

**LORETO COLLEGE
BRIDGE COURSE IN EDUCATION**

Bridge Course Module

2025-2026

Target Audience: First-year undergraduate students entering the Education Major program, especially those from non-Education or diverse academic backgrounds.

Course Duration: 3 Weeks, Total: 30 instructional hours

Learning Objectives (LOs)

By the end of this course, students will be able to:

1. Define the meaning, scope, and aim of education as a discipline and its relevance to individual and social development.
2. Understand key philosophical foundations (idealism, naturalism, pragmatism)
3. Explain how education interacts with society, including issues of class, gender, equity, and cultural diversity.
4. Understand the basic concept of psychology and education and the psychological foundations of learning and intelligence
5. Gain introductory knowledge of educational research methods and data interpretation.
6. Develop skills in academic reading, writing, referencing, and critical analysis.
7. Build confidence to actively engage in the Honours program with conceptual readiness and interdisciplinary awareness.

Learning Outcomes/Skills Developed

- Conceptual clarity in educational terminology
- Analytical and reflective thinking
- Effective academic communication
- Preparedness for core Honours coursework

Course Layout & Structure

Duration: 3 weeks (can be adjusted depending on institutional schedule)

Modules:

Module Title	Description	Activities
1 Introduction to Education	Meaning, nature, and scope of Education; aims of education; types of education (formal, informal, non-formal)	
2 Historical and Philosophical Foundations	Basic introduction to Indian and Western philosophy and its relevance to modern education	Group discussion
3 Sociology and Education	Socialization, role of education in society, education and social change	Reflective writing: Personal education journey Concept mapping exercise
4 Psychology and Education	Concept of psychology and educational psychology, concepts of learning and intelligence	Quiz, glossary-making Group presentations on schools of philosophy Case study discussion
5 Contemporary Issues in Education	Basic concepts of inclusive education, gender and education, digital learning	
6 Academic Skills & Methods	referencing styles, research methods, introduction to academic writing	

DETAILS OF TOPICS TO BE COVERED

Day	Topics	Key Concepts
1	Introduction to Education	Definition, Nature, Functions, Formal/Informal/Non-formal education
2	Aims and Objectives of Education	Individual & social aims
3	Education as an Interdisciplinary Field	Links with Psychology, Sociology, Philosophy
4	Basic Educational Terminology	Pragmatism, child centricism, schooling, literacy etc

Teaching & Learning Strategies

- Interactive Lectures with real-life examples
- Group Discussions and Peer Learning
- Hands-on Activities (mapping, poster-making, simulations)
- Audio-Visual Aids
- Formative feedback sessions
- Learning Journals maintained throughout the course

Assessment Procedure

Component	Weightage
Class Participation & Attendance	10 marks
Presentation on an Educational Theme	20 marks
Short Assignment	30 marks
Final Written Test or Reflective Essay	40 marks

Recommended Resources

- **Books:**
 - Aggarwal, J.C. – *Theory and Principles of Education*
 - Nurullah & Naik – *History of Indian Education*
 - Skinner, B.F. – *The Technology of Teaching*
 - NCERT textbooks on Education & Psychology (Classes XI–XII)

Plan of work

Teacher: Dr. Neeta Dang (ND)

Department of Education & B.Ed.

Duration:

5 classes

Topic

Introduction to Education

DESCRIPTION

Meaning, nature, and scope of Education; aims of education; types of education (formal, informal, non-formal)

Objectives

By the end of this module students will have completed the following objectives:

- Identify critical concepts
- Explain the key concepts
- Understand course assignments
- Recognize the scope of education

To-do-List

To ascertain whether students have learned the material the following task will be assigned to them:

Q. Write a brief understanding of education according to you. Marks=5
(The above will be uploaded on the LMS platform)

Lectures

The following micro learning modules will be shared to improve comprehension and retention:

- Meaning of education
- Scope of education
- Types of education
- Aims in education

Activities

Create a glossary of you own based on the module discussed

Or

Write a brief note (200 words) on your personal formal education journey.

Supplemental content

- You-tube video on the nature of education
- An article on what education stands for
- Viewpoint of Great educators about education

Plan of Work

Name of the teacher: DR. DEBIKA GUHA

Initials: DG

Teaching Objectives:

- To understand the meaning of Psychology and Educational Psychology and be acquainted with its different aspects
- To analyse the concept of Learning
- To know about Intelligence and relate this knowledge with life

Topic-wise Time Plan
BRIDGE COURSE
Education Major
Psychology and 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.	5	Concept of Psychology and Educational Psychology	Explanation, Group Discussion and Peer Learning, Participative teaching-learning, Interactive Lectures, Technology based teaching-learning, Debate (For All Topics as applicable)	Acquaintance, Understanding, Learning, Conceptual clarity, Critical Analysis, Reflective thinking, and Application, Effective academic communication and Preparedness for core Major coursework (For All Topics)	Class Participation and Attendance, Presentation, Assignment, Final Written Test through LMS Formative Feedback
2.		Concept Learning and its various characteristics			
3.		Concept of Intelligence Comparison between IQ and EQ			

Plan of Work

Bridge Course: Academic Skills and Methods

Course Instructor: Dr. Ranjita Dawn (RD)

Course Objectives

By the end of the course, learners will be able to:

- Understand and apply appropriate referencing styles.
- Grasp the basics of research methodology and critical thinking.
- Develop foundational academic writing skills, including structure, tone, and clarity.

Time	Target Group	Topic	Teaching Method	Course objectives	Learning Outcomes	Assessment
1hr/ week	First-year UG students	Module 1 Introduction to Academic Culture	Interactive lectures Concept mapping Hands-on practice Multimedia tools (PPTs, videos, simulations) Writing exercises (in class and take-home) Use of sample academic texts and referencing guides Reflection exercises	Orient the students to academic expectations and ethical practices	Understand academic expectations and ethical practices	Diagnostic pre-test (optional) Quizzes after each unit Short assignments Final review test or presentation
1hr/ week	First-year UG students	Module 2 Referencing Styles	Interactive lectures Concept mapping Hands-on practice Multimedia tools (PPTs, videos, simulations) Writing exercises (in class and take-home) Use of sample academic texts and referencing guides Quizzes and reflection exercises	Orient the students to how to cite and reference using standard formats	Students will develop skills to aaccurately cite and reference using standard formats	Diagnostic pre-test (optional) Quizzes after each unit Short assignments Final review test or presentation
1hr/ week	First-year UG students	Module 3 Research Methods	Interactive lectures Concept mapping Hands-on practice Multimedia tools (PPTs, videos, simulations) Writing exercises (in class and take-home) Use of sample academic texts and referencing guides Quizzes and reflection exercises	Orient the students to formulate basic research questions and identify sources	Students will develop skills to formulate basic research questions and identify sources	Diagnostic pre-test (optional) Quizzes after each unit Short assignments Final review test or presentation

1hr/ week	First-year UG students	Module 4 Academic Writing	Interactive lectures Concept mapping Hands-on practice Multimedia tools (PPTs, videos, simulations) Writing exercises (in class and take-home) Use of sample academic texts and referencing guides Quizzes and reflection exercises	Orient students to produce clear, structured, and well- argued academic texts	Produce clear, structured, and well- argued academic texts	Diagnostic pre-test (optional) Quizzes after each unit Short assignments Final review test or presentation
1hr/ week	First-year UG students	Module 5 Review and Practice	Interactive lectures Concept mapping Hands-on practice Multimedia tools (PPTs, videos, simulations) Writing exercises (in class and take-home) Use of sample academic texts and referencing guides Quizzes and reflection exercises	Application of learned content	Apply skills learned and reflect on improvement areas	Diagnostic pre-test (optional) Quizzes after each unit Short assignments Final review test or presentation

Module	Topics to be Covered	Resources and Materials
Module 1 Introduction to Academic Culture	<ol style="list-style-type: none"> 1. What is academic integrity? 2. Critical thinking and academic honesty- Plagiarism awareness 	<ul style="list-style-type: none"> • Slide decks and handouts • Sample articles and referencing guides • Access to citation tools (Zotero, Mendeley) • Worksheets and writing templates
Module 2 Referencing Styles	<ol style="list-style-type: none"> 1. Purpose and importance of referencing- MLA, APA, Chicago (overview & use cases) 2. In-text citations and reference lists 	
Module 3 Research Methods	<ol style="list-style-type: none"> 1. What is research? Types of research- Primary vs. secondary sources- Structuring a research question- Basics of data collection & analysis 	
Module 4 Academic Writing	<ol style="list-style-type: none"> 1. Features of academic writing: clarity, objectivity, formality- Structuring essays and reports- Writing introductions, thesis statements, and conclusions- Common errors to avoid 	
Module 5 Review and practice	<ol style="list-style-type: none"> 1. Peer review & editing- Practice assignment- Q&A and feedback 	

Plan of Work

Name of the teacher: Archita Roy Biswas

Initials: ARB

Teaching Objectives:

The students will be able to: -

- To relate Education with Indian and Western philosophies of Education
- To comprehend the Indian and the western school of philosophy: Vedic and Buddhistic Naturalism and Pragmatism

First year 1st Semester- CC 1 Major

Introduction and Philosophical Foundation of Education

Topics	Hours allotted	Topics (As per curriculum)	Teaching method	Learning outcome(output)	Assessment
Philosophical foundation of Education	5	Indian school of philosophy: Vedic and Buddhistic	Explanation and discussion method	Evaluate and verify the Indian school of philosophical thoughts.	Question answer method or assignments
		Western school of philosophy: Naturalism and Pragmatism	Explanation and discussion method	Analyse and verify the western school of philosophical thoughts.	Question answer method or assignments

Plan of Work

BRIDGE COURSE IN EDUCATION MAJOR: SOCIOLOGY AND EDUCATION

Module title:

Sociology and Education

Duration:

6-7 classes

Teacher: Sukanya Mullick (SM)

Module description:

This module introduces key sociological concepts related to education. It explores the processes of socialization, the role of education in society, and how education contributes to and responds to social change. Learners will critically analyse how education shapes individuals and reflects broader societal structures, values, and inequalities.

Learning Objectives:

By the end of the module, students will be able to:

- Understand the sociological perspective on education.
- Explain the concept and process of socialization.
- Analyse the role of education in the transmission of culture and societal norms.
- Examine how education brings about social change and mobility.
- Reflect on the interrelationship between society and education.

Expected Learning Outcomes / Skills Developed:

Students will be able to:

- Apply basic sociological terms and ideas to educational settings.
- Understand social structures, values, and institutions through the lens of education.
- Participate in group discussions and collaborative learning.
- Identify and analyse issues of inequality and mobility in education.
- Design contextually relevant and sociologically informed educational activities.

Course Structure:

Class	Theme/Topic	Key concepts to cover	Suggested Activity/Task
Class 1	Introduction to Sociology of Education	<ul style="list-style-type: none">- Nature and scope of sociology of education- Importance of studying education sociologically- Society and education as interdependent	Brainstorming: “What is the relationship between society and education?”
Class 2	Socialization and Education	<ul style="list-style-type: none">- Concept and stages of socialization- Agents of socialization: family, school, peer group, media- Role of school in socializing individuals	
Class 3	Education and Social Institutions	<ul style="list-style-type: none">- Education and family, religion and economy- Functions of education in society- Education and value transmission	Group Discussion: “How does school reflect the structure of society?”
Class 4	Education and Social Stratification	<ul style="list-style-type: none">- Social inequality: caste, class, gender in education- Equal opportunity vs equity- Education as a path to social mobility	
Class 5	Education and Social Change	<ul style="list-style-type: none">- Meaning and dimensions of social change- Role of education in social reform and modernization- Challenges to educational change	Group Project: “Education as a tool for social change” – poster/presentation
Class 6 and 7	Group Project Presentation & Assessment	<ul style="list-style-type: none">- Application of sociological concepts- Peer learning and feedback	Group Project Presentation and class feedback

Assessment:

The assessment for this module is continuous, activity-based, and reflective in nature. It focuses on participation, understanding, application of sociological perspectives, and communication.

Recommended Books**General / Core Texts**

- **Sharma, R.N.**
Sociology of Education
 - Offers a detailed sociological analysis of education in the Indian context.
 - Publisher: Atlantic Publishers
- **Aggarwal, J.C.**
Theory and Principles of Education
 - Includes chapters on social aspects of education.
 - Publisher: Vikas Publishing

Plan of Work

BRIDGE COURSE IN EDUCATION MAJOR: CONTEMPORARY ISSUES IN EDUCATION

Module title:

Contemporary Issues in Education.

Duration: 6-7 classes

Teacher: Tania Mondal (TM)

Module description:

This module explores critical and current issues shaping the educational landscape. It covers the basic concepts of inclusive education, examines the intersection of gender and education, and discusses the emergence and integration of digital learning in contemporary classrooms. Through reflective and experiential activities, students will critically engage with policies, practices, and real-life educational challenges.

Learning Objectives:

By the end of the module, students will be able to:

1. Explain the principles and practices of inclusive education.
2. Analyse the role of gender in educational access, achievement, and experience.
3. Examine the benefits, challenges, and future potential of digital learning.
4. Reflect on contemporary issues through participatory learning.
5. Propose inclusive and equitable strategies in real-life classroom scenarios.

Expected Learning Outcomes / Skills Developed:

Students will be able to:

- Demonstrate awareness of inclusive teaching strategies.
- Critically reflect on gender biases and stereotypes in education.
- Apply digital tools in designing teaching-learning processes.
- Collaborate, communicate, and present evidence-based arguments.
- Develop empathy, advocacy, and ethical reasoning on educational issues.

Course Structure

Class	Theme / Topic	Key concepts to cover	Suggested Activity / Task
Class 1	Introduction to Contemporary Issues	<ul style="list-style-type: none">- Meaning of contemporary issues in education- Brief overview: Inclusion, Gender, Digital Learning- Relevance to classroom and policy	Brainstorming on “Current concerns in Indian education”.
Class 2	Inclusive Education	<ul style="list-style-type: none">- Meaning and principles- Types of learners: disabilities, socio-economic, linguistic- Teacher’s role- Challenges in Indian context	
Class 3	Gender and Education	<ul style="list-style-type: none">-Gender vs. sex- Gender roles in textbooks, curriculum, classroom behaviour- Gender disparity in enrolment and achievement- NEP 2020 & gender	Group Discussion: “How does gender affect school experience?”
Class 4	Digital Learning	<ul style="list-style-type: none">- What is digital learning?- Benefits and challenges- Digital divide and equity- Tools in Indian classrooms (ICT, YouTube, DIKSHA, etc.)	
Class 5	Integration	<ul style="list-style-type: none">- Linking Inclusion, Gender, and Digital Tools- Creating a future-ready classroom	Group Project: “Design Your Ideal Classroom” poster/slide with inclusive, gender-friendly, and digital features. Present in class.
Class 6 and 7	Group Project Presentation & Assessment	Application through design	Group Project

Assessment:

The assessment for this module is continuous, activity-based, and reflective in nature. It focuses on understanding, participation, application, and communication rather than formal exams.

Recommended Books

General / Core Texts

1. Aggarwal, J.C. (Latest Edition)
Contemporary Issues in Indian Education
 - Covers a wide range of current educational issues in the Indian context.
 - Publisher: Shipra Publications
2. Pathak, R.P.
Contemporary India and Education
 - Discusses the impact of social, cultural, and political issues on education.
 - Publisher: Pearson