

**LORETO COLLEGE
DEPARTMENT OF EDUCATION
LEARNING DESIGNS
SEMESTER-VII
SESSION-2026-2027**

COMPETENCY BASED LEARNING DESIGN/ COMPETENCY BASED POST-TEACHING REFLECTION

**Name of the teacher: Dr. Neeta Dang
Initials: ND
Education Honours Semester VII
EDC/H/DSCC/17/7 (For Major)
Peace and Value Education
Year 2026-2027**

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. Unit 2. Peace and Non-violence Topic 2. Role of Peace for Non-Violence Topic 3.	To understand that if Non-Violence is to be curbed completely, then, there has to be Peace Education. To identify the common reasons of Non-Violence	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	

Role of Educational Institution in Promoting Peace Education	To comprehend the extent to which educational institutions can play a part in promoting peace education.				
2. Unit 3. Topic 3. Fostering Values – Role of Home, Institution and Society.	To rationalise on the significance of the home, school and society in fostering values among our students.	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.	8	

LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

DEPARTMENT- Education

NAME OF TEACHER: Dr. Debika Guha

YEAR – 2026-2027 SEMESTER – 7

COURSE: Education Major DSCC 17 (Peace and Value Education)

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 Peace Education ➤ Concept, Scope and Aims of Peace Education ➤ Role of Teachers in Promoting Peace Education ➤ NCFTE 2009 on Peace Education	1.Comprehend the concept, Scope and Aims of Peace Education (Knowledge) 2.Understand the philosophy of Peace Education (Knowledge and Value) 3. Develop an appreciation of the critical role of Teachers in promoting Peace Education (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)	9	

	and Attitude)				
	4.Critically analyse the recommendations of NCFTE 2009 on Peace Education (Knowledge and Value)				
Unit 2 Peace and Non-Violence ➤ Factors of Violence	1.Understand the concept of Violence (Knowledge and Attitude) 2.Critically analyse the factors of Violence (Knowledge, Value and Attitude) 3.Compare Violence with Non-Violence (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)	2	
Unit 3 Value Education ➤ Concept of Value Education, Classification and Sources of Values	1.Learn the concept of Value Education (Value) 2. Understand the Classification and Sources of Values (Knowledge, Skill and Value)	Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment,	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	5	

➤ Need for Value Education in the 21st Century	3.Draw a schematic diagram on the Classification of Values (Skill) 3.Develop an appreciation of the contribution of Value Education (Value and Attitude) 4. Critically analyse the need for Value Education in the present century (Knowledge and Attitude)	LMS (for all topics as required)	topics as applicable)		
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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 – 2026-2027 SEMESTER -7 DEPARTMENT – EDUCATION

EDC/H/CC/16: PSYCHOLOGY OF ADJUSTMENT

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 4 Administration, Scoring and Interpretation KNPI(Kundu Neurotic Personality Inventory)	Knowledge: Explain the purpose, structure, administration, scoring procedure and interpretation of the KNPI. Skill: Administer the inventory according to standardized procedures, score responses accurately and interpret neurotic personality traits objectively. Attitude: Demonstrate ethical practices, confidentiality and objectivity while conducting psychological assessments.	Practical demonstration, Practical examination, observation checklist, worksheet, viva voce, practical notebook.	Interactive lecture, demonstration of administration procedures, supervised hands-on practice, peer administration, scoring exercises, interpretation of sample profiles, discussion on ethical considerations, teacher feedback and reflective discussion.	1 hour per week for each topic	

Unit 4 Administration, Scoring and Interpretation KIEI (Kundu Introversion Extroversion Inventory)	Knowledge: Understand the theoretical basis, administration, scoring and interpretation of the KIEI. Skill: Administer the inventory independently, compute scores accurately and interpret personality dimensions using standard norms. Attitude: Develop sensitivity towards individual differences while maintaining ethical standards and professional responsibility.	Practical demonstration, Practical examination, observation checklist, worksheet, viva voce, practical notebook.	Demonstration, experiential learning through peer administration, collaborative learning, guided scoring sessions, case-based interpretation, PowerPoint presentation, discussion and feedback.	1 hour per week for each topic	
Unit 4 Administration, Scoring and Interpretation Effect of Learning material on memorization	Knowledge: Explain the influence of different types of learning materials on memory and recall. Skill: Conduct the experiment systematically, record observations accurately, analyze data and draw valid conclusions. Attitude: Develop scientific inquiry, accuracy in observation, collaborative learning and ethical conduct during experimentation.	Practical demonstration, Practical examination, observation checklist, worksheet, viva voce, practical notebook.	Experimental demonstration, group activity, supervised practical work, data recording and analysis, discussion of findings, interpretation of results, reflective learning and teacher feedback	1 hour per week for each topic	

LORETO COLLEGE

Name of the Teacher: Dr. Ranjita Dawn

Initials: RD

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING

REFLECTION YEAR – 2026-2027 SEMESTER -7 DEPARTMENT – EDUCATION

EDC/H/CC/19: LIFE SKILL 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 Reflection
Unit: 2 Classification of life skills Generic Life skills- Survival skills: Definition and Features	Explain the concept and characteristics of survival skills; appreciate their importance for daily living and resilience.	Oral questioning, short quiz, class participation.	Interactive lecture, discussion of real-life situations, use of multimedia examples; formative assessment through feedback.	1 hour	Students were able to identify key features of survival skills and relate them to everyday experiences.
Unit: 2 Classification of life skills Generic Life skills- Negotiating skills: Definition and Features	Describe the meaning and features of negotiating skills; demonstrate positive attitudes toward collaboration and conflict resolution.	Role play, observation checklist, reflective responses.	Lecture-cum-discussion, role-play activities, peer feedback; continuous assessment of participation.	1 hour	Most students effectively applied basic negotiation strategies during role-play activities.

Generic Life skills- Coping skills: Definition and Features	Explain coping skills and their characteristics; develop a constructive attitude toward stress management.	Case analysis, self-reflection sheet, class discussion.	Case studies, guided reflection, group discussion; evaluation through written reflections.	1 hour	Students showed increased awareness of healthy coping mechanisms and their practical application.
Unit: 2 Classification of life skills Problem specific skills	Identify and apply skills required to address specific personal and social challenges.	Scenario-based tasks, presentations.	Problem-solving exercises, collaborative learning, instructor feedback.	1 hour	Learners demonstrated improved ability to select appropriate strategies for specific issues.
Unit: 2 Classification of life skills Skills for area specific development.	Recognize the importance of specialized life skills in various domains and exhibit readiness for their application.	Project work, presentations, rubric-based evaluation.	Project-based learning, group presentations, reflective discussion.	1 hour	Students successfully connected life skills with their chosen areas of academic and professional development.

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

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

FACULTY NAME- Mrs Archita Roy Biswas

DEPARTMENT -EDUCATION

SEMESTER – VII Major

Course EDC/H/DSCCC/18/7 (Major)

Paper- WOMEN EDUCATION

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 Historical perspectives of women education	Understand the role of Raja Ram Mohan Roy and Vidyasagar, (knowledge, attitude)	Regular class assignments	Explanation, and discussion method (use of ICT/PPT)	2	

UNIT-2 Policy, Perspective, Committee, Commission on Women Education	Understand the concept of women education through the policy perspective of NEP 1986, and 2020. (knowledge, skill value, attitude)	Written and oral assessment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	4	
	Develop the concept of objectives of various Commissions like Radhakrishnan Commission, Mudaliar Commission, Kothari Commission on Women education. (knowledge, skill value, attitude)	Group assignment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	2	
	Evaluate the development of women education through the commission reports. (knowledge, skill value, attitude)	Written and oral assessment	Explanation, and discussion method (use of ICT/PPT)	2	
	Analyze and justify with examples the different recommendations of Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktavatsalam Committee on women education (knowledge, skill value, attitude)	Group assignment	Explanation, and discussion method (use of ICT/PPT)	4	

LORETO COLLEGE

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

FACULTY NAME- Mrs Archita Roy Biswas

DEPARTMENT -EDUCATION

SEMESTER – VII Major

Course EDC/H/DSCCC/18/7 (Major)

Paper- WOMEN EDUCATION

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 Historical perspectives of women education	Understand the role of Raja Ram Mohan Roy and Vidyasagar, (knowledge, attitude)	Regular class assignments	Explanation, and discussion method (use of ICT/PPT)	2	

UNIT-2 Policy, Perspective, Committee, Commission on Women Education	Understand the concept of women education through the policy perspective of NEP 1986, and 2020. (knowledge, skill value, attitude)	Written and oral assessment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	4	
	Develop the concept of objectives of various Commissions like Radhakrishnan Commission, Mudaliar Commission, Kothari Commission on Women education. (knowledge, skill value, attitude)	Group assignment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	2	
	Evaluate the development of women education through the commission reports. (knowledge, skill value, attitude)	Written and oral assessment	Explanation, and discussion method (use of ICT/PPT)	2	
	Analyze and justify with examples the different recommendations of Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktavatsalam Committee on women education (knowledge, skill value, attitude)	Group assignment	Explanation, and discussion method (use of ICT/PPT)	4	

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

Name of the Teacher: Dr. Sukanya Mullick

Initial: SM

YEAR: 2025-2026_

SEMESTER: VII

DEPARTMENT: Education

Course: Psychology of Adjustment (EDC/H/DSCC/16/7)

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: Multi-axial Classification of Mental Disorders Introduction to DSM-IV and the Five Axes (Axis I–V)	Knowledge: Explain DSM-IV and the five axes. Skill: Classify cases under appropriate axes. Value: Appreciate holistic diagnosis. Attitude: Develop empathy and reduce stigma.	Oral questions, discussion	Interactive lecture, PPT, chart of five axes, brainstorming, case-based learning, think–pair–share, formative questioning.	2 Hours	

Schizophrenia – Concept and Symptoms	Knowledge: Describe schizophrenia and its symptoms. Skill: Differentiate positive and negative symptoms. Value: Respect individuals with mental illness. Attitude: Reduce stereotypes.	short answers	Lecture-cum-discussion, video, questioning.	2 Hours	.
Anxiety Disorders and Depressive Disorders	Knowledge: Explain anxiety and depressive disorders. Skill: Compare both disorders. Value: Promote emotional well-being. Attitude: Encourage help-seeking behaviour.	MCQs, comparison chart, oral presentation	Lecture, concept mapping, collaborative learning, comparison table, recap.	2 Hours	
Personality Disorder; Psychoanalysis and Cognitive Therapy (Concept Only)	Knowledge: Explain personality disorders and basic concepts of psychoanalysis and cognitive therapy. Skill: Relate therapies conceptually. Value: Appreciate psychological interventions.	Group discussion, reflective questions, exit slip	Interactive lecture, comparison of therapies, reflective discussion, teacher feedback.	2 Hours	

	Attitude: Positive attitude towards professional mental health support.				
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LORETO COLLEGE

Name of the Teacher: Tania Mondal

Initials: TM

COMPETENCY-BASED LEARNING DESIGN

YEAR – 2026

SEMESTER – VII

DEPARTMENT – EDUCATION

EDC/H/DSCC/16/7 (For Major)

Psychology of Adjustment

Topic / Unit	Competency-Based Expected Learning Outcomes	Assessment Tools & Techniques	Teaching– Learning Strategies, Aids & Evaluation Process	Hours Allotted	Evaluated Outcome / Post- Teaching Reflection
Unit 1: Concept of adjustment and adaptability	Knowledge: Understand adjustment and adaptability. Skill: Explain a good adjustment. Attitude: Value healthy adjustment.	Assignments, discussion	Lecture-cum- discussion	2 hrs/week	
Psychodynamic concept;	Knowledge: Understand the psychodynamic concept.	Assignments, presentation	Lecture, case discussion	2 hrs/week	

criteria of good adjustment	Skill: Analyze adjustment. Attitude: Promote mental well-being.				
Maladjustment, causes, aggressiveness, delinquency, substance abuse	Knowledge: Understand maladjustment. Skill: Identify causes. Attitude: Develop empathy.	Case analysis and discussion	Lecture, discussion	2 hrs/week	
Unit 3: Coping Strategies for stressful situations Stress and Stressors	Knowledge: Understand stress and stressors. Skill: Differentiate stressors. Attitude: Develop awareness.	Assignments and discussions	Lecture-cum-discussion	2 hrs./week	
Coping Strategies – Need and Types	Knowledge: Understand coping. Skill: Apply coping strategies. Attitude: Value resilience.	Presentation	Interactive discussion	2 hrs/week	
Healthy Ways to Handle Life Stressors	Knowledge: Understand healthy stress management. Skill: Practise coping. Attitude: Promote emotional well-being.	Reflective activity	Demonstration	2 hrs/week	

LORETO COLLEGE

Name of the Teacher: Tania Mondal
Initials: TM

COMPETENCY-BASED LEARNING DESIGN
YEAR – 2026

SEMESTER – VII

DEPARTMENT – EDUCATION

EDC/H/DSCC/18/7 (For Major)
Women 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 Reflection
Unit 1: Contribution of Missionaries	Knowledge: Understand the contribution of missionaries. Skill: Analyse their role. Attitude: Appreciate	Assignments, discussion	Lecture-cum-discussion, examples	2 hrs/week	

	historical initiatives.				
Role of British Government	Knowledge: Understand the role of British Government. Skill: Evaluate policy initiatives. Attitude: Develop critical understanding.	Assignments, presentations	Lecture with illustrations	2 hrs/week	
Unit 3: Social–Psychological Constraints	Knowledge: Understand social and psychological constraints. Skill: Identify barriers. Attitude: Develop gender sensitivity.	Assignments, case study	Lecture, discussion	2 hrs/week	
Political–Economical Constraints	Knowledge: Understand political and economic constraints. Skill: Analyse their impact. Attitude: Appreciate inclusive policies.	Assignments, discussion	Lecture-cum-discussion	2 hrs/week	
Role of Women Empowerment in Modern Society	Knowledge: Understand women's empowerment. Skill: Relate empowerment to education. Attitude: Promote gender equality.	Reflective writing, presentation	Interactive discussion	2 hrs/week	

LORETO COLLEGE

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COMPETENCY-BASED LEARNING DESIGN
YEAR – 2026

SEMESTER – VII

DEPARTMENT – EDUCATION

EDC/H/DSCC/19/7 (For Major)
Life Skill 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 Reflection
Unit 1: Concept of Life Skills (Meaning and concept of life skills)	Knowledge: Understand the meaning and concept of life skills. Skill: Explain the importance of life skills. Attitude: Appreciate life skills for holistic development.	Assignments, short notes, and discussion	Lecture-cum-discussion, examples, questioning	2 hrs/week	
(Development of the concept	Knowledge: Understand the evolution of the concept of	Assignments,	Lecture with illustrations, discussion	2 hrs/week	

of life skills)	life skills. Skill: Analyse the development of life skills education. Attitude: Appreciate its relevance in education.	presentations			
(Origin of life skill in education)	Knowledge: Understand the origin of life skills in education. Skill: Relate life skills with educational practices. Attitude: Develop awareness of life skills in curriculum.	Written assignments, class discussion	Lecture-cum-discussion, case examples	2 hrs/week	
Unit 3: Training and Techniques (Concept of training and techniques for life skill education)	Knowledge: Understand the concept of training and techniques. Skill: Identify suitable training methods. Attitude: Appreciate experiential learning.	Assignments, demonstrations	Lecture, demonstration, discussion	2 hrs/week	
(Types of training)	Knowledge: Understand different types of training. Skill: Compare training approaches. Attitude: Value systematic skill development.	Presentations, assignments	Lecture with examples, group activity	2 hrs/week	

(Stages of life skill education)	Knowledge: Understand the stages of life skill education. Skill: Apply stages in educational planning. Attitude: Develop commitment towards life skills education.	Reflective writing, short test	Interactive discussion, case analysis	2 hrs/week	
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LORETO COLLEGE

Name of the Teacher: Tania Mondal
Initials: TM

COMPETENCY-BASED LEARNING DESIGN
YEAR – 2026

SEMESTER – VII

DEPARTMENT – EDUCATION

EDC/H/DSCC/20/7 (For Major)
Population 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 Reflection
Unit 1: Meaning and Objectives of Population Education	Knowledge: Understand meaning and objectives. Skill: Explain need and relevance. Attitude: Develop awareness of population issues.	Written assignments, discussion	Lecture-cum-discussion, examples	2 hrs/week	
Factors influencing Population	Knowledge: Understand sociological, economic and psychological factors. Skill: Analyse factors.	Assignments, presentations	Lecture with illustrations	2 hrs/week	

	Attitude: Appreciate multidimensional influences.				
Concepts: Birth Rate, Death Rate, Morbidity and Migration	Knowledge: Understand demographic concepts. Skill: Interpret indicators. Attitude: Develop analytical understanding.	Short tests, assignments	Lecture, charts, discussion	2 hrs/week	
Unit 2: Growth of Population and Environment	Knowledge: Understand the relationship between population and environment. Skill: Analyse environmental impact. Attitude: Develop environmental responsibility.	Assignments, case study	Lecture-cum-discussion, AV aids	2 hrs/week	
Population Education Programmes in India	Knowledge: Understand programmes in India. Skill: Evaluate implementation. Attitude: Appreciate the role of education.	Project, presentation	Lecture, group discussion	2 hrs/week	