluation in Education – 2**

<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>Unit 1: Tools and Techniques of Evaluation-</b> Concept of Tools and Techniques	<b>Knowledge:</b> Understand the classification of evaluation tools. <b>Skill:</b> Differentiate testing and non-testing tools. <b>Attitude:</b> Appreciate systematic evaluation.	Written assignments, short tests, and discussion	Interactive lecture-cum-discussion with examples; formative assessment through questioning	2 hrs/week
Testing Tools – Educational & Psychological	<b>Knowledge:</b> Understand essay/objective tests and psychological tools. <b>Skill:</b> Identify appropriate tools for situations.	Assignments, quizzes	Lecture with illustrations and case examples; evaluation through written responses	2 hrs/week
Non-testing Tools & Techniques	<b>Knowledge:</b> Understand records, interview & observation. <b>Skill:</b> Apply tools in classroom situations. <b>Attitude:</b> Develop objectivity.	Practical exercises, observation tasks	Demonstration, guided practice, peer discussion	2 hrs/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>Unit:2-Norms (from Criteria of a good Test)–</b> Meaning & Types	<b>Knowledge:</b> Understand the meaning and types of norms. <b>Skill:</b> Interpret test scores. <b>Attitude:</b> Appreciate fairness in evaluation.	Problem-solving exercises, written assignments	Lecture with worked examples; practice exercises	2 hrs/week
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<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>Unit 3: Integrated Approach of Evaluation- Curriculum Evaluation</b>	<b>Knowledge:</b> Understand principles of curriculum evaluation. <b>Skill:</b> Analyze curriculum effectiveness.	Assignments, presentations	Lecture-cum-discussion, case analysis	2 hrs/week
Programme Evaluation	<b>Knowledge:</b> Understand programme evaluation models. <b>Skill:</b> Evaluate programmes.	Project work, discussion	Group work, presentation	2hrs/week
Integrating Formative & Summative Evaluation	<b>Knowledge:</b> Understand integrated evaluation approaches. <b>Skill:</b> Apply strategies. <b>Attitude:</b> Value continuous assessment.	Reflective writing, classroom tasks	Demonstration and collaborative activities	2hrs/week