

LORETO COLLEGE

SEMESTER-II

COMPETENCY BASED LEARNING DESIGN

Name of the teacher: Dr. Neeta Dang

Initials: ND

Education Honours Semester II

EDC/H/CC/2/2 (For Major)

DSC Core

CC -2 Psychological Foundation of Education

Year 2026

| Topic/Unit | Competency Based Expected Learning Outcome | Assessment | Brief Description of Strategies Aids (if any), Evaluation Process | Hours Allotted | Evaluated Outcome/ Post-Teaching Reflection |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------|
| Unit-1 Relation between Psychology and Education | To understand the meaning of education and psychology To comprehend the relation between the two disciplines The relevance of education and psychology will | Class and home assignments, Questioning, Tutorials and end-of term assessment. Smart board usage LMS Platform will be used | Group Discussions, Lecture Method, Questioning and Interactions Think-Pair-Strategy will be utilised | 8 | |

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| | be emphasised upon. | | | | |
| Learning: concept and characteristics | Students will understand what it means to learn They will analyse their own learnings, so far. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Smart board usage LMS Platform will be used | Group Discussions, Lecture Method, Questioning and Interactions Practical and real life exercises will be done, | 4 | |
| Unit 2 = Stages and types of human development and their educational significance Piaget's Cognitive Development Theory | Meaning and definition of Cognition and Development Stages and sub-stages of the theory will be explained. Background knowledge of the theory and some of the preliminary ideas of the psychologist will be elucidated. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | Group Discussions, Lecture Method, Questioning and Interactions Students will be encouraged to deal with children for themselves to study a few processes | 4 | |

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| Erikson's Psycho-social development theory | The main tenets of Erikson's Psycho-social development theory will be explained along-with the educational implications. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | Group Discussions, Lecture Method, Questioning and Interaction | 4 | |
| Kohlberg's Moral Development theory | The concept and characteristics of the theory will be explained. The educational implications and significances will be elaborated upon. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | Group Discussions, Lecture Method, Questioning and Interaction Some real stories will be brought up to understand the moral sense involved. | 5 | |
| Vygotsky's Social development theory | The theory will be well explained and its educational relevance and | Class and home assignments, Questioning, Tutorials | Group Discussions, Lecture Method, Questioning and Interactions They will be asked to share their own experiences of social interaction | 5 | |

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| | implications will be discussed in length. | and end-of term assessment. Videos and Ted talks were utilised if needed | | | |
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LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN

Name of the teacher: Dr. Neeta Dang
Initials: ND
Education Honours Semester II
EDC/M/1/2 (For Minor)
M – I = Psychological Foundation of Education
Year 2026

| Topic/Unit | Competency Based Expected Learning Outcome | Assessment | Brief Description of Strategies Aids (if any), Evaluation Process | Hours Allotted | Evaluated Outcome/ Post-Teaching Reflection |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------|
| Relation between Psychology and Education | To understand the meaning of education and psychology To comprehend the relation between the two disciplines The relevance of education and psychology will be emphasised upon. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Smart board usage LMS Platform will be used | Group Discussions, Lecture Method, Questioning and Interactions Think-Pair-Strategy will be utilised | 8 | |

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|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| Learning: concept and characteristics | Students will understand what it means to learn They will analyse their own learnings, so far. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Smart board usage LMS Platform will be used | Group Discussions, Lecture Method, Questioning and Interactions Practical and real life exercises will be done, | 4 | |
| Unit 2 = Stages and types of human development and their educational significance Piaget's Cognitive Development Theory | Meaning and definition of Cognition and Development Stages and sub-stages of the theory will be explained. Background knowledge of the theory and some of the preliminary ideas of the psychologist will be elucidated. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | Group Discussions, Lecture Method, Questioning and Interactions Students will be encouraged to deal with children for themselves to study a few processes | 4 | |
| Erikson's Psycho-social | The main tenets of Erikson's Psycho-social development | Class and home assignments, | Group Discussions, Lecture Method, Questioning and Interaction | 4 | |

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| development theory | theory will be explained along-with the educational implications. | Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | | | |
| Kohlberg's Moral Development theory | The concept and characteristics of the theory will be explained. The educational implications and significances will be elaborated upon. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | Group Discussions, Lecture Method, Questioning and Interaction Some real stories will be brought up to understand the moral sense involved. | 5 | |
| Vygotsky's Social development theory | The theory will be well explained and its educational relevance and implications will be discussed in length. | Class and home assignments, Questioning, Tutorials and end-of term assessment. | Group Discussions, Lecture Method, Questioning and Interactions They will be asked to share their own experiences of social interaction | 5 | |

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| | | Videos and Ted talks were utilised if needed | | | |
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LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN

Name of the teacher: Dr. Neeta Dang
Initials: ND
Second (II) Semester
Course: EDC/MD/CC/1/2 or CC/2/2
Psychological Foundation of Education
Year 2026

| Topic/Unit | Competency Based Expected Learning Outcome | Assessment | Brief Description of Strategies Aids (if any), Evaluation Process | Hours Allotted | Evaluated Outcome/ Post-Teaching Reflection |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------|
| Relation between Psychology and Education | To understand the meaning of education and psychology To comprehend the relation between the two disciplines The relevance of education and psychology will be emphasised upon. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Smart board usage LMS Platform will be used | Group Discussions, Lecture Method, Questioning and Interactions Think-Pair-Strategy will be utilised | 8 | |

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|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| Learning: concept and characteristics | Students will understand what it means to learn They will analyse their own learnings, so far. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Smart board usage LMS Platform will be used | Group Discussions, Lecture Method, Questioning and Interactions Practical and real life exercises will be done, | 4 | |
| Unit 2 = Stages and types of human development and their educational significance Piaget's Cognitive Development Theory | Meaning and definition of Cognition and Development Stages and sub-stages of the theory will be explained. Background knowledge of the theory and some of the preliminary ideas of the psychologist will be elucidated. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | Group Discussions, Lecture Method, Questioning and Interactions Students will be encouraged to deal with children for themselves to study a few processes | 4 | |
| Erikson's Psycho-social | The main tenets of Erikson's Psycho-social development | Class and home assignments, | Group Discussions, Lecture Method, Questioning and Interaction | 4 | |

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| development theory | theory will be explained along-with the educational implications. | Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | | | |
| Kohlberg's Moral Development theory | The concept and characteristics of the theory will be explained. The educational implications and significances will be elaborated upon. | Class and home assignments, Questioning, Tutorials and end-of term assessment. Videos and Ted talks were utilised if needed | Group Discussions, Lecture Method, Questioning and Interaction Some real stories will be brought up to understand the moral sense involved. | 5 | |
| Vygotsky's Social development theory | The theory will be well explained and its educational relevance and implications will be discussed in length. | Class and home assignments, Questioning, Tutorials and end-of term assessment. | Group Discussions, Lecture Method, Questioning and Interactions They will be asked to share their own experiences of social interaction | 5 | |

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| | | Videos and Ted talks were utilised if needed | | | |
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LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN

Faculty Name: Dr. Debika Guha
Department: Education
COURSE: EDC/H/DSCC/2/2 (Major)
Paper: Psychological Foundation of Education
Semester -II
Year-2026

| 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 |
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| Unit 1 ➤ Personality: Concept, definition, Personality traits (concept and characteristics) | 1. Define Personality (Knowledge) 2. Critically analyse the concept of Personality (Knowledge) 2. Understand the concept of Personality traits (Knowledge and Value) 3. Learn the characteristics of Personality traits (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) | 6 | |

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| | 4. Develop an appreciation of diversity and integration of Personality (Value and Attitude) | | | | |
| <p>Unit 3</p> <ul style="list-style-type: none"> ➤ Concept of Intelligence: Definition and Nature ➤ Theories of Intelligence by Spearman, Guilford and Gardener ➤ Types and Uses of Intelligence Tests ➤ Concept of Emotional Intelligence and EQ | <ol style="list-style-type: none"> 1. Critically analyse the factors of Intelligence (Knowledge and Skill) 2. Comprehend the Theories of Intelligence and its educational application (Knowledge and Value) 3. Understand the uses of Intelligence Tests (Knowledge and Value) 4. Develop an appreciation of Emotional Intelligence (Value and Attitude) 5. Compare the concepts of IQ and EQ (Skill) | <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> | 13 | |

LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN

FACULTY NAME- Mrs Archita Roy Biswas

DEPARTMENT -EDUCATION

SEMESTER – II Major

Course EDC/H//SEC/2/2 (Major)

Paper- Aspects of Democratic Citizenship

Year-2026

| 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-1 Rights and duties as citizens Topic -Democratic rights Definition types | Analyze the various Democratic rights (knowledge, understanding) Evaluate the democratic rights and its relevance in India (attitude, skill value) | Regular class assignments | Explanation, and discussion method (use of ICT/PPT) | 2 | |
| Fundamental rights Meaning and features | Understand the meaning of Fundamental rights in India and apply the features in real life (knowledge, applying attitude) Analyze the difference between Fundamental rights and Democratic rights | Written and oral assessment | Discussions, Method, Questioning and Interaction (use of ICT/PPT) | 4 | |

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| | in India and its importance in Indian context (knowledge, evaluate Attitude) | | | | |
| Duties of citizenship Meaning and principles | Understand the duties of citizenship in India (knowledge, attitude) Assess the role of education in developing the fundamental duties of citizenship among the students. (skill value and attitude) | Group assignment | Discussions, Method, Questioning and Interaction (use of ICT/PPT) | 2 | |

LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN

Name of the teacher: Dr. Sukanya Mullick

Initials: SM

Second (II) Semester

Course: EDC/MD/CC/1/2 or CC/2/2

Psychological Foundation of Education

Year 2026

| 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 1: Memorization and Forgetting | Knowledge: Explain the process of memorization and causes of forgetting. Skill: Apply techniques for improving memory. Value: Recognize the importance of effective study habits. Attitude: Develop perseverance in learning. | Assignment, Viva | Demonstration, Brainstorming, PPT | 4 | |
| Unit 1: Personality – Concept, Definition and Traits | Knowledge: Understand the concept and traits of personality. Skill: Analyze personality characteristics of learners. Value: Respect individual uniqueness. Attitude: Develop sensitivity towards diverse personalities. | Written test | Interactive lecture, Group discussion | 6 | |
| Unit 3: Concept of Intelligence | Knowledge: Define intelligence and its characteristics. Skill: Differentiate intelligence from other mental abilities. Value: Respect diverse intellectual abilities. | Seminar presentation | Lecture, Group activity | 3 | |

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| | Attitude: Develop a positive outlook towards learner diversity. | | | | |
| Unit 3: Theories of Intelligence (Spearman, Thorndike, Guilford) | Knowledge: Compare major theories of intelligence. Skill: Interpret learner abilities using different theoretical perspectives. Value: Appreciate multiple dimensions of intelligence. Attitude: Avoid stereotyping learners based on intelligence. | Assignment, Viva | Lecture, Discussion, PPT, Concept Mapping, Comparative chart. | 8 | |
| Unit 3: Types and Uses of Intelligence Tests | Knowledge: Identify various intelligence tests and their uses. Skill: Interpret basic test results appropriately. Value: Understand ethical use of assessment tools. Attitude: Demonstrate objectivity in assessment practices. | Assignment, Viva | PPT, Discussion. | 7 | |
| Unit 3: Emotional Intelligence and E.Q. | Knowledge: Explain emotional intelligence and E.Q. Skill: Apply emotional regulation and interpersonal skills in daily life. Value: Recognize the importance of emotional well-being. Attitude: Develop self-awareness, empathy, and emotional maturity. | Short Answer Written Test | Activity-based learning, Discussion | 4 | |
| Tutorial | Knowledge: Integrate concepts learned across units. Skill: Apply theoretical knowledge to educational situations. Value: Appreciate the role of Psychology in Education. Attitude: Develop reflective and lifelong learning habits. | Written Test | Term Paper Consideration | 5 | |

LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN

Name of the teacher: Dr. Sukanya Mullick

Initials: SM

Second (II) Semester

Course: EDC/H/SEC/2/2

Aspects of Democratic Citizenship

Year 2026

| 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 |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------|
| Domestic Violence: Definition and Types | Knowledge: Define domestic violence and identify its forms. Skill: Recognise indicators of domestic violence. Value: Respect human dignity and safety. Attitude: Develop empathy towards victims. | Written Assignment And Short Answer | Discussion, case study, presentation, Videos on Domestic Violence | 2 | |
| Protection of Women from Domestic Violence Act, 2005 | Knowledge: Explain provisions of the Act. Skill: Interpret legal safeguards for women. Value: Promote gender equality and justice. Attitude: Develop supportive behaviour towards victims. | .Written Assignment And Short Answer and Essay answer | PPT presentation, legal document analysis, assignment. | 3 | |
| Protection of Males in Domestic Violence Cases | Knowledge: Understand legal issues concerning male victims. Skill: Analyse domestic violence cases objectively. Value: Promote fairness and inclusiveness. Attitude: Develop an unbiased perspective. | Written answer MCQ | Discussion and case analysis. | 1 | |

LORETO COLLEGE
COMPETENCY-BASED LEARNING DESIGN

Name of the Teacher: Tania Mondal

Initials: TM

YEAR – 2026 | SEMESTER – 2 | DEPARTMENT – EDUCATION

EDC/H/SEC/2/2 (Semester – 2)

Aspect of Democratic Citizenship

| 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 Reflections |
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| Unit 2: Protection of Children (Child protection – concept and need) | Knowledge: Understand the concept and need of child protection. Skill: Explain the importance of the protection of children in society. Attitude: Develop sensitivity towards children’s safety and welfare. | Written assignments, short notes, and class discussion | Lecture-cum-discussion, examples, questioning | 2 hrs/week | |
| (Child Rights – concept, classification and need) | Knowledge: Understand the concept, classification and need of child rights. Skill: Identify different types of child rights and their importance. | Assignments and class discussion | Lecture with illustrations and interactive discussion | 2 hrs/week | |

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| | Attitude: Appreciate the value of rights in ensuring child development. | | | | |
| (Legal actions – POCSO) | <p>Knowledge: Understand the provisions and importance of the POCSO Act.</p> <p>Skill: Apply knowledge of legal provisions in practical situations.</p> <p>Attitude: Develop awareness regarding the legal protection of children.</p> | Written assignments, case-based questions | Lecture-cum-discussion, case examples, audio-visual aids | 2 hrs/week | |

LORETO COLLEGE
COMPETENCY-BASED LEARNING DESIGN

Name of the Teacher: Tania Mondal

Initials: TM

YEAR – 2026 | SEMESTER – 2 | DEPARTMENT – EDUCATION

EDC/M/1/2 (For Minor)

Psychological Foundation of Education

| 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 Reflections |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------|-----------------------|-----------------------------------------------------|
| Unit 1: Relation between Psychology and Education (Memorization and Forgetting) | Knowledge: Understand the process of memorization and causes of forgetting. Skill: Apply different methods for improving memorization. Attitude: Develop scientific attitude towards effective learning habits. | Written assignments, short notes, practical exercises | Lecture-cum-discussion, demonstration, examples, questioning | 2 hrs/week | |
| (Personality: Concept, definition, Personality traits) | Knowledge: Understand the concept and characteristics of personality traits. Skill: Identify personality traits among learners. | Assignments and class discussion | Lecture with illustrations, case examples, interactive discussion | 2 hrs/week | |

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| | Attitude: Develop respect for individual differences. | | | | |
| Unit 3: Intelligence (Concept of intelligence – Definition and Nature) | Knowledge: Understand the concept and nature of intelligence. Skill: Explain intelligence in educational contexts. Attitude: Appreciate individual intellectual differences. | Written assignments, class discussion | Lecture-cum-discussion, examples, questioning | 2 hrs/week | |
| (Theories of Intelligence by Spearman, Guilford and Gardener) | Knowledge: Understand different theories of intelligence. Skill: Compare various theories and their educational implications. Attitude: Develop analytical understanding of intelligence. | Assignments, presentations | Lecture with charts, comparative discussion | 2 hrs/week | |
| (Types and uses of intelligence tests) | Knowledge: Understand types and uses of intelligence tests. Skill: Identify appropriate uses of intelligence testing. Attitude: Develop ethical understanding regarding testing. | Written assignments, practical exercises | Lecture-cum-discussion, demonstration | 2 hrs/week | |

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|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|------------|--|
| (Concept of Emotional Intelligence and E.Q.) | Knowledge: Understand emotional intelligence and E.Q. Skill: Relate emotional intelligence with learner adjustment. Attitude: Appreciate emotional competence in daily life. | Assignments, reflective activities | Interactive discussion, examples, case analysis | 2 hrs/week | |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|------------|--|