

## SEMESTER 2

### TEACHING PLAN 2025

Name of the teacher: Dr. Neeta Dang

Initials: ND

First year Education Honours

Second (II) Semester

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

Psychological Foundation of Education

Teaching Objectives:

- To understand the meaning of cognition and be acquainted with the Cognitive development theory.
- To know the patterns of Erikson's theory and its educational implications.
- To be acquainted with the Moral Development process.
- To be familiar with social development theory through Vygotsky.

#### 2nd Semester Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Unit 1 – Relation between Education and Psychology	15	<ol style="list-style-type: none"> <li>1. Meaning and Definition of Education and Psychology and their relation.</li> <li>2. Learning-concept and characteristics</li> <li>3. Memorization and Forgetting: process of memorization and economical ways of improving memorization.</li> </ol>	Group Discussions, Lecture Method, Questioning and Interactions	The relevance of education and psychology will be emphasised upon.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
Unit 2 = Stages and types of human development and their educational significance	4	<ol style="list-style-type: none"> <li>1. Meaning and definition of Cognition and Development Stages and sub-stages of the</li> </ol>	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.

1. Piaget's Cognitive Development Theory		theory will be explained. Background knowledge of the theory and some of the preliminary ideas of the psychologist will be elucidated.	Videos and Ted talks were utilised if needed		
2. Erikson's Psycho-social development theory	4	2. The main tenets of Erikson's Psycho-social development theory will be explained along-with the educational implications.	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
3. Kohlberg's Moral Development theory	4	3. The concept and characteristics of the theory will be explained. The educational implications and significances will be elaborated upon.	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
Vygotsky's Social development theory	5	4. The theory will be well explained and its educational relevance and implications will be discussed in length.	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.

It may be noted that students will be writing a term paper on which assessment will take place by way of a presentation and viva voce.

## SEMESTER 2

### TEACHING PLAN 2025

Name of the teacher: Dr. Neeta Dang

Initials: ND

First year Education

Second (II) Semester

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

Psychological Foundation of Education

Teaching Objectives:

- To understand the meaning of cognition and be acquainted with the Cognitive development theory.
- To know the patterns of Erikson's theory and its educational implications.
- To be acquainted with the Moral Development process.
- To be familiar with social development theory through Vygotsky.

#### 2nd Semester Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Unit 1 – Relation between Education and Psychology	15	<ol style="list-style-type: none"> <li>1. Meaning and Definition of Education and Psychology and their relation.</li> <li>2. Learning-concept and characteristics</li> <li>3. Memorization and Forgetting: process of memorization and economical ways of improving memorization.</li> </ol>	Group Discussions, Lecture Method, Questioning and Interactions	The relevance of education and psychology will be emphasised upon.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
Unit 2 = Stages and types of human development and their educational significance  1. Piaget's Cognitive	4	<ol style="list-style-type: none"> <li>1. Meaning and definition of Cognition and Development</li> <li>2. Stages and sub-stages of the theory will be explained. Background knowledge of the theory and some of the preliminary ideas of</li> </ol>	Group Discussions, Lecture Method, Questioning and Interaction  Videos and Ted talks	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.

Development Theory		the psychologist will be elucidated.	were utilised if needed		
3.Kohlberg's Moral Development theory	4	3. The concept and characteristics of the theory will be explained. The educational implications and significances will be elaborated upon.	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
Vygotsky's Social development theory	5	4. The theory will be well explained and its educational relevance and implications will be discussed in length.	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
		5.			

It may be noted that students will be writing a term paper which will be assessed.

## SEMESTER 2

### TEACHING PLAN 2025

Name of the teacher: Dr. Neeta Dang

Initials: ND

First year Education Minor

Second (II) Semester

Course: EDC/M/1/1 (For Minor)

Psychological Foundation of Education

Teaching Objectives:

- To understand the meaning of cognition and be acquainted with the Cognitive development theory.
- To know the patterns of Erikson's theory and its educational implications.
- To be acquainted with the Moral Development process.
- To be familiar with social development theory through Vygotsky.

#### 2nd Semester Topic-wise Time Plan

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Unit 1 – Relation between Education and Psychology	15	<ol style="list-style-type: none"> <li>1. Meaning and Definition of Education and Psychology and their relation.</li> <li>2. Learning-concept and characteristics</li> <li>3. Memorization and Forgetting: process of memorization and economical ways of improving memorization.</li> </ol>	Group Discussions, Lecture Method, Questioning and Interactions	The relevance of education and psychology will be emphasised upon.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
Unit 2 = Stages and types of human development and their educational significance  1. Piaget's Cognitive	4	<ol style="list-style-type: none"> <li>1. Meaning and definition of Cognition and Development</li> <li>2. Stages and sub-stages of the theory will be explained. Background knowledge of the theory and some of the preliminary ideas of</li> </ol>	Group Discussions, Lecture Method, Questioning and Interaction  Videos and Ted talks	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.

Development Theory		the psychologist will be elucidated.	were utilised if needed		
3.Kohlberg's Moral Development theory	4	3. The concept and characteristics of the theory will be explained. The educational implications and significances will be elaborated upon.	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
Vygotsky's Social development theory	5	4. The theory will be well explained and its educational relevance and implications will be discussed in length.	Group Discussions, Lecture Method, Questioning and Interaction	The relevance and importance to life and education will be highlighted.	Class and home assignments, Questioning, Tutorials and end-of term assessment.
		5.			

It may be noted that students will be writing a term paper which will be assessed.

**LORETO COLLEGE**

**TIME PLAN 2024-2025**

**Name of the teacher: DR. DEBIKA GUHA**

**Initials: DG**

**Teaching Objectives:**

- To understand the meaning of Personality and be acquainted with its different aspects
- To know about intelligence and relate this knowledge with education
- To be acquainted with the cognitive approach of development and understand the process and factors of cognition

**Semester 2 Topic-wise Time Plan**  
**Education Major**  
**CC 2**  
**Psychological Foundation of Education**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1.	6	Personality: Concept, Definition, Personality traits	Explanation, Discussion, Participative teaching-learning, Debate (For All Topics)	Acquaintance, Understanding, Learning, Critical Analysis and Application (For All Topics)	Class assignments, Formative and Summative Evaluation (For All Topics)
2.	1	Concept of Intelligence			
3.	6	Theories of Intelligence by Spearman, Thorndike and Guilford			
4.	7	Types and Uses of Intelligence Tests			
5.	2	Concept of Emotional Intelligence and EQ			

**LORETO COLLEGE**

**TIME PLAN 2024-2025**

**Name of the teacher: Dr. Debika Guha**

**Initials: DG**

**Teaching Objectives: The students will be able to:**

1. Understand the concept of an Inclusive society
2. Comprehend the meaning of Exclusion and Inclusion
3. Analyse the obstacles and barriers to Inclusive Education
4. Apply their knowledge to critically analyse the role of school and society in creating an inclusive school and society

**Semester 2 Topic-wise Time Plan**

**Education IDC**

**Inclusive Education**

<b><i>Topics</i></b>	<b><i>Hours allotted</i></b>	<b><i>Topics (as per curriculum)</i></b>	<b><i>Teaching method</i></b>	<b><i>Learning outcome (output)</i></b>	<b><i>Assessment</i></b>
1.	3	Meaning of Inclusion and Inclusive Education	Explanation, Discussion, Participative teaching-learning, Debate (For All Topics)	Acquaintance, Understanding, Learning, Critical Analysis and Application (For the entire paper)	Class assignments, Term Paper, Formative and Summative Evaluation (For All Topics)
2.	3	Exclusion and Inclusion: Conceptual Overview			
3.	4	Obstacles and Barriers in Inclusive Education			
4.	4	Elements necessary for creating an Inclusive school			



**LORETO COLLEGE**  
**TIME PLAN 2024-2025**

**Name of the teacher: Dr. Ranjita Dawn**  
**Initials: RD**

**Teaching Objectives:**

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

**Semester II Education**  
**Topic-wise Time Plan**  
**EDC/H/IDC: Inclusive Education**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Unit: 2 Differently Abled and Disadvantaged Children	1 hour per week for each sub topic	Differently abled children- Visual	Lecture, Discussion, presentations (ppt)	Understand meaning, definition, characteristics of Visually challenged	Written assignments, Classroom discussion, powerpoint presentation by students
Unit: 2 Differently Abled and Disadvantaged Children	1 hour per week for each sub topic	Differently abled children- Auditory	Lecture, Discussion, presentations (ppt)	Understand meaning, definition, characteristics of Auditorily challenged	Written assignments, Classroom discussion, powerpoint presentation by students
Unit: 2 Differently Abled and Disadvantaged Children	1 hour per week for each sub topic	Differently abled children- Learning Disability	Lecture, Discussion, presentations (ppt)	Understand meaning, definition, characteristics of Learning disability	Written assignments, Classroom discussion, powerpoint presentation by students
Unit: 2 Differently Abled and Disadvantaged Children	1 hour per week for each sub topic	Disadvantaged children: SC	Lecture, Discussion, presentations (ppt)	Understand issues related to disadvantaged SC children	Written assignments, Classroom discussion, powerpoint presentation by students
Unit: 2 Differently Abled and Disadvantaged Children	1 hour per week for each sub topic	Disadvantaged children: ST	Lecture, Discussion, presentations (ppt)	Understand issues related to disadvantaged ST children	Written assignments, Classroom discussion, powerpoint

					presentation by students
Unit: 2 Differently Able and Disadvantaged Children	1 hour per week for each sub type of disability	Disadvantaged children: OBC	Lecture, Discussion, presentations (ppt)	Understand issues related to disadvantaged OBC children	Written assignments, Classroom discussion, powerpoint presentation by students
Unit: 2 Differently Able and Disadvantaged Children	1 hour per week for each sub topic	Disadvantaged children: EWS	Lecture, Discussion, presentations (ppt)	Understand issues related to disadvantaged EWS children	Written assignments, Classroom discussion, powerpoint presentation by students
Unit: 2 Differently Able and Disadvantaged Children	1 hour per week for each sub topic	Problems of differently abled and socially disadvantaged children	Lecture, Discussion, presentations (ppt)	Understand the problems of differently abled and socially disadvantaged children	Written assignments, Classroom discussion, powerpoint presentation by students
Unit: 2 Differently Able and Disadvantaged Children	1 hour per week for each sub topic	Specific Educational Measures and role of school and society		Understand the role of school and society in creating a barrier free environment	

**\*\* More time is assigned to each subtopic than specified in the table depending on the content depth.**

**Assignments:** Term Paper and Presentations by students during the Semester

**LORETO COLLEGE**  
**TIME PLAN**  
**2025**

Name of the teacher: Archita Roy Biswas  
Initials: ARB

**Teaching Objectives:**

The students will be able to: -

- Explain the meaning of Fundamental rights
- Analyze the various Democratic rights
- Understand the duties of citizenship

**Semester 2**  
**EDC/H//SEC/2/2 (Major)**  
**Aspects of Democratic Citizenship**  
**Topic-wise Time Plan**

<b>Topics</b>	<b>Hours allotted</b>	<b>Topics (as per curriculum)</b>	<b>Teaching method</b>	<b>Learning outcome (output)</b>	<b>Assessment</b>
Unit 1 Rights and duties as citizens 1	3	Democratic rights	Discussions, Questioning and Interaction	Understand the meaning of Fundamental rights	Regular class tutorials or assignments
2	3	Fundamental rights	Discussions, Method, Questioning and Interaction	Analyze the various Democratic rights	Regular class tutorials or assignments
3	3	duties of citizenship	Discussions, Method, Questioning and Interaction	Understand the duties of citizenship	Regular class tutorials or assignments

**LORETO COLLEGE  
TIME PLAN  
2025**

**Name of the teacher: Sukanya Mullick**

**Initials: SM**

**Teaching Objectives:**

- To define and distinguish between intelligence.
- To explain theories related to intelligence.
- To discuss the importance of emotional intelligence in personal and professional life.

**Semester 2  
EDC/M /1/1 (Minor)  
Psychological Foundation of Education  
Topic-wise Time Plan**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Intelligence	14 hours	1. Concept of Intelligence 2. Theories of Intelligence- Spearman, Thorndike and Guilford 3. Types and uses of intelligence tests 4. Concept of Emotional Intelligence and Emotional Quotient	Group Discussions, Lecture Method, Questioning and Interaction	<ul style="list-style-type: none"> <li>• To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.</li> <li>• To analyse the impact of both cognitive intelligence and emotional intelligence on decision making, relationships and leadership.</li> </ul>	Class and home assignments, Questioning, Tutorials and end-of term assessment.

*Assessment of Term paper*

**LORETO COLLEGE  
TIME PLAN  
2025**

**Name of the teacher: Sukanya Mullick**

**Initials: SM**

**Teaching Objectives:**

- To know about domestic violence and domestic rights.
- To develop an idea about child violence and child rights.

**Semester 2  
EDC/H/2/2 (Major)  
Aspects of Democratic Citizenship  
Topic-wise Time Plan**

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
Unit-2 Protection of Children	7 hours	Child Protection- concept and need Child Rights- concept, classification and need Legal Actions- POSCO	Group Discussions, Lecture Method, Questioning and Interaction	Develop an idea about Child Protection, Child Rights and POSCO	Class and home assignments, Questioning, Tutorials
Unit-3 Domestic Violence	7 hours	Domestic violence- definition and types, Protection of Women from Domestic Violence Act, 2005, Protection of males in Dav 2005- basic features	Group Discussions, Lecture Method, Questioning and Interaction Audio- Visual Aids	Development of idea about domestic violence and also an idea about the rights,	Class and home assignments, Questioning, Tutorials and end-of term assessment.

*Assessment of Term papers*

**LORETO COLLEGE TIME  
PLAN 2025**

**Semester II MDC**

**Name of the teacher: Tania Mondal Initials:**

**TM**

**Teaching Objective:** The students will be able to: -

- Understand the concept of personality and various personality traits.
- Develop the concept of intelligence.
- Understand different theories of intelligence.
- Analyze the different types and uses of intelligence tests.
- Develop the concept of Emotional Intelligence and EQ.

**2nd Semester EDC/MD/CC/1/2 (Psychological Foundation of Education)**

**Topic-wise Time Plan**

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome(output)	Assessment
Unit-1 Relation between psychology and Education 4.	4	Personality: Concept, definition, Personality Traits	Discussion and Explanation And illustration	Understand the concept of personality and various personality traits.	Regular class tutorials or assignments
Unit-3 Intelligence 1.	3	Concept of Intelligence	Discussion illustration and lecture method.PPT will be shown.	Develop the concept of intelligence and understand its factors.	Regular class tutorials or assignments
2.	4	Theories of Intelligence by Spearman, Thorndike and Guilford.	Discussion and Explanation And illustration. PPT will be shown.	Understand the theories and their educational implications.	Regular class tutorials or assignments and flipped classroom.
3.	3	Types and uses of Intelligence Tests.	Discussion, illustration and explanation.	Understand the types of intelligence and their use.	Regular class tutorials or assignments

4.	3	Concept of Emotional Intelligence and E.Q	Discussion, illustration and explanation.	Understand the concept of Emotional Intelligence and E.Q and analyse its importance in real life.	Regular class tutorials or assignments
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