

Loreto College
Department of Education
Semester-I
Session-2026-2027

COMPETENCY BASED LEARNING DESIGN/ COMPETENCY BASED POST-TEACHING REFLECTION

Name of the teacher: Dr. Neeta Dang
Initials: ND
Education (For Minor)
EDC/MDC/CC/I/I
Year 2026-2027

COMPETENCY BASED LEARNING DESIGN/ COMPETENCY BASED POST-TEACHING REFLECTION

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 Concept of Education	Understand the Narrow and Broader concepts of Education.	Class Tutorials, Questioning, Objective test and End-of-term examination	Interaction, Group Discussion, Questioning Class Tutorials, Questioning,	12	

	Comprehend the meaning, nature and scope of Education Evaluate the aims of Education- individual, social vocational and democratic	Individual and Group Discussions Students explaining a subpart of the topic in their own way.	Objective test and End-of-term examination Smart Board, Videos and the Learning Management System		
2. Factors of Education	Identify the role of heredity and environment in education. Distinguish between the duties and responsibilities of the teacher. Justify the need of co-curricular activities. Distinguish between the	Class Tutorials, Questioning, Objective test and End-of-term examination Individual and Group Discussions Students explaining a subpart of the topic in their own way	Interaction, Group Discussion, Questioning Class Tutorials, Questioning, Objective test and End-of-term examination Smart Board, Videos and the Learning ManagementSystem	10	

	different types of curriculum.				
3. Child-Centricism and Play-way in Education	Identify the characteristics of Child-Centricism and what it means in education. Distinguish between Play and Work. Discuss Play-way in education.	Class Tutorials, Questioning, Objective test and End-of-term examination Individual and Group Discussions Students explaining a subpart of the topic in their own way	Interaction, Group Discussion, Questioning Class Tutorials, Questioning, Objective test and End-of-term examination Smart Board, Videos and the Learning Management System	5	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

DEPARTMENT- Education

NAME OF TEACHER: Dr. Debika Guha

YEAR – 2026-2027 SEMESTER – 1

COURSE: Education Major DSCC 1 (Introduction and Philosophical Foundation of 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 Concept of Education ➤ Narrow and Broader Concept of Education ➤ Aims of modern education with special reference to Delor's Commission	1. Understand and distinguish between the Narrow and Broader Concept of Education (Knowledge and Skill) 2. Critically analyse the aims of education with special reference to Delor's Commission (Knowledge and Value)	Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all	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)	16	

➤ Indian School of Philosophy: Vedic (Samkhya and Yoga) and Buddhism ➤ Western Schools of Philosophy: Naturalism and Pragmatism	3.Comprehend the concept of Samkhya and Yoga (knowledge and Value) 4.Critically analyse the factors leading to Buddhist education system (Knowledge) 5.Understand the philosophy of Buddhist education (Knowledge and Value) 6.Learn the salient features of Buddhist education including aims, curriculum, method of teaching, evaluation, discipline, rituals and teacher -pupil relationship (Knowledge and Value) 7.Develop an appreciation of diversity and integration in Buddhist education (Value and Attitude)	topics as required)			
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	8.Understand the concepts of Naturalism and Pragmatism (Knowledge and Value) 9.Compare the aims, curriculum, method of teaching, evaluation, discipline and teacher -pupil relationship in Naturalist and Pragmatist educational practice (Knowledge and Skill)				
Unit 2 Child centricism and Play -way in Education ➤ Concept of Child centricism in education- Definition and Principles ➤ Characteristics and significance of child centricism in education ➤ Concept of play and work	1.Understand the philosophy of child centric education (Knowledge and Value) 2.Learn the salient features and significance of child centricism in education (Knowledge and Value) 3.Develop an appreciation of child centric education (Value and Attitude)	Formative and Summative Evaluation, Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)	Explanation, Discussion, Participative Teaching – Learning, Debate, Group – Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning through problem solving, LMS (for all topics as applicable)	15	

➤ Characteristics of play-way in Education-Kindergarten, Montessori and Project Method	4. Compare the similarities and dissimilarities between play and work (Skill) 5.Learn the concept of the aims, curriculum, method of teaching, evaluation, discipline and teacher -pupil relationship of Kindergarten, Montessori and Project Method (Knowledge and Value) 6.Analyse the similarities and dissimilarities among the above mentioned methods of child centric education (Skill)				
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COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

FACULTY NAME- Mrs Archita Roy Biswas

DEPARTMENT -EDUCATION

SEMESTER – I Major

Course EDC/H/DSCC-1/1 (Major)

Paper- Introduction and Philosophical Foundation of 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-II Factors of Education	Develop an understanding of the factors of education and the position of the child in education (knowledge, attitude)	Regular class assignments	Explanation, and discussion method (use of ICT/PPT)	3	

	Explain and qualities of a teacher and their duties (attitude, understanding,)	Written and oral assessment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	
	Assess the role and importance of curriculum and co-curricular activities, and its types as an important factor of Education. (knowledge, skill value)	Group assignment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	
	Analyze the factors of Education and their interrelationship (knowledge, understanding attitude skill value) Evaluate the significance of educational institutions and their contributions (attitude, understanding,)	Regular class assignments	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

FACULTY NAME- Mrs Archita Roy Biswas

DEPARTMENT -EDUCATION

SEMESTER – I Minor

Course EDC/M/1/1 (Minor)

Paper- Introduction and Philosophical Foundation of 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 Concept of Education Indian school of philosophy: Vedic and Buddhistic	Understand the Indian school of philosophy: Vedic and Buddhistic (knowledge, Understanding)	Regular class assignments	Explanation, and discussion method (use of ICT/PPT)	3	
Western school of philosophy: Naturalism and Pragmatism	Analyse the significance of Western school of philosophy: Naturalism and Pragmatism. (knowledge, Understanding)	Written and oral assessment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	

UNIT 2. Factors of Education Educational institutions: informal, formal and non-formal, their interrelationship	Comprehend the meaning and types of Educational institutions: informal, formal and non-formal, their interrelationship. (knowledge attitude)	Regular class assignments	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	
UNIT 3 Child Centricism and play-way method Characteristics of play-way in Education, Kindergarten, Montessori, Project method	Explain the characteristics of play-way in Education, Kindergarten, Montessori, Project method. (knowledge, skill value and attitude)	Regular class assignments	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

FACULTY NAME- Mrs Archita Roy Biswas

DEPARTMENT -EDUCATION

SEMESTER – I MDC

Course EDC/MD/CC/1/1 (MDC)

Paper- Introduction and Philosophical Foundation of 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-1I Factors of Education	Develop an understanding of the factors of education and the position of the child in education (knowledge, attitude)	Regular class assignments	Explanation, and discussion method (use of ICT/PPT)	3	

	Explain and qualities of a teacher and their duties (attitude, understanding,)	Written and oral assessment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	
	Assess the role and importance of curriculum and co-curricular activities, and its types as an important factor of Education (knowledge, skill value)	Group assignment	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	
	Analyze the factors of Education and their interrelationship (knowledge, understanding) Evaluate the significance of educational institutions and their contributions (attitude, understanding,)	Regular class assignments	Discussions, Method, Questioning and Interaction (use of ICT/PPT)	3	

COMPETENCY BASED LEARNING DESIGN / COMPETENCY BASED POST-TEACHING REFLECTION

Name of the Teacher: Dr. Sukanya Mullick

Initial: SM

YEAR: 2026–2027

SEMESTER: I

DEPARTMENT: Education

Course: EDC/H/SEC/1/1 – Communication Skill

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)	Assessment tool and techniques	Brief Description of Strategies, Aids (if any), Evaluation Process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Unit 1: Meaning, Nature and Types of Communication	Knowledge: Explain communication and its types. Skill: Differentiate verbal, non-verbal, formal and informal communication. Value: Appreciate communication as a means of social interaction. Attitude: Develop willingness to communicate confidently.	Oral questioning, Concept map, Worksheet	Interactive lecture, brainstorming, PPT presentation, real-life examples, Think-Pair-Share, discussion. Aids: PPT, Evaluation: Oral responses, written Assignments	2	
Principles of Communication	Knowledge: Describe principles of effective communication. Skill: Apply principles in everyday communication. Value: Respect ethical communication.	Short quiz, Classroom discussion	Lecture-cum-discussion, case analysis, collaborative learning. Aids: PPT, LMS Evaluation: Quiz and written Assignments	2	

	Attitude: Develop responsibility in communication.				
Process of Communication	Knowledge: Explain stages of communication. Skill: Construct communication models. Value: Appreciate mutual understanding. Attitude: Develop patience while communicating.	Diagram-based assessment, Group activity	Communication cycle diagram, peer interaction. Aids: Charts, PPT. Evaluation: Diagram completion and group presentation.	2	
Barriers to Effective Communication	Knowledge: Identify communication barriers. Skill: Suggest strategies to overcome barriers. Value: Promote inclusive communication. Attitude: Develop empathy.	Case study, Reflective writing	Discussion, case analysis. Aids: PPT, Videos. Evaluation: Reflection and case analysis.	2	
Unit 2: Principles of Listening Skills	Knowledge: Explain principles of effective listening. Skill: Practice active listening. Value: Respect others' viewpoints. Attitude: Develop patience and attentiveness.	Listening exercise, Observation checklist	Audio clips, guided listening, pair activity. Aids: Audio recordings, PPT. Evaluation: Observation and listening task.	2	
Types of Listeners	Knowledge: Identify different listener types. Skill: Analyse listening behaviour. Value: Appreciate effective listening.	Worksheet	Group discussion, s Evaluation: Assignment and participation.	2	

	Attitude: Become reflective listeners.				
Barriers to Listening	Knowledge: Explain barriers. Skill: Develop strategies. Value: Promote respectful listening. Attitude: Show openness.	Quiz	Group discussion, s Evaluation: Assignment and participation.	2	

COMPETENCY BASED LEARNING DESIGN / COMPETENCY BASED POST-TEACHING REFLECTION

Name of the Teacher: Dr. Sukanya Mullick

Initial: SM

YEAR: 2026–2027

SEMESTER: I

DEPARTMENT: Education

Course: EDC/MD/SEC/1 – Communication Skill

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)	Assessment tool and techniques	Brief Description of Strategies, Aids (if any), Evaluation Process	Hours Allotted
Unit 1: Meaning, Nature and Types of Communication	Knowledge: Explain communication and its types. Skill: Differentiate verbal, non-verbal, formal and informal communication. Value: Appreciate communication as a means of social interaction. Attitude: Develop willingness to communicate confidently.	Oral questioning, Concept map, Worksheet	Interactive lecture, brainstorming, PPT presentation, real-life examples, Think-Pair-Share, discussion. Aids: PPT, Evaluation: Oral responses, written Assignments	2
Principles of Communication	Knowledge: Describe principles of effective communication. Skill: Apply principles in everyday communication. Value: Respect ethical communication. Attitude: Develop responsibility in communication.	Short quiz, Classroom discussion	Lecture-cum-discussion, case analysis, collaborative learning. Aids: PPT, LMS Evaluation: Quiz and written Assignments	2

Process of Communication	Knowledge: Explain stages of communication. Skill: Construct communication models. Value: Appreciate mutual understanding. Attitude: Develop patience while communicating.	Diagram-based assessment, Group activity	Communication cycle diagram, peer interaction. Aids: Charts, PPT. Evaluation: Diagram completion and group presentation.	2
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Unit 2: Principles of Listening Skills	Knowledge: Explain principles of effective listening. Skill: Practice active listening. Value: Respect others' viewpoints. Attitude: Develop patience and attentiveness.	Listening exercise, Observation checklist	Audio clips, guided listening, pair activity. Aids: Audio recordings, PPT. Evaluation: Observation and listening task.	2
Types of Listeners	Knowledge: Identify different listener types. Skill: Analyse listening behaviour. Value: Appreciate effective listening. Attitude: Become reflective listeners.	Worksheet	Group discussion, s Evaluation: Assignment and participation.	2

Barriers to Listening	Knowledge: Explain barriers. Skill: Develop strategies. Value: Promote respectful listening. Attitude: Show openness.	Quiz	Group discussion, s Evaluation: Assignment and participation.	2
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Name of the Teacher: Tania Mondal
Initials: TM
COMPETENCY-BASED LEARNING DESIGN
YEAR – 2026
SEMESTER – 1
DEPARTMENT – EDUCATION
EDC/H/SEC/1/1 (Semester – 1)
Communication Skill

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 3: Speaking Skills Verbal and non-verbal communication	Knowledge: Understand the concept and importance of verbal and non-verbal communication. Skill: Identify and apply appropriate verbal and non-verbal cues. Attitude: Develop awareness of effective communication through body language and tone.	Written assignments, observation and class discussion	Lecture-cum-discussion, examples, video clips	1 hr./week	
Public Speaking: Extempore	Knowledge: Understand the meaning and importance of extempore speaking.	Extempore performance, rubric-based	Demonstration, extempore practice, peer	1 hr./week	

	Skill: Develop the ability to speak spontaneously and organize ideas logically. Attitude: Build confidence and presence of mind while speaking.	evaluation, peer feedback	evaluation, feedback session		
Group Discussion	Knowledge: Understand the concept and rules of group discussion. Skill: Participate effectively and respect diverse viewpoints. Attitude: Develop team spirit, tolerance and leadership qualities.	Group discussion performance, participation rubric, self-assessment	Group activity, moderated discussion, feedback and reflection	1 hr./week	

Name of the Teacher: Tania Mondal
Initials: TM
COMPETENCY-BASED LEARNING DESIGN
YEAR – 2026
SEMESTER – 1
DEPARTMENT – EDUCATION
EDC/MD/SEC/ (Semester – 1)
Communication Skill

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 3: Speaking Skills Verbal and non-verbal communication	Knowledge: Understand the concept and importance of verbal and non-verbal communication. Skill: Identify and apply appropriate verbal and non-verbal cues. Attitude: Develop awareness of effective communication through body language and tone.	Written assignments, observation and class discussion	Lecture-cum-discussion, examples, video clips	1 hr./week	
Public Speaking: Extempore	Knowledge: Understand the meaning and importance of extempore speaking.	Extempore performance, rubric-based	Demonstration, extempore practice, peer	1 hr./week	

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