

# B.Ed Semester-2 Merged Time Plans

Name of the teacher: Dr. Neeta Dang

Initials: ND

COURSE DETAILS: B.Ed. SEMESTER II (2)

Course – III (1.2.3) Learning and Teaching

First Half: Learning

Year - 2026

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. Understanding Learning	The teacher trainees would understand the nature of learning; types of learning; They would understand the processes of Remembering and Forgetting. ..	Home assignments, class discussions, questioning and end of term examination	Small-group Discussions, A class discussion on the types of learning. A detailed discussion, an explanation along-with the interaction of the students regarding the processes of Remembering and Forgetting. The strategies for effective	<b>10</b>	

			<p>memorisation and forgetting will also be delved into.</p> <p>Question and answer sessions</p> <p>Smart Board usage</p> <p>Question Bank of the LMS platform</p> <p>Study Materials on the LMS platform</p>		
2.	<p>The teacher trainees would understand the various factors of learning.</p> <p>The role of the teacher will be identified with regard to the various factors of learning.</p> <p>The strategies of learning – Co-operative learning; Collaborative learning and Peer Tutoring would be understood in terms of their nature and differentiation.</p>	<p>They were asked to watch videos selected for them and interpret those in front of their peers.</p> <p>Home assignments, class discussions, questioning and end of term examinations.</p>	<p>Small-group Discussions, A power-point presentation would be shared on the factors of learning.</p> <p>Question and answer sessions</p> <p>Smart Board usage</p> <p>Question Bank of the LMS platform</p> <p>Study Materials on the LMS platform</p>	<b>15</b>	
3 Learning Paradigms	<p>The perspectives of Behaviouristic Learning; Cognitive Learning; Social Cognitive Learning; Social Constructivist</p>	<p>Home assignments, class discussions, questioning and end of</p>	<p>Small-group Discussions. Videos on Cognitive Learning</p>	<b>10</b>	

	learning and Humanistic View of Learning would be studied..	term examination	would be shared. Question and answer sessions Smart Board usage Question Bank of the LMS platform Study Materials on the LMS platform		
4. Transfer of Learning	Concept, nature and types of transfer of learning.  Theories of Transfer of Learning  Methods of enhancing transfer of learning.	Home assignment, class discussions and end of term examination	Small-group Discussions. Videos on Cognitive Learning would be shared. Question and answer sessions Smart Board usage Question Bank of the LMS platform Study Materials on the LMS platform	<b>4</b>	
5. Organization of Learning Experiences : Issues and Concerns	Co-curricular Activities          Brainstorming	Home assignment, class discussions and end of term examination	For Co-curricular activities the teacher trainees will share their own participatory experiences. An actual real life	<b>7</b>	

	<p>Within class Grouping</p> <p>Enrichment courses</p>		<p>situation will be taken up for brainstorming.</p> <p>The idea of within class grouping will be discussed and its advantages and disadvantages will be identified.</p> <p>The flipped classroom technique will be followed for Enrichment Courses.</p>		
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

YEAR - 2026 SEMESTER - II DEPARTMENT - B.Ed

<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>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
UNIT-II Philosophical foundation of Education – Significance of philosophy in education Brief account of the philosophers like Gandhiji, Tagore etc Relevance of the philosophies of the philosophers with regard to activity discovery and dialogue.	<ul style="list-style-type: none"> <li>Comprehend the philosophises of the different philosophers. (Understanding)</li> <li>Assess their contribution to education (evaluating)</li> </ul>	Regular class tutorials, group paper presentation	Discussion and paper presentation Lecture and discussion method	4	

<p>UNIT-III Sociological foundation of Education-constitutional goals, Social issues in education-globalisation sustainable development and secularism</p>	<ul style="list-style-type: none"> <li>• Relate community participation and development in education. (Applying)</li> <li>• Comprehend the various constitutional goals, social issues and modern values. (Understanding).</li> <li>• Develop the skills of 21<sup>st</sup> century to understand the needs of globalisation, sustainable development and secularism (Skill)</li> </ul>	<p>Regular class tutorials assignments</p>	<p>ICT, and discussion method</p>	<p>8</p>	<p>.</p>
<p>UNIT IV Concept and scope of Education. - Aims of education Agencies of education Types of education</p>	<ul style="list-style-type: none"> <li>• Develop the knowledge regarding the scope and objectives of education. (Understanding)</li> <li>• Analyse the different agencies of education. (Analysing)</li> <li>• Evaluate the different types of education (Evaluating)</li> </ul>	<p>Regular class tutorials assignments</p>	<p>PPT, discussion and illustrative method</p>	<p>8</p>	
<p>UNIT V Dynamics of Curriculum development-determinants of curriculum Theories of curriculum Stage specific curriculum</p>	<ul style="list-style-type: none"> <li>• Acquire the skill to design the curriculum in the context of school experiences. (skill)</li> </ul>	<p>Regular class tutorials assignments</p>	<p>Discussion and illustrative method</p>	<p>8</p>	

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

**YEAR -2026 SEMESTER - II DEPARTMENT -B.Ed.**

**Name of the Teacher: Ms. Somali Mukherjee**

<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>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
<p><b>Course IX</b> <b>1.2.9</b></p> <p><b>Assessment for Learning</b></p> <p><b><u>(1st Half)</u></b> <b><u>Assessment of The Learning Process</u></b></p> <p><u>Unit III - Psychological Test</u></p> <p><u>Unit V - Organization of Learning Experiences</u></p>	<p>The learners will gain <b>Knowledge</b> of -</p> <ul style="list-style-type: none"> <li>- Meaning and concept of Psychological testing</li> <li>- The different types of testing situations</li> <li>- History, nature, scope, and types of different types of testing (intelligence, aptitude, interest, etc.)</li> <li>- Meaning, characteristics and features of Achievement tests</li> <li>- The different roles and responsibilities schools share in student’s learning</li> <li>- The different strategies and aids used to organize the learning material</li> </ul> <p><b>Skills</b></p>	<p>Written tests Case-study analysis Concept-based assignments Peer teaching Continuous Internal Assessment (CIA) End-semester examination Project work</p>	<p>Lecture method to be aided by Case study and discussion used as a strategy. Group work and conceptual essays to encourage collaborative analysis and interpretation. Powerpoint presentations and videos will be used as aids to facilitate understanding. Participation in discussions to assess attitude and value orientation.</p>	<p align="center"><b>12hrs</b></p>	

	<ul style="list-style-type: none"> <li>- To be able to identify the need for testing.</li> <li>- To be able to select appropriate testing according to the context.</li> </ul> <p>The learners will develop <b>Values / Attitudes</b> that -</p> <ul style="list-style-type: none"> <li>- Help the learners use psychological testing in a sensitive, ethical, and responsible manner.</li> <li>- Treat learners who are in need of assessment with respect and dignity.</li> </ul>				
<p><b>Course IX</b> <b>1.2.9</b></p> <p><b>Assessment for Learning</b></p> <p><b><u>(2nd Half)</u></b> <b><u>Assessment of The Learning System</u></b></p> <p><b><u>(PRACTICUM)</u></b></p> <p><u>Prepare Graphs and Use Statistics</u></p>	<p>The learners are to develop <b>Knowledge</b> regarding -</p> <ul style="list-style-type: none"> <li>- Conceptual understanding of the measures of <b>central tendency &amp; variability</b>.</li> <li>- Statistical measures and computations formulas of <b>Mean, Median, Mode &amp; Standard Deviation</b></li> </ul> <p>The learners are to develop <b>Skills</b> to -</p> <ul style="list-style-type: none"> <li>- Conduct testing and score them according to the steps.</li> </ul>	<p>Conducting the test, scoring and results</p> <p>Participating in regular supervision sessions for the statistical measures to be taken</p> <p>Reporting the results and their interpretations.</p>	<p>Lecture will be aided by descriptions of former case studies, scales, etc., as tests.</p> <p>One-on-one supervision will be planned to evaluate progress.</p>	<p><b>32hours</b></p>	

<u>for Analysis of Test Results</u>	<ul style="list-style-type: none"><li>- Interpreting the findings according to the norms given.</li><li>- Be able to apply statistical measures to analyse the data.</li><li>- Be able to interpret and report the results.</li></ul> <p>The learners are to develop <b>Values/Attitudes</b> that make them</p> <ul style="list-style-type: none"><li>-</li><li>- Use different statistical analysis methods without any prior reservations.</li></ul>				
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION****YEAR – 1st Year SEMESTER - 2 DEPARTMENT – B.Ed.****Dr. Sanghita Sanyal**

<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>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
Paper 1.2.7B Pedagogy of a School Subject English Method	Student will be able to: <ul style="list-style-type: none"><li>• Knowledge – know and remember various terminologies and concepts related to first, second language, home language, school language, EFL, ELT</li><li>• analyze theories and practices of ELT</li><li>• evaluate various procedures of planning, and executing lessons as simulation, micro-teaching</li><li>• Skill Value – imbibe capacities to create and analyze, learning designs based on texts and create practical TLMs.</li></ul> Attitude – develop inclination and acumen towards language teaching, grammar and vocabulary and develop materials.	Classwork, Presentation, Practicum	<ul style="list-style-type: none"><li>• Lecture method</li><li>• Demonstrations</li><li>• Hands-on training through practices</li><li>• Video presentations and Exposure to critical materials</li></ul>	25	

1.2.8	<p>Students should be able to :</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Remember and understand various types of questions according to taxonomic levels</li> </ul> <p>Skill:</p> <ul style="list-style-type: none"> <li>Create and evaluate questions based on given texts</li> </ul>	Classroom lectures, practical demonstrations	<ul style="list-style-type: none"> <li>Hands-on training through practices</li> <li>Video presentations and Exposure to critical materials</li> </ul>	5	
EPC 2 Drama and Other Arts	<p>Students should be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Remember and analyze the philosophy and value behind including Drama and other Arts as EPC.</li> <li>Analyze various terminologies and concepts related to drama, performances, movements</li> <li>Implication of drama as a part of teaching methodology</li> <li>Types of stages, history of drama, rasa, how it can be applied in classroom.</li> </ul> <p>Skill:</p> <p>Create scripts, dialogues, dramatic intervention in classroom,</p> <ul style="list-style-type: none"> <li>Modulate voices while reading and make teaching more relatable</li> </ul>	Classwork, Presentation, Practicum	<ul style="list-style-type: none"> <li>Lecture method</li> <li>Demonstrations</li> <li>Hands-on training through practices</li> <li>Video presentations and Exposure to critical materials</li> </ul>	15	

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

**Faculty Name: Dr. Sukanya Mullick**

**Department: Education and B.Ed.**

**Semester: II B.Ed.**

**Course- IX (1.2.9) Assessment for Learning**

**Second Half-Assessment of the Learning System**

<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>	<b>Evaluated Outcome / Post-Teaching Reflections</b>
Unit I: Infrastructural Facilities – Rooms (types & number), Sanitation facility, Playground, Classroom furniture, Drinking water, Library	Knowledge: Understand importance of school infrastructure. Skill: Identify and evaluate facilities in schools. Value/Attitude: Develop awareness about safe and supportive learning environment.	Oral questions, short written responses.	Lecture-cum-discussion, use PPT of charts and images of school infrastructure, discussion on ideal school facilities.	10 Hours	
Unit II: Human Resource – Teaching staff (Full time, Part time, Para teacher), Non-teaching staff, Students (Boys/Girls/SC/ST/OBC/Minority/Special Needs), Teacher–student ratio	Knowledge: Explain categories of human resources. Skill: Analyse	Short answer questions, Quiz	Interactive lecture, brainstorming on roles of staff, discussion on	3Hours	

	teacher–student ratio and inclusiveness. Value/Attitude: Respect roles of staff and diversity among students.		inclusive classroom practices by using PPT		
Unit III: Management & Record Maintenance – Managing Committee, Academic Committees, Fee structure, School hour/timetable/periods, Student self-government, Records (Accounts, Staff, Student, Curriculum)	Knowledge: Understand school management system. Skill: Identify types of school records. Value/Attitude: Appreciate importance of systematic record keeping.	Short assignment.	Lecture with examples of school records and registers, explanation of administrative processes using PPT	5 Hours	
Unit IV: Special Services Provided – Mid-day meal, Book bank for poor students, Tutorial for weaker students, Remedial teaching, Parent Teacher Association, Staff welfare service, Health programme, Talent search examination, Scholarships	Knowledge: Identify support services in schools. Skill: Analyse their role in student welfare. Value/Attitude: Develop empathy for disadvantaged learners.	Case discussion, reflective writing.	Discussion on welfare schemes and remedial programmes, examples from school practices using PPT	7 Hours	
Unit V: School–Community Relationship – Community involvement in decision making, Community contribution to school, Meeting with community members, School response to parents	Knowledge: Understand concept of school–community relationship.	Group discussion, presentation, reflective feedback.	Lecture-cum-discussion, role play on PTA meetings, discussion on parent-school	3 Hours	

	Skill: Analyse role of parents and community. Value/Attitude: Develop cooperative outlook towards community participation.		communication using PPT		
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-2026 SEMESTER – 2 COURSE: 1.2.9 ( Assessment of the Learning Process: 1<sup>st</sup> Half) DEPARTMENT- B.Ed.**

**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>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
1. Meaning of Test, Measurement, Assessment and Evaluation, Distinction among Measurement, Assessment and Evaluation, Nature and purpose of Evaluation	<p>1. Understand the concepts of Test, Measurement, Assessment and Evaluation (Knowledge)</p> <p>2. Be sensitive towards needs of Evaluation for the holistic development of the child (Value and Attitude)</p> <p>3. Distinguish between Measurement and Evaluation (Knowledge and Value)</p>	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)	7	

<p>2.Approaches- Formative and Summative, NRT and CRT</p>	<p>1.Learn the meaning, purpose, and characteristics of Formative, Summative Evaluation, CRT and NRT (Knowledge)</p> <p>2.Critically analyse the advantages and disadvantages of the above (Knowledge)</p> <p>3. Compare the similarities and dissimilarities of CRT and NRT (Skill)</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>8</p>	
<p>3.Validity and Reliability- Meaning, Types and Measurement, Norm and Usability</p>	<p>1.Learn the concepts of Validity and Reliability and their significance in education (Knowledge and Value)</p> <p>2.Understand the methods of determining the Validity and Reliability of a Test (Skill)</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>13</p>	
<p>4Types of Tests: Written Test, Oral</p>	<p>1.Comprehend the meaning and characteristics of various types of tests (Knowledge)</p>	<p>Formative and Summative Evaluation,</p>	<p>Explanation, Discussion, Participative Teaching – Learning, Debate, Group –</p>	<p>8</p>	

<p>Test, Essay and Objective Type of Tests</p>	<p>2. Classify Tests (Knowledge and Skill)</p> <p>3. Understand the need of various types of Tests (Knowledge and Value)</p> <p>4. Compare Essay type and Objective type of Tests (Knowledge and Skill)</p> <p>4. Describe their educational implications (Knowledge and Value)</p>	<p>Class Assignments, Project work, Quiz with MCQ, Self Assessment, LMS (for all topics as required)</p>	<p>Learning and Teaching, Technology based learning, Peer Teaching, Game Based learning, Learning through problem solving, LMS (for all topics as applicable)</p>		
<p>5.Grading</p>	<p>1. Understand why Grading was introduced? (Knowledge and Value)</p> <p>2. Distinguish among various methods of Grading (Skill)</p> <p>3. Critically analyse the problems of Grading mechanism ( Skill)</p> <p>4. Describe the educational implications of Grading (Value)</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>2</p>	

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## COMPETENCY BASED LEARNING DESIGN / POST-TEACHING REFLECTION

**YEAR:** 2026

**SEMESTER:** II

**DEPARTMENT:** B.Ed.

**Faculty:** Dr. Suparna Ghosh

**Course:** Pedagogy of History (History Method)

Topic / Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)	Assessment	Brief Description of Strategies / Aids / Evaluation Process	Hours Allotted	Evaluated Outcome / Post-Teaching Reflection
Course VII (B) – Pedagogy of History Teaching UNIT I – Nature and Scope of History	Knowledge: Understand meaning, nature and scope of History. Skill: Interpret historical sources and events. Value: Appreciation of cultural heritage. Attitude: Curiosity towards historical enquiry.	Oral questioning, short written assignment, class discussion	Lecture-cum-discussion, use of timelines, maps and charts to explain historical development.	1 class / week	Reflection on students' understanding and participation.
UNIT II – Aims and Objectives of Teaching History	Knowledge: Understand objectives of History teaching. Skill: Frame instructional objectives. Value: Respect for democratic	Assignment on writing objectives, classroom interaction	Explanation method, brainstorming, group activity to prepare lesson objectives.	1 class / week	Evaluation of clarity and appropriateness of objectives written by students.

	and social values. Attitude: Responsible citizenship.				
UNIT III – Methods of Teaching History	Knowledge: Understand lecture, discussion, project and source method. Skill: Apply appropriate teaching method. Value: Appreciation of active learning. Attitude: Willingness to try innovative methods.	Micro-teaching, peer feedback, observation	Demonstration of teaching methods, role play and peer teaching with teaching aids.	1 class / week	Reflection based on peer feedback and teaching performance.
UNIT IV – Teaching Aids in History	Knowledge: Identify charts, maps, models and audio-visual aids. Skill: Prepare and use teaching aids effectively. Value: Appreciation for visual learning. Attitude: Creativity in preparing materials.	Practical demonstration and teaching aid preparation	Students prepare charts, timelines and maps. Teacher demonstrates use of digital and visual aids.	1 class / week	Evaluation of usefulness and creativity of teaching aids.
UNIT V – Assessment in History Teaching	Knowledge: Understand principles and types of evaluation. Skill: Prepare test items	Quiz, assignment, question paper preparation	Lecture, demonstration of blueprint preparation and group work.	1 class / week	Reflection on quality and alignment of questions with learning outcomes.

	and blueprint. Value: Importance of fair evaluation. Attitude: Responsible approach to assessment.				
Engagement with Field / Practicum – Historical Site Visit / Project Work	Knowledge: Understand historical significance of local heritage. Skill: Observation, note-taking and report writing. Value: Respect for heritage conservation. Attitude: Interest in experiential learning.	Field report, presentation, observation	Educational visit to museum or heritage site. Observation sheets and group discussion.	1 class / week	Evaluation of student reports, participation and reflections.

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

**YEAR - 2026 SEMESTER - II DEPARTMENT -B.Ed.**

**Faculty: Dr Kaustuva Banerjee**

<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>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
<p>1. Course-III (1.2.3) Teaching Learning for 2nd Half Engagement with Field / Practicum</p>	<p><b>1. Knowledge (Cognitive Domain)</b> What the learner <b>knows and understands.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Define simulated teaching</li> <li>• Explain steps of micro-teaching</li> <li>• Describe competency-based education</li> </ul> <p><b>2. Skill (Psychomotor Domain)</b> What the learner <b>can perform or apply.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective questioning techniques</li> <li>• Conduct a simulated lesson</li> <li>• Use teaching aids effectively</li> </ul>	<p><input type="checkbox"/> Written tests</p> <p><input type="checkbox"/> Oral examinations</p> <p><input type="checkbox"/> Projects and assignments</p> <p><input type="checkbox"/> Observation</p>	<p><b>Micro-teaching:</b> Teaching a small topic for a short time (5–10 minutes) to a small group of peers.</p> <p><b>Role Play:</b> Students act as school learners while the trainee acts as the teacher.</p> <p><b>Peer Teaching:</b> Trainee teachers teach classmates and receive feedback.</p> <p><b>Demonstration Method:</b> The teacher demonstrates a concept or activity.</p> <p><b>Discussion Method:</b> Encouraging interaction between the teacher and learners.</p> <p>These strategies help develop <b>communication skills,</b></p>	<p>1 class/wk</p>	

	<p><b>3. Value (Ethical / Social Development)</b></p> <p>What the learner <b>appreciates and respects</b> in the teaching profession.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Respect for diverse learners</li> <li>• Commitment to inclusive education</li> <li>• Importance of continuous professional development</li> </ul> <p><b>4. Attitude (Affective Domain)</b></p> <p>The learner's <b>behavior, mindset, and professional disposition.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Confidence in teaching</li> <li>• Positive attitude toward feedback</li> <li>• Willingness to improve teaching practices</li> </ul>		<p><b>questioning techniques, and classroom management.</b></p>		
<p>2. Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching UNIT-I-V</p>	<p><b>1. Knowledge Outcomes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand basic <b>geographical concepts</b> such as landforms, climate, resources, and environment.</li> </ul>	<p><b>Formative Evaluation</b></p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Assignments</li> <li>• Map work</li> <li>• Projects</li> <li>• Quiz and oral tests</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-cum-discussion</li> <li>• Inquiry method</li> <li>• Cooperative learning</li> </ul>	<p>1class/wk</p>	

	<ul style="list-style-type: none"> <li>• Identify <b>continents, countries, rivers, mountains, and oceans</b> on maps.</li> <li>• Explain the <b>relationship between humans and environment</b>.</li> <li>• Understand <b>population distribution, natural resources, and economic activities</b>.</li> <li>• Describe <b>environmental issues</b> like pollution, climate change, and conservation.</li> </ul> <p><b>2. Skill Outcomes</b></p> <p>Students develop practical and intellectual skills such as:</p> <ul style="list-style-type: none"> <li>• <b>Map reading and interpretation</b></li> <li>• <b>Observation and data collection</b> during field studies</li> <li>• <b>Analyzing charts, graphs, and diagrams</b></li> <li>• <b>Problem-solving and critical thinking</b> about environmental issues</li> <li>• <b>Communication skills</b> through discussion, presentation, and report writing.</li> </ul> <p><b>3. Value Outcomes</b></p> <p>Students develop important social and environmental values:</p> <ul style="list-style-type: none"> <li>• Respect for <b>nature and environment</b></li> </ul>	<p><b>Summative Evaluation</b></p> <ul style="list-style-type: none"> <li>• Written examinations</li> <li>• Practical map tests</li> <li>• Presentation of project reports</li> </ul> <p><b>Continuous Assessment</b></p> <p>Teachers assess:</p> <ul style="list-style-type: none"> <li>• Understanding of concepts</li> <li>• Skill development</li> <li>• Value formation</li> <li>• Attitude toward society and environment</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Appreciation of <b>cultural diversity</b></li> <li>• Sense of <b>national unity and integrity</b></li> <li>• Responsibility toward <b>sustainable development</b></li> <li>• Cooperation and teamwork in group activities</li> </ul> <p><b>4. Attitude Outcomes</b></p> <p>Students develop positive attitudes such as:</p> <ul style="list-style-type: none"> <li>• Curiosity to learn about <b>different places and cultures</b></li> <li>• Interest in <b>environmental protection</b></li> <li>• Respect for <b>social equality and diversity</b></li> <li>• Responsible <b>citizenship and social participation</b></li> </ul>				
<p>3. Course-VII-(A) (1.2.7A) Pedagogy of Social Science Teaching</p> <p>Engagement with Field / Practicum</p>	<p><b>Knowledge:</b> Students understand basic ecological concepts such as ecosystem, biodiversity, soil types, vegetation, and human-environment interaction.</p> <p><b>Skill:</b> Students develop skills of observation, data collection, map reading, and recording geographical information.</p> <p><b>Value:</b> Students develop appreciation for environmental conservation and sustainable use of resources.</p> <p><b>Attitude:</b> Students develop responsible behaviour towards nature and teamwork during field study.</p>	<p>Oral questioning, worksheet, field notebook check. Field report, practical record, data table preparation. Reflection writing and group discussion. Observation of participation, teamwork, and discipline during field activity.</p>	<p>Teacher explains ecosystem concepts before the visit. Students observe plants, soil, water sources, and landforms during the field visit. Use charts, maps, and observation sheets as aids. After the visit, students discuss environmental problems observed (pollution, deforestation etc.). Teacher encourages ideas for conservation and sustainable practices.</p>	<p>1class/wk</p>	

<p>4.Course-IX (1.2.9) 2ndHalf Assessment of the Learning System Engagement with Field / Practicum</p>	<p><input type="checkbox"/> <b>Knowledge:</b> The blueprint ensures that questions cover all relevant knowledge areas in proportion to their importance and learning objectives.</p> <p><input type="checkbox"/> <b>Skill:</b> Students will develop the ability to apply their knowledge through analytical and practical skills. This includes interpreting maps, reading graphs, analyzing statistical or field data, drawing diagrams, and solving case-based or scenario-based questions. The blueprint guides the distribution of questions to assess these skills systematically.</p> <p><input type="checkbox"/> <b>Value:</b> Through carefully framed questions in the blueprint, students are encouraged to reflect on real-world environmental challenges and solutions, promoting environmental awareness and responsibility.</p> <p><input type="checkbox"/> <b>Attitude:</b> Students will cultivate a positive attitude toward learning geography in a meaningful, responsible, and reflective way. The blueprint encourages the inclusion of reflective, opinion-based, or scenario-based questions that foster critical thinking, responsible citizenship, and an ethical approach to environmental and social issues.</p>	<p>Reflective Questions / Opinion-Based Questions</p>	<p><b>Lecture and Explanation:</b> concept of a question paper blueprint, its purpose, and importance in assessment. Introduce the idea of aligning questions with competency-based learning outcomes (Knowledge, Skills, Values, Attitudes).</p> <p><b>Demonstration with Examples:</b> examples of well-prepared blueprints, highlighting different sections of a question paper, distribution of marks, and types of questions (objective, short answer, long answer, map work, case studies). Demonstrate how to match questions with specific learning outcomes.</p> <p><b>Group Discussion and Brainstorming:</b> Encouraging students to discuss which topics should carry more weight, the types of questions suitable for different competencies, and the balance between knowledge, skills, values, and attitudes. This promotes critical thinking and collaborative learning.</p> <p><b>Hands-On Practice / Workshop:</b> students create a sample blueprint in groups or individually. They can choose a</p>	<p>1class/wk</p>	
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			chapter or unit, assign marks for various question types, and map each question to a competency-based outcome. Aids used like previous question papers, textbooks, and rubrics.		
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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 - 2 DEPARTMENT – B.Ed.**

**COURSE 1.2.3 (2nd Half): Teaching for Learning**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids &amp; Evaluation</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
Unit 1: Understanding Teaching – Concepts & Definitions	Knowledge: Conceptual clarity on teaching and learning processes	Written assignments, PPTs, discussion	Lecture-cum-discussion, student presentations using PPT	1 hr/week	
Unit 1: Nature, Characteristics & Factors Affecting Teaching	Knowledge & Attitude: Analytical understanding of determinants of teaching	Written assignments, discussion	Interactive lecture, examples from classroom contexts	1 hr/week	
Unit 1: Teaching, Instruction & Training	Knowledge: Ability to differentiate core concepts	Assignments, presentations	Concept comparison through lecture and discussion	1 hr/week	
Unit 1: Maxims of Teaching	Skill: Application of maxims in lesson planning	Assignments, PPTs	Lecture with illustrations and classroom examples	1 hr/week	
Unit 1: Role of Teacher in Effective Teaching	Attitude: Professional responsibility and reflective practice	Classroom discussion	Lecture, reflective discussion	1 hr/week	

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids &amp; Evaluation</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
Unit 2: Concept Attainment Model (CAM)	Knowledge & Skill: Understanding model-based teaching	Assignments, PPTs	Model explanation, examples	1 hr/week	
Unit 2: Advance Organizer Model (AOM)	Knowledge: Structured learning facilitation	Assignments, presentations	Lecture, discussion	1 hr/week	
Unit 2: Inquiry Training Model (ITM)	Skill & Attitude: Inquiry-based thinking	Assignments, discussion	Inquiry-based examples	1 hr/week	
Unit 3: Task of Teaching – Meaning & Definition	Knowledge: Conceptual clarity	Written work	Lecture, discussion	1 hr/week	
Unit 3: Variables in Teaching Task	Knowledge: Identification of teaching variables	Assignments	Lecture-cum-discussion	1 hr/week	
Unit 3: Phases of Teaching Task	Skill: Planning and reflection	Assignments, PPTs	Lecture with phase-wise explanation	1 hr/week	
Unit 3: Essentials of Effective Teaching	Attitude: Reflective teaching practice	Classroom discussion	Interactive lecture	1 hr/week	
Unit 4: Levels of Teaching	Knowledge: Differentiation of teaching levels	Assignments	Lecture, examples	1 hr/week	
Unit 4: Constructivist Approach	Skill & Attitude: Learner-centred pedagogy	Assignments, discussion	Lecture, group work	1 hr/week	
Unit 4: Cooperative Learning & Group Discussion	Skill: Collaboration	Presentations	Group activities	1 hr/week	

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes (Knowledge / Skill / Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids &amp; Evaluation</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflection</b>
Unit 4: Games, Debate, Quiz & Seminar	Skill & Attitude: Participatory learning	Participation-based	Activity-based teaching	1 hr/week	
Unit 4: Programmed Instruction (PI)	Knowledge: Self-paced learning methods	Assignments	Lecture	1 hr/week	
Unit 4: Computer Assisted Instruction (CAI)	Skill: Technology integration	PPTs, assignments	ICT-enabled teaching	1 hr/week	

**Note:** More instructional time is allotted to selected units depending on content depth.

**Assigned Classes:** 2 per week

**Practicum:** Term Paper and Student Presentations

**LORETO COLLEGE**

**Name of the Teacher:** Dr. Ranjita Dawn  
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-2026 SEMESTER - 2 DEPARTMENT – B.Ed.**

**COURSE 1.2.8 A: Knowledge and Curriculum**

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcomes</b>	<b>Assessment</b>	<b>Strategies &amp; Aids</b>	<b>Hours Allotted</b>	<b>Post-Teaching Reflection</b>
Unit 3: Four Pillars of Education	Knowledge & Attitude: Holistic understanding of education	Classroom discussion	Lecture, PPT	1 hr/week	
Unit 3: Education for Generation, Conservation & Transmission of Knowledge	Knowledge: Role of education in knowledge systems	Classroom discussion	Lecture-cum-discussion	1 hr/week	

**Note:** More instructional time is allotted to selected units depending on content depth.

**Assigned Classes:** 2 per week

**Practicum:** Term Paper and Student Presentations

**LORETO COLLEGE**

**Name of the Teacher:** Dr. Ranjita Dawn

**Initials:** RD

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

**YEAR – 2025-2026 SEMESTER - 2 DEPARTMENT – B.Ed.**

**COURSE IX (1.2.9 A): Assessment for Learning**

Topic / Unit	Competency-Based Expected Learning Outcomes	Assessment	Strategies & Aids	Hours Allotted	Post-Teaching Reflection
Unit 4: Tabulation of Data	Skill: Organising and interpreting data	Working out sums	Lecture, demonstration	1 hr/week	
Unit 4: Histogram	Skill: Graph construction	Graph construction	Demonstration	1 hr/week	
Unit 4: Frequency Polygon	Skill: Graphical representation	Graph construction	Demonstration	1 hr/week	

**Note:** More instructional time is allotted to selected units depending on content depth.

**Assigned Classes:** 2 per week

**Practicum:** Term Paper and Student Presentations

## COMPETENCY-BASED LEARNING DESIGN/COMPETENCY-BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - II DEPARTMENT - B.Ed.

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
<p><b>Course-VII-(B) (1.2.3)</b> Learning and Teaching 2nd Half Engagement with Field/ <b>Unit:</b> Practicum: Simulated Teaching Practical</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the steps and structure of simulated teaching</li> <li>• Identify appropriate teaching methods for economics topics</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate micro-teaching skills in a simulated classroom setting</li> <li>• Use teaching aids and examples effectively while teaching economics concepts</li> <li>• Practice questioning techniques and classroom interaction</li> </ul> <p><b>Value:</b></p> <p>Value effective communication in teaching-learning processes</p> <ul style="list-style-type: none"> <li>• Appreciate collaborative learning and peer feedback</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Develop confidence in teaching economics topics</li> <li>• Cultivate a positive and professional teaching attitude</li> <li>• Show openness to feedback for improving teaching skills</li> </ul>	<p>Oral and written questions, Presentation Group Discussion Reflection</p>	<p><b>Strategies:</b></p> <p>Presentation( PPT) with lecture, board work.</p> <p><b>Evaluation Process:</b></p> <p>Diagnostic continuous classroom evaluation with classroom observation</p> <p>End Semester Internal and University Examination</p>	32	
<p><b>Course-VII-(A)(1.2.7A)</b> Pedagogy of a</p>	<p><b>Unit I:</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain the aims and objectives of Social Science teaching</li> </ul>	<p>Oral and written questions, Presentation</p>	<p><b>Strategies:</b> Presentation( PPT) with lecture, board work.</p>	06	

<p>School Subject Part-I <b>Unit I-</b> Foundation of Social Science Teaching:</p>	<ul style="list-style-type: none"> <li>• Understand the values and significance of Social Science curriculum</li> <li>• Describe the interrelationship among different branches of Social Science</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Use discussion to develop citizenship values</li> <li>• Design activities linking social science with current events</li> <li>• Facilitate classroom debates on social issues</li> </ul> <p><b>Value:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the role of Social Science in promoting democratic values</li> <li>• Value national integration and social harmony</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Develop respect for cultural diversity and social unity</li> <li>• Show commitment to teaching Social Science effectively</li> </ul>	<p>Group Discussion Reflection</p>	<p><b>Evaluation Process:</b></p> <p>Diagnostic continuous classroom evaluation with classroom observation</p> <p>End Semester Internal and University Examination</p>		
<p><b>Unit II-</b> Strategies of Social Science Teaching:</p>	<p><b>Unit II</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand different teaching methods used in Social Science</li> <li>• Explain the features and limitations of lecture, heuristic and project methods</li> <li>• Describe the role of computer-assisted instruction (CAI) in teaching</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Select appropriate teaching methods according to topic and learners</li> <li>• Use interactive and activity-based teaching techniques</li> </ul>	<p>Oral and written questions, Presentation Group Discussion Reflection</p>	<p><b>Strategies:</b></p> <p>Presentation( PPT) with lecture, board work.</p> <p><b>Evaluation Process:</b></p> <p>Diagnostic continuous classroom evaluation with classroom observation</p> <p>End Semester Internal and University Examination</p>	<p>7</p>	

<p><b>Unit III-</b> Learning Resource in Social Science Teaching:</p>	<p><b>Value:</b></p> <ul style="list-style-type: none"> <li>•Evaluate learner-centred teaching approaches</li> <li>• Appreciate the importance of active student participation</li> </ul> <p><b>Attitude:</b> Develop openness toward innovative teaching strategies</p> <p><b>Unit III Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning and types of learning resources in Social Science</li> <li>• Identify the qualities of a good Social Science textbook</li> <li>• Understand the importance of teaching aids and Social Science laboratory</li> </ul> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Select and use appropriate teaching aids for Social Science lessons</li> <li>• Prepare and improvise low-cost teaching aids</li> </ul> <p><b>Value :</b></p> <ul style="list-style-type: none"> <li>• Appreciate the role of teaching aids in improving learning</li> <li>• Value the effective use of educational resources</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Develop creativity in preparing teaching materials</li> </ul>	<p>Oral and written questions, Presentation Group Discussion Reflection</p>	<p><b>Strategies:</b> Presentation( PPT) with lecture, board work.</p> <p><b>Evaluation Process:</b> Diagnostic continuous classroom evaluation with classroom observation End Semester Internal and University Examination</p>	<p>6</p>	
<p><b>Unit IV-</b> Social Science Teacher:</p>	<p><b>Unit IV Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Describe the qualifications required for Social Science teachers</li> <li>• Explain the qualities of an effective Social Science teacher</li> </ul>	<p>Oral and written questions, Presentation Group Discussion Reflection</p>	<p><b>Strategies:</b> Presentation( PPT) with lecture, board work.</p> <p><b>Evaluation Process:</b></p>	<p>6</p>	

<p><b>Unit V-</b> Evaluation in Social Science Education:</p>	<ul style="list-style-type: none"> <li>• Understand the importance of professional growth in teaching</li> </ul> <p><b>Skill :</b></p> <ul style="list-style-type: none"> <li>• Demonstrate professional competencies required for Social Science teaching</li> <li>• Engage in activities that enhance professional development</li> </ul> <p><b>Value :</b></p> <ul style="list-style-type: none"> <li>• Value professionalism and ethical practices in teaching</li> <li>• Appreciate the role of teachers in shaping responsible citizens</li> </ul> <p><b>Attitude :</b></p> <ul style="list-style-type: none"> <li>• Develop commitment towards continuous professional development</li> <li>• Show responsibility and dedication towards teaching profession</li> </ul> <p><b>Unit V Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain different evaluation devices used in Social Science education</li> <li>• Understand competency-based evaluation</li> <li>• Describe formative and summative evaluation methods</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Construct simple assessment tools such as achievement tests</li> <li>• Diagnose learning difficulties and plan remedial measures</li> <li>• Apply evaluation techniques to assess student learning</li> </ul> <p><b>Value:</b></p> <ul style="list-style-type: none"> <li>• Value fair and objective evaluation practices</li> </ul>	<p>Oral and written questions, Presentation Group Discussion Reflection</p>	<p>Diagnostic continuous classroom evaluation with classroom observation End Semester Internal and University Examination</p> <p><b>Strategies:</b> Presentation( PPT) with lecture, board work.</p> <p><b>Evaluation Process:</b> Diagnostic continuous classroom evaluation with classroom observation End Semester Internal and University Examination</p>	<p>7</p>	
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<p><b>Engagement with Field /Practicum:</b> Visit to Commercial Places</p>	<ul style="list-style-type: none"> <li>• Appreciate the importance of continuous assessment</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>•Develop a positive attitude toward diagnostic and remedial teaching</li> </ul> <p><b>Practicum Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the functioning of different commercial establishments such as markets, shops and banks</li> <li>• Identify various economic activities involved in trade and commerce</li> <li>• Recognize the role of commercial institutions in the local economy</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Observe and record commercial activities during field visits</li> <li>• Collect and organize information related to trade and business practices</li> <li>• Relate theoretical concepts of social science with real-life economic activities</li> </ul> <p><b>Value :</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of commerce in economic development</li> <li>• Value the role of different occupations involved in trade and business</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Develop curiosity towards understanding real-life economic processes</li> <li>• Cultivate interest in learning through field-based experiences</li> </ul>	<p>Evaluation through observation of student participation, assessment of field notes, report submission, and group presentation.</p>	<p><b>Strategies:</b> Project Method, Direct observation method with interactive method practices, discussion method and report writing</p> <p><b>Evaluation Process:</b> Diagnostic continuous classroom evaluation with classroom observation End Semester Internal and University Examination</p>	<p>32</p>	
<p><b>Course-IX (1.2.9)</b> Assessment for Learning Engagement with Field / Practicum</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>•Understand the structure and content organization of syllabus in a question paper</li> <li>•Recognize curriculum alignment with syllabus and learning standards</li> </ul>	<p>Presentation Group Discussion Reflection</p>	<p><b>Strategies:</b> Presentation( PPT) with lecture, board work.</p>	<p>32</p>	

<p>Framing Different types of questions</p>	<p><b>Skill:</b>  Frame different types of questions based on lesson content</p> <ul style="list-style-type: none"> <li>• Design questions that assess different levels of learning (knowledge, understanding, application)</li> <li>• Organize questions appropriately for classroom tests and assessments</li> </ul> <p><b>Value:</b></p> <ul style="list-style-type: none"> <li>• Value the importance of effective questioning in the teaching-learning process</li> <li>• Recognize the role of assessment in improving student learning</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Develop a thoughtful and analytical approach towards question framing</li> </ul>		<p><b>Evaluation Process:</b></p> <p>Diagnostic continuous classroom evaluation with classroom observation</p> <p>End Semester Internal and University Examination</p>		
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**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED  
POST-TEACHING REFLECTION**

**YEAR: 2026 SEMESTER: II DEPARTMENT: B.ED**

NAME OF TEACHER: CHANDRANI SENGUPTA

SPREADSHEET SOFTWARE: MS EXCEL

<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>	<b>Evaluated Outcome / Post-Teaching Reflections</b>
Introduction to Excel	Attaining familiarity with the Excel interface and workbook management. Building confidence in navigating cells, rows, and columns. Encouraging systematic digital documentation practices.	Practical Assignment	Demonstration of Excel interface, guided workbook creation, supervised lab practice; assignment file evaluation.	3	
Excel Functions	Applying fundamental functions such as SUM, AVERAGE, MIN, MAX, and COUNT for data analysis. Strengthening numerical interpretation skills.	Home assignments and class tutorials	Live formula demonstration, guided dataset practice; worksheet-based evaluation.	3	
Data Entry and Formatting	Organising and formatting data for clarity and presentation. Enhancing aesthetic and professional spreadsheet design skills.	Practical Tasks	Hands-on formatting exercises, conditional formatting demonstration; rubric-based evaluation.	3	
Data Manipulation (Sorting, Filtering, Validation)	Managing datasets through sorting, filtering, validation, and duplicate removal. Promoting accuracy and data cleaning skills.	Questionnaire, tasks to reinforce understanding.	Case-based dataset manipulation, guided lab practice; output verification.	4	
Date and Time Functions	Managing and analysing date-time data using DATE, TIME, YEAR, MONTH, DAY, TODAY, NOW functions. Promoting time-based data interpretation skills.	Practical Evaluation	Demonstration with real-life date scenarios; assignment-based evaluation.	3	
Charts and Graphs	Visualising data through charts and graphs for effective communication. Promoting analytical interpretation and presentation skills.	Project presentation	Charts and Project-based practical hands-on lessons	3	

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

**YEAR: 2026 SEMESTER: II DEPARTMENT: B.ED**

NAME OF TEACHER: CHANDRANI SENGUPTA

PRESENTATION SOFTWARE: MS POWERPOINT

<b>Topic / Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids, Evaluation Process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome / Post-Teaching Reflections</b>
Introduction to MS PowerPoint & Interface	Developing familiarity with presentation software and its interface. Understanding the importance of visual communication in academic and professional contexts.	Internal Assignments	Lecture with PPT demonstration; explanation of interface elements; short quiz.	2	
Creating and Managing Slides	Building the ability to create and organise presentation slides effectively. Enhancing skills in structuring information clearly.	Practical Task	Demonstration followed by guided practice in the lab.	2	
Formatting Text and Slides	Developing skills to format text and slides for clarity and visual appeal. Encouraging attention to design and readability.	Home assignments and class tutorials	PPT demonstration, hands-on practice; evaluation through slide formatting task.	2	
Inserting Images, Shapes and Icons	Enhancing visual communication through images and graphical elements. Encouraging creativity and effective presentation design.	Practical Assignment	Demonstration with examples; lab-based task evaluation.	3	
Tables and Charts	Developing the ability to represent data visually using tables and charts. Strengthening analytical and presentation skills.	Practical Task	Guided practice using sample datasets; evaluation through chart creation.	3	
Multimedia features	Understanding multimedia integration to enhance audience engagement. Developing confidence in presenting dynamic content.	Practical Exercise	Demonstration followed by hands-on activity inserting multimedia elements.	3	

Animations and Transitions	Developing the ability to make presentations interactive and visually dynamic. Understanding appropriate use of animation.	Practical Assignment	Demonstration with examples; students create animated slides.	3	
Slide Show & Presentation Tools	Building confidence in delivering presentations effectively. Developing communication and presentation skills.	Practical Demonstration	Instructor demonstration followed by student presentations.	2	
Review and Collaboration Tools	Understanding collaboration and editing features for improving presentations.	Questionnaire, tasks to reinforce understanding.	Guided practice and peer review activities.	1	
Final Presentation	Consolidating all learned skills into a structured presentation. Encouraging creativity and independent learning.	Presentation Evaluation	Students create and present a full PowerPoint presentation on a given topic.	3	