

**LORETO COLLEGE**  
**September 2025-January 2026**

**Name of the teacher: DR. SAYANTANI CHATTERJEE**

**Initials: SC**

**Teaching Objective:**

- To generate interest and love for the subject
- To provide guidance beyond textbooks
- To prepare students for higher education and practical application of their knowledge

**Semester V Major Topic-wise Time Plan**

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1.	5        8	<b><u>DSCC 9: Psychology of Individual Differences</u></b>  <b>Unit 2a:</b> Emotional Intelligence  <b>Unit 3:</b> Enhancing Individual's Potential: Self Determination Theory	Lecture, Discussion and Case Examples along with real life applications	Acquiring knowledge about two very new areas of research based on Emotion and Motivation that can be effective tools to guide behaviour.	Continuous Internal Assessment and University Examinations
2.	15	<b><u>DSCC 10: Developmental Psychology</u></b>  <b>Unit 1:</b> Introduction: Concept of Human Development; Direction of Growth: Cephalocaudal and Proximodistal; Research Designs.	Lecture, Discussion, Case Examples from Developmental Contexts. Focus on specialised Research Techniques for the said topics	Gaining knowledge about the fundamentals of Developmental Psychology and its applications	Continuous Internal Assessment and University Examinations
3.	10	<b><u>DSCC 11: Statistical Methods for Psychological Research-II</u></b>  <b>Unit 3a:</b> Hypothesis testing for Differences among Three or More Groups: One Way Analysis of Variance	Lecture, Explanation of Fundamental and Allied Concepts and Demonstration, Solving sums hands-on in classroom situations.	Developing an understanding of higher order statistics used in Psychological Research and required for Statistical Inference.	Continuous Internal Assessment and University Examinations

	5	(ANOVA). Concept of ANOVA, Concept of t and F Test and their relationship. (Computation)  <b>Practicum:</b> On Computation of One Way ANOVA			
4.	10	<b><u>DSCC 12: Research Methodology II</u></b>  <b>Practicum:</b> Semi Structured Interview on Coping compared with Coping Checklist by Rao, Subbakrishna and Prabhu	Lecture, Demonstration and Experiential Learning in preparing items of an Interview Schedule.	Conceptual and Practical understanding of Research Methodology along with Scale/Tool Construction.	Continuous Internal Assessment and University Examination

#### Semester V Minor Topic-wise Time Plan MN 5

Topics	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
1.	5	<b><u>MN-5 (Paper 1): Basics of Developmental and Educational Psychology</u></b>  <b>Unit 1b:</b> Child Development: Prenatal Development	Lecture and Discussion with Case Examples	Gaining knowledge about an important stage of Developmental Psychology and its real life implications	Continuous Internal Assessment and University Examinations
2.	10	<b>Unit 2a:</b> Introduction: Definition, Scope and Methods. Relation of Psychology with Education.	Lecture, Discussion and Classroom Application based examples	Fundamental Understanding about the Basics of Educational Psychology and its applications.	
3.	15	<b><u>MN-5 (Paper 2): Basics of Social and Industrial/Organizational Psychology</u></b>  <b>Unit 3:</b> Concept, Aim, Scope, Methods of I/O Psychology. Work and Environment; Accidents in Industry; Organizational	Lecture, Discussion and Workplace Examples.	Gaining knowledge about a new area of specialisation Industrial and Organizational Psychology and its implications in Workplace Settings	Continuous Internal Assessment and

		Commitment			

**LORETO COLLEGE**  
**TIME PLAN**  
**September 2025 – January 2026**

**Name of the teacher : DR. DINAZ R. JEEJEEBHOY**  
**Initials : DJ**

**Teaching Objective:**

- To impart knowledge and understanding of concepts
- To encourage reading beyond classroom text
- To prepare students to understand the human mind and behaviour

**Semester V Major Topic-wise Time Plan**

<i><b>Topic</b></i>	<i><b>Hours allotted</b></i>	<i><b>Topics (as per curriculum)</b></i>	<i><b>Teaching method</b></i>	<i><b>Learning outcome (output)</b></i>	<i><b>Assessment</b></i>
1	7	<p style="text-align: center;"><b>DSCC - 9</b>  <b>PSYCHOLOGY OF INDIVIDUAL DIFFERENCES</b>  <b>Unit 2:</b></p> <p>a) Impact of Heredity and environment on individual difference in intelligence; Group differences in intelligence; Extremes of intelligence.  b) Aptitude, Interest</p>	Teaching methods will be adaptable, learner-centered, and inclusive, using strategies like discussions, activities, and technology to address individual differences and improve overall student understanding and performance.	Learners will understand individual differences in intelligence, identify influences of heredity and environment, and apply knowledge of aptitude, interest, and teaching methods to enhance learning outcomes.	Continuous Internal Assessment, Home and class assignments and University Examinations.
2	3	<p style="text-align: center;"><b>DSCC - 10</b>  <b>DEVELOPMENTAL PSYCHOLOGY</b>  <b>Unit 2: Personality Development</b></p>	Teaching methods for personality development will include interactive activities, group discussions, and self-reflection exercises to enhance communication skills, confidence and values in	Learners will develop self-awareness, confidence, interpersonal skills and positive values, enabling them to adapt, communicate effectively, and grow personally and socially in diverse settings.	Continuous Internal Assessment, Home and class assignments and University Examinations

			learners.		
3	15	<b>DSCC - 10 DEVELOPMENTAL PSYCHOLOGY</b> <b>Practicum:</b> 2. Administration of Differential Aptitude Test	Teaching methods for administering the Differential Aptitude Test include demonstrations, guided practice, discussions, and simulations to ensure accurate understanding, scoring, interpretation, and ethical test administration procedures.	Learners will understand the purpose, structure, and procedures of the Differential Aptitude Test, and acquire skills to administer, score, and interpret the test accurately and ethically.	Continuous Internal Assessment, Home and class assignments, recording of practical work done in the file and University Examinations.
4	5	<b>DSCC - 11 STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH – II</b> <b>UNIT 3</b> b) Nonparametric Approaches to Data: Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.	Teaching methods include lectures, demonstrations, examples, and hands-on practice with data analysis to explain nonparametric tests, their comparison with parametric tests, and practical applications.	Learners will understand nonparametric tests, differentiate them from parametric tests, and apply appropriate distribution-free methods for analyzing data in various research contexts.	Continuous Internal Assessment, Home and class assignments, recording of practical work done in the file and University Examinations
5	15	<b>DSCC - 12 RESEARCH METHODOLOGY II</b> <b>Unit 2: Sampling: Probability &amp; Non probability sampling methods</b>	Teaching methods include lectures, case studies, group discussions, and practical exercises to explain probability and non-probability sampling techniques, their differences, advantages, and real-world applications.	Learners will understand probability and non-probability sampling methods, distinguish between them, and apply appropriate sampling techniques for effective and unbiased data collection.	Continuous Internal Assessment, Home and class assignments, recording of practical work done in the file and University Examinations

**Semester V Minor Topic-wise Time Plan- MN-5:**

<i>Topic</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1	15	<b>MN-5 (Paper 1)</b> <b>BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY</b> <b>Unit 3:</b> Intelligence: a) Application and its Measurement; b) Exceptional Children – Gifted, Intelligence ranging from below average and above average.	Teaching methods include interactive lectures and case studies, to explain intelligence measurement, applications, and addressing needs of gifted and exceptional children.	Learners will understand intelligence measurement, its applications, and effectively identify and support exceptional children across the intelligence spectrum, from below average to gifted.	Continuous Internal Assessment, Internal Examinations and University Examinations.
		<b>MN-5(Paper 1)</b> <b>BASICS OF SOCIAL AND INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY</b> <b>Practicum:</b> 1. To determine the effect of Group on Individual Behaviour	Teaching methods include hands-on group experiments, interactive simulations, guided observations, and reflective discussions to help students experience and analyze group effects on individual behavior practically.	Learners will observe and analyze how group dynamics influence individual behavior, enhancing their understanding of social influence and improving practical skills in group interaction studies.	Continuous Internal Assessment, Internal Examinations and University Examinations.
			Lecture and Demonstration		Continuous Internal Assessment, Internal Examinations and University Examinations.

**LORETO COLLEGE**  
**TIME PLAN September 2025 – January 2026**

**Name of the teacher: MS. NAYANIKA SAHA**

**Initials: NS**

**Teaching Objective:**

- To impart comprehensive knowledge
- To provide guidance beyond textbooks
- To prepare students for higher education

**Semester V Major 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>
1.	5 hours	<b><u>DSCC 9: Psychology of Individual Differences</u></b> <b><u>Unit 1:</u></b> Personality: humanistic (Maslow) and social (Bandura).	Teaching methods include interactive lectures, self-reflections and examples from real life	Learners will be able to understand the different constructs associated with the humanistic and social cognitive theory and will also be able to apply their knowledge in different real life contexts.	Continuous Internal Assessment, Internal Examinations and University Examinations .
2.	15 hours	<b><u>DSCC 9: Psychology of Individual Differences</u></b> Practicum: On Personality: Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) Questionnaire.	Teaching methods for administering the Sixteen Personality Factor (16PF) Questionnaire include demonstrations , guided practice, discussions, and	Learners will understand the purpose, structure, and procedures of the 16 PF Test, and acquire skills to administer, score, and interpret the test accurately and ethically	Continuous Internal Assessment, Internal Examinations and University Examinations .

			simulations to ensure accurate understanding, scoring, interpretation, and ethical test administration procedures		
3.	8 hours	<p><b><u>DSCC 10: Developmental Psychology</u></b></p> <p><b>Unit 2:</b>Development:Cognitive development: perspectives of Piaget and Vygotsky;</p> <p><b>Unit 3:</b> Socio-Cultural Contexts for Human Development: Family; Peers,</p>	Teaching methods include Lecture and Discussion with Case Examples using audio visual aids .	Learners will be able to understand the concept of cognitive development from the perspectives of Piaget and Vygotsky.	Continuous Internal Assessment, Internal Examinations and University Examinations .
	30 Hours	<p><b><u>DSCC - 11 STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II</u></b></p> <p><b>Unit 1:</b>Advanced understanding of Inferential Statistics and Hypothesis Testing: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of HA: One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The t Distribution; Characteristics of Student's Distribution of t; Computing t Using Definitional Formula only; Assumptions Associated with</p>	Demonstration, lecture and discussion	Students will understand the concept and steps of statistical inference and the principles of parametric and non-parametric statistics. They will know the concept, types and application of research hypothesis and steps of hypothesis testing. They will understand the concept of sampling distribution and understanding the characteristics of t-distribution. Students will	Continuous Internal Assessment, Internal Examinations and University Examinations .



		<p>Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.</p> <p>Interpreting the Results of Hypothesis Testing: A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; Degrees of freedom, Levels of Significance versus p-Values.</p> <p><b>Unit 2:</b> Hypothesis Testing About the Difference between Two Dependent (Correlated) Means: The Null and Alternative Hypotheses; Determining a Formula for t; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means. Confidence Intervals: Confidence Intervals for <math>\mu_x - \mu_y</math>; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.(15 Hours)</p>		accurately compute and interpret the t-test.	
2	10 hours	<p><b>Practicum:</b> On Computation of t test (Independent, Dependent)</p>	Students learn through hands-on computation using real or simulated	Students will accurately compute and interpret the tests. They will	Continuous Internal Assessment, Internal

			datasets. The teacher demonstrates each method of t test	differentiate between methods based on variable types and data level. By the end, students will confidently apply t-test in educational or psychological research, enhancing their data analysis skills	Examinations and University Examinations
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### Semester V Topic-wise Minor Time Plan- MN 5

<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 hours	<b>MN-5 (Paper 1)</b> <b><u>BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY</u></b> <b><u>Unit 1: b)</u></b> Child Development- cognitive,	Lecture, Demonstration, and Discussion along with case examples	Learners will be able to understand the concept of cognitive development during the formative years from the perspectives of Piaget and Vygotsky .	Continuous Internal Assessment, Internal Examinations and University Examinations
2.	15 Hours	<b>MN-5 (Paper 1)</b> <b><u>BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY</u></b> <b>Practicum:</b> 1. On Concrete Intelligence (Form Board & Block Design)	Lecture and Demonstration	Teaching methods include hands-on interactive simulations, guided observations, and reflective discussions to help students to administer these performance	Continuous Internal Assessment, Internal

				tests with confidence.	

**LORETO COLLEGE**

**TIME PLAN**

**September 2025- January 2026**

**Name of the teacher: MS.SOMALI MUKHERJEE**

**Initials: SM**

**Teaching Objective:**

- To generate interest and love for the subject
- To provide guidance beyond textbooks
- To prepare students for higher education and practical application of their knowledge

**Semester V Major 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>
1	15	<b>DSCC 9 Unit 2.a)</b> Concept of Intelligence Psychometric theories Gardner Sternberg	Lecture, powerpoint presentations, interactional classroom discussions, short videos	Students will learn about the concept of intelligence with a focus on Psychometric theories as well as the cognitive theories of intelligence	Continuous Internal Assessment, and University Examinations.
2	15	<b>DSCC 10 Unit 2</b> Language development	Lecture, powerpoint presentations, case studies, interactional classroom discussions, short videos	Students will learn the course of language development over the lifespan	Continuous Internal Assessment, and University Examinations.
3	15	<b>DSCC 10 Practicum</b> Parent Child Relationship Scale (PCRS)	Lecture and powerpoint presentations	Students will learn to administer, understand and interpret scores found of the PCRS scale	Continuous Internal Assessment, and University Examinations.
4	15	<b>DSCC 12 Unit 1</b> Ethics in Psychological	Lecture and powerpoint	Students will be oriented with the	Continuous Internal

		Research Paradigms of Research: Quantitative & Qualitative orientations towards research & their steps  Distinction between Qualitative & Quantitative Research orientations	presentations	concept of ethical research. They will learn about different approaches towards research	Assessment, and University Examinations.
5	15	<b>DSCC 12 Practicum</b> Experimental Determination of Complex Reaction Time: Discriminative & Choice Reaction Time	Lecture and powerpoint presentations	Students will learn to experimentally understand the concept of complex reaction time; they will be oriented with possible experimental methods of working with reaction time	Continuous Internal Assessment, and University Examinations.

#### Semester V Minor 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>
1	15	<b>MN 5 (Paper 1)</b> <b>Unit 2.a)</b> Application of Learning & Memory Theories in Education  <ul style="list-style-type: none"> <li>● Trial and Error.</li> <li>● Classical.</li> <li>● Operant</li> <li>● Insight</li> <li>● Program Learning</li> <li>● Transfer of training</li> </ul>	Lecture and Demonstration. Experiential learning	Students will learn about different learning and memory theories and have an idea of how learning and memory theories are applied by experts in everyday life situations like education.	Continuous Internal Assessment, Internal Examinations and University Examinations .

**LORETO COLLEGE**

**TIME PLAN**

**September 2025 – January 2026**

**Name of the teacher: MONALISA HALDAR**

**Initials: MH**

**Teaching Objectives:**

- To instil creative thought process about the topics taught
- To impart knowledge and understanding of concepts
- To encourage reading beyond classroom text
- To prepare students to understand the human mind and behaviour

**Semester V Major Topic-wise Time Plan**

<i><b>Topics</b></i>	<i><b>Hours allotted</b></i>	<i><b>Topics (as per curriculum)</b></i>	<i><b>Teaching method</b></i>	<i><b>Learning outcome (output)</b></i>	<i><b>Assessment</b></i>
1	10	<b>DSCC 9: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES</b>  <b>Unit 1</b> - Personality: Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality  <b>Unit 3</b> - Fostering Creativity	Lecture, Interactive Discussions, Activities & Demonstrations	Students will understand the nature, biopsychosocial foundations, and cultural influences on personality, analyze the role of gender and culture in shaping individual differences, and apply techniques to foster creativity for enhancing individual potential.	Continuous Internal Assessment, and University Examinations
2	3	<b>DSCC 10: DEVELOPMENTAL PSYCHOLOGY</b>	Lecture, Visual Demonstrations	Students will gain knowledge of	Continuous Internal

		<b>Unit 2 - Moral Development: Perspective of Kohlberg</b>	, Activities & Case Discussions	Kohlberg's perspective on moral development, analyze real-life moral dilemmas through theoretical frameworks, and apply developmental principles to understand variations in moral reasoning.	Assessment, and University Examinations
3	3	<b>DSCC 12: RESEARCH METHODOLOGY II</b>  <b>Unit 1 - Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Principles of Good Research</b>	Lecture, Discussion & Demonstrations	Students will gain insight into the scope, goals, and principles of psychological research, analyze the essential features of good research design, and apply basic research skills in planning and evaluating psychological studies.	Continuous Internal Assessment, and University Examinations

#### Semester V Minor Topic-wise Time Plan-MN 5

<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	7	<b>MN 5 (Paper I): BASICS OF DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY</b>  <b>Unit 1 -</b> (a) Introduction - Definition, scope, methods. Heredity and Environment - Principles of heredity; Influence of Heredity and	Lecture, Case Studies, Group Activities & Presentations	Students will explore the concepts of developmental and educational psychology and apply developmental principles to explain social and moral changes during postnatal	Continuous Internal Assessment, Internal Examinations and University Examinations

		Environment on Development.  (b) Postnatal Development up to Adolescence - Social & Moral		development up to adolescence.	
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