Agenda Item 1: Programme outcomes. POI Demonstrate a well-rounded understanding of humanities and Social sciencer including critical inquiry and reflective—
thinking, Poz: Communicate effectively and engage with historical
and cultural debates using academic took and language
Pos: Apply intendisciplinary knowledge to real-world challenger
through deemdaliems: civic responsibility and social awareness PO4: Develop analytical stills for examing historical nowsatives and their impact on contemporary society, POS: Engage in life-long learning with a foundation in extricol reasoning Agendation 2:

PSO 1: Understanding of Educational Foundations (PhilosophiCal, Psychological and Sociological), PSO 2: Application of
pedagogical knowledge (To apply educational theories assessing
ment method, posticularly with a focus on inclusivity, creational method, posticularly with a focus on inclusivity, creational practice (Acquire essential Still Development
for Educational Practice (Acquire essential Still like Communica
Anniother Business (AOB): tight stills, and use of educational tech
and other Business (AOB): tight stills, and use of educational tech
and Peffective than knap (Reflective thinking, analyse educational
issues, engage in academic research) psob: promotion of values
and social herponsibility (Demonstrate Sensitivity to would social
Resolutions / Decisions Taken is lues, diversity and National Integration and
Si. No. Action Point / Person Responsible and Deadline: uphard values.

1. Mapping Modria deteline is 20th May 2005. 1. Mapping Motora deteline is 20th May, 2025. 1. On completion of Mapping Matrix, points 4,5 and 6 will be started within 5 days.

2. All faculties came to a conclusion and has
finalised Program outcomes.

3. Department faculties has decided program. Specific outcomer aligned with NAAC.

Prepared By (on-the-spot):
Name: ROKOSELIE MEZHU.

Signature: PROFESSOR
Designation: ASST: PROFESSOR

de HOD, DEPARTMENT

OF EDUCATION HOD

Mount Mary College
Chümoukerlima Naradand

Department of Education Mount Mary College Chümoukedima : Nagaland Mount Mary Colles

MOUNT MARY COLLEGE

3	
[Name of Department/Committee/Cell]:	<u>-</u> 5
Education.	
Meeting Details Date: 21.05.2025.	
Time: 1 pm.	
venue: Mount Mary Collège, Chimoukedina.	
,	
Meeting Type: (e.g., First/Quarterly Review/Semester)	
1. Finalized the Programme Outcomer.	
Agenda Finalized the Programme Outcomer. 2. Discussed and finalized Programme Specific outcom. 3.	
Specific outcom	es.
3	
4	
Members Present Sl. No. Name Designation/Department Signature	
1 ROKOSELIE MEZHLI, HOD, EDUCATION - 26.	
2 Ngai Chin Singan Alin	
2 Ngai Chin Singson Ship 2025 3 RÜLTLEU YASHU English Trueishang Chaling Poylohology Sipibli Norum Pol. seinu Sipibli	,
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12. Middle commerce	
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14. Barant 11 History Sis.	
15. Dr. Tarun Kr. Jana Principal Co	_ /

DEPARTMENT OF EDUCATION

Program Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations – Philosophical, Psychological and Sociological.

PSO2: Application of Pedagogical Knowledge – To apply Educational Theories, Assessment method, particularly with a focus on Inclusivity, Creativity and Learner-Centric approaches.

PSO3: Skill Development for Educational Practice – Acquire essential skills like Communication Skills, and use of Educational Technology employability like Internship Programme.

PSO4: Critical and Reflective thinking – Reflective thinking, Analyse Educational Issues, engage in Academic Research.

PSO5: Promotion of Values and Social responsibility – Demonstrate sensitivity toward Social Issues, Diversity and National Integration and uphold values.

LAST 3 YEARS' OUTCOME REPORT

The following are the outcomes of the program of the last 3 years.

• Year 1 (June, 2022 – May, 2023)

1st year

Semester – I

Name of the Paper	Paper Code
Psychological Foundations of	EDN C-1
Education	

Course Outcomes (COs)

CO1: Understand the meaning and concept of Psychology

CO2: Understand dimensions of Growth and Development

CO3: Familiarity with Learning and Motivation

CO4: Acquaintance with Intelligence and Creativity

CO5: Understand aspects of personality and developing integrated personality

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
3	1	2	2	2	3	2	1	2	2
2	1	3	2	2	3	3	2	2	2
2	2	3	2	3	3	3	2	3	2
2	2	2	2	3	3	3	2	2	2
3	2	3	3	3	3	2	2	3	3

Justification for Mapping

CO1: Understanding the meaning and concept of Psychology

- **PO1 (3):** Core to understanding humanities and human behavior.
- PO3 (2), PO4 (2), PO5 (2): Foundation for interdisciplinary application, analytical insight, and ethical engagement.

- **PSO1 (3):** Psychology is a pillar of educational foundations.
- **PSO2 (2), PSO4 (2):** Understanding psychology supports pedagogical knowledge and reflective practice.

CO2: Understanding dimensions of Growth and Development

- PO3 (3): Direct relevance to applying theory to real-life human development.
- PSO1 (3), PSO2 (3): Central to educational psychology and child-centric pedagogy.

CO3: Familiarity with Learning and Motivation

- PO3 (3), PO5 (3): Essential for addressing real-world learning needs and nurturing lifelong learners.
- PSO2 (3), PSO3 (2): Strong application in inclusive, creative teaching methods and educational practice.

CO4: Acquaintance with Intelligence and Creativity

- PO5 (3): Develops curiosity and critical awareness.
- PSO2 (3), PSO4 (2): Key in nurturing creative pedagogical methods and reflective engagement.

CO5: Understanding personality and integrated personality development

- PO1 (3), PO3 (3), PO4 (3), PO5 (3): Direct alignment with self-awareness, critical reflection, ethical reasoning, and social integration.
- **PSO1–PSO5** (**High scores**): Essential for holistic education and social responsibility.

Lesson Plan

FORMAT-I

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION.
Subject Code: EDN C-1.
Semester: 1st

Name of Teacher: DR. ROKOSELIE MEZHLI.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration
I	Concept Of Educational Prychology	2. Concept of pry de Educational pry. 2. Nathoris of Educational pry. 3. Application of Educational pry. is teaching process.	14
1	Meaning Of Growth and Development		
111	Intelligenu and Creativity	1. Meaning and Characteristics of Intelligence and Chartists. 2. Factor of Chartisty. 3. Chaptur of Intelligence.	14
(3)	Cheolier Ot Kealoning	1. Meaning and Notuse of Kealning. 2. Factors affecting Veder 3. Chealies of Kealning.	12
Y	and of networks	1. Meaning and Nature 1. Of Personality. 2. Duftenmant of Petronality. 3. Rype and Poat approaches of Petronality. 4. Freevel's theory of Petronality.	

Teacher DR. ROKOSELIE MERHU.

Semester. 15t

Paper PSYCHOLOGICAL FOUNDATIONS OF EDUCATION.

Lesson Topic	Concept of psychology and Educational Psychology
Desired Outcome	It has anabled the students to understand the meaning and concept of Psychology of well as, Educational psychology.
Teaching / Learning Method	1. Direct - instruction method 2. Direcusion - method. 3. peed - Keaching.
Materials Needed	1. Pext - books. 2. White - books. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been toward.
Lesson Duration	(03.06.2024- 20.06.2024)

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2-13	196.1	V1. /4	

Paper.....

	(II- TINU)	
Lesson Topic	(UNIT-II). Meaning of Grow- and Development	
Desired Outcome	It has enabled the 8 to understand the Of Growth and D.	demensions
Teaching / Learning Method	2. Direct - instruction 2. Discussion metho 3: peak - teaching.	method
Materials Needed	2. Pect - books 2. White - bookd 3. Microphone.	•
Materials Needed Assignment / Follow Up	2. White - board -	ked

FORMAT-2	Lesson Plan
Teacher	
Semester	
Daniel	

	(UNIT- II).
Lesson Topic	Interfigence and Cleativity
Desired Outcome	of Intelligence and Chestivity.
Teaching / Learning Method	1. Direct_instruction method. 2. Discussion-method. 3. Peer - teaching.
Materials Needed	1. Pext-books. 2. Write-books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the unit.
Lesson Duration	(04.07.2024 - 22.08.2024

FORMAT-2	Lesson Plan
Teacher	
Semester	
Paper	

	(UNIT- IV).
Lesson Topie	Cheories of Kealning
Desired Outcome	It has familiarized the students with knowledge Of Kearing and Metivation
Teaching / Learning Method	1. Direct - instruction method 2. Discussion - method. 3. peer - teaching.
Materials Needed	1. Perct-books 2. White - board. 3. Microphone.
Assignment / Follow Up	students were asked avertions based on what has been taught on the topic.
Lesson Duration	(23.08.2024 - 09.09.2024)

PORMAT-2 Teacher	Lesson Plan
Semester	
Lesson Topic	(UNIT-X). Personality and its nature determinants and approach
Desired Outcome	It has enabled the students to understand the different aspects of personality and mean of developing as integrated personality.
Teaching / Learning Method	1. Direct instruction method 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Perct - books. 2. White - bookd. 3. Microphone.
Assignment / Follow Up	students were made to write an arrighment on one of the topics from the unit.
Lesson Duration	(10.09.2024 - 30.09.2024)

Name of the Paper	Paper Code		
Philosophical Foundations of Education	EDN C-2		

Course Outcomes (COs)

CO1: Meaning, Aims and Functions of Education.

CO2: Role of Major Schools of Philosophy in Education.

CO3: Philosophical Foundations of Education

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5

<u>~</u>	<u>~</u>	<u> </u>	<u> </u>	<u>~</u>	<u>~</u>	✓	<u> </u>
~	<u> </u>	<u> </u>	<u> </u>	<u>~</u>	<u>~</u>	<u>~</u>	<u> </u>
~	✓	✓	✓	✓	✓	✓	<u> </u>

Justification for Mapping

CO1: Understanding the meaning, aims, and functions of education

- **PO1**: Involves foundational understanding of humanities and social sciences, especially educational thought.
- PO3: Helps apply educational theory to real-world problems and policy frameworks.
- **PO4**: Encourages analytical thinking about educational goals and structures.
- **PO5**: Stimulates lifelong curiosity about the purpose and practice of education.
- **PSO1**: Central to the philosophical foundations of education.
- PSO2: Links directly with applying knowledge about aims in planning inclusive, learner-centered instruction.
- **PSO4**: Encourages critical reflection on the purposes of education.
- **PSO5**: Fosters sensitivity to how educational aims align with social values and national integration.

CO2: Understanding the role of major schools of philosophy in education

- **PO1**: Engages deeply with the humanities and philosophical traditions.
- PO3: Applies philosophical perspectives to social/educational issues.
- **PO4**: Involves critical analysis of ideas like pragmatism, idealism, etc., and their impact on educational practices.
- **PO5**: Philosophical inquiry promotes ethical reasoning and lifelong intellectual engagement.
- **PSO1**: Directly explores foundational philosophical influences in education.
- **PSO2**: Philosophical schools guide the development of inclusive and adaptive teaching approaches.
- **PSO4**: Promotes reflective analysis of philosophical arguments in education.
- PSO5: Many philosophical schools emphasize ethics, democracy, and social unity.

CO3: Acquaintance with philosophical foundations of education

- **PO1**: Deepens understanding of how philosophy underpins educational thought.
- PO3: Connects educational philosophy with current civic/social challenges.
- PO4: Analyzes philosophical roots of present educational practices.

- **PO5**: Encourages continued philosophical reflection and lifelong exploration of education.
- **PSO1**: Core component—builds on the educational philosophy base.
- **PSO2**: Informs the creation of pedagogical frameworks grounded in values and reasoning.
- **PSO4**: Cultivates analytical and reflective skills through philosophy.
- **PSO5**: Highlights philosophical commitment to ethics, justice, and societal good.

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Philos ophical Foundations of Education Subject Code: FDM: C-2
Semester: Mgaichin Gingson

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction	O meaning of Educational Philosophy of O Relationship between Philoso- phy of Education of Indivi- dual Social Vocational.	17th - clause 3 md - Tune - 28th Tune, 7024
#	Frenchons of Education	© Seef edeteral zahon © seleman Resource Develop ment: © National Integration of International Understanding	20 Classes 29th June - 20th August, 2024
U	Some major schools of Philosophy	Delatism. Naturalism of Pragmotism. Deluratism. De Their contribution to present day colucation to wards aims, with juting, methods of Teaching?	20 th classes. 21 - August - 19th August 2024
Ī¥	Deretapned Value	6) necaving a shours	19th August.
ادا	Freedom & Disciplini	D received & celliges. D incoming of Frenchom and Druplin of Disupline D Ingertakue of Disupline in Solviel effort.	7 class 7th OC - 15-th OC, 2024

Teacher Ngaichin Singson
Semester I

Paper Philosophical Foundation of Education (EDN C-2)

Lesson Topic I Introduction	@ meaning of totalaboral Philosophy. (B) Relationship between Philosophy and Education: (B) Aims of Education; Individual, Social and Vocalional
Desired Outcome	D Acquire knowledge on Philosophy of Educational philosophy. (a) Gain knowledge on Relationalism behuer Philosophy of woll calion of white of Education of Lower Report anowledge in real elife to heation.
Teaching / Learning Method	O Inductive & Reductive method E Lecture method. (3) Constructive method (4) Stry - Teeling method.
Materials Needed	1 Clausroom Rids 1 Tenthooks 1 Google Books 1 Clausroom Mids.
Assignment / Follow Up	Dewision, Assignment, Dewision, Aresentation Test reget Previous (if prequired)
Lesson Duration	17 (03 Time - 28th Time, 2021)

Teacher Na ai chin Singson

Paper Philosophical Foundations of Education (GDN C-2) @ Sey Achialization 3 Human Resource Development Lesson Topic I (3) National Integration and International renderstanding Functions of Education The penals: - acquire anousledge on Self Adrializa. Ston, Human Resource Development, National Integration and International Desired Outcome Understanding.

- Apply the above knowledg in heal less tracking. - Inductive and Reductive method. Direce method. Teaching / Learning Method Lecture method Constructive method. classroom was Tereshooks Materials Needed Google BOOKS clarenoon Discussion, Assignment, Rewision, Presentation Assignment / Follow Up Test ReTest - Rewsion (of required) 20 (29 Juno - 20th August) Lesson Duration

Test

Revision

Assign mend, Presentation

21 August - 18th August)

Assignment / Follow Up

Lesson Duration

- classroom Ads

Google Books.

- Textbook

- Discussion Test

Revision

12 (19th August -

Assignment, Presentation

"18th Depart)

Materials Needed

Assignment / Follow Up

Lesson Duration

Lesson Plan reacher Ngaichin Singson
Semester I Paper philosophual Toundalions of Education (EDN (-2) 6) Meaning of Foundam and Durupline b) Types of Discipline. c) Importance of Durupline en Social life. Truedom and Discipline The pupils - www acquire the meaning of Freedom me gain unouledge on the types of importance of suipline en social life and Discipline. Desired Outcome Apply the moulidge in real its. Inductive of deductive method Duriet of Lecture method Constructive spproach method Teaching / Learning Method Classroom Bide Texbooks Materials Needed Google Books Discession Test Assignment / Follow Up Remision Assignment, presentation. 10 (19th Sept - 15th 04). Lesson Duration OpenMcIPAL Chip foukedima : Nagaland

Semester - II

Name of the Paper	Paper Code

Sociological Foundations of Education	EDN C-3

Course Outcomes (COs)

- 1. Understanding of the role of Sociology in Education.
- 2. Acquaint learners with Sociological Foundations of Education.
- 3. Understand and appreciate the role of community in resolving social issues and educational inequalities.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
✓ High	Mediu m	✓ High	Mediu m	Low	✓ High	Mediu m	Low	Mediu m	✓ High
✓ High	Low	Mediu m	✓ High	Mediu m	✓ High	Low	×	Mediu m	Mediu m
Mediu m	✓ High	✓ High	Mediu m	✓ High	Mediu m	Mediu m	Mediu m	✓ High	High

Justification for Mapping

☑ CO1: Understanding of the role of sociology in education

- PO1 & PO3: Students gain a foundational understanding of how social structures impact education, aligning with critical inquiry and civic responsibility.
- **PO2**: Ability to communicate sociological concepts effectively is moderately developed.
- **PSO1**: Core to this outcome, as understanding educational foundations includes the sociological aspect.
- **PSO5**: High alignment due to the emphasis on understanding societal influences on education and promoting values.

☑ CO2: Acquaint learners with sociological foundations of education

- **PO1 & PO4**: Encourages deep analysis of how educational systems are shaped by societal forces, connecting to historical narratives and reflective thinking.
- **PSO1**: Strongly aligns with the foundational philosophical and sociological understanding.
- **PO5**: Promotes scholarly curiosity and lifelong learning through foundational theory.
- **PSO4**: Requires reflective engagement with concepts.

☑ CO3: Understand and appreciate the role of community in resolving social issues and educational inequalities

- **PO3 & PSO5**: Strong alignment, as this outcome directly involves civic responsibility, diversity, and national integration.
- **PO2**: Communication and engagement in debates around equity and inclusion are central here.
- **PSO2 & PSO3**: Addresses learner-centric approaches, inclusivity, and application in educational practices.
- **PO5**: Lifelong ethical awareness and curiosity about solving inequalities is well supported.

Lesson Plan

und-I Lesson Topic Inhoduction	meaning of Educational Sociology & sociology of Education, Relationship between Sociology and Education, Sociological deserminants of Education
Desired Outcome	Understand foundational concept of sociology in east cation. Analyze how education a shaped by sociological influences
Teaching / Learning Method	Lecture & alisaviens Concept mapping, Examples from Soviety
Materials Needed	Tendrooks extracts, Real would examples.
Assignment / Follow Up	To words assignment on soviological obesterminant of education, 1057, Revision.
Lesson Duration	12 Cleusos

McLipp Many College College Reguland : Nagaland

Alm

Teacher Marcher Gengson
Semester II
Paper EAN C3/M Sociological Foundations of Education

unil-D	") meaning of Social Change
Lesson Topic Social change	6) Factors affecting social Chang L Politico, L'io nomice, and Technological c) Education as an internement of Social change.
Desired Outcome	renderstand luhot social change is and what drives it, Reflect on how colored to change.
Teaching / Learning Method	Lecture will historical and modern example, group discursion.
Materials Needed	Tembours, Eudence rook lie neuspaper, governals/articles.
Assignment / Follow Up	To write assignment on toloration facts offecting social chang, provide note (material, Test, Revision.
Lesson Duration	13 Classes

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AND DESCRIPTION OF THE PROPERTY OF THE PARTY	The state of the s
Lesson Topic modern and forces army	2) Privay and Secondary Groups 5) Second interaction and old educates - rad implications. 2) Comment and pages by Social Stratification.
Desired Outcome	Edentify versions soon groups and thus characters l'es tendentant group dynamics and Entroctes in classeoms. Explore son social stratification impacts aducation.
Teaching Learning Method	classoom Interaction as a cas example, Rob plays of social groups. Brainsterming actually.
Materials Needed	group activity ish , Textbook ,
Assignment / Follow Up	To with assignment on concept and forms of Sound Stratification, Proceeds Note & materials, Tost, Revision.
Lesson Duration	12 classes

Alle

FORMAT-2 Lesson Plan

Teacher Ngarchin Singson

Semester II

Paper EDN C-3 Miso ciological Foundations of Education

unil-iy	1) Concept and components of where 5) Rob of education in preservation and
Lesson Topic Volucation and Culture	transmission of Nage cultural Values. 1) Cultural Heritory of India with species reference to Nagaland.
Desired Outcome	Leven how education is a bol for cultival transmission renderland rigas and Indian custural elements in Education.
Teaching / Learning Method	Visual learning using artifocts/images_ storytelling, Leure.
Materials Needed	Educational videos on Nags & Indian Custine, Fraditional symbol/ documents, blandouts.
Assignment / Follow Up	To smake a cutheral presentation on Naga Levitage, & curils or cutheral shevitage of India, provide Notes, Test, Revision
Lesson Duration	14 Classes.

Allm

	Lesson I iun
eacher Ngaichem	Lingson
aper EDN C3/M21So	uological foundations of Education.
Unit. V	3 Equalization of educational opportunities 5) Role of community in solving social pro
Lesson Topic Current Social problems In India cuit spear vregerame to North East	education en Nagaland.
Desired Outcome	Identify and cualitate key educations problems in Irdio and NE, understand how comminity participation helps education hearn about communitized tion practices in Nagaland.
Teaching / Learning Method	Lectus with real example, Discussion willo, Community Survey on data analysis
Materials Needed	Consument report on communityorloon, NE Case Studies, Visual and Dala
Assignment / Follow Up	Color and how to solve from, to curity on the Community ather impaction pagaland, provide Noile, Text, Revision.
Lesson Duration PRINCIPAL PRINCIPAL NAIV COIL	14 Classes.

Name of the Paper	Paper Code

Basics of Educational Research	EDN C-4

Course Outcomes (COs)

CO1: Understand the meaning, procedure and design of educational research.

CO2: Develop an understanding of the needs of educational research.

CO3: Ability to carry-out educational research and analyse descriptive measure

Mapping Matrix

Mapped POs	Mapped PSOs
PO1, PO4, PO5	PSO1, PSO4
PO3, PO5	PSO1, PSO5
PO2, PO4	PSO2, PSO3, PSO4

Justifications by Outcome

CO1: Understanding Educational Research

- Strong foundation in social sciences (PO1, PSO1).
- Involves analysis of research methods (PO4, PSO4).
- Supports ongoing learning (PO5).

CO2: Understanding the Need for Research

- Links to societal issues and policy (PO3, PSO5).
- Ethical and philosophical considerations (PO5, PSO1).
- Reflective insights (PSO4).

CO3: Practical Research Ability

- Communication of findings (PO2).
- Analytical thinking and evaluation (PO4).
- Skills application: pedagogy, tech use, internships (PSO2, PSO3).
- Reflective and academic engagement (PSO4).

Lesson plan

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANLIARY-JUNE, 2025)

Course Name: BASICS . OF EDUCATIONAL RESEARCH.

Subject Code: EDN C-4.

Semester: II .

Name of Teacher: DR. ROKOSELIE MEZHL.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	educational	- Meaning and characteristics of research. - Need for research in education. - The natures I type of	25
11	Che Hypother and Review Or Related Literature	- The natures I type of educational octearch. - Meaning, Typer and formulation of hypotheses. - Review of Related Literature.	18
(=)	Research Design and Dota Collection	- Meaning and functions of research design Concept and types of sampling.	20
[2]	Data Analysis	- Qualitative data analysis Quantitative data analysis.	18
·(v)	Synopsis and Research Report	- The Research synopsis General Format of the Research Report	18

Days and

Signature

Francher DJ. Potoselie Mezhir.

Sernester Basies of Educational Research (EDN C-4).

Lesson Topic	Introduction of Educational Research.
Desired Outcome	100 understand the meaning of Educational Research. 2. To develop an understanding of the needs of Educational Research
Teaching / Learning Method	1. Lecture method. 2. Inquiry - based thinking.
Materials Needed	1. Teset-book 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Montly-tests.
Lesson Duration	15th Jan, 2025 - 7th Feb, 2025

Teacher												
Semester												
Paper												

	The Hypotheses and Review
Lesson Topic	of Related Literatule.
Desired Outcome	1. To help students how to make predictions based on observations. 2. To help students understand the current body of knowledge with This field of study.
Teaching / Learning Method	1. Kecture method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Peset - Book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th Feb, 2025 - 7th March, 2025

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	Research Design and Data collection.
Lesson Topic	Data Collection.
Desired Outcome	Procedure and design of Educational Research.
Teaching / Learning Method	1. Xecture method 2. Inquiry-based thinking. 3. Project - based learning.
Materials Needed	1. Peset - book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - 4th April, 2025

reacher						2	. ,		-	
semester		,,								
lance										

Lesson Topic	Data Analysis
Desired Outcome	To develop the ability to carry - out Educational Research and analyse different descriptive measures.
Teaching / Learning Method	1. Vecture method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1- Pent - book 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 2. Monthly-tests.
Lesson Duration	15th April, 2025 - 20th April, 2025.

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FO	CIVI	A	W. L.

Teacher	
Semester	***************************************
Paper	

Lesson Topic	Synopsis and Research Report
	To understand the key
Desired Outcome	elements of a research 8 fordy, including its purpose, methodology, findings and conclusions.
Teaching / Learning Method	2. Inquiry - based thinking. 3. Project - based leahning
Materials Needed	1. Peset book. 2. Boald.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	218t April, 2025-30th April, 202

2nd Year

Semester – III

Name of the Paper	Paper Code
Development of Education in India	BA/EDN – 301

Course Outcomes (COs)

CO1: Understand the historical development of Education in India.

CO2: Understand salient feature of Ancient & Medieval India.

CO3: Acquainted with the genesis of Modern Indian Education.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
√		✓	✓		✓			✓	✓
√	✓	✓	√		✓			✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification for the Mapping

CO1: Understanding the historical development of education in India

- **PO1**: Requires a grounding in humanities and history understanding education's evolution fits well.
- **PO3**: Offers context for civic responsibility through understanding how education shaped society.
- **PO4**: Directly aligns with analysing historical narratives.
- **PSO1**: Focuses on foundational understanding, including historical perspectives.
- **PSO4**: Reflective and analytical thinking is central to understanding how educational systems evolved.
- **PSO5**: Recognizing the role of education in social development and national integration.

CO2: Understanding salient features of ancient & medieval India

- PO1: Promotes understanding of past societies and their cultural values.
- **PO2**: Involves engaging with historical debates.
- **PO3**: Helps relate past educational models to present-day challenges.
- **PO4**: Analysing historical narratives is crucial here.

- **PSO1**: Ancient and medieval systems are foundational.
- **PSO4**: Involves reflective analysis of educational and societal models.
- **PSO5**: Highlights the diversity and values inherent in India's educational history.

CO3: Acquainted with the genesis of Modern Indian Education

- **PO1**: Builds on understanding the historical-social progression to modernity.
- **PO2**: Engages with reform debates and colonial education systems.
- PO3: Applies historical context to modern challenges.
- PO4: Requires analysis of colonial and post-colonial narratives.
- **PO5**: Fosters lifelong curiosity about education's role in society.
- **PSO1**: Understanding transitions in educational philosophy and policy.
- **PSO2**: Uses educational theories and reforms from this era to inform pedagogy.
- PSO3: Historical foundations influence modern educational practices and skill-building.
- **PSO4**: Reflection on historical influences informs contemporary research and critique.
- PSO5: National integration and social awareness are rooted in this historical development.

Lesson Plan

Lesson Plan

Teacher Agaichin Singson Ocademic Sission (Dic. may 2025)

Semester

Paper EDN (I Development of Education in India)

Unit 1

Lesson Topic

Les

Teaching / Learning Method Comparative Chowl making,
Use of those video a stonio

Charte showing vecic and Budeshiel Profeshook
Materials Needed signance, whiteboard profesho

Assignment/Follow Up short answer worksheel on feathres of each system.

Lesson Duration

10 clasers.



Mun

Teacher Ng vielen Singson.
Semester. iv.
Paper EDN (8 (Development of Education in Incha).

Lesson Topic Medicial India	J. Islamic Education: its saline features, objecting and curriculum. b) State patronage in education.
Desired Outcome	gain proulecte of Alomi educale. system. undersland to role of Aulors en promoling educalism
Teaching / Learning Method	Teaching through Lecture and risud, Croup discusse,
Materials Needed	Texthood, joinne l'articles, entra de pour historial torts, Teaching a'de bloining madrasa shuchus.
Assignment / Follow Up	group presentation en Us pealines ains e curréculum of selentes colucation & short every on state patronage;
Lesson Duration	12 classes

eacher Ngarchin emester V. aper EDN C-8 ()	Develop mont of Iducation en Man).
Lesson Topic Folycoolion in Brilish India	of Contributions of Christian Missimaries for the development of education in India. b) Significance of Cherlis Idol of 1813.
Desired Outcome	-rendersland the Irab of messenories en Indian educator. I the Charta Exemene the Ampart of the Charta
Teaching / Learning Method	Charles Ad
Materials Needed	Copy of charles de lus toalors
Assignment / Follow Up	To with a paragraph on the role any one mission or of charle do.
Lesson Duration	10 Classa,

reacher Ngarchen Singson
Semester IV
Paper EDN 18 (Development)

Unil-IV	a) macaulay's minutes, 1835
Lesson Topic nound of medera yeten of Education	c) Hunles Commission, 1882
Desired Outcome	understone 'Un development of a modern colineational system. - Analyza the British approach toward Indian Education.
Teaching / Learning Method	Timelse haved teaching, Reading of primary sources execupe, class depale on Macaulay's Minutes
Materials Needed	Original excerção es Summarios os Olocurrieis, Timelio claro, Textooks-
Assignment / Follow Up	Note, Test, Revision.
Lesson Duration	15 Classes

RMAT-2	Lesson Plan
acher Ngaichen S mester IV	****************
per	responent of Education on India).
Unil - I	3) Calcula University Commission, 1917
Lesson Topic Movement for Dompulsory Education On India.	1) Marto, Committee Report, 1929
Desired Outcome	Understand the Indis Lorly eff forwards compulsory education. Evaluate the recommendations of vouviers commissions.
Teaching / Learning Method	Lechre, group dask: prepose port on each movement, Clay disusion
Materials Needed	Entrail from original hepois,
Assignment / Follow Up	Poster prosentation on Gordales Bis and to words an assignment on Harlog Committe Report, 197 Test, Revision
Lesson Duration	13 classes

DETAILED PO - PSO - CO MAPPING MATRIX

For the Academic Years: 2022-2025 (B.A. Second Year, 3rd Semester),

Subject: Education (Major + Minor)

Name of the Paper: Trends & Issues of Modern Indian Education

Paper Code: BA/EDN - 302

Programme Outcomes (POs)

- PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.
- PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).
- PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).
- PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).
- PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).
- PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

- 1. CO1: Understand the concept and importance of Adult and Continuing Education and major national programs like NAEP and NLM.
- 2. CO2: Analyze the significance of Population Education and its relationship with Sex Education.
- 3. CO3: Evaluate the importance of education for women and girls, and examine existing government schemes and their effectiveness.
- 4. CO4: Explore the meaning and relevance of Value Education and identify strategies to inculcate values.
- 5. CO5: Understand the concept and models of Open and Distance Education and critically evaluate its strengths and limitations.

CO-PO-PSO Mapping Matrix: Trends & Issues of Modern Indian Education (EDN C-5)

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1	PO5	Provides
			foundational
			understanding of
			adult and lifelong
			education

			contributing to lifelong learning.
CO2	PSO5	PO3	Addresses social issues through education and promotes awareness about population-related challenges.
CO3	PSO5	PO3	Focuses on gender equality and social inclusion through education.
CO4	PSO5	PO1	Highlights ethical reasoning and values central to humanities and education.
CO5	PSO3	PO4	Applies modern tools in open and distance learning with analytical evaluation of their effectiveness.

MOUNT MARY COLLEGE,

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Torenols and Issues of Modern Indian Education

Subject Code: EDN L-5/M-3

Semester:

Name of Teacher: Ngaichin Singson

Unit	Chapter	Contents / Topics	No. of Class Required (Duration
I	Adult and Continuing Education	© Concept coj vodult and Continuoj Tifelorg Eccercation. © Efforts on Adult Education - NAEP NIM © Therap Education through open Clearwing, Vocational Education.	20 Class 314 Flune. 5th Tuly
1	Population Education	O Significance, need & Objectives of population Education Education Education Education Education Constitute of Statement of the Grant of India for fromoting girts colacation to modern the matter of modern to measure	8th July.
亚	Education of Women Girls		20th Augus 20th Sept.
<u>الا</u>	Value Education	tion of values. O programs / neshods for den- lepment of value.	16 Cl 19th Cept 5th Oct.
Ē	Open and Distance Education	(1) Concept, heed & Ecope of Distance Education (1) hreades of DE - Corresponden education & Open learning Egite (1) Meich & Dements of Distance Learning	m 18

Signature

/ ' .	Lesson Plan	
eacher Ngaichin emester III aper Triends I 9881	Singson Modein Modein Les of tendemporary Indian Education (EDN N-	- 3
Lesson Topic I Iddulf and Conti- nuing Education	1. Concept of Adult and Continuing / Lifeld Education. 2. Efferts On Adult Education NAEP, Nem 3. Liberal Education through Open Learning Vocational Education.	28
Desired Outcome	the pupils: - un arguire knowledge on adult, continuing, legiong education unit gain thouleage on NOFF, Nem - unit arguin understanding on Tiberas and open Learning & Vocational Galy	7,
Teaching / Learning Method	- Driet and Lecture method Inductive & Deductive method - Lonstwelive approach metho.	
Materials Needed	- Textbooks - Google Rocks - Classroom Sids	
Assignment / Follow Up	- Class Dis Lusson - Test - Renision - Assign ment / Renision	
Lesson Duration	20 (3nd June - 5th July).	

emere IV gaick	Desuge of Modern Indian Education D Signif cance need and objectives of Popu
	Lation Education (a) Problems of Population Education (b) Retaliarships hetween Topulation (c) Education and Sex Edu
Desired Outcome	The pupils! - will acquire knowledge on Population - will acquire knowledge on Population - coloration deeper meaning, its freshow and its relation will sen Education. - apply knowledge in real life is treated
Teaching / Learning Method	- Inductive & Deductive method - contractive method - Divid & Liture Method.
Materials Needed	- Textbooks - Google Books - Ordinary Clousroom Aids.
Assignment / Follow Up	- class Discussion - Test - Revision - Possign ment / Presentation
Lesson Duration	15 (8th July - 19th August).

Teacher Ngaichin Singipa Semester III Paper Theres & 28 rues of modern Indian Education.

	O concept and need of prior tizing education for momen and girls.
Lesson Topic	(b) Promoting Gencles Equality (c) Schemes q the Gaussiness q Inche for fromoting girls education. 2) Problems & Remedial measures.
Desired Outcome	The pupils: - wir acquire the knowledge on women and girls education unouledge on Gender Equality unouledge on Gender Equality schemes & the Government of India for unomen electration, Its problems of kemidial measures. Remidial measures. Apply knowledge in real by
Feaching / Learning Method	- Direct and Lecture method. - Constructive method Dochective Andrective Method.
Materials Needed	- Google Books - Toxo Breks - Ondiany classroom Andle
Assignment / Follow Up	- Class Discussion - Test, - Revision - Assign new (Presentation
Lesson Duration	17 (20th August - 18th Sept).

Teacher Ngaichin Singson

Semester III

Paper Thursts & Usius of modern Irelian Education (EDN C5/M-3)

Lesson Topic (V Value Education	(a) meaning and significance of Value Edy Cation. (a) Red. of Education in incultation of Values. (a) Programs [methods for development of Values.
Desired Outcome	The pupils: - uns acquire the knowledge on Value - uns acquire the knowledge on Value - The Rot of Edycalion in incurrent - The Rot of Edycalion in incurrent - of Values. & its methods & programs - apply relievant knowledge in life - Apply relievant knowledge in life
Teaching / Learning Method	- Inductive & Deductive method - Inductive & Deductive method - Constructive ppproach method. - Direct & Lecture method.
Materials Needed	- Textbooks - Goegle Boreks - Ordhay classroon Aidb
Assignment / Follow Up	- class Discussion - Test - Revision - Presentation - Presentation - 10 (19th Sept - Soth DO).
Lesson Duration	10 (19th sept - 50.00)

Lesson Topic 以	© Concept, need & Scope of Distance Education. © Mades of Distance Education: Correspondence Education & Open Learning System © merits & Demerits of Distance Learning.
Desired Outcome	The pupils: - cuis acquire knoculedge on Open & Distance Education, modes and ils pros & cons- - Apply knowledge in real life.
Teaching / Learning Method	- Inductive & Deductive method Direct & Lecture method Seef Study.
Materials Needed	- Ordinary classroom aids - Textbooks - Clougle Braks:
Assignment / Follow Up	- Class Discussion - Test - Remission - Assignment / Presentation 12 (7th Oct _ 18th Oct).
Lesson Duration	12/ 7th 118 10th 111

Semester -IV

Name of the Paper	Paper Code

Philosophical Foundations of	BA/EDN – 401
Education	

Course Outcomes (COs)

CO1: Meaning, Aims and Functions of Education.

CO2: Role of Major Schools of Philosophy in Education.

CO3: Philosophical Foundations of Education

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
✓		>	>	✓	✓	<u>></u>		>	<u> </u>
✓		<u> </u>	<u> </u>	<u> </u>	<u>~</u>	<u> </u>		✓	<u> </u>
<u> </u>		<u> </u>	<u> </u>	<u>~</u>	<u>~</u>	<u> </u>		<u> </u>	<u> </u>

Justification for Mapping

CO1: Understanding the meaning, aims, and functions of education

- **PO1**: Involves foundational understanding of humanities and social sciences, especially educational thought.
- PO3: Helps apply educational theory to real-world problems and policy frameworks.
- **PO4**: Encourages analytical thinking about educational goals and structures.
- PO5: Stimulates lifelong curiosity about the purpose and practice of education.
- **PSO1**: Central to the philosophical foundations of education.
- **PSO2**: Links directly with applying knowledge about aims in planning inclusive, learner-centered instruction.
- **PSO4**: Encourages critical reflection on the purposes of education.
- **PSO5**: Fosters sensitivity to how educational aims align with social values and national integration.

CO2: Understanding the role of major schools of philosophy in education

- **PO1**: Engages deeply with the humanities and philosophical traditions.
- PO3: Applies philosophical perspectives to social/educational issues.

- **PO4**: Involves critical analysis of ideas like pragmatism, idealism, etc., and their impact on educational practices.
- **PO5**: Philosophical inquiry promotes ethical reasoning and lifelong intellectual engagement.
- **PSO1**: Directly explores foundational philosophical influences in education.
- **PSO2**: Philosophical schools guide the development of inclusive and adaptive teaching approaches.
- **PSO4**: Promotes reflective analysis of philosophical arguments in education.
- PSO5: Many philosophical schools emphasize ethics, democracy, and social unity.

CO3: Acquaintance with philosophical foundations of education

- **PO1**: Deepens understanding of how philosophy underpins educational thought.
- PO3: Connects educational philosophy with current civic/social challenges.
- PO4: Analyses philosophical roots of present educational practices.
- **PO5**: Encourages continued philosophical reflection and lifelong exploration of education.
- **PSO1**: Core component—builds on the educational philosophy base.
- **PSO2**: Informs the creation of pedagogical frameworks grounded in values and reasoning.
- **PSO4**: Cultivates analytical and reflective skills through philosophy.
- **PSO5**: Highlights philosophical commitment to ethics, justice, and societal good.

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Philos ophical Foundations of Education Subject Code: FDM: C-2
Semester: Mgaichin Gingson

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction	Meaning of Educational Philosophy 6 Philosophy between Philosophy 5 Education . O Amis of Education , Individual . October Secret , Vocational.	17th-clause 3 md - Tune - 28th Tune, 7024
#	Frenchons of Education	© Seef edeteral zahon © seleman Resource Develop ment: © National Integration of International Understanding	20 Classes 29th June - 20th August, 2024
U	Some major schools of Philosophy	Delatism. Naturalism of Pragmotism. Deluratism. De Their contribution to present day colucation to wards aims, with juting, methods of Teaching?	20 th classes. 21 - August - 19th August 2024
Ī¥	Deretapned Value	6) necaving a shours	19th August.
ادا	Freedom & Disciplini	D received & celliges. D incoming of Frenchom and Druplin of Disupline D Ingertakue of Disupline in Solviel effort.	7 class 7th OC - 15-th OC, 2024

Teacher Ngaichin Singson
Semester I

Paper Philosophical Foundations of Education (EDN C-2)

Lesson Topic I Introduction	@ meaning of totalaboral Philosophy. (B) Relationship between Philosophy and Education: (B) Aims of Education; Individual, Social and Vocalional
Desired Outcome	D Acquire knowledge on Philosophy of Educational philosophy. (a) Gain knowledge on Relationalism behuer Philosophy of woll calion of white of Education of Lower Report anowledge in real elife to huation.
Teaching / Learning Method	O Inductive & Reductive method E Lecture method. (3) Constructive method (4) Stry - Teeling method.
Materials Needed	1 Clausroom Rids 1 Tenthooks 1 Google Books 1 Clausroom Mids.
Assignment / Follow Up	Dewision, Assignment, Dewision, Aresentation Test reget Previous (if prequired)
Lesson Duration	17 (03 Time - 28th Time, 2021)

Teacher . Ngai chin Singson

Paper Philosophical Foundations of Education (6DN C-2) 1 Sey Achialization 3 Human Resource Development @ National Integration and International remoterstanding Lesson Topic 🗓 Functions of Education The perfets! - acquire anousledge on Self Adrializa. tron, Human Resource Development, National Enligration and International Desired Outcome Understanding.

Apply the above knowledge in rual & horashins. - Inductive and Deductive method. Direct method. Teaching / Learning Method Lecture nethod Constructive method. classroom iaids Terestooks Materials Needed Google BOOKS classoon Discussion, Assignment, Revision, Presentation Assignment / Follow Up Test ReText - Rewsion (of required) 20 (29 Juno - 20th August) Lesson Duration

Test

Revision

Assignment, Presentation

20 (21 August - 18th August).

Assignment / Follow Up

Lesson Duration

Discussion Test

Revision

(19th August -

Assignment, Presentation

"18th Sept

Assignment / Follow Up

Lesson Duration

Lesson Plan reacher Ngaichin Singson
Semester I Paper philosophual Tounetalions of Education (EDN (-2) 6) Meaning of Foundam and Durupline b) Types of Discipline. c) Importance of Durupline en Social life. Treedom and Discipline The pupils - www acquire the meaning of Freedon mportance of surpline en social exp and Discipline. Desired Outcome Apply the moulidge in heat life. Inductive of deductive method Duriet of Lecture method Constructive spproach method Teaching / Learning Method Classroom Bide Texbooks Materials Needed Google Books Discession Test Assignment / Follow Up Remision Assignment, presentation. 10 (19th Sept - 15th 04). Lesson Duration PRINCIPAL Disk Mary College English Magaland

Name of the Paper Paper Code

Educational Measurement &	BA/EDN – 402
Evaluation	

Course Outcomes

CO1: Understanding measurement and evaluation concepts.

CO2: Acquaintance with types of measuring instruments.

CO3: Principles of Educational and Psychological Test Constructions.

CO4: Understanding qualities of good measuring instruments in Education.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<u>~</u>		>	>	<u>\</u>	<u>~</u>	<u> </u>		<u> </u>	<u> </u>
<u>~</u>		<u>\</u>	>		<u>~</u>	<u>~</u>	<u>~</u>	<u>~</u>	<u>~</u>
<u>~</u>		>	>	>	<u>~</u>	✓	✓	<u> </u>	✓

Justification for Each Mapping

CO1: Concepts of Measurement and Evaluation

- PO1: Relates to foundational understanding of educational theory within the social sciences.
- PO3: Evaluation tools help address real-world educational needs and societal challenges.
- **PO4**: Analysis of educational practices through measurement.
- **PO5**: Encourages curiosity about improving educational quality through sound evaluation.
- **PSO1**: Involves foundational knowledge in psychological and educational evaluation.
- **PSO2**: Aligns with assessing learner-centered practices.
- **PSO4**: Fosters reflection on the role and impact of evaluation.
- **PSO5**: Ethical and fair measurement promotes values like equity and inclusivity.

CO2: Types of Measuring Instruments and Their Uses

- **PO1**: Supports critical understanding of educational tools.
- PO3: Instruments help evaluate civic and social learning outcomes.
- **PO4**: Analytical skills are used to select and interpret the appropriate tools.

- **PSO1**: Involves psychological principles behind measurement tools.
- **PSO2**: Instruments are used for inclusive, personalized assessment.
- **PSO3**: Enhances practical skills related to tools used in educational practice.
- **PSO4**: Reflective understanding of how instruments support educational goals.
- **PSO5**: Ensures assessment reflects diverse learner needs.

CO3: Principles of Educational and Psychological Test Construction

- **PO1**: Builds theoretical and conceptual knowledge.
- PO3: Tests are tools to support evidence-based decision-making in education.
- PO4: Involves analysis and synthesis of test construction processes.
- **PO5**: Encourages continuous learning of testing best practices.
- **PSO1**: Directly tied to psychological and philosophical principles in education.
- **PSO2**: Helps in constructing inclusive, creative assessments.
- **PSO3**: Practical skills in test design enhance employability.
- **PSO4**: Reflective thinking on validity, reliability, and fairness.
- **PSO5**: Promotes ethical responsibility in testing.

CO4: Characteristics of a Good Measuring Instrument

- **PO1**: Involves conceptual understanding rooted in educational theory.
- PO3: Good instruments address learner diversity and societal needs.
- **PO4**: Analytical judgment in selecting appropriate tools.
- **PO5**: Promotes quality improvement through ongoing learning.
- **PSO1**: Foundations in test theory and psychometrics.
- **PSO2**: Applies theory in designing learner-appropriate tools.
- **PSO3**: Enhances practical capability in using high-quality instruments.
- **PSO4**: Reflective thinking on how assessments impact learners.
- **PSO5**: Ensures fairness and ethical use of measurement tools.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: EDUCATIONAL MEASUREMENT & EVALUATION

Subject Code: EDN C-6

Semester: 38d

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Educational Measurement and Evaluation	2. Need offer measurement.	15
T	Pools used in Educational Measurement	their classification	
(ii)	instruments	a good measuring instrument - Validity, Reliability, Objectivity	9
(V	Actitude, personality and Creativity	1. Measurement of attitude (xikest) 2. personality (Rosschack- Ink Blot) 3. Cheativity (Bayer Mehdi)	9
¥	Test Construction and Exadablizar tion	1. Genelal Poinceples of test construction and standardigeti 2. Scoring of Students	12

Chumoukeding nagaland

Signature

Teacher DR. ROKOSELIE MEZHU.

Semester 3rd.

Paper EDUCATIONAL MEASUREMENT & EVALUATION

	Educational measurement
Lesson Topic	and Evaluation
Desired Outcome	It has helped the students to develop understanding
	on the concepts of measurement and evolution is the field of education.
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. peer - teaching.
Materials Needed	1. Reset - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	Students well asked on what has been taught on the topic
Lesson Duration	(03.06.2024 - 21.06.2024)

Teacher	
Semester	

Pools used is Educational
maryreement

Lesson Topic	Prob used in Educational
Desired Outcome	It has enabled the 8 fudents to know the various took used in Educational measurement.
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Peact - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been tought on the topic.
Lesson Duration	(24.06.2024 - 14.08.2024)

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Teacher	 	•••••
Semester	 	
D		

	(UNIT- III), Measuring insforments
Lesson Topic	
Desired Outcome	It has acquainted the learners with different types of measuring instruments and their which are characteristics
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. pear - teaching.
Materials Needed	1. Pext - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	(16.0.8:2024 - 30.08.2024)

FOR	M	٨	T-	
1. (7)				

Teacher	 ,	 	
Semester	 	 ,,, ,,, ,,	
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Lesson Topic	Measurement of attitude personality and Cheativity.
Desired Outcome	to know the ways of the know the ways of the chartering ond cheativity personality and cheativity
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Perct-books. 2. White-books. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been tought on the topic.
Lesson Duration	(02.09.2024-12.09.2024)

	100			1.0
FOI	ZN	4	۱ı	24

Teacher.	13	 *				,	,	*	3	*		*	•		٠	٠	٠				٠	•
Semester			 ,	*	٠	. 1											1	٠				
Paper																						

Lesson Topic	Pest construction and Standardization
Desired Outcome	It has formularized the 8 fudents with the principles of fest Construction both educational and Paychological
Teaching / Learning Method	1. Direct instruction method 2. Direcursion method. 3. Peel - Keaching.
Materials Needed	1. Peact - broks. 2. White-board. 3. Microphone.
Assignment / Follow Up	students were made to write an assignment on one of the topics from the unit.
Lesson Duration	(13.09.2024-130.09.2024)

Semester-V

Paper Code

Statistics in Education	BA/EDU/-502

Course Outcomes

CO1: Use of statistical measures in analysis & interpretation.

CO2: Organize relevant educational data.

CO3: Represent data graphically & analyse descriptive measures.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~		>	>	~	~	~	~	~	>
~	~	>	>		~	~	~	~	>
~	~	>	~		~	~	~	~	*

Justification for Mapping

CO1: Ability to use various statistical measures in analysis and interpretation

- PO1: Enhances critical and reflective thinking through quantitative analysis.
- **PO3**: Applies interdisciplinary skills (math/statistics + education) to real-world educational problems.
- PO4: Analytical skills for understanding trends and impact within education.
- **PO5**: Supports lifelong learning and scholarly curiosity in data interpretation.
- **PSO1**: Involves understanding psychological foundations (measurement & evaluation).
- **PSO2**: Use of assessment tools and statistical methods to evaluate learning outcomes.
- **PSO3**: Employs skills in data use and analysis needed in internships or field practice.
- **PSO4**: Encourages critical reflection using data insights.
- **PSO5**: Uses data to inform socially responsible decisions and policy improvements.

CO2: Ability to organize relevant educational data

- **PO1**: Supports a reflective and structured approach to educational information.
- **PO2**: Organizing data is foundational to effective academic communication.
- **PO3**: Handling real-world data fosters civic responsibility and evidence-based decision-making.
- **PO4**: Data organization is essential for developing sound historical or social analysis.

- **PSO1**: Psychological and sociological data require structuring for interpretation.
- **PSO2**: Pedagogical methods involve assessment data management.
- **PSO3**: Data handling is a key employable skill in educational technology and internships.
- **PSO4**: Supports academic research and reflective practice through organized data.
- **PSO5**: Structured data analysis informs understanding of social issues and diversity.

CO3: Ability to represent data graphically & analyze different descriptive measures

- PO1: Visual and analytical skills support well-rounded critical thinking.
- PO2: Graphical representation enhances effective communication of findings.
- PO3: Applies interdisciplinary methods (e.g., visual literacy, statistics) to education.
- PO4: Descriptive analysis helps understand patterns in education and society.
- **PSO1**: Data visuals assist in exploring educational psychology/sociology themes.
- **PSO2**: Supports inclusive pedagogy through clear data communication.
- **PSO3**: Graphing and interpretation skills are integral to educational practice.
- **PSO4**: Visual analysis encourages critical, reflective research skills.
- **PSO5**: Helps illustrate social disparities and supports data-informed social responsibility.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: STATISTICS IN EDUCATION

Subject Code: EDN C-11

Semester: 5th

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		1. Meaning, nature, scope & use of educational statisfics. 2. Sources of educational data 3. Importance of statisfics in education	5 12
(2)	Central Tendencias Co Variability	1. Measurer of Central Ten- dencies - Mean, Median and Mode. 2. Measures of Valiability - Standard Deviation.	24
<u>u</u>	Normal	1. Concept of normal probability 2. propositive land uses of NPC in interpretation of test scarer 3. Divergence from normality - Skewners & Kurtosis.	8
(>	Coerelation	1. Concept and Kinds of Correlation. 2. Computation of Co-efficient of the state dependence and Product Moment Method.	10
\bigcirc	Representation Of Doctor	2. Ryper of data- grouped and ungrouped. 3. Graphical presentation of do 4. Application of Computer	de To

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Signature

Teacher DR. ROKOSELIE MEZHLI Semester 5th.

Paper STATISTICS IN EDUCATION.

	(UNIT -I).
Lesson Topic	Introduction to Educational Statisfics.
Desired Outcome	Students had lealned what statisfics is and its user are in the field of education.
Teaching / Learning Method	1. Direct instruction method. 2. Direcursion method. 3. Peer teaching.
Materials Needed	1. Perct - books. 2. White - books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	(03.06.2024-18.06.2024)

	Section 1		-	
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	(UNIT -II)
Lesson Topic	Central Rendencies Of Variability
Desired Outcome	students had learned the ability to responsement to use various statisfical measures in analysis and interpretation of educational data.
Teaching / Learning Method	1. Direct in struction method 2. Discussion method. 3. Peer teaching.
Materials Needed	1. Pesct-books. 2. White - books. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been taught on the topic.
Lesson Duration	(19.06.2024 - 21.08.2024)

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	(UNIT- II)
Lesson Topic	Normal Probability.
Desired Outcome	Students had learned the concept that deposites the state of a process that is not influenced by any external factors.
Teaching / Learning Method	1. Direct in struction method. 2. Discussion method. 3. Peer teaching.
Materials Needed	1. Peat - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	students were made to write on assignment on one of the topics from the unit.
Lesson Duration	(22.08.2024 - 03.09.2024)

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	(UNIT- I).
Lesson Topic	Measures of Correlation
Desired Outcome	the students had leadned the impostance of facilitating the decision - making in the business would
Teaching / Learning Method	1. Direct instruction method. 2. Discussion method. 3. Peer teaching.
Materials Needed	1. Peat - books. 2. White - books. 3. Microphone.
Assignment / Follow Up	students were and asked asked questions based on what asked on the topic was taught on the topic
Lesson Duration	(04.09.2024 - 17.09.202

FORMAT-2	Lesson Plan
Teacher	
Semester	

,	(UNIT -V).
Lesson Topic	Representation of data.
Desired Outcome	It has developed the ability to represent advicat in the sepresent advicat in the sepresent advicational data graphy and to develop the Skill is analyzing different descriptive measures.
Teaching / Learning Method	1. Direct instruction method 2. Direcussion method. 3. Pear reaching.
Materials Needed	1. Pext-books. 2. White-books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	618.09.2024 - 07.10.2024

DETAILED PO - PSO - CO MAPPING MATRIX

For the Academic Year: 2022-2023 (B.A. Third Year, 5th Semester),

Subject: Education (Major)

Name of the Paper: Educational Thoughts and Practices

Paper Code: BA EDU: 503 (N.U.Old Course)

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs):

CO1: Understand the educational contributions of Indian philosophers like Acharya Vinoba Bhave and Mahatma Gandhi.

CO2: Examine the educational ideas of Rabindranath Tagore and Dr. S. Radhakrishnan and their relevance to Indian education.

CO3: Analyze key educational thoughts of Western philosophers such as Bertrand Russell and John Dewey.

CO4: Critically evaluate the educational philosophies of Rousseau and Paulo Freire, particularly in the context of social reform and liberation.

CO5: Explore and appreciate the educational viewpoints of ancient Greek philosophers like Socrates and Plato.

CO-PO-PSO Mapping Matrix: Educational Thoughts & Practices (BA/EDU-503)

Course	e Outcome	Mapped PSOs	Mapped POs	Justification
(CO)				

CO1	PSO1	PO1	Provides foundational understanding of Indian and Western philosophical ideas in education.
CO2	PSO2	PO2	Enhances understanding of pedagogical concepts through communication and academic discourse.
CO3	PSO4	PO4	Encourages critical analysis of educational thoughts with reflective inquiry.
CO4	PSO5	PO3	Develops sensitivity to educational thoughts promoting inclusivity and social responsibility.
CO5	PSO1, PSO4	PO1, PO5	Fosters scientific and philosophical inquiry into historical educational contributions for lifelong learning.

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Lesson Plan

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: BAJEDY-503 (Educational Thought and practices) Paper

Lesson Topic	Muit - 1 Conhibulione of some pro- menint Indian Philosopher le Education a bilical study of the Contribution of Achaiga Vintoha Bhave le Clo field gerleso b mahama Gandhi's contribution to the field of education.
Desired Outcome	Students www understand les Edu- cations plotosophies of Indian thinke and evaluate their halevana to Condemporary colycation.
Teaching/ Learning Method	decture, group discussion, buezra- pluse presentation, audio unal material.
Materials Needed	while beard, chart Gandlis write, projector, tenthon.
Assignment/ Follow Up	Show essay on Gandkian Philosoff: class quiz, class Tests, Assignment on contribution of Gandhis' educational thought
Lesson Duration	14 periods.
Table 1	

Chemoukedida Bagaland

Teacher	: Mgaithin Singson X
Semester	<u>¥</u>
Paper	: BA) ED4 - 503

Lesson Topic	Practice: a. Rakinderanaith Tigoro's rolla on education with special referent of Shantinikes on Wishva Bharti Unix & Contribution of Reedhakrishnan lo the field of higher education.
Desired Outcome	Students wie de able les criticales examines the practical implement fation live Shand reketen and analyze their empact.
Teaching/ Learning Method	Lecture discussion, D&A. Session
Materials Needed	Textrooms, Online educations
Assignment/ Follow Up	Group presentation on Tagoris model, Class Test.
Lesson Duration	14 períods.

Dená

Teacher	: Algaichin Singson
Semester	: <u>I</u>
Paper	:BA/604-503

Lesson Topic	Unit-Ty Ideas on Education of some was tern philosophers. 9. Educational thought of Bertrung Russell. 6. Tolin Devey's edia on education with special reference to project method.
Desired Outcome	Shident will complete clusters and Indian pedagogias ideas and apply Devel's project melia to mater Classrooms.
Teaching/ Learning Method	Pare Studio, S'mulation, Interactive a cl'ulies
Materials Needed	presoribed Texts, Cultil boer projector
Assignment/ Follow Up	Test, Revisión, Assignment
Lesson Duration	14 periods.

Duis

Teacher	: Maichin Sengson
Semester	: <u>I</u>
	: BA - EDU- 503

and the second	
Lesson Topic	Unit-TV Contributions of some West Thereis he Education? a. Educational Philosophy of J.J. Roussease. b. Contribution of Paulo Friere to the field of Education.
Desired Outcome	Students cuits enaluate Orilica peologosy and its application for marginalizes groups and explore Rousseau's chillo- contend learning
Teaching/ Learning Method	comparable analysis, close head, sessions, Lecture.
Materials Needed	prescribed books, Rouseau's Emile " Foriers's "Padagosy y clo Opposasses.
	Notes, Rewision, Test.
Assignment/ Follow Up	
Lesson Duration	13 period.

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Teacher	: Ngaichin Singson
Semester	£0
Paper	: BA EDU - 503

Lesson Topic	Unit V Vieurs and roleas of some prominent Ancient Greek philosophe on Education. 9) Vieus and ideas of Sociates and Plato on Education.
Desired Outcome	sludent cuio gain foundations knowled & Worter Shilosophy & education of connect it to current democrate and ethical value on education
Teaching/ Learning Method	dectros, Socialis questioning
Materials Needed	Plato's "Republi" visual aids. Tirds.
Assignment/ Follow Up	Test, Revision, Home-work
Lesson Duration	13 Beriodo.

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Semester – VI

Name of the Paper	Paper Code
•	•

Educational Technology	BA/EDN – 601

Course Outcomes

CO1: Understand the meaning, nature and scope of Educational Technology.

CO2: Understand application of basic technology in education.

CO3: Familiarity with technological advances and development of positive ICT attitude.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~	>	~	>	~	~	~	~	~	~
~	>	~	>	~	~	~	~	~	~
~	~	~	~	~	~	~	~	~	~

Justification for Mapping

CO1: Understanding the meaning, nature, and scope of educational technology

- **PO1**: Promotes critical inquiry into the role of technology within social sciences and education.
- **PO2**: Enhances academic communication by engaging with the evolution of educational tools.
- **PO3**: Facilitates practical, real-world integration of technology in addressing educational challenges.
- **PO4**: Builds analytical skills to assess the historical development and impact of technology in society.
- PO5: Encourages lifelong learning in a digitally evolving educational landscape.
- **PSO1**: Technology understanding is based on psychological and philosophical educational principles.
- **PSO2**: Essential for applying learner-centric and inclusive pedagogical methods.
- **PSO3**: Forms the foundation for skills in digital communication and instructional tools.
- **PSO4**: Reflective and critical thinking is essential when evaluating educational technology.

• **PSO5**: Supports access, equality, and responsible use of technology in promoting national development.

CO2: Understanding the application of basic technology in education

- PO1: Encourages interdisciplinary knowledge of technological tools in education.
- PO2: Helps communicate concepts using modern digital methods effectively.
- PO3: Technology supports inclusive and socially responsible educational practice.
- **PO4**: Builds analytical thinking by evaluating how tech affects teaching-learning.
- PO5: Promotes adaptability and continuous upskilling in education-related tech.
- **PSO1**: Draws upon foundational theories for effective use of technology in pedagogy.
- PSO2: Applies educational theories using tech-based assessment and instruction.
- **PSO3**: Builds skills in using technology effectively in classroom and internship settings.
- **PSO4**: Encourages reflective practice through tech-enhanced analysis and teaching.
- **PSO5**: Ensures digital inclusion and sensitivity to social contexts via technology.

CO3: Familiarity with technological advances and development of positive ICT attitude

- PO1: Connects learners with broader social and technological developments.
- PO2: Improves academic engagement through ICT-supported communication.
- **PO3**: ICT is a real-world tool fostering equity and civic awareness in education.
- PO4: Supports analytical comparisons of traditional vs. modern educational practices.
- **PO5**: Builds scholarly curiosity and ethical digital citizenship.
- **PSO1**: Advances understanding of how tech intersects with education theories.
- **PSO2**: Encourages use of ICT to enrich pedagogy and foster creativity.
- **PSO3**: Essential employability skill in modern educational and internship settings.
- **PSO4**: ICT tools facilitate reflective learning and educational research.
- **PSO5**: Promotes ethical and inclusive technology use in support of social goals.

PORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANUARY - JUNE, 2015)

Course Name EDUCATIONAL TECHNOLOGY

Subject Code EDN C-7.

Semester: TV .

Name of Teacher: DR. ROKOSELIE MEZHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Educational Technology	- Meaning , nature and Scope. - Ryper: Hardware and Software.	18
(=)	baccere Communi-	- Meaning and nature Process and Components Types of Class room - Mass media approach in educational technology.	18
(11)	System Approach Estational System	- Systems Approach to ins- tructional process. - Instructional system	20
(>)	Innevation in Educational Rechnology	- Mices and Macro	18
, S	personalized system of the trustion (PSI)	Trester ction.	25

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FORMAT-2

Lesson Plan

Teacher Dl. Rokoselie Meghir.

Semester IV

Paper Educational Technology (EDN C-7).

Lesson Topic	Educational Rechnology.
Desired Outcome	1. To enable students to under- stand the meaning, nature and scope of educational techno- logy. 2. To create an understanding of the application of basics of technology in the process of education.
Teaching / Learning Method	1. Kecture - method. 2. Inquiry - based thinking. 8. Project - based learning.
Materials Needed	1. Pext-book. 2. Bookd.
, Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	15th Jan 2025 - 7th Feb, 2025

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Lesson Topic	Communication Process
Desired Outcome	To equip the students with the Skills to effectively express their ideas, understand others, build relationships, collaborate with peexs and ultimately achieve better academic performance.
Teaching / Learning Method	1. Lecture method. 2. Inquiry - based thinking 3. Project - based learning.
Materials Needed	1. Text-book. 2. Boald.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th Feb, 2025 - 7th March, 2021

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	System Approach ée
Lesson Topic	Instructional
	system.
Desired Outcome	of the course, and progress though the material is a logical and organized
Teaching / Learning Method	2. Project - based thinking. 2. Project - based learning
Materials Needed	1. Pext-book. 2. Bookd.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	gth March, 2025 - gth April, 2021

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Lesson Topic	Innovation in Educational Technology.
Desired Outcome	to develop cleativity pro- blem solving skills and certical thinking.
Teaching / Learning Method	1. Vecture method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1. Peach book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	5th April, 2025 - 20th April, 2011

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Lesson Topic	personalized System of Instruction (PSI)
Desired Outcome	To familiarize with the technological advances made and to develop a positive affitude towards the use of ICT is the educational process.
Teaching / Learning Method	2. Inquiry-based thinking. 2. project-based leaving.
Materials Needed	1. Tect book 2. Board.
Assignment / Follow Up	1 Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	21st April, 2025 - 30th April, 2025

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Name of the Paper	Paper Code
Guidance & Counselling in Education	BA/EDU-602

Course Outcomes

CO1: Understanding the meaning and importance of Guidance and Counselling.

CO2: Ability to interpret various records to assess students, strength/weaknesses.

CO3: Acquainted with various approaches in organizing vocational guidance.

CO4: Understanding the importance of job-analysis and occupational information services.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS
~	~	~	~	~	~	~	~	•
~		~	~	~	~	~	~	•
~	~	~	~	~	~	~	~	•
~		~	~	~	~	~	~	

Justification for Mapping

CO1: Understanding the meaning and importance of guidance and counselling

- **PO1**: Enhances understanding of psychological and social frameworks—core to humanities and social sciences.
- **PO2**: Effective communication and engagement in educational discourse are foundational in counselling.

- **PO3**: Supports addressing real-world student needs, emphasizing civic responsibility and inclusivity.
- PO4: Analytical skills used in understanding guidance frameworks and their impacts.
- PO5: Encourages lifelong application of ethical, reflective, and professional counseling practices.
- **PSO1**: Based on philosophical, psychological, and sociological foundations.
- **PSO2**: Applies educational theories and practices to individual learner needs.
- **PSO3**: Supports the skill of counselling and interpersonal communication.
- **PSO4**: Requires reflective thinking and analysis in guidance strategies.
- **PSO5**: Promotes social awareness, student welfare, and national development.

CO2: Ability to interpret various records for assessing student strengths/weaknesses

- PO1: Reflective interpretation aligns with social science analytical methods.
- **PO3**: Encourages practical problem-solving in student development.
- PO4: Analysis of data/records builds deeper understanding of student needs.
- **PO5**: Aids in building lifelong mentoring and assessment skills.
- **PSO1**: Interpretation draws from psychological understanding.
- **PSO2**: Involves pedagogical assessment methods.
- **PSO3**: Employs key communication and diagnostic skills.
- **PSO4**: Fosters reflective and analytical educational practices.
- **PSO5**: Ensures ethical and socially aware use of student data.

CO3: Acquaintance with various approaches in organizing vocational guidance

- **PO1**: Develops well-rounded knowledge of educational support systems.
- PO2: Requires clear academic and career-related communication.
- **PO3**: Addresses real-world vocational concerns and social impact.
- PO4: Understanding vocational guidance systems improves educational impact.
- **PO5**: Supports ongoing development in guiding students throughout life.
- **PSO1**: Informed by psychological and sociological views on careers.
- **PSO2**: Pedagogical alignment with learner-centred and future-oriented education.
- **PSO3**: Builds employability and vocational guidance skills.
- **PSO4**: Requires critical evaluation of guidance methods.

• **PSO5**: Promotes equal access to career development opportunities.

CO4: Understanding the importance of job-analysis and occupational information services

- PO1: Involves sociological and reflective understanding of work roles.
- PO3: Addresses practical and societal needs in education.
- **PO4**: Builds analytical ability to assess job market trends.
- PO5: Encourages professional development and lifelong vocational relevance.
- **PSO1**: Grounded in psychological and sociological perspectives.
- **PSO2**: Applies assessment and guidance methods pedagogically.
- **PSO3**: Builds skills in career counselling, employability.
- **PSO4**: Requires critical interpretation of occupational trends.
- **PSO5**: Supports equitable career services and national development.

// FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANUARY-JUNE, 2025)

Course Name: GUIDANICE & COUNSELLING IN EDUCATION .

Subject Code: EDN C-13

Semester: VI .

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Introduc- tion to Guidance	- Meaning, nature and Scope. - principles of guidance. - Philosophical Drychdor gical and Social bases of guidance	25
(=)	Educational		20
(E)	Vocational Guidance	- Meaning and Objectives. - Vocational guidance of the Secondary stage. - Job analysis and job satisfaction.	18
(3)	Course luig	- Meaning nature, scope de types Various Steps and techniques Relationship between guidan - a counselvisities of a good - smportant glidities of a good	18
· (¥	Counseling	- Meaning and importance. - Career counsaling with college Students, adults de Nomen. - Various approaches in Or- ganizing correr guidne & counsaling	18

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FORMAT-2

Lesson Plan

Teacher D1. Rotarelie Mezhi.

Semester. VI

Paper. Guidance de Cournselling in Education (EDNC-13)

	Introduction to
Lesson Topic	Guidance
Desired Outcome	To help students understand the meaning of guidance.
Teaching / Learning Method	1. Kecture method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Pext - book. 2. Board.
, Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 8. Monthly - tests. 15th Jan., 2025 - 7th Feb., 2025.
Lesson Duration	15th Jan, 2025 - 7th Feb, 2025.

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Paper	 	 			 	 		

	Educational
Lesson Topic	Guidance
Desired Outcome	No help the students Know the meaning Know Educational Guidance
Teaching / Learning Method	1. Recture method. 2. Inquiry - based thinking. 3. project - based lealing.
Materials Needed	1. Pert - book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests
Lesson Duration	8th Feb, 2025 - 7th March, 202

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	Vocational
Lesson Topic	Guidance.
Desired Outcome	1. To acquaint the students to various approaches is organizing vocational quidence 2. To help in understanding the im- portance of Tob-analysis and occupational influences.
Teaching / Learning Method	1. Lecture method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1. Teset - book. 2. Boold.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - 4th April, 2025

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Teacher	**********
Semester	
Paper	

Lesson Topic	concept of counselling.
Desired Outcome	To make students understand the meaning and impostance of Counselling.
Teaching / Learning Method	1. Vecture method. 2. Inquiry - based thinking. 3. Project - based leahning.
Materials Needed	1. Teset - book. 2. Boald.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
	3. Monthy - 7/2525. 5th April, 2025 - 20th April, 20

Career Counselling. Thelp students know eil own Strengths telests and abilities.
counselling.
help students know in own Strengths terests and abilities.
Lecture method. Inquiry-based thinking. Project - based learning.
Text - book. Boald.
Assignment. Group presentations on Assignment topic. Monthly-tests.
April, 2025 - 30th April, 2025

Detailed PO - PSO - CO Mapping Matrix

For the Academic Year: 2025 (B.A. Third Year, 6th Semester),

Subject: Education (Major)

Name of the Paper: Inclusive Education

Paper Code: BA/EDN - 603

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

CO1: Understand the concept, need, and objectives of Inclusive Education.

CO2: Identify and describe different categories of children with special needs (CWSN).

CO3: Analyze policies and programs supporting inclusion of CWSN in education.

CO4: Understand educational needs and challenges faced by various groups of CWSN.

CO5: Appreciate the role of family, community, NGOs, and rehabilitation bodies in supporting inclusive education.

CO-PO-PSO Mapping Matrix: Inclusive Education (BA EDN C-15)

Course (CO)	Outcome	Mapped PSOs	Mapped POs	Justification
CO1		PSO1	PO1	Provides foundational understanding of

			inclusive education and its significance.
CO2	PSO1, PSO4	PO4	Develops analytical skills to recognize diverse needs of children with disabilities.
CO3	PSO5	PO3	Promotes awareness of inclusion policies and social responsibility.
CO4	PSO2	PO2	Applies pedagogical knowledge to address educational challenges of children with special needs.
CO5	PSO5	PO5	Emphasizes values and community involvement in supporting inclusive education.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Dec - May, 2025)

Course Name: Inclusive Education

Subject Code: EDN C-15 Jackson

Semester: VI

Name of Teacher

Unit	r: Ngarchin Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction to Inclusive Education	a) loutest and maning of Incl Sive Education. I) Need and Emportanto c) Objectives of Inclusive Education.	JD Clanes Jan - February
I	Types and characterist of children in special reads (CUSN)	a) Visual and heaving imparted b) Speech and language imparte b) Orthopaed cally Challengel d) Children with learning deals h	374 444
亚	Polices and programs	a) Right of Persons with Disab this Act, 2016. b) Convention on the Rights of Ch dren (CRC) c) National Commission for Brown Lion of Child Rights.	4th week ma 2. 1st week copril.
칱	Colucation of Children Cult Special Need	1) Children with learning chips lies Socially and economically slis advantaged	2nd week pp Hay of third Week.
Ŀ	Rob of Family and	o) Role of family and Community	ture cuex by Fourth cules ai 1 April - Total = 71 cla

Mount Mary College Chümoukedima : Nagaland

Tracher Ngai Chin Singson
Semester VI
Paper EDN (-15 (Inclusive Education)

Lauran Tonic	Declives of Inclusive Education.
Desired Outcome	To enstitled inderstanding and knowled in the ninets of the learners on the concept of enclusive Education, its needs and importance and the objectives of Inclusive Education.
eaching / Learning Method	Lecture method, Demonstration method. Inductive approach Deductive methods of leaching
Materials Needed	Marker, Blackbeard/ululBoard, Text cooks, Online, malerials.
Assignment / Follow Up	Notes, Class Cest, Oral Test, Revision, Re-Test (Freeded).
Lesson Duration	20 classes (Tanuary - February)

Teacher Ngai clun Singson
Semester Et
Paper EDNI C-15- (Inclusive Education)

	1) Visual and hearing empaired
Lesson Topic Types and Cheracler Willia of Children with Special needs (CWSN)	
Desired Outcome	on the different calegories of children on the different calegories of children and learning abilities and special new like visual and hearing impaire, speech and language empaired & orthopredially challenged
Teaching / Learning Method	- Lecture method - Audio - Visual - - Videos - Indudative and deductive - Indudative and methods
Materials Needed	O marker, helité Board, Mexisodor, Onlire leas nondry sources, mobile Phon pichues, videos (through mobile phone / projector).
Assignment / Follow Up	Explanation. Classtert, Oral test, Revision, Relist (26 nequined), (Nota), planeword)
Lesson Duration	20 closses (march lo 309 lilece march).

Teacher Mgaichin Singson
Semester VI
Paper EDN C-15 (Inclusive Education

	Control of the contro
Unit - <u>iii</u> Lesson Topic Policies and Program G Inclusion	@ Rights of Persons with Disabilities Det. 2016 (B) Convention on the Rights of Childen (CRC) (C) National Commission for Protection of Child Rights.
Desired Outcome	To involvate in the learners knowledge and undered anding on the policies and programs of Inclusion like RPD ACE, 2016, CRC, NC PCR. So, as to enabled the learners stand up for any of the special child oughts and boost confidence and bo
Teaching / Learning Method	- Lecture method, - Demonstration - Inductive and Deductive Methods of Teaching of Learning.
Materials Needed	Marker, While Board, Text Books, Online learning Sources.
Assignment / Follow Up	Lectus, Notes, Homework, Assignmens, Test, ReiTest, Revision.
Lesson Duration	15T - 32d lucer of march (20 class).

Teacher Ngaidin Singson
Semester II
Senter EDN (-15

Unit - TV Lesson Topic Education of clubburn Enith Special Needs	(5) Children with learning impaired (5) Children with learning disorbilities (5) Socially and economically clis advantaged.
Desired Outcome	To instilled in the learness understanding of thousenday on which and bearing empaired disability wand education of special Children who are socially and economically disadvantages.
Teaching / Learning Method	hearker, Board Textrooks, online articles / powerals, your be esticationed rides, lecture demanstration, inductive mellog.
Materials Needed	Stery lelly, Inclusion lyeon planns fraction
Assignment / Follow Up	Draft an Ireluie levon plen, to word an essay on the empertens & social Prelision en education
Lesson Duration	8 classo

DETAILED PO - PSO - CO MAPPING MATRIX

For the Academic Years: 2022-2025 (B.A. Third, Year, 5th Semester),

Subject: Education (Major + Minor)

Name of the Paper: Curriculum Development & Construction

Paper Code: BA EDU 604 (NU Old Course) / EDN C-12 / EDN M-6 (FYUGP)

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

CO1: Understand the meaning, types, and significance of curriculum in education.

CO2: Analyze the aims, objectives, and determinants of curriculum and their relation to personality development.

CO3: Explain principles and models of curriculum construction and transaction processes.

CO4: Evaluate curriculum development processes, models, and evaluation methods.

CO5: Understand national curriculum frameworks and reforms with emphasis on Indian curriculum policies.

CO-PO-PSO Mapping Matrix: Curriculum Development & Construction (BA EDU 604/EDN C-12/EDN M-6.

Course (CO)	Outcome	Mapped PSOs	Mapped POs	Justification
CO1		PSO1	PO1	Provides foundational understanding of curriculum

			concepts related to educational foundations.
CO2	PSO5	PO3	Links curriculum aims and determinants with social awareness and value promotion.
CO3	PSO1	PO1	Applies pedagogical knowledge in curriculum construction and transaction for effective communication.
CO4	PSO4	PSO4	Develops analytical and reflective skills in curriculum development and evaluation.
CO5	PSO1, PSO5	PO1, PO5	Understands national policies and frameworks fostering lifelong learning and social responsibility.

FORMAT-2

Lesson Plan

Dec. may, 2026)

Toucher Ngarlan Singran

Paper EDN (-12 (Curriculum Development and Construction) (M-6)

unil - 7	1) Meonty, need and important of conculum
Lesson Topic Introduction	Different and objection of curriculum and its relation to confirmed along to personally e) Determinants of curriculum. 1) Lore curriculum and to curriculum articles.
Desired Outcome	understand the concept and emportance of curviculum, analyze the relation between curviculum and personality development, I dentify different domains defer minents of curviculum.
Teaching / Learning Method	Lecture, Class discusion, Activity.
Materials Needed	Curriculum fra menert samples Visual charts, culut board, marker, Texts,
Assignment / Follow Up	To identify it write on court co-curricular activities in College. Test, kevision
Lesson Duration	12 classes.

Mount Mary Cettege Chümouvedina : Nagaland Shim

Semester Vg av chen Paper V VV C-12	development of and Construction) (M-6)
Lesson Topic Lesson Topic Capriculum Francusco a Different dends of Education.	6) Principles of crovoculum Comburchion b) Construction of a balanced Curriculum b) Process of curriculum Inansaction
Desired Outcome	Learn how curiculum is constructed and manacles, understand the guiding principle believe parmount creation
Teaching / Learning Method	Lecture method with Pelevetralion on curriculum balance.
Materials Needed	Sample of curriculum at school or college levels Handonils on Principle Textoooks.
". Assignment / Follow Up	Notes, Text, Revision.
Lesson Duration	12 classes.

Alm

	Lesson Flan
eacher Mg.a.chin	Singran
emester.	of goriculum of Company
aper LON CHE	Denesopment of Construction)
Uni -3:	9) ils proces - slep in curviculum Devolop
Lesson Topic	of mechanics and meder of warefulum
Cavori curlum	Development: class fraction of models,
Derrelop mero	mentanies and meder of curriculum persons: classification of models, Hilde Tabols model, Saylor's model 1) Evaluation of curriculum, meaning, reeds,
	understand how curviculum is develope
Desired Outcome	Analyze Cliferen models vous on curricula design; Learn how curriculum evaluation is carried on
	design; Learn low curr culum evaluation
	is carried out
Teaching / Learning Method	Lecture and model analysis, wing ram drawing & explanation, Lecture.
Materials Needed	Diagrams og Tabo's model & Saylor's model, Sample evaluation format, Textbook reprenus.
Assignment / Follow Up	Diagram based comparison of Taba and Saylor models, Essay on impostance of evaluation.
Lesson Duration	Test, Rowsion 15- classes.

Din

per GDN C-17-(Curriculum Denelopment and Construction).
rend - W	9 Machlioned
Lesson Topic Types of wordinalum	b) Experienced - centred.
Desired Outcome	Distinguish among war'our war'uld types, underfound the benefits and limitalis of each type.
Teaching / Learning Method	Comparative lichore, Brainsforming session Real life example from schools/College
Materials Needed	Charle compained dypes.
, Assignment / Follow Up	Table compaiston of all three types, short not on while type is most suitable today and why?
Lesson Duration	10 classes

cher Ngarchin	ingson
nester. + VI	to the state of th
er BON CILIFO	oviculum Duelopment and Construction
Unil-E	1) Reform en cerriculus (Indian Education Commission 1966).
Lesson Topic National Curriculum In Inches	5) Salient features of the National
	Learn about National level curvi
Desired Outcome	Analyze the goals and features of NCF 2005.
Teaching / Learning Method	Lecture using original downers excerpt. Timeline activity on repodicion on relevance today, Lecture.
Materials Needed	NCF 2005 Summary Downerd, Commission deport endrails.
, Assignment / Follow Up	Group poster presendation on NCF 20. Summary of curviculum heram lightights, Test, Remisson
Lesson Duration	13 clases
POLOGIPA	L Ollege Man

Year 2 (June, 2023 – May, 2024) 1st Year Semester-I

Name of the Paper	Paper Code
Psychological Foundations of	EDN C-1
Education	

Course Outcomes (COs)

CO1: Understand the meaning and concept of Psychology

CO2: Understand dimensions of Growth and Development

CO3: Familiarity with Learning and Motivation

CO4: Acquaintance with Intelligence and Creativity

CO5: Understand aspects of personality and developing integrated personality

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
3	1	2	2	2	3	2	1	2	2
2	1	3	2	2	3	3	2	2	2
2	2	3	2	3	3	3	2	3	2
2	2	2	2	3	3	3	2	2	2
3	2	3	3	3	3	2	2	3	3

Justification for Mapping

CO1: Understanding the meaning and concept of Psychology

- PO1 (3): Core to understanding humanities and human behavior.
- PO3 (2), PO4 (2), PO5 (2): Foundation for interdisciplinary application, analytical insight, and ethical engagement.

- **PSO1 (3):** Psychology is a pillar of educational foundations.
- **PSO2 (2), PSO4 (2):** Understanding psychology supports pedagogical knowledge and reflective practice.

CO2: Understanding dimensions of Growth and Development

- PO3 (3): Direct relevance to applying theory to real-life human development.
- PSO1 (3), PSO2 (3): Central to educational psychology and child-centric pedagogy.

CO3: Familiarity with Learning and Motivation

- PO3 (3), PO5 (3): Essential for addressing real-world learning needs and nurturing lifelong learners.
- PSO2 (3), PSO3 (2): Strong application in inclusive, creative teaching methods and educational practice.

CO4: Acquaintance with Intelligence and Creativity

- PO5 (3): Develops curiosity and critical awareness.
- PSO2 (3), PSO4 (2): Key in nurturing creative pedagogical methods and reflective engagement.

CO5: Understanding personality and integrated personality development

- PO1 (3), PO3 (3), PO4 (3), PO5 (3): Direct alignment with self-awareness, critical reflection, ethical reasoning, and social integration.
- **PSO1–PSO5** (**High scores**): Essential for holistic education and social responsibility.

Lesson Plan

FORMAT-I

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024).

Course Name PSYCHOLOGICAL FOUNDATIONS OF EDUCATIONS
Subject Code EDN C-1.
Sementer 1 - 1
Name of Teacher: DR. ROKOSELIE MEZHLI:

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Concept of Educational Prychology	1. Concept of pay of Characterist pry: 3. Nathoris of Characterist pry: in teaching leavesting pry: in teaching process.	14
(1)	Meaning Of Growth and Development	1. Principle of Development 2. Chapter of Development with Special reprised to addresses to addresses posied.	9
111	Intelligent and Creativity	1. Meaning and Chalactelyte Of Intelligence and Quartie 2. Foctor Of Cleativity 3. Chaptier of Intelligence	14
N N	Theories Of Kealning	2. Meaning and Nature of Xealing 2. Factors affecting Vesting. 3. Checker of Kealing.	12
(A)	and of netal	1. Meaning and Natule 1. Pleasonality. 2. performance of Pelsonality. 3. Type and Pract approache 1. Prevals theory of Personality.	





Lesson Plan

Tracker DR. ROKOSELIE MEZHU.

Semester 15t

Paper PSYCHOLOGICAL FOUNDATIONS OF EBUCATION.

Lesson Topic	Concept Of Prychology and Educational Psychology
Desired Outcome	It has anabled the students to understand the meaning and concept of Psychology as well as, Educational psychology.
Teaching / Learning Method	1. Direct - instruction method 2. Direction - method. 3. peel - Keaching.
Materials Needed	1. Perct - books. 2. White - books. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been tought on the topic.
Lesson Duration	(03.06.2024-20.06.2024)

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-rx	162.7	MA.	T-2

Lesson Plan

Paper

	(1 - 11 HU)
Lesson Topic	(UNIT-II). Meaning of Growth and Development
Desired Outcome	It has enabled the students to understand the dimension of Growth and Development
Teaching / Learning Method	2. Direct - in of revotion method 2. Discussion method 3: pool - teaching.
Materials Needed	1. Peact - books 2. White - bookd - 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the Unit.
Lesson Duration	(21.06.2024 - 03.07.2024)

FORMAT-2	Lesson Plan
Teacher	-
Semester	
A STATE OF THE STA	

14	(UNIT- III).
Lesson Topic	Interligence and Cleativity
Desired Outcome	It has acquainted the structured of Intelligence and Chartivity.
Teaching / Learning Method	1. Direct instruction method. 2. Discussion-method. 3. Peer - Leaching.
Materials Needed	1. Pext-books. 2. White-books. 3. Microphone.
Assignment / Follow Up	Students were asked on what has been taught on the unit.
Lesson Duration	(04.07.2024 - 22.08.2024

FORMAT-2	Lesson Plan
Teacher	
Paper	
	· (UPIT- 12).

	(0011-12).
Lesson Topic	Theories of Kealning
Desired Outcome	It has familiarized the students with knowledge of Vearing and Metivation
Teaching / Learning Method	1. Direct - instruction method 2. Directrion - method. 3. peer - teaching.
Materials Needed	1. Post-books 2. White - board. 3. Microphone.
Assignment / Follow Up	students were asked averations based on what has been taught on the topic.
Lesson Duration	(23.08.20024 - 09.09.2024)

PORMAT-2 Lesson Plan Teacher.... Semester.... Personality and its nature, and approache determinants Lesson Topic It has enabled the students to understand the different aspects of personality and means of developing on mean of developing integrated personality. Desired Outcome 1. Direct - instruction method 2. Discussion - method. 3. peer-teaching. Teaching / Learning Method 1. Pext - books. white - board. 2. Materials Needed Microphone . 3. students were made well an assignment on one of the topier Assignment / Follow Up und. from (10.09.2024 - 30.09.2024) Lesson Duration

Name of the Paper	Paper Code
Philosophical Foundations of	EDN C-2
Education	

Course Outcomes (COs)

CO1: Meaning, Aims and Functions of Education.

CO2: Role of Major Schools of Philosophy in Education.

CO3: Philosophical Foundations of Education

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<u> </u>		<u>\</u>	<u>\</u>	<u> </u>	<u> </u>	<u>\</u>		<u> </u>	<u>~</u>
<u>~</u>		>	<u>></u>	<u> </u>	✓	<u>></u>		<u>\</u>	<u> </u>
<u>~</u>		<u> </u>	<u> </u>	<u> </u>	<u>~</u>	<u> </u>		<u> </u>	

Justification for Mapping

CO1: Understanding the meaning, aims, and functions of education

- **PO1**: Involves foundational understanding of humanities and social sciences, especially educational thought.
- **PO3**: Helps apply educational theory to real-world problems and policy frameworks.
- **PO4**: Encourages analytical thinking about educational goals and structures.
- PO5: Stimulates lifelong curiosity about the purpose and practice of education.
- **PSO1**: Central to the philosophical foundations of education.
- **PSO2**: Links directly with applying knowledge about aims in planning inclusive, learner-centered instruction.
- **PSO4**: Encourages critical reflection on the purposes of education.
- **PSO5**: Fosters sensitivity to how educational aims align with social values and national integration.

CO2: Understanding the role of major schools of philosophy in education

- PO1: Engages deeply with the humanities and philosophical traditions.
- PO3: Applies philosophical perspectives to social/educational issues.
- **PO4**: Involves critical analysis of ideas like pragmatism, idealism, etc., and their impact on educational practices.
- **PO5**: Philosophical inquiry promotes ethical reasoning and lifelong intellectual engagement.
- **PSO1**: Directly explores foundational philosophical influences in education.

- **PSO2**: Philosophical schools guide the development of inclusive and adaptive teaching approaches.
- **PSO4**: Promotes reflective analysis of philosophical arguments in education.
- **PSO5**: Many philosophical schools emphasize ethics, democracy, and social unity.

CO3: Acquaintance with philosophical foundations of education

- PO1: Deepens understanding of how philosophy underpins educational thought.
- PO3: Connects educational philosophy with current civic/social challenges.
- PO4: Analyses philosophical roots of present educational practices.
- **PO5**: Encourages continued philosophical reflection and lifelong exploration of education.
- **PSO1**: Core component—builds on the educational philosophy base.
- **PSO2**: Informs the creation of pedagogical frameworks grounded in values and reasoning.
- **PSO4**: Cultivates analytical and reflective skills through philosophy.
- **PSO5**: Highlights philosophical commitment to ethics, justice, and societal good.

Lesson Plan

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Subject Code: Ford C-2
Semester: Mgouchin Singron

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction	O meaning of Educational Philosophy ! (b) Relationship between Philoso- phy & Education : (c) Amis of Education ; Indivi- dual Social , Vocational.	17th clause 3 hd - Jun - 28th Jims, 7024
#	Functions of Education	O Self et et eal zahoñ E Human Resource Develop ment: O Nalional Integration of International Underdanding	20 Classes 29th Tune - 20th August, 2024
世	Some major schools of Philosophy	O Idealism, Naturalism of Pragmatism. O Their contribution to present day education towards aims, with juting, methods of reaching?	20 th classes. 21 - August - 19th August 2024
<u>īν</u>	Denelopmed Values	a necessing a alaques	19th August. 5th Sept. (15 closes)
101	Freedom & Disciplini	D superland a Discipline D Imperland a Discipline D Imperland a Discipline D Imperland a Discipline in	7 Class 7th OO - 15-11 OO, 2024

Teacher Ngaichin Singson.
Semester I
Paper Philosophical Foundations of Education (EDN C-2)

Lesson Topic I	@ meaning of telestational Philosophy. B Relationship between philosophy and Education: B Aims of Education; Individual, Social and Youalional
Desired Outcome	O Acquire knowledge on Philosophy of Edu calional philosophy. (a) Acuin Knowledge on Relationalisp between Philosophy of ealercation of which of Education of the Apply knowledge in real idea so haten.
Teaching / Learning Method	O Inductive & Reductive method
Materials Needed	1 Clausroom Aids 1 Textbooks 1 Google Books 1 Clausroom Aids.
Assignment / Follow Up	Designation, Assignment, Revision, Aresentation Test regart Revision ; (if prequired)
Lesson Duration	17 (03 June - 28th June, 2021)

Teacher . Ngai chin Singson

Paper Philosophical Foundations of Education (6DN C-2) 1 Sey Achialization 3 Human Resource Development @ National Integration and International remoterstanding Lesson Topic 🗓 Functions of Education The perfets! - acquire anouledge on Self Adrializa. tron, Human Resource Development, National Enligration and International Desired Outcome Understanding.

Apply the above knowledge in rual & himshow. - Inductive and Deductive method. Direct method. Teaching / Learning Method Lecture nethod Constructive method. classroom iaids Terestooks Materials Needed Google BOOKS classoon Discussion, Assignment, Revision, Presentation Assignment / Follow Up Test ReText - Rewsion (of required) 20 (29 Juno - 20th August) Lesson Duration

Test

Revision

Assignment, Presentation

20 (21 August - 18th August).

Assignment / Follow Up

Lesson Duration

Discussion Test

Revision

(19th August -

Assignment, Presentation

"18th Sept

Assignment / Follow Up

Lesson Duration

Lesson Plan Teacher Ngaichin Singson
Semester I Paper philosophical Foundations of Education (EDN (-2) 9) meaning of Foundam and Durupline b) Types of Discipline. c) Importance of Descipline in Social life. Treedom and Discipline The pupils - will acquire the meaning of Freedom and Discipline. uni gain unouledge on the types of importance of Duipland en social expension the social expension the social expension to the social expension the social expension to the so Desired Outcome Apply the inculidge in real life. Inductive & deductive method Direct of Ledus method Constructive Approach method Teaching / Learning Method Classroom Bide Texbooks Materials Needed Google Books Discession Test Assignment / Follow Up Revision Assignment, presentation. 10 (19th Sept _ 15th 04). Lesson Duration PRINCIPAL Just Mary College Unit Toukedima: Nagaland

Semester - II

Name of the Paper	Paper Code

Sociological Foundations of Education	EDN C-3

Course Outcomes (COs)

- 1. Understanding of the role of Sociology in Education.
- 2. Acquaint learners with Sociological Foundations of Education.
- 3. Understand and appreciate the role of community in resolving social issues and educational inequalities.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
✓ High	Mediu m	✓ High	Mediu m	Low	✓ High	Mediu m	Low	Mediu m	✓ High
✓ High	Low	Mediu m	✓ High	Mediu m	✓ High	Low	×	Mediu m	Mediu m
Mediu m	✓ High	✓ High	Mediu m	✓ High	Mediu m	Mediu m	Mediu m	✓ High	High

Justification for Mapping

☑ CO1: Understanding of the role of sociology in education

- PO1 & PO3: Students gain a foundational understanding of how social structures impact education, aligning with critical inquiry and civic responsibility.
- **PO2**: Ability to communicate sociological concepts effectively is moderately developed.
- **PSO1**: Core to this outcome, as understanding educational foundations includes the sociological aspect.
- **PSO5**: High alignment due to the emphasis on understanding societal influences on education and promoting values.

☑ CO2: Acquaint learners with sociological foundations of education

- **PO1 & PO4**: Encourages deep analysis of how educational systems are shaped by societal forces, connecting to historical narratives and reflective thinking.
- **PSO1**: Strongly aligns with the foundational philosophical and sociological understanding.
- **PO5**: Promotes scholarly curiosity and lifelong learning through foundational theory.
- **PSO4**: Requires reflective engagement with concepts.

☑ CO3: Understand and appreciate the role of community in resolving social issues and educational inequalities

- **PO3 & PSO5**: Strong alignment, as this outcome directly involves civic responsibility, diversity, and national integration.
- **PO2**: Communication and engagement in debates around equity and inclusion are central here.
- **PSO2 & PSO3**: Addresses learner-centric approaches, inclusivity, and application in educational practices.
- **PO5**: Lifelong ethical awareness and curiosity about solving inequalities is well supported.

Lesson Plan

und-7 Lesson Topic Inhoduthor	meaning of Educational Sociology & Sociology of Solucation, Relationship between Sociology and Education, Sociological determinant of Education
Desired Outcome	Understand foundational concept of sociology in eals cation. Analyze how excludation is shaped by sociological influence
Teaching / Learning Method	Lecture & olisaiseron Concept mapping, Examples from Society
Materials Needed	Tendrooks extracts, Real would examples.
Assignment / Follow Up	To words assignment on soviological obeservirant of education, 1057, Revision.
Lesson Duration	12 Clevsos

Manufacture College College College College College

Alm

Teacher Aparcher Gengson
Semester II
Paper EDN C-3M Tourdaying Foundations of Education

Lesson Topic Social change	*) Meaning of Social Change 6) Factors affecting Social Chang L Politico, Flonomical, and Technological c) Education as an internment of Social change.
Desired Outcome	renderstand luhot social charge is and what drives it Reflect on how education stapes and neepond to clarg.
Teaching / Learning Method	Lecture will historical and modern example, group discussion.
Materials Needed	Tembours, Eudence rook lier neuspaper, governals farticles.
Assignment / Follow Up	To write assignment on totalis facts offecting social chang, provide notes (material, Test, Revision.
Lesson Duration	13 Classes

Mai

CTARORUS Loxxon Plen town Agaicher Surgeon in Dr College of Aundalians of Education) 4) Paney and Secondary Groups 5) Second interaction and its education Worl - ly rad implications. Lesson Topic polycator and I compet and perous by Social Stratification. forces crony Edenty verious soud groups and Livis characters l'es rendentant group dynamics and Entroction for class come, Desired Ourcome Explore son social stratification impact education.

Classeom Interaction as a car teaming Method Example, Rote Blays of social groups, Brainsterming actually.

Manurals Needed group activity hile , Tour broke ,

To with assignment on concept and forms of Sound Stratification, Practice Note & materials, Test, Revision.

Lesson Duration 12 Classes

alle

Teacher Ngarihin Singson

Somester II

Paper EDN C-3 Months Ciological Foundations of Education

Unil-iy Lesson Topic	1) Role of education in preservation and stransmission of Nage cultural Values.
Education and	1) Cultural Heritor of India with species reference to Nagaland.
Desired Outcome	Levern how education is a bol for cultional transmission understand rigas and Indian cultural elements on Education.
Teaching / Learning Method	Visual learning using artifocto/images_ storytelling, Lethre.
Materials Needed	Educational videos on Naga & Indian Culture, Fraditional symbol/ documents, blandouts.
Assignment / Follow Up	To smake a cultural presentation on Naga heritag, & curito or cultural sheving e of India, provide Notes, Test, Revision
Lesson Duration	14 Classes.

Allens

	Lesson 1 Iun
reacherNgaich.m	Singson
Saper EDN 63/MESO	valogical Foundations of Education.
Unit V	5) Role of commenty in solving social pro
Lesson Topic Current Social problems In India with spears ireference to North East	education en Nagsland.
Desired Outcome	Identify and cualuate key educations probleme in India and NE, renderstand how commining participation helps education learn about communitization practices in Nagalans.
Teaching / Learning Method	Lectus with real example, Discussion willo, Community survey on data analysis
Materials Needed	Continuet reports on communityalor, NE Case Studies, Visual and Dala,
Assignment / Follow Up	Group profed: challenges in NE edu- Calion and how to solve from, to curils on the Communi-Ozation impact In Dagaland, Provide Noise, Test, Recusion.
Lesson Duration	14 Classes.
PHINON Colle	galand

Name of the Paper	Paper Code

Basics of Educational Research	EDN C-4

Course Outcomes (COs)

CO1: Understand the meaning, procedure and design of educational research.

CO2: Develop an understanding of the needs of educational research.

CO3: Ability to carry-out educational research and analyse descriptive measure

Mapping Matrix

Mapped POs	Mapped PSOs
PO1, PO4, PO5	PSO1, PSO4
PO3, PO5	PSO1, PSO5
PO2, PO4	PSO2, PSO3, PSO4

Justifications by Outcome

CO1: Understanding Educational Research

- Strong foundation in social sciences (PO1, PSO1).
- Involves analysis of research methods (PO4, PSO4).
- Supports ongoing learning (PO5).

CO2: Understanding the Need for Research

- Links to societal issues and policy (PO3, PSO5).
- Ethical and philosophical considerations (PO5, PSO1).
- Reflective insights (PSO4).

CO3: Practical Research Ability

- Communication of findings (PO2).
- Analytical thinking and evaluation (PO4).
- Skills application: pedagogy, tech use, internships (PSO2, PSO3).
- Reflective and academic engagement (PSO4).

Lesson Plan

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANLIARY-JUNE, 2025)

Course Name: BASICS . OF EDUCATIONAL RESEARCH.

Subject Code: EDN C-4.

Semester: II .

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration
1	Educational	- Meaning and characteristics of research. - Need for research in education. - The natures I type of educations	25
II.	Che Hypother and Review Or Related Literature	- The natures Itype of educational scheach Meaning, Typer and formulation of hypotheses Review of Related Litelature.	18
(=)	Research Design and Dota Collection	- Meaning and functions of research design Concept and types of sampling.	20
ÍV.	Data Analysis	- Qualitative data analysis Quantitative data analysis.	18
·(v)	Synopsis and Research Report	- The Research synopsis General Format of the Research Report	18



Signature

FORMAT: Lesson Plan

Transfer D1 Possoselii Mezhi:

Semester Baries of Educational Research (EDN C-4).

Lesson Topic	Introduction of Educational Research.
Desired Outcome	190 understand the meaning of Educational Research. 2. To develop an understanding of the needs of Educational Research
Teaching / Learning Method	1. Kectuse method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Teset-book 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group precentations on assignment topic. 3. Montly-tests.
Lesson Duration	15th Jan, 2025 - 7th Feb, 2025

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Lesson Topic	The Hypotheses and Review of Related Literatule.
Desired Outcome	1. To help students how to make predictions based on observations. 2. To help students on desistend the current body of knowledge within This field of study.
Teaching / Learning Method	1. Kectuse method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Teset - Brok. 2. Boald.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th Feb, 2025 - 7th March, 2025

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Lesson Plan

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•	Research Design and
Lesson Topic	Data Collection.
Desired Outcome	Procedure and design of Educational Research.
Teaching / Learning Method	1. Xecture method 2. Inquiry-based thinking. 3. Project - based learning.
Materials Needed	1. Peset - book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - 4th April, 2021

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Lesson Duration

Lesson Topic	Data Analysis
Desired Outcome	To develop the ability to carry - out Educational Research and analyse different descriptive measures.
Teaching / Learning Method	1. Vecture method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1- Peset - book 2. Bookd.
, Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 2. Monthly-tests.
	meth April 2025 - 20th April, 2025

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mester	
per	
Lesson Topic	Synopsis and Research Report
Desired Outcome	To understand the key elements of a research study, including its purpo methodology, findings and conclusions.
Teaching / Learning Method	1. Ketue method. 2. Inquiry - based thinking 3. Project - based leahning
Materials Needed	1. Peset book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations of assignment topic. 3. Monthly-tests.
Lesson Duration	218t April, 2025 - 30th April,

2nd Year

Semester – III

DETAILED PO - PSO - CO MAPPING MATRIX

For the Academic Years: 2022-2025 (B.A. Second Year, 3rd Semester),

Subject: Education (Major + Minor)

Name of the Paper: Trends & Issues of Modern Indian Education

Paper Code: EDN C-5 / EDN M-3

Programme Outcomes (POs)

- PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.
- PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).
- PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).
- PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).
- PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).
- PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

- 6. CO1: Understand the concept and importance of Adult and Continuing Education and major national programs like NAEP and NLM.
- 7. CO2: Analyze the significance of Population Education and its relationship with Sex Education.
- 8. CO3: Evaluate the importance of education for women and girls, and examine existing government schemes and their effectiveness.
- 9. CO4: Explore the meaning and relevance of Value Education and identify strategies to inculcate values.
- 10. CO5: Understand the concept and models of Open and Distance Education and critically evaluate its strengths and limitations.

CO-PO-PSO Mapping Matrix: Trends & Issues of Modern Indian Education (EDN C-5)

Course	Outcome	Mapped PSOs	Mapped POs	Justification
(CO)				
CO1		PSO1	PO5	Provides
				foundational
				understanding of

			adult and lifelong education contributing to lifelong learning.
CO2	PSO5	PO3	Addresses social issues through education and promotes awareness about population-related challenges.
CO3	PSO5	PO3	Focuses on gender equality and social inclusion through education.
CO4	PSO5	PO1	Highlights ethical reasoning and values central to humanities and education.
CO5	PSO3	PO4	Applies modern tools in open and distance learning with analytical evaluation of their effectiveness.

Lesson Plan

MOUNT MARY COLLEGE,

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Torenol's and groves of Modern Indian Education

Subject Code: EDN C-5/M-3

Semester:

Name of Teacher: Ngaichin Singson

Unit	Chapter	Contents / Topics	No. of Class Required (Duration
I	Adult and Continuing Education	© Concept cop while and Continuing Tipelong Ecolocation. © Efforts on Adult Education - NAEP NIM © Liberal Education through open Clearway, Vocalional Education.	20 Class 314 Flune. 5th Tuly
71	Papulahon Educahon	O Significance, need of Objectives of population Education Education Education Education Education Colored of Siche may of the Great of India for promoting girts colored of the American American American measures	8th July - 19th August
亚	Education of Women Girls	(a) Concept and here of priviles of education for moments equally (b) Schemes of the Government of Included for from the girls a education to problems of remedial	20th August 20th Sept.
凹	Value Education	measures. © meaning and significance of Value of Education. © hole of Education in Inculation of Values. © biograms/ methods for development of Value.	165 Cl 19th Sept 5th OCA.
旦	Open and Outlance Education	O Concept, heed & Ecope of Distance Education O modes of DE - Corresponden education & Open learning syste. O Meite & Dements of Distance Lan	m 18

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mester Drendy of 244	Singson Modern Modern Les of fordemporary Indian Education (EDN M
Lesson Topic I Idulf and Continuing Education	1. Concept of Adult and Continuing / Lifelon Education. 2. Efferts On Adult Education NAEP, Nem 3. Liberal Education through Open Learning, Vocational Education.
Desired Outcome	The pupils: - un arquire knowledge on adult, continuing, supplient education: - unit gain thouleage on NAFP, Nem - unit arquire understanding on there and open Learning & Vocationed Goly a
Teaching / Learning Method	- Driet and Lecture method Inductive & Deductive method - Constructive approach method
Materials Needed	- Textovers - Google Boeks - Classroom Sids
Assignment / Follow Up	- Class Dis Unsson - Test - Remisson - Assignment / Remission
Lesson Duration	20 (3nd June - 5th July).

emener IV gaick	Issues of Modern Indian Education
	Lation Education (a) Problems of Population Education (b) Retalinships hedrusen Topulation (c) Retalinships hedrusen Education (c) Education and Sex Education
Desired Outcome	The pupils! - Will acquire knowledge on Population - Colucation deeper meaning, its fraktion and its relation will sen Education - opply knowledge in real life situation
Teaching / Learning Method	- Inductive 2 socialise method - constructive method - Divid 2 seture Method.
Materials Needed	- Textbooks - Google Books - Ordinary Clousroom Ands.
Assignment / Follow Up	- cleur Discussion - Test - Revision - Posign mend / Presentation
Lesson Duration	15 (gthe July - 19th August).

Teacher Ngaichin Singson

Paper Theres & 28 wes of modern Indian Education.

Lesson Topic	De Concept and need of prior tizing education for moment and girls. (b) Promoting Gencles Equally (c) Schemes of the Comernment of Inche for fromoting girls education Thousands of Remedial measures.
Desired Outcome	The pupils: - wir acquire the conomised on women and girls education- - unowledge on Gender Equality. - schemes of the Concernment of India for a comen eben cation, Its problems of Remedial measures populy probable in really
Teaching / Learning Method	- Direct and Lecture method. - Constructive method - Inductive & Doesly Clive nethod.
Materials Needed	- Google Books - Toxo Breks - Ondiany classroom Ando
Assignment / Follow Up	- class Discussion - Test, - Revision - Assign ment (Presentation
Lesson Duration	17 (20th Augus - 18th Sept).

Teacher Ngaichin Singran

Semester III

Paper Thursds & Issue 9 modern Irelian Education (EDN C-5/M-3)

Lesson Topic IV Value Education	(alion: And significance of Value Edu Cation: (B) Role of Education in incultation of Values. (C) Programs [methods for development of Values.
Desired Outcome	The pupils: - uns arquire the knowledge on Value Education: - The Rot of Education in incurtation - The Rot of Education in incurtation of Values: of its methods of programs - Apply relievant knowledge in life - Apply relievant knowledge in life - Apply relievant
Teaching / Learning Method	- Apply relievant Inductive & Deductive method - Inductive & Preparach method - Constructive preparach method Direct & Lecture method.
Materials Needed	- Tentbooks - Google Boreks - Onelhay classroom Aidle
Assignment / Follow Up	- Class Discussion - Test - Revision - Presentation - Prignment (Presentation
Lesson Duration	10 (19th Sep - 5th 000).

50.5	(EDN CONCERT), reed & Scape of Dis lanco Education. (5) Modes of Distance Education: Correspondence Education & Open Learning System (5) Merits & Demerits of Distance
	The pupils: The pupils: - cuis acquire enoculedge on Open & Dietonie Education, modes and ils pros & cons- - Apply knowledge in real life.
eaching / Learning Method	- Inductive & Deductive method. - Direct & Lecture method. - Seef Study.
Materials Needed	- Ordinary classroom aids - Textbooks - Cioagle Braks:
Assignment / Follow Up	- Class Discussion - Test - Reminon - resignment / Presentation 12 (7th Oct _ 18th Oct).
Lesson Duration	12/ 7th 100 10th 200)

Name of the Paper	Paper Code

Educational Measurement &	EDN C-6
Evaluation	

Course Outcomes

CO1: Understanding measurement and evaluation concepts.

CO2: Acquaintance with types of measuring instruments.

CO3: Principles of Educational and Psychological Test Constructions.

CO4: Understanding qualities of good measuring instruments in Education.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<u>~</u>		>	>	<u>\</u>	<u>~</u>	<u> </u>		<u> </u>	✓
<u>~</u>		<u>\</u>	>		<u>~</u>	<u>~</u>	<u>~</u>	<u>~</u>	<u>~</u>
<u>~</u>		>	>	>	<u>~</u>	<u> </u>	<u> </u>	<u> </u>	✓

Justification for Each Mapping

CO1: Concepts of Measurement and Evaluation

- PO1: Relates to foundational understanding of educational theory within the social sciences.
- **PO3**: Evaluation tools help address real-world educational needs and societal challenges.
- **PO4**: Analysis of educational practices through measurement.
- **PO5**: Encourages curiosity about improving educational quality through sound evaluation.
- **PSO1**: Involves foundational knowledge in psychological and educational evaluation.
- **PSO2**: Aligns with assessing learner-centered practices.
- **PSO4**: Fosters reflection on the role and impact of evaluation.
- **PSO5**: Ethical and fair measurement promotes values like equity and inclusivity.

CO2: Types of Measuring Instruments and Their Uses

- PO1: Supports critical understanding of educational tools.
- PO3: Instruments help evaluate civic and social learning outcomes.
- PO4: Analytical skills are used to select and interpret the appropriate tools.
- **PSO1**: Involves psychological principles behind measurement tools.

- **PSO2**: Instruments are used for inclusive, personalized assessment.
- **PSO3**: Enhances practical skills related to tools used in educational practice.
- **PSO4**: Reflective understanding of how instruments support educational goals.
- **PSO5**: Ensures assessment reflects diverse learner needs.

CO3: Principles of Educational and Psychological Test Construction

- PO1: Builds theoretical and conceptual knowledge.
- **PO3**: Tests are tools to support evidence-based decision-making in education.
- PO4: Involves analysis and synthesis of test construction processes.
- PO5: Encourages continuous learning of testing best practices.
- **PSO1**: Directly tied to psychological and philosophical principles in education.
- **PSO2**: Helps in constructing inclusive, creative assessments.
- **PSO3**: Practical skills in test design enhance employability.
- **PSO4**: Reflective thinking on validity, reliability, and fairness.
- **PSO5**: Promotes ethical responsibility in testing.

CO4: Characteristics of a Good Measuring Instrument

- **PO1**: Involves conceptual understanding rooted in educational theory.
- PO3: Good instruments address learner diversity and societal needs.
- **PO4**: Analytical judgment in selecting appropriate tools.
- **PO5**: Promotes quality improvement through ongoing learning.
- **PSO1**: Foundations in test theory and psychometrics.
- **PSO2**: Applies theory in designing learner-appropriate tools.
- **PSO3**: Enhances practical capability in using high-quality instruments.
- **PSO4**: Reflective thinking on how assessments impact learners.
- **PSO5**: Ensures fairness and ethical use of measurement tools.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: EDUCATIONAL MEASUREMENT & EVALUATION

Subject Code: EDN C-6

Semester: 38d

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I Educations Measureness and Evaluation		is education.	15
U		Plain classification. 2. Types of Scales in educational measurement. 3. Norm repelenced and Chitchian referenced teets. 4. Pyper of Escamination.	
(E)	Measuring	2. Characteristics, of	9
[2]	Attitude, personality and Creativity	1. Measurement of attitude (Kikest) 2. personality (Rosschach- Ink Biot) 3. Creativity (Bayer Mehdi)	9
X	Test Construction and Standardizar tion	1. General Powers of test construction and standardiget	12

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Teacher DR. ROKOSELIE MEZHU.

Semester 3°d.

Paper EDUCATIONAL MEACURE MENT & EVALUATION

Lesson Topic	Educational measurement and Evaluation
Desired Outcome	It has helped the students to develop understanding on the concepts of measurement and evaluation is the field of education.
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. peer - teaching.
Materials Needed	1. Peact - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	asted questions based on what has been taught on the topic
Lesson Duration	(03.06.2024 - 21.06.2024)

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Semester	

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Paper	

Lesson Topic	Prob used in Educations
Desired Outcome	It has enabled the Students to know the Various tools used in Educational measurement.
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Peset - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been tought on the topic.
Lesson Duration	(24.06.2024 - 14.08.2024)

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Lesson Topic	(UNIT- III), Measuring instruments
Desired Outcome	It has acquainted the learners with different types of measuring instruments and their what characteristics
Teaching / Learning Method	1. Direct - in struction method. 2. Discussion - method. 3. peor - teaching.
Materials Needed	1. Pext - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been taught on the topic.
Lesson Duration	(16.0.8:2024 - 30.08.2024)

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Lesson Topic	Measurement of attitude, Personality and Cheativity.
Desired Outcome	to know the ways of measuring and cleativity personality and cleativity
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Perct-books. 2. White-board. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been tought on the topic.
Lesson Duration	(02.09.2024-12.09.2024)

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Semester														
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Lesson Topic	(UNIT-I). Pest construction and Sfandaldization
Desired Outcome	It has formularized the 8 fudents with the Disnaples of fest Construction both estimated and Prychological
Teaching / Learning Method	1. Direct instruction method. 2. Direction method. 3. Peel - teaching.
Materials Needed	1. Peset - broks. 2. White-board. 3. Microphone.
Assignment / Follow Up	students were made to write an assignment on one of the topics from the unit.
Lesson Duration	(13.09.2024-30.09.2024)

Semester – IV

Name of the Paper	Paper Code
p	

Educational Technology	BA/EDN – 601

Course Outcomes

CO1: Understand the meaning, nature and scope of Educational Technology.

CO2: Understand application of basic technology in education.

CO3: Familiarity with technological advances and development of positive ICT attitude.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~	>	~	>	~	~	~	~	~	~
~	>	~	>	~	~	~	~	~	~
~	~	~	>	~	~	~	~	~	~

Justification for Mapping

CO1: Understanding the meaning, nature, and scope of educational technology

- **PO1**: Promotes critical inquiry into the role of technology within social sciences and education.
- **PO2**: Enhances academic communication by engaging with the evolution of educational tools.
- **PO3**: Facilitates practical, real-world integration of technology in addressing educational challenges.
- **PO4**: Builds analytical skills to assess the historical development and impact of technology in society.
- PO5: Encourages lifelong learning in a digitally evolving educational landscape.
- **PSO1**: Technology understanding is based on psychological and philosophical educational principles.
- **PSO2**: Essential for applying learner-centric and inclusive pedagogical methods.
- **PSO3**: Forms the foundation for skills in digital communication and instructional tools.
- **PSO4**: Reflective and critical thinking is essential when evaluating educational technology.

• **PSO5**: Supports access, equality, and responsible use of technology in promoting national development.

CO2: Understanding the application of basic technology in education

- PO1: Encourages interdisciplinary knowledge of technological tools in education.
- PO2: Helps communicate concepts using modern digital methods effectively.
- PO3: Technology supports inclusive and socially responsible educational practice.
- **PO4**: Builds analytical thinking by evaluating how tech affects teaching-learning.
- PO5: Promotes adaptability and continuous upskilling in education-related tech.
- **PSO1**: Draws upon foundational theories for effective use of technology in pedagogy.
- PSO2: Applies educational theories using tech-based assessment and instruction.
- **PSO3**: Builds skills in using technology effectively in classroom and internship settings.
- **PSO4**: Encourages reflective practice through tech-enhanced analysis and teaching.
- **PSO5**: Ensures digital inclusion and sensitivity to social contexts via technology.

CO3: Familiarity with technological advances and development of positive ICT attitude

- PO1: Connects learners with broader social and technological developments.
- PO2: Improves academic engagement through ICT-supported communication.
- **PO3**: ICT is a real-world tool fostering equity and civic awareness in education.
- PO4: Supports analytical comparisons of traditional vs. modern educational practices.
- **PO5**: Builds scholarly curiosity and ethical digital citizenship.
- **PSO1**: Advances understanding of how tech intersects with education theories.
- **PSO2**: Encourages use of ICT to enrich pedagogy and foster creativity.
- **PSO3**: Essential employability skill in modern educational and internship settings.
- **PSO4**: ICT tools facilitate reflective learning and educational research.
- **PSO5**: Promotes ethical and inclusive technology use in support of social goals.

FURMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANUARY - TUNE, 2016)

Course Name EDUCATIONAL TECHNOLOGY

Subject Code EDN C-7.

Semester: TV .

Name of Teacher DR. ROKOSELIE MEZHLI

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Educational Technology	- Meaning nature and Scope. - Types: Hardware and Software.	18
(=)	brocere Communi -	- Meaning and nature Process and Components Types of Closs room - Mass media approach in educational technology.	18
111	System Approach Englished Englished System	- Systems Approach to ins- tructional process. - Instructional system	20
(2)	Investion is Educational Rechnelogy	- programmed learning - Micho and Macho teaching Team teaching.	18
·Ø	personalizer system of Instruction (PSI)	Instruction.	25

Chamonke College

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FORMAT-2

Lesson Plan

Teacher Dl. Rokoselie Meghir.

Semester IV

Paper Educational Technology (EDN C-7). FORMAT-2

Lesson Topic	Educational Rechnology.
Desired Outcome	1. To enable students to under- stand the meaning, nature and scope of educational techno- logy. 2. To create an understanding of the application of basics of technology in the process of education
Teaching / Learning Method	1. Kectue - method. 2. Inquiry - based thinking. 8. Project - based learning.
Materials Needed	1. Pext-book. 2. Boold.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	15th Jan 2025 - 7th Feb, 2025

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Lesson Topic	Communication Process
Desired Outcome	To equip the students with the Skills to effectively express their ideas, understand others, build relationships, collaborate with peers and ultimately adheve better academic performance.
Teaching / Learning Method	1. Kectule method. 2. Inquiry — based thinking. 3. Project - based learning.
Materials Needed	1. Text - book. 2. Boold.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th Feb, 2025 - 7th March, 2025

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Teacher	
Semester	

Lesson Topic	System Approach & Instructional system.
Desired Outcome	of the course, and pro- grear though the material is a logical and organized
Teaching / Learning Method	1. Kecture method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Text - book. 2. Bookd.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - Feth April, 2025

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Paper.													

Lesson Topic	Innovation in Educational Technology.
Desired Outcome	no develop cleativity, pro- blem solving skills and cestical thinking.
Teaching / Learning Method	1. Vecture method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1. Peset book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	5th April, 2025 - 20th April, 2011

Teacher	
Semester	* > + > + * * * * * * * * *
Paper	

Lesson Topic	personalized System of Instruction (PSI)
Desired Outcome	To familiarize with the technological advances made and to develop a positive affitude towards the use of ICT is the educational process.
Teaching / Learning Method	2. Inquiry- based thating. 2. project- based leaving.
Materials Needed	1. Text book 2. Boald.
Assignment / Follow Up	1 Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	21st April, 2025 - 30th April, 2025

Name of the Paper	Paper Code	
Development of Education in India	EDN C-8	

Course Outcomes (COs)

CO1: Understand the historical development of Education in India.

CO2: Understand salient feature of Ancient & Medieval India.

CO3: Acquainted with the genesis of Modern Indian Education.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
√		✓	✓		✓			✓	√
✓	✓	✓	✓		✓			✓	✓
√	✓	✓	✓	✓	✓	✓	✓	✓	✓

Justification for the Mapping

CO1: Understanding the historical development of education in India

- PO1: Requires a grounding in humanities and history understanding education's evolution fits well.
- **PO3**: Offers context for civic responsibility through understanding how education shaped society.
- **PO4**: Directly aligns with analysing historical narratives.
- **PSO1**: Focuses on foundational understanding, including historical perspectives.
- **PSO4**: Reflective and analytical thinking is central to understanding how educational systems evolved.
- **PSO5**: Recognizing the role of education in social development and national integration.

CO2: Understanding salient features of ancient & medieval India

- PO1: Promotes understanding of past societies and their cultural values.
- PO2: Involves engaging with historical debates.
- **PO3**: Helps relate past educational models to present-day challenges.
- **PO4**: Analysing historical narratives is crucial here.
- **PSO1**: Ancient and medieval systems are foundational.
- **PSO4**: Involves reflective analysis of educational and societal models.

• **PSO5**: Highlights the diversity and values inherent in India's educational history.

CO3: Acquainted with the genesis of Modern Indian Education

- **PO1**: Builds on understanding the historical-social progression to modernity.
- PO2: Engages with reform debates and colonial education systems.
- PO3: Applies historical context to modern challenges.
- PO4: Requires analysis of colonial and post-colonial narratives.
- **PO5**: Fosters lifelong curiosity about education's role in society.
- **PSO1**: Understanding transitions in educational philosophy and policy.
- **PSO2**: Uses educational theories and reforms from this era to inform pedagogy.
- PSO3: Historical foundations influence modern educational practices and skill-building.
- **PSO4**: Reflection on historical influences informs contemporary research and critique.
- **PSO5**: National integration and social awareness are rooted in this historical development.

Lesson Plan Ocademic Session (Dec. may 2025) FORMAT-2 Teacher Ngaichin Singson Semester II Paper EDN (-8 (Development of Iducation in India). ? Vedic Education: Saliend Features. Unil 1 4) Buddhist Education; Saline features. Lesson Topic concient India understand Key aspects q colucation en ancient India. Compar feature q Vedic and Buddlus Education systems. Desired Outcome

Lecture and discussion, comparative that making, Teaching / Learning Method use of show video a stories

Charte showing vedic and Buddhiel Postheliers Relevant textook organos, whiteboard projecto Materials Needed

Weal's a composison chard between ved's and Buddlind eale cation. creal short answer worshed on feats Assignment / Follow Up

Lesson Duration

10 clases.



Teacher Ng outlin Singson.
Semester iv
Paper LDN (8 (Duclopment of Education in Incha)

Lesson Topic Medicial India	1) Islamin Education: its saline features, objectives and curriculum. b) State patronage in education.
Desired Outcome	gain proulecte of Blomic educates system. undersland the role of Release en promoling educations
Teaching / Learning Method	Teaching through Lecture and risud, Croup discusse,
Materials Needed	Texthood, joines laticles, extrod from historial text, Teaching a'de showing madrasa shuchus.
Assignment / Follow Up	group presentation on the pertues ains a curriculum of Islames adviation & short every on state patronage;
Lesson Duration	12 classes

unil:1	de Contribution of Christian Missimaries for the development q education in India.
Lesson Topic Education ca Bulish India	b) Significance of Charles Act of 1813.
Desired Outcome	-rendersland the Irale of messerories en Indian educata. Ilo Charta Examene the Ampart of the Charta
Teaching / Learning Method	Charles of of
Materials Needed	Copy of Charles de l'estalore
Assignment / Follow Up	To with a paragraph on the rol any one mission or organization.
Lesson Duration	10 Classa.

Teacher Ngarden Singson
Semester W Ocuelopment

unil-1	a) macaulay's minutes, 1835 b) Mood's Despatch, 1854
Lesson Topic Frank 9 maderi epten 9 Education	c) Hunles Commission, 1882
Desired Outcome	understone 'Us development of a modern volveational system' - Analyze the British approach toward Indian education.
Teaching / Learning Method	diffate on 1
Materials Needed	Original excerça es summaios of clouries, Timelio cloro, Textooks-
Assignment / Follow Up	Note, Test, Revision.
Lesson Duration	15 Clases

RMAT-2	Lesson Plan
acher Ngaidun S moster IV	
perEDNC-8. (.Ac	interment of Education in India).
Lesson Topic Movement for Dompalson Education In India.	9) Gokhale's But, 1910 3) Calcula University Commission, 1917 4) Marton Committee Report, 1929
Desired Outcome	Understand "the Indis's larly effe forwards compulsoy education. English the recommondation of vorcious commissions.
Teaching / Learning Method	Lecture, group dask: prepose postes on each movement, Class disusces
Materials Needed	Extract from Diginal Repoit, parter pagers, maistars.
Assignment / Follow Up	Poster prosentation on Gordal's Bis our to work an assignment on Harlog Committe Regard, 1929 Test, Revision
Lesson Duration	13 Classes
CARMICI	DAI

DETAILED PO - PSO - CO MAPPING MATRIX

For the Academic Years: 2022-2025 (B.A. Third Year, 5th Semester),

Subject: Education (Major)

Name of the Paper: Educational Management

Paper Code: EDN C-10

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

CO1: Understand the meaning, nature, scope, and types of educational management.

CO2: Analyze personnel management in education, with focus on leadership and factors affecting managerial behavior.

CO3: Apply management principles to the teaching-learning process in educational settings.

CO4: Examine the significance and components of institutional planning and school infrastructure.

CO5: Evaluate educational planning strategies and their implementation in academic institutions.

CO-PO-PSO Mapping Matrix: Educational Management (EDN C-10)

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1	PO1	Provides foundational understanding of management principles within education as part of social science inquiry.
CO2	PSO2, PSO5	PO3, PO5	Encourages application of leadership theory with sensitivity to social, institutional, and political contexts.
CO3	PSO2, PSO3	PO2, PO3	Promotes effective classroom management using pedagogical tools and practical strategies.
CO4	PSO3, PSO5	PO1, PO3	Develops understanding of institutional development and infrastructure management for improved learning environments.
CO5	PSO4, PSO5	PO4, PO5	Fosters critical thinking and ethical decision-making in educational planning and policy execution.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Edycalional pranagement

Subject Code: EDAI C-10

Semester:

Name of Teacher: Ngaichin Singson

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Educatio. nas manage- ment	- Meaning, nature, Stope of need. Types of Educational management lentralized of Decentralized, Author Rilative 1 Autocratic of Democratic, Dynamic I Creative of Louises, Paire.	17 classes -03 - Jun - 28 - June, 2024
∏	Personnel Marogenois	- Monaning of Personnel Management - Leadershy meaning & nalling, effective meanagement factors affecting management believious - Personal, Social, Cuthers Polilical, 2nilikulional	29 - Jun -
Ū	of Teaching - Learning Rrocess.	- loncept of Teaching learning proces . steps of managing learthing - learning (planning, argonazing . learling and Controlling Teacher as a manager .	15 classes 12 - 08 - 202 31 - 08 - 202
ĺγ	Institutional Planning z Memogement	- Institutional Planny - Concept, head and comportante - School Plant including equip- ments and ossels. - Institutional Environment of Ris in Line.	20 classes 01-09-202 30-09-202
ķ	Ecurational planning	- meaning, need & significance Types & stratigies of Eolerations planning - Steps in Eolerational Planning	15 classes 01-10-202 23-10-202



The state of the s	e management (EAN C-10)
Lesson Topic I Educational Management	Preming, Nalue, Scope & Needs. Drypes of Educational Management : Centralized & Decentralized; Authoritation, education of Democratic, Dynamic, Greatino & Laiser Faire.
Desired Outcome	D The acquire Knowledge about the deeper understanding on Educational Donanagement and its Types; Decembra elies Centralized, idulabilitation, Dulocate, Denocalie, Dynamic & creative Laiser, Faire, Dappy the valuable learning in her
Teaching / Learning Method	Ditud Method / Lecture Method/ Inductive Method / Deductive Method, Socratic Method, Student-Centics Approach.
Materials Needed	Terthocks, Netebock, ordinary classroom aids.
Assignment / Follow Up	- Self Study, Assignment, Presentation - Research Study on the related -topics, - Homework, - classist & Revision
Lesson Duration	17 (3hd Jun - 28th June)

FORMAT-2

Lesson Plan

Teacher Ngarchen Sengion

Paper Educational Namagemen

Lesson Topic To Person nel management	D reasing ago Person nel management. (B) Leadwiship, meaning and Nature_ (B) Effective leadership. (D) Factor affecting management behavior Personal, so cias, custimal, Political,
Desired Outcome	Instidutional. 1. Gain Knowledge on Personnel Mana Jemen & Leadership & Effective Leaders. 2. Acquire knowledge on Effective leadership. 3. Apply the above mentional knowledge in the second secon
Teaching / Learning Method	Enductive and Deductive method, Lecture method, Constructivist Approach, Inquiry Based - Learny
Materials Needed	Tertbooks, Notebook, Arliles, i Ond'naug classroom aids.
Assignment / Follow Up	- Discussion - Cooperative Learning action lus - Test of Remision - Assign ment - Ones infation
Lesson Duration	15 (29th June, 12th July)

Teacher Nga Clien Singson

Paper telucialional Management (EDN (-10)

Lesson Topic Ty Management of Teaching Learning Process.	Descript of Teaching . Learning process (Description of managing backing learning learning learning and conducting) (Descriptions) (Descriptions)
Desired Outcome	- Gain Kno vuledge on the concept of Teaching - learning process. - erquire unauledge on theps of mana- ging leaching. Learning. - Gain kno whedge on Teacher as a manages. I apply knowledge in learning
Teaching / Learning Method	- Leebure method - Demonstration & Delustrating with examples - Constructive approach.
Materials Needed	Textbook, Arlicles (Onlins), Ordinary class room dids. - Discussion, Assignment, Mesentation,
Assignment / Follow Up	- Rewision - one on one question of answer - lours - Test & Re- Explanation (if hequir
Lesson Duration	12-08-2024 to 31-08-2024 (15 classes).

Teacher Ngaidin Singion
Semester V
Paper Educational management (EDN - C-10)

	@ Institutional Planning - Concept,
Lesson Topic 1	Designation Enciron ment & Designation
Desired Outcome	- Gain knowledge on Institutional planking: Acquire knowledge on School Plant, equipments & assets. - To understand on Institutional finition ment & Discipline.
Teaching / Learning Method	- Induction & Deductive method. - Student's centered method - Constructional Approach.
Materials Needed	- Classroom Aids - Tens books - Google Books.
Assignment / Follow Up	- Class Discussion, Assignment - Remission, Presentation - Test & Revision (as required) - Re- Test & Revision (as required)
Lesson Duration	20 classes (01-10-2024 to 23-10-24

RMAT-2	Lesson Plan
niester I ger dun per Educationa	Singles (EDN C-10)
	Meaning, Need and significant Organia of Education of Education of Education Plans of Education Plans
Desired Outcome	- Gain knowledge on Educational Planning. Types and clips in Educational Planning.
Teaching / Learning Method	1 Interactive method 1 Lecture method 2 Combinitive method 3 Ulustrating with examples. 3 Inductive of deductive method.
Materials Needed	- Classoom Bids. - Tentbooks - Google Books.
Assignment / Follow Up	- Class Discussion, Assignment, - Rewinon, Presontation - Test Rewinon - Re- Test & (24 reeded)
Lesson Duration	15 clanes (01 00 - 23 rd 00, 2024

Name of the Paper	Paper Code
Statistics in Education	BA/EDU/-502

Course Outcomes

CO1: Use of statistical measures in analysis & interpretation.

CO2: Organize relevant educational data.

CO3: Represent data graphically & analyse descriptive measures.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~		>	~	~	~	~	~	~	~
~	~	~	~		~	~	~	~	~
~	~	~	~		~	~	~	~	~

Justification for Mapping

CO1: Ability to use various statistical measures in analysis and interpretation

- PO1: Enhances critical and reflective thinking through quantitative analysis.
- **PO3**: Applies interdisciplinary skills (math/statistics + education) to real-world educational problems.
- **PO4**: Analytical skills for understanding trends and impact within education.
- PO5: Supports lifelong learning and scholarly curiosity in data interpretation.
- **PSO1**: Involves understanding psychological foundations (measurement & evaluation).
- **PSO2**: Use of assessment tools and statistical methods to evaluate learning outcomes.
- **PSO3**: Employs skills in data use and analysis needed in internships or field practice.
- **PSO4**: Encourages critical reflection using data insights.
- **PSO5**: Uses data to inform socially responsible decisions and policy improvements.

CO2: Ability to organize relevant educational data

- **PO1**: Supports a reflective and structured approach to educational information.
- PO2: Organizing data is foundational to effective academic communication.
- **PO3**: Handling real-world data fosters civic responsibility and evidence-based decision-making.
- PO4: Data organization is essential for developing sound historical or social analysis.
- **PSO1**: Psychological and sociological data require structuring for interpretation.

- **PSO2**: Pedagogical methods involve assessment data management.
- **PSO3**: Data handling is a key employable skill in educational technology and internships.
- PSO4: Supports academic research and reflective practice through organized data.
- **PSO5**: Structured data analysis informs understanding of social issues and diversity.

CO3: Ability to represent data graphically & analyze different descriptive measures

- PO1: Visual and analytical skills support well-rounded critical thinking.
- PO2: Graphical representation enhances effective communication of findings.
- PO3: Applies interdisciplinary methods (e.g., visual literacy, statistics) to education.
- PO4: Descriptive analysis helps understand patterns in education and society.
- **PSO1**: Data visuals assist in exploring educational psychology/sociology themes.
- **PSO2**: Supports inclusive pedagogy through clear data communication.
- **PSO3**: Graphing and interpretation skills are integral to educational practice.
- **PSO4**: Visual analysis encourages critical, reflective research skills.
- **PSO5**: Helps illustrate social disparities and supports data-informed social responsibility.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: STATISTICS IN EDUCATION

Subject Code: EDN C-11

Semester: 5th

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction to Educational Statistics	1. Meaning, nature, scope & use of educational statisfics. 2. Sources of educational data 3. Impostance of statisfics in education	5 12
(i)	Central Tendencias Co Variability	2. Measures of Valiability	24
<u>(i)</u>	Normal	1. Concept of normal probability. 2. propositive land uses of NPC in interpretation of test scener 3. Divergence from narmality - Skewners & Kurtosis.	8
(\z)	Measures Of	2. Concept and Kinds of correlation. 2. Computation of co-efficient of the south difference	10
5	Representatu Of Dotta	a. concept of variable. 2. Ryper of data - grouped and ungrouped. 3. Graphical presentation of de 4. Application of computer in data processing	da Ta

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Signature

Lesson Plan

Teacher DR. ROKOSELIE MEZHU
Semester 5th.
Paper STATISTICS IN EDUCATION.

	(UNIT -I).
Lesson Topic	Introduction to Educational Statisfics.
Desired Outcome	Students had learned what Statistics is and its user are in the field of education.
Teaching / Learning Method	1. Direct refrection method. 2. Discussion method. 3. Peer teaching.
Materials Needed	1. Peset - books. 2. White - books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	(03.06.2024-18.06.2024)

74	(UNIT -II)
Lesson Topic	Central Rendencies of Variability
Desired Outcome	students had learned the ability to responsement to use various statistical measures in analysis and interpretation of educational data.
Teaching / Learning Method	1. Direct instruction method. 2. Discussion method. 3: Peer teaching.
Materials Needed	1. Peset-books. 2. White-books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	(19.06.2024 - 21.08.2024)

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Semester	
Danar	

	(UNIT-II)
Lesson Topic	Normal Probability.
Desired Outcome	Students had learned the concept that deposites the state of a process that is not influenced by any external factors.
Teaching / Learning Method	1. Direct in struction method 2. Discussion method. 3. Peer teaching.
Materials Needed	1. Perct - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	students were made to write on assignment on one of the topics from the unit.
Lesson Duration	(22.08.2024 - 03.09.2024

Lesson Duration

(UNIT- I) Measures of Correlation Lesson Topic the Students had bearned the impostance of Correlation in facilitating the decision - making in Correlation in Desired Outcome the business would. 1. Direct instruction method. 2. Discussion method. 3. Peer teaching. Teaching / Learning Method 1. Text - books. 2. white - board. 3. Microphone. Materials Needed Students were and asked questions based on what was taught on the topic. Assignment / Follow Up (04.09.2024 - 17.09.2024

FORMAT-2	Lesson Plan
reacher	***************************************
'aper	
Lesson Topic	Representation of data.
Desired Outcome	It has developed the ability to represe educational data graphy and to develop the Skill is analyzer different descriptive measures.
Teaching / Learning Method	1. Direct instruction method 2. Direcussion method: 3. Peer teaching.
Materials Needed	1. Pext-books. 2. White-books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	618.09.2024 - 07.10.2024

Semester – VI

For the Academic Years: 2022-2025 (B.A. Third, Year, 5th Semester),

Subject: Education (Major + Minor)

Name of the Paper: Curriculum Development & Construction

Paper Code: BA EDU 604 (NU Old Course) / EDN C-12 / EDN M-6 (FYUGP)

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

CO1: Understand the meaning, types, and significance of curriculum in education.

CO2: Analyze the aims, objectives, and determinants of curriculum and their relation to personality development.

CO3: Explain principles and models of curriculum construction and transaction processes.

CO4: Evaluate curriculum development processes, models, and evaluation methods.

CO5: Understand national curriculum frameworks and reforms with emphasis on Indian curriculum policies.

CO-PO-PSO Mapping Matrix: Curriculum Development & Construction (BA EDU 604/EDN C-12/EDN M-6.

Course (CO)	Outcome	Mapped PSOs	Mapped POs	Justification
CO1		PSO1	PO1	Provides foundational

			understanding of curriculum concepts related to educational foundations.
CO2	PSO5	PO3	Links curriculum aims and determinants with social awareness and value promotion.
CO3	PSO1	PO1	Applies pedagogical knowledge in curriculum construction and transaction for effective communication.
CO4	PSO4	PSO4	Develops analytical and reflective skills in curriculum development and evaluation.
CO5	PSO1, PSO5	PO1, PO5	Understands national policies and frameworks fostering lifelong learning and social responsibility.

FORMAT-2

Lesson Plan

Dec. may, 2026)

Toucher Ngarlan Singran

Paper EDN 6-12 (Curriculum Development and Construction) (M-6)

unil - 7	9) Meony, need and important of conculum
Lesson Topic Introduction	Different and objection of curriculum and its relation to confirmed along to personally e) Determinants of curriculum. 1) Lore curriculum and to curriculum articles.
Desired Outcome	understand the concept and emportance of curviculum, analyze the relation between curviculum and personality development, I dentify different domains defer minents of curviculum.
Teaching / Learning Method	Lecture, Class discusion, Activity.
Materials Needed	Curriculum fra menert samples Visual charts, culut board, marker, Texts,
Assignment / Follow Up	To identify & write on course co-curricular activities in College. Test, kerision
Lesson Duration	12 classes.

Mount Mary Cettege Chümouvedina : Nagaland Shim

Semester Vg av chen Paper V VV C-12	development of and Construction (M-6)
Lesson Topic Lesson Topic Capriculum Francusco a Different dends of Education.	6) Principles of crovoculum Comburchion b) Construction of a balanced Curriculum b) Process of curriculum Inansaction
Desired Outcome	Learn how curiculum is constructed and manacles, understand the guiding principle believe parmenus creation
Teaching / Learning Method	Lecture method with Pleustration on curriculum balance.
Materials Needed	Sample of curriculum at school or college levels thandonib on Principle Textoooks.
". Assignment / Follow Up	Notes, Text, Revision.
Lesson Duration	12 classes.

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	Lesson Flan
eacher Mg.a.chin	Singran
emester.	of goriculum of Company
aper LON CHE	Denesopment of Construction)
Uni -3:	9) ils proces - slep in curviculum Devolop
Lesson Topic	of mechanics and meder of warefulum
Cavori curlum	Development: class fraction of models,
Derrelop mero	mentanies and meder of curriculum persons: classification of models, Hilde Tabols model, Saylor's model 1) Evaluation of curriculum, meaning, reeds,
	understand how curviculum is develope
Desired Outcome	Analyze Cliferen models vous on curricula design; Learn how curriculum evaluation is carried on
	design; Learn low curr culum evaluation
	is carried out
Teaching / Learning Method	Lecture and model analysis, wing ram drawing & explanation, Lecture.
Materials Needed	Diagrams og Tabo's model & Saylor's model, Sample evaluation format, Textbook reprenus.
Assignment / Follow Up	Diagram based comparison of Taba and Saylor models, Essay on impostance of evaluation.
Lesson Duration	Test, Rowsion 15- classes.

Din

er DN (-17.6.0	Exercastion Development and Construction).
und - TV	9) Traditional
Lesson Topic Types of word, when	b) Deferenced - centred.
Desired Outcome	Distinguish among warrous warrieds types, understand the henefile and limitalis of each type.
Teaching / Learning Method	Comparative l'ofore, Brainslorming serion Real life example from schools/College
Materials Needed	Charle compairing dypes.
Assignment / Follow Up	Table compaiston of all three types, short not on while type is most suitable boday and why?
Lesson Duration	10 classes

/	9) Reform en Cerriculus (Indian Educatio
Unil- v	Commo 1966).
Lesson Topic Valional Currelulum En Inelia	5) Salient features of the National Curriulin Framelwork 2005.
	1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Lean about National level corri culum reforme,
Desired Outcome	Analyze the goal and feature of NCF 2005.
Teaching / Learning Method	Lecture using original downers excerpt. Timeline activity on reformation on relevance today, Lecture.
Materials Needed	MCF 2005 fummary Document, Commission deport endrails.
Assignment / Follow Up	Group poster presendation on Net 200 Summary of curviculum herom lightights, Test, Reusian
Lesson Duration	13 clares

illary College Juma : Nagaland

Name of the Paper	Paper Code

Guidance & Counselling in Education	BA/EDU-602

Course Outcomes

CO1: Understanding the meaning and importance of Guidance and Counselling.

CO2: Ability to interpret various records to assess students, strength/weaknesses.

CO3: Acquainted with various approaches in organizing vocational guidance.

CO4: Understanding the importance of job-analysis and occupational information services.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~	~	>	~	~	~	~	~	~	~
~		~	~	~	~	~	~	~	~
~	~	>	~	~	~	~	~	~	~
~		>	~	~	~	~	~	~	~

Justification for Mapping

CO1: Understanding the meaning and importance of guidance and counselling

• PO1: Enhances understanding of psychological and social frameworks—core to humanities and social sciences.

- **PO2**: Effective communication and engagement in educational discourse are foundational in counselling.
- **PO3**: Supports addressing real-world student needs, emphasizing civic responsibility and inclusivity.
- PO4: Analytical skills used in understanding guidance frameworks and their impacts.
- **PO5**: Encourages lifelong application of ethical, reflective, and professional counseling practices.
- **PSO1**: Based on philosophical, psychological, and sociological foundations.
- **PSO2**: Applies educational theories and practices to individual learner needs.
- **PSO3**: Supports the skill of counselling and interpersonal communication.
- **PSO4**: Requires reflective thinking and analysis in guidance strategies.
- **PSO5**: Promotes social awareness, student welfare, and national development.

CO2: Ability to interpret various records for assessing student strengths/weaknesses

- **PO1**: Reflective interpretation aligns with social science analytical methods.
- **PO3**: Encourages practical problem-solving in student development.
- **PO4**: Analysis of data/records builds deeper understanding of student needs.
- PO5: Aids in building lifelong mentoring and assessment skills.
- **PSO1**: Interpretation draws from psychological understanding.
- **PSO2**: Involves pedagogical assessment methods.
- **PSO3**: Employs key communication and diagnostic skills.
- **PSO4**: Fosters reflective and analytical educational practices.
- **PSO5**: Ensures ethical and socially aware use of student data.

CO3: Acquaintance with various approaches in organizing vocational guidance

- **PO1**: Develops well-rounded knowledge of educational support systems.
- PO2: Requires clear academic and career-related communication.
- **PO3**: Addresses real-world vocational concerns and social impact.
- PO4: Understanding vocational guidance systems improves educational impact.
- PO5: Supports ongoing development in guiding students throughout life.
- **PSO1**: Informed by psychological and sociological views on careers.
- **PSO2**: Pedagogical alignment with learner-centred and future-oriented education.

- **PSO3**: Builds employability and vocational guidance skills.
- **PSO4**: Requires critical evaluation of guidance methods.
- **PSO5**: Promotes equal access to career development opportunities.

CO4: Understanding the importance of job-analysis and occupational information services

- PO1: Involves sociological and reflective understanding of work roles.
- PO3: Addresses practical and societal needs in education.
- **PO4**: Builds analytical ability to assess job market trends.
- **PO5**: Encourages professional development and lifelong vocational relevance.
- **PSO1**: Grounded in psychological and sociological perspectives.
- **PSO2**: Applies assessment and guidance methods pedagogically.
- **PSO3**: Builds skills in career counselling, employability.
- **PSO4**: Requires critical interpretation of occupational trends.
- **PSO5**: Supports equitable career services and national development.

// FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANUARY-JUNE, 2025)

COURSE Name: GUIDANICE & COUNSELLING IN EDUCATION.

Subject Code: EDN C-13

Semester: VI .

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Introduc- tion to Guidance	- Meaning, nature and scope. - principles of guidance. - Philosophical Psychological and Social bases of guidance.	25
(=)	Educational	- Meaning, need and impost- ance of educational quidance becomed - principles of educational - Basic data necessary for educational guidance	20
(E)	Vocational Guidance	- Meaning and Objectives. - Vocational guidance at the Secondary stage. - Job analysis and job satisfaction.	18
(\z	Concept Of Course luig	- Meaning, nature, scope de types. - Various Steps and techniques. - Relationship between quidance - Important gladities of a good - Important gladities of a good	18
· 😧	Counseling	- Meaning and importance Career counseling with college Students, adults de Nomen Various approaches in Or- gonizing correr guidance de counseling	81

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Signature

FORMAT-2

Lesson Plan

Teacher D1. Rotaselie Mezhir.

Semester. VI

Paper Guidanee & Counselling in Education (EDNC-13)

Lesson Topic	Introduction to Guidance
Desired Outcome	To help students understand the meaning of guidance.
Teaching / Learning Method	1. Keature method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Pext - book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group Presentations on Assignment topic. 3. Monthly - tests. 15th Jan., 2025 - Fth Feb., 2025.
Lesson Duration	15th Jan. 2025 - Fth Feb, 2025.

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Teacher	
Semester	
Paper	

	Educational
Lesson Topic	Guidance
Desired Outcome	no help the students know the meaning Guidance.
Teaching / Learning Method	1. Recture method. 2. Inquiry - based thinking. 3. project - based lealing.
Materials Needed	1. Pert - book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-fests 8th Feb, 2025-7th March, 202
Lesson Duration	8th Feb, 2023

Teacher	
Semester	
Paper	

© C	Vocational
Lesson Topic	Guidance.
Desired Outcome	1. To acquaint the students to various approaches in organizing vocational guidance 2. To help in understanding the im- portance of Tob-analysis and occupational infler vices.
Teaching / Learning Method	1. Lecture method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Teset - book. 2. Boold.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - 4th April, 2025

Teacher
Semester
Paper

Lesson Topic	concept of counselling.
Desired Outcome	To make students understand the meaning and impostance of Counselling.
Teaching / Learning Method	
Materials Needed	1. Teset - book. 2. Boald.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests. 5th April, 2025 - 20th April, 20
	1 1 1 1 000 1 1 0000

Lesson Plan
· · · · · · · · · · · · · · · · · · ·
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7
Counselling.
To help students know their own strongths interests and abilities.
1. Kectuse method. 2. Inquisy-based thinking. 3. project - based learning.
1. Text - book. 2. Bookd.
1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
21st April, 2025 - 30th April, 2025

Detailed PO - PSO - CO Mapping Matrix

For the Academic Year: 2025 (B.A. Third Year, 6th Semester),

Subject: Education (Major)

Name of the Paper: Inclusive Education

Paper Code: BA/EDN - 603

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

CO1: Understand the concept, need, and objectives of Inclusive Education.

CO2: Identify and describe different categories of children with special needs (CWSN).

CO3: Analyze policies and programs supporting inclusion of CWSN in education.

CO4: Understand educational needs and challenges faced by various groups of CWSN.

CO5: Appreciate the role of family, community, NGOs, and rehabilitation bodies in supporting inclusive education.

CO-PO-PSO Mapping Matrix: Inclusive Education (BA EDN C-15)

Course (CO)	Outcome	Mapped PSOs	Mapped POs	Justification
CO1		PSO1	PO1	Provides
				foundational
				understanding of

			inclusive education and its significance.
CO2	PSO1, PSO4	PO4	Develops analytical skills to recognize diverse needs of children with disabilities.
CO3	PSO5	PO3	Promotes awareness of inclusion policies and social responsibility.
CO4	PSO2	PO2	Applies pedagogical knowledge to address educational challenges of children with special needs.
CO5	PSO5	PO5	Emphasizes values and community involvement in supporting inclusive education.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Dec - May, 2025)

Course Name: Inclusive Laucation

Subject Code: EDN C-15 Jackson

Semester: VI

Unit	er: Ngarchin Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction to Inclusive Education	a) loutest and maning of Inclusive b) Need and Importante c) Objectives of Inclusive Education.	ID claves Jan- February
I	Types and characterist of children in special news (CUSN)	1) Visual and bearing imparish Spench and Language imparish by Orthopaed cally challenged a) Children with learning deads blo	5,- 66-
亚	Policies and programs	a) Right of Persons with Disabil dus det, 2016. b) Convention on the Rights of Chil dren (CRL) c) National Commission for Brale Lion of Child Rights.	4th week me 1 1st week copail.
范	Chiklen cub Special Needs	(1) Children with learning disable list " Socially and economically of Socially and economically	Hay of Third
<u> </u>	Role of Family and Community	2) Role of family and Community the nucleurance of children with special needs. b) Role of NGOS in providing (the (WOFNS) c) Rehabilitation (owning 2nd c) Rehabilitation (RE)	Lure cuer for Forth cuer Li April -

Mount Mary College Chümoukedima : Nagaland

Semester Ngai Chin Sengspr.
Semester VI
Paper EDN (-15 (Inclusive Educaho)

Lawren Tonio	Declives of Inclusive Education.
Desired Outcome	To enstitled implerstancing and knowled in the ninets of the learners on the concept of Enclusive Education, its needs and importance and the objectives of Inclusive Education.
Teaching / Learning Method	Lecture method, Demonstration method. Inductive approach Deductive methods of leaching
Materials Needed	Marker, Blackboard/whileBoard, Text cooks, Online, malerials.
Assignment / Follow Up	Notes, class test, Oral Test, Revision, Re-Test (& needed).
Lesson Duration	20 classes (Tanuary - February)

Teacher Ngai clin Singson
Semester II
Paper EDNI C-15- (Inclusive Education)

Lesson Topic Types and Chevracler wiling of children wike special needs (CWSN)	
Desired Outcome	To incutate learners understanding on the different calegories of children could be cited be cited to be cited and special need while visual and hearing impaired, speech like visual and hearing impaired, speech and language empaired of ortho prediatly and language empaired of ortho prediatly challenged.
Teaching / Learning Method	- Lecture method - Audio - Visual - - Videos - Indudative and deductive - Indudative and methods
Materials Needed	O marker, bellets Board, restribute, Online leasning sources, mobile Phon pichues, videos (through mobile phone / projector).
Assignment / Follow Up	Explanation. Classtest, Oral test, Revision, Relist (2 f nequired), (Nota), planeword)
Lesson Duration	20 classes (marl lo 304 lilect march).

Teacher Mgaichin Singson

Semester VI

Paper EON C-15 (Inclusive Education

Unit <u>III</u> Lesson Topic Policies and Program G Inclusion	@ Rights of Persons with Disabilities Act, 2016 (1) Convention on the Rights of Clieber (CRC) (2) National Commission for Protection of Child Rights.
Desired Outcome	To include in the learners knowledge and underest anding on the policies and programs of Inclusion lies RPD ACE, 2016, CRC, NC PCR. So, as to enabled the learners stand up for any of the special child oughts and boost confidence and bo
Teaching / Learning Method	- Lecture method, - Demonstration - Onductive and Deductive Methods of Teaching of Learning.
Materials Needed	Marker, While Board, Text Books, Online learning Sources.
, Assignment / Follow Up	Licha, Notes, Homework, Assignment, Test, Revision.
Lesson Duration	157 - 328 week of march (20 class).

Teacher Ngaillin Singson Semester II

Unit - TV Lesson Topic Education of clubbur Inith Special Needs	(5) Children with learning disorbilities (5) Socially and economically clis advantaged.
Desired Outcome	To institled in the Marnons understanding of throughout and hearing empaired disability wand education of special Uniblies who are socially and economically disadvantages.
Teaching / Learning Method	Marker, Board, Textbooks, online articles / zowinals, youtube educations rides, lecture, demonstration, induc- lui and deductive melloop.
Materials Needed	Lecture melhod, Role play and stay lelly, Inclusive lacon plans practice
Assignment / Follow Up	Drago an Ircluie levon- plen, to curil an essay on Co empertens & social Prelision en education
Lesson Duration	8 class

Teacher Agai clin Singson
Semester VI
Paper IDN (-18 (Inclusive Education).

Unil-V. Lesson Topic Role of Family and Community	Rob of Family and community in the nurherance of thirdren with special needs. Note of NGO's in previously for the cushs Nebabilitation Council of India
Desired Outcome	(MCI). Understour live formitie and comp Other support enclusion. Anglow the conhibition of NGCOS RCI
Feaching / Learning Method	Interactive discussion, group discus- con , case analysis.
Materials Needed	RCI Resource, NGO report or cultille , por Terethooks, governels (articles
Assignment / Follow Up	Assignment on fineling and to Irole pay by NGO & Doller Boolin lies RCI.
Lesson Duration	S Classes

Chunouled ma: Nagaland

Year 3 (June, 2024 – May, 2025)
 1st Year
 Semester – I

Name of the Paper	Paper Code	
Psychological Foundations of	EDN C-1	
Education		

Course Outcomes (COs)

CO1: Understand the meaning and concept of Psychology

CO2: Understand dimensions of Growth and Development

CO3: Familiarity with Learning and Motivation

CO4: Acquaintance with Intelligence and Creativity

CO5: Understand aspects of personality and developing integrated personality

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
3	1	2	2	2	3	2	1	2	2
2	1	3	2	2	3	3	2	2	2
2	2	3	2	3	3	3	2	3	2
2	2	2	2	3	3	3	2	2	2
3	2	3	3	3	3	2	2	3	3

Justification for Mapping

CO1: Understanding the meaning and concept of Psychology

- **PO1 (3):** Core to understanding humanities and human behavior.
- PO3 (2), PO4 (2), PO5 (2): Foundation for interdisciplinary application, analytical insight, and ethical engagement.
- **PSO1 (3):** Psychology is a pillar of educational foundations.
- **PSO2 (2), PSO4 (2):** Understanding psychology supports pedagogical knowledge and reflective practice.

CO2: Understanding dimensions of Growth and Development

- PO3 (3): Direct relevance to applying theory to real-life human development.
- PSO1 (3), PSO2 (3): Central to educational psychology and child-centric pedagogy.

CO3: Familiarity with Learning and Motivation

- PO3 (3), PO5 (3): Essential for addressing real-world learning needs and nurturing lifelong learners.
- PSO2 (3), PSO3 (2): Strong application in inclusive, creative teaching methods and educational practice.

CO4: Acquaintance with Intelligence and Creativity

- PO5 (3): Develops curiosity and critical awareness.
- PSO2 (3), PSO4 (2): Key in nurturing creative pedagogical methods and reflective engagement.

CO5: Understanding personality and integrated personality development

- PO1 (3), PO3 (3), PO4 (3), PO5 (3): Direct alignment with self-awareness, critical reflection, ethical reasoning, and social integration.
- **PSO1–PSO5** (**High scores**): Essential for holistic education and social responsibility.

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MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024).

Course Name PSYCHOLOGICAL FOUNDATIONS OF EDUCATIONS
Subject Code EDN C-1.
Sementer 1 - 1
Name of Teacher: DR. ROKOSELIE MEZHLI:

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Concept of Educational Prychology	5. Concept of pay of Characterist pry: a. Nathoris of Characterist pry: 3. Application of Educational pry: in teaching process:	14
Œ	Meaning Of Growth and Development	The state of the s	2 280
T	Intelligent and Creativity	1. Meaning and Chalactelyki Of Intalkgasca and Quality	14
[2]	Theories Of Kealning	1. Meaning and Nature of Kealning. 2. Factors affecting Vesting. 3. Chealies of Kealning.	12
Y	personality and de netal determinants and opproaches	of plesonalty	1





Tracker DR. ROKOSELIE MEZHU.

Semester 15t

Paper PSYCHOLOGICAL FOUNDATIONS OF EBUCATION.

Lesson Topic	Concept Of Prychology and Educational Psychology
Desired Outcome	It has anabled the students to understand the meaning and concept of Psychology as well as, Educational psychology.
Teaching / Learning Method	1. Direct - instruction method 2. Direction - method. 3. peel - Keaching.
Materials Needed	1. Perct - books. 2. White - books. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been tought on the topic.
Lesson Duration	(03.06.2024-20.06.2024)

1000	IRM	4.7	-
-PA	BK NA	/A 1	16

Teacher Sensester Paper

	(UNIT - 11) .
Lesson Topic	(UNIT - 1). Meaning of Growth and Development
Desired Outcome	It has enabled the students to understand the dimension of Growth and Development
Teaching / Learning Method	1. Direct - instruction method 2. Discussion method 3. peer - teaching.
Materials Needed	1. Peact - books 2. White - bookd 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the Unit.
Lesson Duration	(21.06.2024 - 03.07.2024)

and him	F1 & B	4.70	-
FO	92 NA	Aι	+2
1.00	88114		-

Teacher	,
Semester	

Paret

100	(UNIT- II).
Lesson Topic	Interligence and Cleativity
Desired Outcome	It has acquainted the students with the knowledge of Intelligence and Cheativity.
Teaching / Learning Method	1. Direct instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Pext-books. 2. White-books. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been taught on the unit.
Lesson Duration	(04.07.2024 - 22.08.2024

FORMAT-2		
March Color, Co.		

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30	(UNIT- 1).
Lesson Topic	Theories of Kearing
Desired Outcome	It has familiarized the students with Knowledge Of Vearing and Metivation
Teaching / Learning Method	1. Direct - instruction method 2. Discussion - method. 3. peer - teaching.
Materials Needed	1. Perct-books 2. White - board. 3. Microphone.
SECTION AND AND AND AND AND AND AND AND AND AN	
Assignment / Follow Up	students were asked questions based on what has been taught on the topic.

Feacher	
Paper	
	(UNIT - I). Personality and its nature,
Lesson Topic	determinants and approach
Desired Outcome	It has enabled the students to understand the different aspects of personality and means of developing as integrated personality.
Teaching / Learning Method	1. Direct - instruction method 2. Director - method. 3. Peer - teaching.
	1. Text - books. 2. White - books.
Materials Needed	2. Microphone.
Assignment / Follow Up	2. Microphone. 3. Microphone. Students were made to write an assignment on one of the topics from the unit. (10.09.2024 - 30.09.2024)

Name of the Paper	Paper Code
Philosophical Foundations of	EDN C-2
Education	

Course Outcomes (COs)

CO1: Meaning, Aims and Functions of Education.

CO2: Role of Major Schools of Philosophy in Education.

CO3: Philosophical Foundations of Education

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<u> </u>		<u>\</u>	<u>\</u>	<u> </u>	<u>~</u>	<u>\</u>		<u> </u>	<u>~</u>
<u>~</u>		>	<u>></u>	<u> </u>	✓	<u>></u>		<u>\</u>	<u> </u>
<u>~</u>		<u> </u>	<u> </u>	<u> </u>	<u>~</u>	<u> </u>		<u> </u>	

Justification for Mapping

CO1: Understanding the meaning, aims, and functions of education

- **PO1**: Involves foundational understanding of humanities and social sciences, especially educational thought.
- **PO3**: Helps apply educational theory to real-world problems and policy frameworks.
- **PO4**: Encourages analytical thinking about educational goals and structures.
- PO5: Stimulates lifelong curiosity about the purpose and practice of education.
- **PSO1**: Central to the philosophical foundations of education.
- **PSO2**: Links directly with applying knowledge about aims in planning inclusive, learner-centered instruction.
- **PSO4**: Encourages critical reflection on the purposes of education.
- **PSO5**: Fosters sensitivity to how educational aims align with social values and national integration.

CO2: Understanding the role of major schools of philosophy in education

- PO1: Engages deeply with the humanities and philosophical traditions.
- PO3: Applies philosophical perspectives to social/educational issues.
- **PO4**: Involves critical analysis of ideas like pragmatism, idealism, etc., and their impact on educational practices.
- **PO5**: Philosophical inquiry promotes ethical reasoning and lifelong intellectual engagement.
- **PSO1**: Directly explores foundational philosophical influences in education.

- **PSO2**: Philosophical schools guide the development of inclusive and adaptive teaching approaches.
- **PSO4**: Promotes reflective analysis of philosophical arguments in education.
- **PSO5**: Many philosophical schools emphasize ethics, democracy, and social unity.

CO3: Acquaintance with philosophical foundations of education

- PO1: Deepens understanding of how philosophy underpins educational thought.
- PO3: Connects educational philosophy with current civic/social challenges.
- PO4: Analyses philosophical roots of present educational practices.
- **PO5**: Encourages continued philosophical reflection and lifelong exploration of education.
- **PSO1**: Core component—builds on the educational philosophy base.
- **PSO2**: Informs the creation of pedagogical frameworks grounded in values and reasoning.
- **PSO4**: Cultivates analytical and reflective skills through philosophy.
- **PSO5**: Highlights philosophical commitment to ethics, justice, and societal good.

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

ame of Teache	FDN C-2	Singson	
Unit	Chapter	Contents / Topics	No. of Class Required (Duratio
I	Introduction	O meaning of Educational Philosophy o O Relationship between Philoso- phy & Education of Coducation of Indivi- dual Sheins, Vocational.	17 th Clause 3 hd - Tun - 28 Tens, 7024
#	Frenchons of Education	© Seef ed Aval zahon © Human Resource Develop ment. © National Integration of International Understanding	20 mayer,
型	Some major schools of Philosophy	O Idealism, Naturalism of Pragmatism. O Their condubration to press day education to wards aims, who interes, methods of Teaching?	20 th closeses 21 - August 19th August 2024
īν	Denelapmen Values	6 negacina - alaques	19th Augus 5th Sept. (15 closses,
ادا	Freedom & Disciplini	D meaning of Freedom and Duplin Brypes of Disupline	7 class 7th 00 - 15th 00,

Teacher Ngaichin Singson.
Semester I
Paper Philosophical Foundations of Education (EDN C-2)

	mannana 7
Lesson Topic I	@ meaning of telescalanal Philosophy. (b) Relationship between Philosophy and Education: (c) Aims of Education; Individual, Social and Youlional
Desired Outcome	O Acquire knowledge on Philosophy of Edu calional philosophy. (a) Gain knowledge on Relationalisp behuer Philosophy of Education of white of Education of the sprey knowledge in real elde situation.
Teaching / Learning Method	O Inductive of Reductive method
Materials Needed	(1) Clausroom Aids (2) Textbooks (3) Google Books (3) Clausroom Aids.
Assignment / Follow Up	Descussion., Assignment, Revision, Prescribation Test reget Revision & (if prequired)
Lesson Duration	17 (03 June - 28th June, 2029)

Direct method. Teaching / Learning Method Lecture nethod Constructive method. classroom iaids Terestooks Materials Needed Google Books clarinoon Assignment, Discussion Rewision, Presentation Assignment / Follow Up Test ReTest - Rewsion (of required) 20 (29 Juno - 20th August) Lesson Duration

ORMAT-2	Lesson Plan
eacher Ngaichin emester I aper Philosophia	Singson
Lesson Topic TH Some major schools & Philosophy	(a) Istealism, Naturalism and Bragmatum (b) Their contribution to present day education to wards aims, curriculus,
Desired Outcome	The pupils: - acquired knowledge on the different schools of Philosophy. This ights on their conditions towards education. - apply televant knowledge in teaching-
Teaching / Learning Method	- Inductive and deductive method - Direct & Licher method - Concluctive approach method
Materials Needed	- Classroom aids : - Textbooks - Google Books
Assignment / Follow Up	- D'3 cursion + Test - Revision - Assignment, Presentation
Lesson Duration	20/ 21 August - 18th August).

FORMAT-2 Lesson Plan Teacher Ngou chin Singion Semester I Paper Statistophia Foundations of Education (EDN C-2) @ Meaning of Values (Cacial, Morel, and Acesthetic. d stratigies for inculcation of values through to-curricles and extra-curricles conscious & Calleges. Lesson Topic 1 Development of Values The pupils: - acquire knowledge on Values and ils classification. - gain Enoculedy on the different strate-gies to Encul cate ratures in education. Desired Outcome apply knowledge in heal life situation - Inductive and Decludive method. Lecture and Direct method. Teaching / Learning Method Constructive meshod - classroom Ads Textbook Materials Needed Google Books. Discussion Test Assignment / Follow Up Revision Assignment, Presentation "18th Digat (19th August -Lesson Duration

Lesson Plan reacher Ngaichin Singson
Semester I Paper philosophical Toundations of Education (EDN (-2) 5) Meaning of Foredom and Duripline b) Types of Discipline. d'Importance of Descipline en Social life. Freedom and Discipline The pupils - www acquire the meaning of Freedom and Discipline. win gain unouledge on the types of importance of suipline en social expendence of suipline en social expe Desired Outcome Apply the moulidge in heal life. Inductive & deductive method Direct of Lecture method Constructive Approach method Teaching / Learning Method Classroom Bide Texbooks Materials Needed Google Books Discession Test Assignment / Follow Up Revision Assignment, Presentation. 19th Sept - 15th 001) Lesson Duration PRINCIPAL Office Mary College Chip Toukedima : Nagaland

Semester – II

Name of the Paper	Paper Code

Sociological Foundations of Education	EDN C-3

Course Outcomes (COs)

- 1. Understanding of the role of Sociology in Education.
- 2. Acquaint learners with Sociological Foundations of Education.
- 3. Understand and appreciate the role of community in resolving social issues and educational inequalities.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
✓ High	Mediu m	✓ High	Mediu m	Low	✓ High	Mediu m	Low	Mediu m	✓ High
✓ High	Low	Mediu m	✓ High	Mediu m	✓ High	Low	×	Mediu m	Mediu m
Mediu m	✓ High	✓ High	Mediu m	✓ High	Mediu m	Mediu m	Mediu m	✓ High	High

Justification for Mapping

☑ CO1: Understanding of the role of sociology in education

- PO1 & PO3: Students gain a foundational understanding of how social structures impact education, aligning with critical inquiry and civic responsibility.
- **PO2**: Ability to communicate sociological concepts effectively is moderately developed.
- **PSO1**: Core to this outcome, as understanding educational foundations includes the sociological aspect.
- **PSO5**: High alignment due to the emphasis on understanding societal influences on education and promoting values.

☑ CO2: Acquaint learners with sociological foundations of education

- **PO1 & PO4**: Encourages deep analysis of how educational systems are shaped by societal forces, connecting to historical narratives and reflective thinking.
- **PSO1**: Strongly aligns with the foundational philosophical and sociological understanding.
- **PO5**: Promotes scholarly curiosity and lifelong learning through foundational theory.
- **PSO4**: Requires reflective engagement with concepts.

☑ CO3: Understand and appreciate the role of community in resolving social issues and educational inequalities

- **PO3 & PSO5**: Strong alignment, as this outcome directly involves civic responsibility, diversity, and national integration.
- **PO2**: Communication and engagement in debates around equity and inclusion are central here.
- **PSO2 & PSO3**: Addresses learner-centric approaches, inclusivity, and application in educational practices.
- **PO5**: Lifelong ethical awareness and curiosity about solving inequalities is well supported.

und-7 Lesson Topic Inhoduthor	meaning of Educational Sociology & Sociology of Solucation, Relationship between Sociology and Education, Sociological determinant of Education
Desired Outcome	Understand foundational concept of sociology in eals cation. Analyze how excludation is shaped by sociological influence
Teaching / Learning Method	Lecture & olisaiseron Concept mapping, Examples from Society
Materials Needed	Tendrooks extracts, Real would examples.
Assignment / Follow Up	To words assignment on soviological obeservirant of education, 1057, Revision.
Lesson Duration	12 Clevsos

Manufacture College College College

Alm

Teacher Marchen Singson
Semester II
Paper EDN C-3M Tourdaying Foundations of Education

Lesson Duration	13 Classes
, Assignment / Follow Up	To write assignment on toloration facts offerling social chang, provide note (material, Test, Revision.
Materials Needed	Tembours, Eudence Took lie neuspaper, governals/articles.
Teaching / Learning Method	Lecture with historical and modern example, group discussion.
Desired Outcome	renderstand luhost social charge is and cultat drives it Reflect on how educa- tion stapes and neepond to clarge.
Lesson Topic Social change	6) Factors affecting Social Change L Politico, L'ennomical, and Technological a) Education as an internement of Social change.

Mai

the Agadem	Seague
form DN CS/N S	rinkey at Aundalians of Education)
Lesser Topic Follower topic	2) Panney and Secondary Groups 5) Second interaction and old educates- ral implications 2) Comment and pages by Social Stratification.
Desired Outcome	Edentify various sood groups and their characters lies tendentant group dynamics and Entwitter in classrooms Explose sew social stradification impact education.
Teaching / Learning Method	Classicom Interactions as a case example, Role plays of social groups. Brainsterming actually.
Material's Needed	group activity his touthours
Assignment / Follow Up	To with assignment on toneyo and forms of Sound Shalification, Proceeds Note & materials, Test, Revision.
Lesson Duration	12 classes

alle

Teacher Ngarihin Singson
Semester II
Paper EDN C-3 Mosciological Foundations of Education

Unil-iy	e) concept and components of where s) Role of education in preservation and
Lesson Topic Bolocation and Culture	transmission of Nage cultural Values. 1) Cultural Heritary of India with species reference to Nagaland.
Desired Outcome	Leven how education is a bool for cultoral transmission renderland rigas and Indian cultural elements on Education.
Teaching / Learning Method	Visual learning using artifocts/images, storytelling, Lettre.
Materials Needed	Educational videos on Nago & Indian Custine, Fractitional symbol/ documents, blandouts.
Assignment / Follow Up	To smake a cultural presentation on Naga heritag, & curito on cultural sheritage of India, provide Notes, Test, Revision
Lesson Duration	14 Classes.

Allens

Teacher Ngaichen Singron
Semester Juliane

Unil V	9 Equalization of education opportunities 3) Role of community in solving social pro
Lesson Topic Current social problems In India with spear ireference to North East	education en Nagaland.
Desired Outcome	Identify and cualitate key educations problems in India and NE, renderstand how commining participation helps education learn about communitization practices in Nagalans.
Teaching / Learning Method	Lectus with real example, Discussion willo, Community Survey on data analysis
Materials Needed	Continuet report on communityphon, NE Case Studies, Visual and Dala
Assignment / Follow Up	Group profed: challenges in NE edu. Cation and how to solve from, to curité on le Commune-Vzation impres Pre pagaland, Provide Noiles, Test, Revision. 14 Classes.
Lesson Duration	M Classes.

Name of the Paper	Paper Code	
Basics of Educational Research	EDN C-4	

Course Outcomes (COs)

CO1: Understand the meaning, procedure and design of educational research.

CO2: Develop an understanding of the needs of educational research.

CO3: Ability to carry-out educational research and analyse descriptive measure

Mapping Matrix

Mapped POs	Mapped PSOs
PO1, PO4, PO5	PSO1, PSO4
PO3, PO5	PSO1, PSO5
PO2, PO4	PSO2, PSO3, PSO4

Justifications by Outcome

CO1: Understanding Educational Research

- Strong foundation in social sciences (PO1, PSO1).
- Involves analysis of research methods (PO4, PSO4).
- Supports ongoing learning (PO5).

CO2: Understanding the Need for Research

- Links to societal issues and policy (PO3, PSO5).
- Ethical and philosophical considerations (PO5, PSO1).
- Reflective insights (PSO4).

CO3: Practical Research Ability

- Communication of findings (PO2).
- Analytical thinking and evaluation (PO4).
- Skills application: pedagogy, tech use, internships (PSO2, PSO3).
- Reflective and academic engagement (PSO4).

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANLIARY-JUNE, 2025)

Course Name: BASICS . OF EDUCATIONAL RESEARCH.

Subject Code: EDN C-4.

Semester: II .

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration
1	Educational	- Meaning and characteristics of research. - Need for research in education. - The natures I type of educations	25
II.	Che Hypother and Review Or Related Literature	- The natures Itype of educational scheach Meaning, Typer and formulation of hypotheses Review of Related Litelature.	18
(=)	Research Design and Dota Collection	- Meaning and func- tions of research design. - Concept and types of sampling.	20
ÍV.	Data Analysis	- Qualitative data analysis. - Quantitative data analysis.	18
·(v)	Synopsis and Research Report	- The Research synopsis General Format of the Research Report	18



Signature

FORMAT: Lesson Plan

Peacher D1 Possoselie Mezhir.

Semester Baries of Educational Research (EDN C-4).

Lesson Topic	Introduction of Educational Research.
Desired Outcome	100 understand the meaning of Educational Research. 2. To develop an understanding of the needs of Educational Research
Teaching / Learning Method	1. Secture method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Teset- book 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Montly-tests.
Lesson Duration	15th Jan, 2025 - 7th Feb, 2025

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Semester.												
Paper												

Lesson Topic	The Hypotheses and Review of Related Literatule.
Desired Outcome	1. To help students how to make predictions based on observations. 2. To help students understand the current body of knowledge within Their field of study.
Teaching / Learning Method	1. Kecture method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Peset - Book. 2. Boald.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th Feb, 2025 - 7th March, 2025

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Lesson Topic	Research Design and Data collection.
Desired Outcome	Procedure and design of Educational Research.
Teaching / Learning Method	1. Xecture method 2. Inquiry-based thinking. 3. project - based learning.
Materials Needed	1. Peset - book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - 4th April, 2025

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Lesson Topic	Data Analysis
Desired Outcome	To develop the ability to carry - out Educational Research and analyse different descirptive measures.
Teaching / Learning Method	1. Vecture method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1- Peret - book 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 2. Monthly-tests.
Lesson Duration	15th April, 2025 - 20th April, 2025.

ORMAT-2	Lesson Plan
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Lesson Topic	Synopsis and Research Report
Desired Outcome	To understand the key elements of a research study, including its purpose methodology, findings and conclusions.
Teaching / Learning Method	1. Ketue method. 2. Inquiry - based thinking. 3. Project - based leahing.
Materials Needed	1. Peset book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	218t April, 2025 - 30th April, 21

Semester – III

For the Academic Years: 2022-2025 (B.A. Second Year, 3rd Semester),

Subject: Education (Major + Minor)

Name of the Paper: Trends & Issues of Modern Indian Education

Paper Code: EDN C-5 / EDN M-3

Programme Outcomes (POs)

- PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.
- PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.
- PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.
- PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.
- PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

- PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).
- PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).
- PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).
- PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).
- PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

- 11. CO1: Understand the concept and importance of Adult and Continuing Education and major national programs like NAEP and NLM.
- 12. CO2: Analyze the significance of Population Education and its relationship with Sex Education.
- 13. CO3: Evaluate the importance of education for women and girls, and examine existing government schemes and their effectiveness.
- 14. CO4: Explore the meaning and relevance of Value Education and identify strategies to inculcate values.
- 15. CO5: Understand the concept and models of Open and Distance Education and critically evaluate its strengths and limitations.

CO-PO-PSO Mapping Matrix: Trends & Issues of Modern Indian Education (EDN C-5)

Course	Outcome	Mapped PSOs	Mapped POs	Justification
(CO)				
CO1		PSO1	PO5	Provides
				foundational
				understanding of

			adult and lifelong education contributing to lifelong learning.
CO2	PSO5	PO3	Addresses social issues through education and promotes awareness about population-related challenges.
CO3	PSO5	PO3	Focuses on gender equality and social inclusion through education.
CO4	PSO5	PO1	Highlights ethical reasoning and values central to humanities and education.
CO5	PSO3	PO4	Applies modern tools in open and distance learning with analytical evaluation of their effectiveness.

MOUNT MARY COLLEGE,

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Torenol's and groves of Modern Indian Education

Subject Code: EDN C-5/M-3

Semester:

Name of Teacher: Ngaichin Singson

Unit	Chapter	Contents / Topics	No. of Class Required (Duration
I	Adult and Continuing Education	© Concept coj Adult and Continung Tifelorg Ecobialion. © Efforts on Adult Education - NAEP, NIM © Liberal Education through Open Learning, Vicalional Education.	20 Class 314 Thre. 5th Tuly
71	Papulahon Educahon	O Significance, need of Objectives of population Education Education Education Education Education Colored of Siche may of the Great of India for promoting girts colored of the American American American measures	8th July - 19th August
亚	Education of Women Girls	6 Carrey and ree of priviles of education for moment of girls. (b) Promoting genels equally (c) Schemes of the Government of grants education (b) Problems & ramediae	20th August 20th Sept.
卫	Value Education	measures: O meaning and significance of Value of Education in Incula tion of Values: O bragrams/ methods for development of Value.	100 Cl 19th Cept 5th 0cl.
旦	Open and Dutance Education	O Concept, heed & Ecope of Dutance Education 6 nucles of DE - Corresponden celucation & Open learning syste. O Meite & Dements of Dutance Lan	m 18

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mester Drendy & 211	Singson Modern Modern Les of fordemporary Indian Education (EDN M
Lesson Topic I Idulf and Continuing Education	1. Concept of Adult and Continuing / Lifelon Education. 2. Efferts On Adult Education NAEP, Nim 3. Liberal Education through Open Learning, Vocational Education.
Desired Outcome	The pupils: - un arquire knowledge on adult, continuing, Lifetong colucation: - unit gain thouleage on NAFP, Nem - unit arquire understanding on there and open Learning & Vocationed Goly a
Teaching / Learning Method	- Driet and Lecture Method Inductive & Deductive method - Constructive approach method
Materials Needed	- Textovers - Google Boeks - Classroom Sids
Assignment / Follow Up	- Class Dis Unsson - Test - Remisson - Assignment / Remission
Lesson Duration	20 (3nd Juno - 5th July).

emener IV gaick	Issues of Modern Indian Education
	Lation Education (a) Problems of Population Education (b) Retalinships hedrusen Topulation (c) Retalinships hedrusen Education (c) Education and Sex Education
Desired Outcome	The pupils! - Will acquire knowledge on Population - Colucation deeper meaning, its fraktion and its relation will sen Education - opply knowledge in real life situation
Teaching / Learning Method	- Inductive 2 socialise method - constructive method - Divid 2 seture Method.
Materials Needed	- Textbooks - Google Books - Ordinary Clousroom Aids.
Assignment / Follow Up	- cleur Discussion - Test - Revision - Posign mend / Presentation
Lesson Duration	15 (gthe July - 19th August).

Teacher Ngaichin Singson

Paper Theres & 28 wes of modern Indian Education.

Lesson Topic	Descript and need of prior tizing education for moment and girls. (b) Promoting Gencles Equally (c) Schemes of the Cournment of Inche for fromoting girls education) Problems of Remedial measures.
Desired Outcome	The pupils: - wir acquire the conomised on women and girls education- - unouledge on Gender Equality. - schemes of the Government of India for a comen eben cation, Its problems of Remedial measures. Remedial measures problems in really
Teaching / Learning Method	- Direct and Lecture method. - Constructive method Doesly clive nethod.
Materials Needed	- Google Books - Text Breks - Ondiany classroom Ando
Assignment / Follow Up	- class Discussion - Test, - Revision - Assign ment (Presentation
Lesson Duration	17 (20th Augus - 18th Sept).

Teacher Ngaichin Singran

Semester III

Paper Thursds & Issue 9 modern Irelian Education (EDN C-5/M-3)

Lesson Topic IV Value Education	(alion: And significance of Value Edu Cation: (B) Role of Education in incultation of Values. (C) Programs [methods for development of Values.
Desired Outcome	The pupils: - une arquire the enduledge on Value Education: - The Rot of Education in incurreation - of Values: of its methods of programs - of Values: of its methods to life - Apply reluciant enounledge to life - Apply reluciant enounledge to rethor
Teaching / Learning Method	- Apply relievant. - Inductive & Deductive method - Constructive Approach method - Constructive Approach method. - Direct & Lecture method.
Materials Needed	- Tontbooks - Google Boreks - Ondhay classroon Aidb
Assignment / Follow Up	- Class Discussion - Test - Revision - Presentation - Prignment (Presentation
Lesson Duration	10 (19th Sep - 5th 000).

50.5	(EDN CONCERT), reed & Scape of Dis lanco Education. (5) Modes of Distance Education: Correspondence Education & Open Learning System (5) Merits & Demerits of Distance
	The pupils: The pupils: - cuis acquire enoculedge on Open & Dietonie Education, modes and ils pros & cons- - Apply knowledge in real life.
eaching / Learning Method	- Inductive & Deductive method. - Direct & Lecture method. - Seef Study.
Materials Needed	- Ordinary classroom aids - Textbooks - Cioagle Braks:
Assignment / Follow Up	- Class Discussion - Test - Reminon - resignment / Presentation 12 (7th Oct _ 18th Oct).
Lesson Duration	12/ 7th 110 10th 210)

Name of the Paper	Paper Code

Educational Measurement and	EDN C-6
Evaluation	

Course Outcomes

CO1: Understanding measurement and evaluation concepts.

CO2: Acquaintance with types of measuring instruments.

CO3: Principles of Educational and Psychological Test Constructions.

CO4: Understanding qualities of good measuring instruments in Education.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
<u>~</u>		>	>	>	<u>~</u>	<u> </u>		<u> </u>	<u> </u>
<u>~</u>		<u>\</u>	>		<u>~</u>	<u>~</u>	<u>~</u>	<u>~</u>	<u> </u>
<u>~</u>		>	>	>	<u>~</u>	<u> </u>	<u> </u>	<u> </u>	✓

Justification for Each Mapping

CO1: Concepts of Measurement and Evaluation

- PO1: Relates to foundational understanding of educational theory within the social sciences.
- **PO3**: Evaluation tools help address real-world educational needs and societal challenges.
- **PO4**: Analysis of educational practices through measurement.
- **PO5**: Encourages curiosity about improving educational quality through sound evaluation.
- **PSO1**: Involves foundational knowledge in psychological and educational evaluation.
- **PSO2**: Aligns with assessing learner-centered practices.
- **PSO4**: Fosters reflection on the role and impact of evaluation.
- **PSO5**: Ethical and fair measurement promotes values like equity and inclusivity.

CO2: Types of Measuring Instruments and Their Uses

- **PO1**: Supports critical understanding of educational tools.
- PO3: Instruments help evaluate civic and social learning outcomes.
- **PO4**: Analytical skills are used to select and interpret the appropriate tools.

- **PSO1**: Involves psychological principles behind measurement tools.
- **PSO2**: Instruments are used for inclusive, personalized assessment.
- **PSO3**: Enhances practical skills related to tools used in educational practice.
- **PSO4**: Reflective understanding of how instruments support educational goals.
- **PSO5**: Ensures assessment reflects diverse learner needs.

CO3: Principles of Educational and Psychological Test Construction

- **PO1**: Builds theoretical and conceptual knowledge.
- PO3: Tests are tools to support evidence-based decision-making in education.
- PO4: Involves analysis and synthesis of test construction processes.
- **PO5**: Encourages continuous learning of testing best practices.
- **PSO1**: Directly tied to psychological and philosophical principles in education.
- **PSO2**: Helps in constructing inclusive, creative assessments.
- **PSO3**: Practical skills in test design enhance employability.
- **PSO4**: Reflective thinking on validity, reliability, and fairness.
- **PSO5**: Promotes ethical responsibility in testing.

CO4: Characteristics of a Good Measuring Instrument

- **PO1**: Involves conceptual understanding rooted in educational theory.
- PO3: Good instruments address learner diversity and societal needs.
- **PO4**: Analytical judgment in selecting appropriate tools.
- **PO5**: Promotes quality improvement through ongoing learning.
- **PSO1**: Foundations in test theory and psychometrics.
- **PSO2**: Applies theory in designing learner-appropriate tools.
- **PSO3**: Enhances practical capability in using high-quality instruments.
- **PSO4**: Reflective thinking on how assessments impact learners.
- **PSO5**: Ensures fairness and ethical use of measurement tools.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: EDUCATIONAL MEASUREMENT & EVALUATION

Subject Code: EDN C-6

Semester: 38d

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Educational Measurement and Evaluation	is education.	15
U		Plain classification. 2. Types of Scales in educational measurancent. 3. Norm repelenced and Chitchian referenced teets. 4. Pyper of Escamination.	
(<u>E</u>)	Measuring	2. Characteristics, of	9
[2]	Attitude, personality and Creativity	1. Measurement of attitude (Kikest) 2. personality (Rosschach- Ink Biot) 3. Creativity (Bayer Mehdi)	9
X	Test Construction and Standardizar tion	1. General Powers of test construction and standardiget	12

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Teacher DR. ROKOSELIE MEZHU'.

Semester 3°d.

Paper EDUCATIONAL MEASUREMENT & EVALUATION

	Educational measurement
Lesson Topic	
Desired Outcome	It has helped the students to develop understanding on the concepts of measurement and evaluation in the field of education.
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Reset - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	asked questions based on what has been taught on the
Lesson Duration	(03.06.2024 - 21.06.2024)

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Paper.....

Lesson Topic	Prob used in Educational
Desired Outcome	It has enabled the Students to know the Various tools used in Educational measurement.
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Peact - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been tought on the topic.
Lesson Duration	(24.06.2024 - 14.08.2024)

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Teacher	 	 	 		
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	(UNIT-III), Measuring instruments
Lesson Topic	Meas
Desired Outcome	It has acquainted the learners with different types of measuring instruments and their what characteristics
Teaching / Learning Method	1. Direct - in effection method. 2. Directsion - method. 3. pear - teaching.
Materials Needed	1. Pext - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	students were asked questions based on what has been taught on the topic.
Lesson Duration	(16.0.8:2024 - 30.08.2024)

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Paper.....

Lesson Topic	Measurement of attitude, personality and Cheativity
Desired Outcome	to know the ways of measuring the odtitude, personality and cleativity personality the students.
Teaching / Learning Method	1. Direct - instruction method. 2. Discussion - method. 3. Peer - teaching.
Materials Needed	1. Peoct-books. 2. White - board. 3. Microphone.
Assignment / Pollow Up	students were asked questions based on what has been tought on the topic.
Lesson Duration	(02.09.2024-12.09.2024)

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Lesson Topic	Pest construction and Standardization
Desired Outcome	It has familiarized the 8-fudents with the principles of Test Construction both educational and paychologica
Teaching / Learning Method	1. Direct ustruction method 2. Direcursion method. 3. Peel - teaching.
Materials Needed	1. Peset - broks. 2. White-board. 3. Microphone.
Assignment / Follow Up	students were made to write an assignment on one of the topics from the unit.
Lesson Duration	(13.09.2024-130.09.2024)

Semester – IV

Name of the Paper	Paper Code

Educational Technology	EDN C-7

Course Outcomes

CO1: Understand the meaning, nature and scope of Educational Technology.

CO2: Understand application of basic technology in education.

CO3: Familiarity with technological advances and development of positive ICT attitude.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~	>	~	>	~	~	~	~	~	~
~	>	~	>	~	~	~	~	~	~
~	~	~	>	~	~	~	~	~	~

Justification for Mapping

CO1: Understanding the meaning, nature, and scope of educational technology

- **PO1**: Promotes critical inquiry into the role of technology within social sciences and education.
- **PO2**: Enhances academic communication by engaging with the evolution of educational tools.
- **PO3**: Facilitates practical, real-world integration of technology in addressing educational challenges.
- PO4: Builds analytical skills to assess the historical development and impact of technology in society.
- PO5: Encourages lifelong learning in a digitally evolving educational landscape.
- **PSO1**: Technology understanding is based on psychological and philosophical educational principles.
- **PSO2**: Essential for applying learner-centric and inclusive pedagogical methods.
- **PSO3**: Forms the foundation for skills in digital communication and instructional tools.
- **PSO4**: Reflective and critical thinking is essential when evaluating educational technology.

• **PSO5**: Supports access, equality, and responsible use of technology in promoting national development.

CO2: Understanding the application of basic technology in education

- PO1: Encourages interdisciplinary knowledge of technological tools in education.
- PO2: Helps communicate concepts using modern digital methods effectively.
- PO3: Technology supports inclusive and socially responsible educational practice.
- **PO4**: Builds analytical thinking by evaluating how tech affects teaching-learning.
- PO5: Promotes adaptability and continuous upskilling in education-related tech.
- **PSO1**: Draws upon foundational theories for effective use of technology in pedagogy.
- PSO2: Applies educational theories using tech-based assessment and instruction.
- **PSO3**: Builds skills in using technology effectively in classroom and internship settings.
- **PSO4**: Encourages reflective practice through tech-enhanced analysis and teaching.
- **PSO5**: Ensures digital inclusion and sensitivity to social contexts via technology.

CO3: Familiarity with technological advances and development of positive ICT attitude

- PO1: Connects learners with broader social and technological developments.
- PO2: Improves academic engagement through ICT-supported communication.
- **PO3**: ICT is a real-world tool fostering equity and civic awareness in education.
- PO4: Supports analytical comparisons of traditional vs. modern educational practices.
- **PO5**: Builds scholarly curiosity and ethical digital citizenship.
- **PSO1**: Advances understanding of how tech intersects with education theories.
- **PSO2**: Encourages use of ICT to enrich pedagogy and foster creativity.
- **PSO3**: Essential employability skill in modern educational and internship settings.
- **PSO4**: ICT tools facilitate reflective learning and educational research.
- **PSO5**: Promotes ethical and inclusive technology use in support of social goals.

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MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANUARY - JUNE, 2016)

Course Name EDUCATIONAL TECHNOLOGY

Subject Code EDN C-7.

Semester: TV .

Name of Teacher DR. ROKOSELIE MEZHLI

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Educational Technology	- Meaning , nature and Scope. - Ryper: Hardware and Software.	18
(<u>1</u>)	brocere catie	- Meaning and nature Process and Components Types of Class room Communication Mass media approach in educational technology.	18
[1]	System Approach Ec Enstructional System	- Systems Approach to ins- tructional process. - Instructional system	20
(>)	Invevation is Educational Rechnology	- programmed learning - Micho and Macho teaching Team teaching.	18
· S	personalized system of Instruction (PSI)	Treferction.	25

Chamonke College

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FORMAT-2

Lesson Plan

Teacher Dl. Rokoselie Meghir.

Semester IV

Paper Educational Technology (EDN C-7). FORMAT-2

Lesson Topic	Educational Rechnology.
Desired Outcome	1. To enable students to under- stand the meaning, nature and scope of educational techno- logy. 2. To create an understanding or the application of basics of technology in the process of education
Teaching / Learning Method	1. Vecture - method. 2. Inquiry - based thinking. 8. Project - based learning.
Materials Needed	1. Pext - book. 2. Boold.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	15th Jan 2025 - 7th Feb, 2025

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Paper	

Lesson Topic	Communication Process
Desired Outcome	To equip the students with the Skills to effectively express their ideas, understand others, build relationships, collaborate with peers and ultimately achieve better academic performance.
Teaching / Learning Method	1. Kectule method. 2. Inquiry — based thinking. 3. Project - based learning.
Materials Needed	1. Text-book. 2. Boold.
, Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th Feb, 2025 - 7th March, 2025

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Paper			

,	System Approach &
Lesson Topic	Instructional
	system.
Desired Outcome	of the course, and pro- greer though the material in a logical and organized
Teaching / Learning Method	1. Kecture method. 2. Inquiry - based thinking. 3. project - based learning
Materials Needed	1. Pext-book. 2. Bookd.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - gith April, 2025

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Semeste	A	1				150	19	44	11	1.5	. 7.3		
Paper.													

Lesson Topic	Innovation in Educational Technology.
Desired Outcome	no develop cleativity, pro- blem solving skills and cestical thinking.
Teaching / Learning Method	1. Kectuse method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1. Peset book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	5th April, 2025 - 20th April, 2011

leacher	
Semester	
Parent	

Lesson Topic	personalized System of Instruction (PSI)
Desired Outcome	To familiarize with the technological advances made and to develop a positive attitude towards the use of ICT is the educational process.
Teaching / Learning Method	2. Inquiry-based thinking. 2. project-based leaving.
Materials Needed	1. Text book 2. Boald.
Assignment / Follow Up	1 Assignment. 2. Group presentations on assignment topic. 3. Monthly-tests.
Lesson Duration	21st April, 2025 - 30th April, 2025

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Name of the Paper	Paper Code

Development of Education in India	EDN C-8

Course Outcomes (COs)

CO1: Understand the historical development of Education in India.

CO2: Understand salient feature of Ancient & Medieval India.

CO3: Acquainted with the genesis of Modern Indian Education.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
√		✓	✓		✓			✓	✓
√	✓	✓	✓		✓			✓	✓
√	✓	✓	✓	✓	✓	✓	√	✓	✓

Justification for the Mapping

CO1: Understanding the historical development of education in India

- **PO1**: Requires a grounding in humanities and history understanding education's evolution fits well.
- **PO3**: Offers context for civic responsibility through understanding how education shaped society.
- **PO4**: Directly aligns with analysing historical narratives.
- **PSO1**: Focuses on foundational understanding, including historical perspectives.
- **PSO4**: Reflective and analytical thinking is central to understanding how educational systems evolved.
- **PSO5**: Recognizing the role of education in social development and national integration.

CO2: Understanding salient features of ancient & medieval India

- PO1: Promotes understanding of past societies and their cultural values.
- **PO2**: Involves engaging with historical debates.
- **PO3**: Helps relate past educational models to present-day challenges.
- **PO4**: Analysing historical narratives is crucial here.

- **PSO1**: Ancient and medieval systems are foundational.
- **PSO4**: Involves reflective analysis of educational and societal models.
- **PSO5**: Highlights the diversity and values inherent in India's educational history.

CO3: Acquainted with the genesis of Modern Indian Education

- **PO1**: Builds on understanding the historical-social progression to modernity.
- **PO2**: Engages with reform debates and colonial education systems.
- PO3: Applies historical context to modern challenges.
- PO4: Requires analysis of colonial and post-colonial narratives.
- **PO5**: Fosters lifelong curiosity about education's role in society.
- **PSO1**: Understanding transitions in educational philosophy and policy.
- **PSO2**: Uses educational theories and reforms from this era to inform pedagogy.
- PSO3: Historical foundations influence modern educational practices and skill-building.
- **PSO4**: Reflection on historical influences informs contemporary research and critique.
- **PSO5**: National integration and social awareness are rooted in this historical development.

Lesson Plan Ocademic Session (Dec. may 2025) FORMAT-2 Teacher Ngaichin Singson Semester II Paper EDN (-8 (Development of Iducation in India). ? Vedic Education: Saliend Features. Unil 1 4) Buddhist Education; Saline features. Lesson Topic concient India understand Key aspects q colucation en ancient India. Compar feature q Vedic and Buddlus Education systems. Desired Outcome

Lecture and discussion, comparative that making, Teaching / Learning Method use of show video a stories

Charte showing vedic and Buddhiel Postheliers Relevant textook organos, whiteboard projecto Materials Needed

Weal's a composison chard between ved's and Buddlind eale cation. creal short answer worshed on feats Assignment / Follow Up

Lesson Duration

10 clases.



Teacher Ng outlin Singson.
Semester iv
Paper LDN (8 (Duclopment of Education in Incha)

Lesson Topic Medicial India	1) Islamin Education: its saline features, objectives and curriculum. b) State patronage in education.
Desired Outcome	gain proulecte of Blomic educates system. undersland the role of Release en promoling educations
Teaching / Learning Method	Teaching through Lecture and risud, Croup discusse,
Materials Needed	Texthood, joines laticles, extrod from historial text, Teaching a'de showing madrasa shuchus.
Assignment / Follow Up	group presentation on the pertues ains a curriculum of Islames adviation & short every on state patronage;
Lesson Duration	12 classes

unil:1	de Contribution of Christian Missimaries for the development q education in India.
Lesson Topic Education ca Bulish India	b) Significance of Charles Act of 1813.
Desired Outcome	-rendersland the Irale of messerories en Indian educata. Ilo Charta Examene the Ampart of the Charta
Teaching / Learning Method	Charles of of
Materials Needed	Copy of Charles de l'estalore
Assignment / Follow Up	To with a paragraph on the rol any one mission or organization.
Lesson Duration	10 Classa.

Teacher Ngarden Singson
Semester W Ocuelopment

unil-1	a) macaulay's minutes, 1835 b) Mood's Despatch, 1854
Lesson Topic Frank 9 maderi epten 9 Education	c) Hunles Commission, 1882
Desired Outcome	understone 'Us development of a modern volveational system' - Analyze the British approach toward Indian education.
Teaching / Learning Method	diffate on 1
Materials Needed	Original excerça es summaios of clouries, Timelio cloro, Textooks-
Assignment / Follow Up	Note, Test, Revision.
Lesson Duration	15 Clases

Lesson Topic Lesson Topic Movement for Computacy Education In Industral the India's Confidence of Special Computación (1917) Lesson Topic Movement for Computacy Education Industral the India's Correspondence of Societa Computación (1929) Desired Outcome Desired Outcome Euclust the recommendations of Your or selections Euclust the recommendations of Your or selections Euclust the recommendations of Your or selections Class discussion Lecture, group task; prepor pode on each movement, class discussion Lecture of Special Report, passars.	ORMAT-2	Lesson Plan
Unit I 3) Gokfale's Bul, 1910 3) Calculfa University Lemmissia, 1917 Lesson Topic Mourmon flo Computary Eduation Industrial The India's Lorly eff boarards computary education. Evaluat the recommendation of Yourous commissions. Learning Method Learning Method Learning Method Learning Method Sentraid from Diffical Report, Partin papers, markers. Partin papers, markers. Assignment / Follow Up Bis ours to we the on assignment and the segment of the segment	emester	***************************************
Desired Outcome Eualvat the recommon dations of Novorus commensures. Lichre, group task: prepore poole on each movement, class objects from Digital Repoils, paster pagers, marries. Materials Needed Poster prosent alian on Gardalis Bis and to words an assignment on Harley Committee Report, 197 Test, Revision	Lesson Topic Monement for Compulsory Education	9) Goklale's But, 1910 3) Calcula University Commission, 1917 9) Marton Committee Report, 1929
Teaching / Learning Method Class cliques on Duginal Repoils, Pasto papers, markers. Pasto prosent alian on Gardal's Bis and to work an assignment and Harley Committle Report, 197 Test, Revision	Desired Outcome	Understand the India's larly effort boarards compulsory education. Evaluate the recommendations of Nowires commissions.
Assignment / Follow Up Poster prosent alion on Gordal's Bis and to word on assignment on Harlog Committee Regard, 192 Test, Revision	Teaching / Learning Method	14 10 10 10 10 10 10 10 10 10 10 10 10 10
	Materials Needed	
Lesson Duration 13 Classes	Assignment / Follow Up	Poster prosentation on Gordalis Bis and to write an assignment on Place Committee Regard, 1929. Test, Revision
	Lesson Duration	13 classes

DETAILED PO - PSO - CO MAPPING MATRIX

For the Academic Years: 2022-2025 (B.A. Third Year, 5th Semester),

Subject: Education (Major)

Name of the Paper: Educational Management

Paper Code: EDN C-10

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

CO1: Understand the meaning, nature, scope, and types of educational management.

CO2: Analyze personnel management in education, with focus on leadership and factors affecting managerial behavior.

CO3: Apply management principles to the teaching-learning process in educational settings.

CO4: Examine the significance and components of institutional planning and school infrastructure.

CO5: Evaluate educational planning strategies and their implementation in academic institutions.

CO-PO-PSO Mapping Matrix: Educational Management (EDN C-10)

Course	Outcome	Mapped PSOs	Mapped POs	Justification
(CO)	Outcome	iviapped P3OS	iviapped POS	Justilication
CO1		PSO1	PO1	Provides foundational understanding of management principles within education as part of social science inquiry.
CO2		PSO2, PSO5	PO3, PO5	Encourages application of leadership theory with sensitivity to social, institutional, and political contexts.
CO3		PSO2, PSO3	PO2, PO3	Promotes effective classroom management using pedagogical tools and practical strategies.
CO4		PSO3, PSO5	PO1, PO3	Develops understanding of institutional development and infrastructure management for improved learning environments.
CO5		PSO4, PSO5	PO4, PO5	Fosters critical thinking and ethical decision-making in educational planning and policy execution.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Loly calional pranagement

Subject Code: EDAL C-10

Semester: 1

Name of Teacher: Ngaichin Singson

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Edutalio. naf manage- ment	- Meaning, nature, Stope of need. Types of Educational management lentralized of Decentralized, Author Rilative of Deriociation Dynamic I Creative of Louises,	17 classis 03 - Jun - 28 - Juns 2024
Ī	Personnel Marognow	- Moraning of Personnel Management - Leadershy meaning & nathro, effective headership managersh - Factor affecting managersh believious - Personal Social Cuthersh Polisical, Institutional	29 - Jun -
Ū	of Teaching - Learning Rrocess.	Process of Teaching learning process of managing learning learning learning. Organizing learning and Controlling - Treather as a manager	15 classes 12 - 08 - 202 31 - 08 - 202
ĺγ	Institutional Planning & Meunagement	- Institutional Planny - Concept, reed and emportants - School Plant including equip. ments and ossels. - Institutional Environment & Discipline.	20 classes 01-09-202 30-09-202
ě	Planning	nearing, need & significance Types & stratigies q Eolevations planning - Steps in Colucational Planning	15 classes 01-10-202 23-10-202



Signature

re Education	- 0
Lesson Topic I Educational Management	Preming, Nalure, Scop & Needs. Dryper of Education Management in tentialized of Decentralized; Authoritation toutocratic of Democratic, Dynamical Greating & Kaiser Faire.
Desired Outcome	D The acquire Knowledge about the deeper understanding on Educational D Management and its Types; Decembra whise Centralized, iduliarilatine, Derlocate, Democratic, Dynamic & Creative Laurent Faire, Dappy the valuable learning in he
Teaching / Learning Method	Disture method / Deductive methods Socratic method, Student-Centical Approach.
Materials Needed	Textbooks, Netebook, ordinary classroom aids.
Assignment / Follow Up	- Self Study, Assignment, Presentation - Research Study on the Helated - Laples, - Homework, :- classist. & Revision
Lesson Duration	17 (3rd June - 28th June)

FORMAT-2 Lesson Plan Teacher Ngarchin Sengion Paper Educational Mamagemen 1 Meaning afor Person nel management 1 Keadevelip, meaning and Nature_ Lesson Topic 7 @ Factor affecting managemen beliaving Personnel Personal, Eocias, cultural, Political, management Institutional. 1. Gain knowledge on Personnel Mara-Jemen & Leadership & Effective Leadership. edequire knowledge on Effethie lea-Desired Outcome 3. Apply the above mentioned unouledge neal life eileation. Inductive and Deductive method, Lecture method, constructionist Teaching / Learning Method Approach, Inquiry - Based - Learny Terthooks, Notebook, Arliles, Ond'navy classroom aids. Materials Needed

- Discussion

- Cooperation Learning activibus

- Test & Remission

- PSS ign new - Pres intation

Lesson Duration

15 (29th June, 12th July)

Teacher Nga Clin Singson

Paper tolucational Management (EDN (-10)

Lesson Topic Ty Management of Teaching Learning Process.	(De Concept of Teaching . Learning process (De Sleps of managing beaching learning (planning . Organizing , leading and condrates) (De Teacher as a manager
Desired Outcome	- Gain Kno vuleslyk on the concept of Teaching - learning process. - Enquire knowledge on steps of mana- ging leading. learning. - Gain knowledge on Teacher as a manages. I aprily knowledge in learning
Teaching / Learning Method	- Leetwe method - Demonstration & Illustrating with examples - Constructive approach.
Materials Needed	Textbook, Arlicles (Online). Ordinary class room dids. - Discussion, Assymment, Mesentation,
Assignment / Follow Up	- Rewision - One on One question of answer - hours - Test & Re- Explanation (& nequire
Lesson Duration	12-08-2024 to 31-08-2024 (15 classes).

Teacher Ngaillin Singion

Paper Educational management (EDN - C-10)

Lesson Topic Ty Institutional pla- normal manage ment	Disciplino.
Desired Outcome	- Gain knowledge on Institutional planning: - acquire cnowledge on School Pla equipments & assets. - To understand on Institutional finition ment & Discipline.
Teaching / Learning Method	- Luture method - Induilie & Deductive method - Student's centered method - Constructivist opproach.
Materials Needed	- Classroom Aids - Text books - Google Books.
Assignment / Follow Up	- Class Discussion, Assignment - Remission, Presentation - Test & Revision (as required) 20 classes (01-10-2024 to 23-10.
Lesson Duration	20 classes (01-10-2024 to 23-10.

JRMAT-2	Lasson Plan
racher Ngei din missier I	Management (EDI) (-10)
Lesson Topic V Education and Planking	Directing, weed and light can Drypes and brolique of Educational Planning. Lional Planning. O Sleps in Educational Planning
Desired Outcome	- Gain knowledge on Educational planning. - Types and clips in Educational planning.
Teaching / Learning Method	1 Interactive method 1 Lecture method 2 Combiscione method 3 Illustrating will examples. 3 Inductive of deductive method.
Materials Needed	- Classoom Ads. - Tenthous. - Google Books.
Assignment / Follow Up	- Class Discussion, Assignment, - Revision, Presentation - Test Revision - Re- Test & (24 revelops)
Lesson Duration	15 clases (01 00 - 23 rd 00, 204

PRINCIPAL

A Mary Conese

Trendina Hagaland

Name of the Paper	Paper Code

Statistics in Education	EDN C-11

Course Outcomes (COs)

CO1: Use of statistical measures in analysis & interpretation.

CO2: Organize relevant educational data.

CO3: Represent data graphically & analyse descriptive measure.

Mapping Matrix

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~		~	~	~	~	~	~	~	~
~	~	~	~		~	~	~	~	~
~	~	~	~		~	~	~	~	~

Justification for Mapping

CO1: Ability to use various statistical measures in analysis and interpretation

- PO1: Enhances critical and reflective thinking through quantitative analysis.
- **PO3**: Applies interdisciplinary skills (math/statistics + education) to real-world educational problems.
- **PO4**: Analytical skills for understanding trends and impact within education.
- PO5: Supports lifelong learning and scholarly curiosity in data interpretation.
- **PSO1**: Involves understanding psychological foundations (measurement & evaluation).
- **PSO2**: Use of assessment tools and statistical methods to evaluate learning outcomes.
- **PSO3**: Employs skills in data use and analysis needed in internships or field practice.
- **PSO4**: Encourages critical reflection using data insights.
- **PSO5**: Uses data to inform socially responsible decisions and policy improvements.

CO2: Ability to organize relevant educational data

- **PO1**: Supports a reflective and structured approach to educational information.
- **PO2**: Organizing data is foundational to effective academic communication.

- **PO3**: Handling real-world data fosters civic responsibility and evidence-based decision-making.
- PO4: Data organization is essential for developing sound historical or social analysis.
- **PSO1**: Psychological and sociological data require structuring for interpretation.
- **PSO2**: Pedagogical methods involve assessment data management.
- PSO3: Data handling is a key employable skill in educational technology and internships.
- PSO4: Supports academic research and reflective practice through organized data.
- **PSO5**: Structured data analysis informs understanding of social issues and diversity.

CO3: Ability to represent data graphically & analyze different descriptive measures

- **PO1**: Visual and analytical skills support well-rounded critical thinking.
- PO2: Graphical representation enhances effective communication of findings.
- PO3: Applies interdisciplinary methods (e.g., visual literacy, statistics) to education.
- PO4: Descriptive analysis helps understand patterns in education and society.
- **PSO1**: Data visuals assist in exploring educational psychology/sociology themes.
- **PSO2**: Supports inclusive pedagogy through clear data communication.
- **PSO3**: Graphing and interpretation skills are integral to educational practice.
- **PSO4**: Visual analysis encourages critical, reflective research skills.
- **PSO5**: Helps illustrate social disparities and supports data-informed social responsibility.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: STATISTICS IN EDUCATION

Subject Code: EDN C-11

5th Semester:

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction to Educational Statistics	1. Meaning, nature, scope & use of educational statisfics. 2. Sources of educational data 3. Impostance of statisfics in education	5 12
(E)	Central Tendencies Co Variability	1. Measurer of Central Pen- dencies - Mean, Median and Mode. 2. Measures of Valiability - Standard Deviation.	24
<u>E</u>	Normal	1. Concept of normal probability. 2. propositive land uses of NPC in interpretation of test scener 3. Divergence from normality - Skewners & Kurtosis.	8
(≥)	Measures Of Coerelation	1. Concept and Kinds of Correlation. 2. Computation of Co-efficient of Thy south difference and Product Moment Method.	10
\(\sigma\)	Representatu Of Dota	2. Ryper of data-grouped and ungrouped. 3. Graphical presentation of day. 4. Application of computer in data processing	12

Teacher DR. ROKOSELIE MEZHU
Semester 5th.
Paper STATISTICS IN EDUCATION.

	(UNIT -I).
Lesson Topic	Introduction to Educational Statisfics.
Desired Outcome	Students had learned what Statistics is and its user are in the field of education.
Teaching / Learning Method	1. Direct instruction method. 2. Discussion method. 3. peer teaching.
Materials Needed	1. Peset - books. 2. White - books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	(03.06.2024-18.06.2024)

4	(UNIT -II)
Lesson Topic	Central Rendencies Of Variability
Desired Outcome	students had learned the ability to respresent to use various statistical measures in analysis and interpretation of educational data.
Teaching / Learning Method	1. Direct insfruction method. 2. Discussion method. 3. Peer teaching.
Materials Needed	1. Peoct-books. 2. White - board. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been taught on the topic.
Lesson Duration	(19.06.2024 - 21.08.2024)

Teacher	************
Semester	
Danar	

	(UNIT-II)
Lesson Topic	Normal Probability.
Desired Outcome	Students had learned the concept that deposites the state of a process that is not influenced by any external factors.
Teaching / Learning Method	1. Direct in struction method. 2. Discussion method. 3. Peer teaching.
Materials Needed	1. Perct - books. 2. White - board. 3. Microphone.
Assignment / Follow Up	students were made to write on assignment on one of the topics from the unit.
Lesson Duration	(22.08.2024 - 03.09.2024

Lesson Duration

(UNIT- I) Measures of Correlation Lesson Topic the Students had bearned the impostance of Correlation in facilitating the decision - making in Correlation in Desired Outcome the business would. 1. Direct instruction method. 2. Discussion method. 3. Peer teaching. Teaching / Learning Method 1. Text - books. 2. white - board. 3. Microphone. Materials Needed Students were and asked questions based on what was taught on the topic. Assignment / Follow Up (04.09.2024 - 17.09.2024

Teacher Semester Paper

= .	(UNIT-Y).
Lesson Topic	Representation of data.
Desired Outcome	It has developed the ability to represent advants the ability to represent advants to represent advantational data graphy and to develop the Skill is analyzing different descriptive measures.
Teaching / Learning Method	1. Direct instruction method. 2. Direcussion method. 3. Peer teaching.
Materials Needed	1. Pext-books. 2. White-books. 3. Microphone.
Assignment / Follow Up	Students were asked questions based on what has been tought on the topic.
Lesson Duration	(618.09.2024 - 07.10.2024)

DETAILED PO - PSO - CO MAPPING MATRIX

For the Academic Years: 2022-2025 (B.A. Third, Year, 5th Semester),

Subject: Education (Major + Minor)

Name of the Paper: Curriculum Development & Construction

Paper Code: BA EDU 604 (NU Old Course) / EDN C-12 / EDN M-6 (FYUGP)

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

CO1: Understand the meaning, types, and significance of curriculum in education.

CO2: Analyze the aims, objectives, and determinants of curriculum and their relation to personality development.

CO3: Explain principles and models of curriculum construction and transaction processes.

CO4: Evaluate curriculum development processes, models, and evaluation methods.

CO5: Understand national curriculum frameworks and reforms with emphasis on Indian curriculum policies.

CO-PO-PSO Mapping Matrix: Curriculum Development & Construction (BA EDU 604/EDN C-12/EDN M-6.

Course Outcome Mapped PSOs (CO)		Mapped POs	Justification		
CO1	PSO1	PO1	Provides foundational understanding of curriculum concepts related to educational foundations.		
CO2	PSO5	PO3	Links curriculum aims and determinants with social awareness and value promotion.		
CO3	PSO1	PO1	Applies pedagogical knowledge in curriculum construction and transaction for effective communication.		
CO4	PSO4	PSO4	Develops analytical and reflective skills in curriculum development and evaluation.		
CO5	PSO1, PSO5	PO1, PO5	Understands national policies and frameworks fostering lifelong learning and social responsibility.		

Unil -7	1) Meonty, reed and emportant of wir when
Lesson Topic Introduction	D'Aims and objection of war culum and its tretation to conferent domain of personally of Determinants of curriculum. 1) Care curriculum and Co. curricular artricus.
Desired Outcome	understand the concept and emportance of curviculum, analyze the relation Setucon curviculum and personality development, I dentify different chamains cleter minents of curviculum.

Materials Needed

Visual chart, culut soard, marker, Tents,

Assignment / Follow Up

To identify it write on count concert concert when actuates in college.

Lesson Duration

12 classes.

PRINCIPAL Mount Aary Cettege Chumou Agland

Shine

Lesson Topic Lesson Topic Constitutur Francisco Or Different dends of Education.	6) Principle of and (our bullion) (M-6) 6) Principle of a construction Comburction 6) Construction of a balanced Curriculum 8) Process of accordance Inansaction
Desired Outcome	Learn how curiculum is constructed and transacted understand the guiding principle belief pramount creation.
Teaching / Learning Method	Lecture method with Pelinetraliero un la example, group discussion on curriculum balance.
Materials Needed	Samplo of curriculum at school or college benel Mandorile on Principle Texploous.
Assignment / Follow Up	Notes, Test, Revision.
Lesson Duration	12 class.

Du

iper. JEDN. C-12 M	Denetopment of ConBuction)
Lesson Topic	Development clarification of models,
Cever culum Derrelop mero	mend medea of wariulum perelepants and medea of wariulum Revelopmens! classification of models, Hilde Tabals model, Saylois model 1) Evaluation of wariculum, meaning, reads;
Desired Outcome	understand how curviculum is develop and no dified. Analyze differen models rous on curvicu design, Learn how curviculum evaluation is carried one.
Teaching / Learning Method	Lecture and model analysis, wing ram drawing & explanation, Lecture.
Materials Needed	Diagrams og Tabo's model & Saylor's model, Sample evaluation format, Tordbook reprences.
Assignment / Follow Up	D'agram based comparison of Taba and Saylor models Essay on impostance of evaluation. Test, Rowsion
Lesson Duration	15 classes.

Din

nester VI.	were aslem Denetopment and Construction).
und - IV	9 Trashland
Lesson Topic Types of	b) Deferred - centred.
Desired Outcome	Distinguish among gravious usericular types, understand the benefits and limitalise of each type.
Teaching / Learning Method	Comparative lectore, Brainstorming sexion Real life example from schools/College
Materials Needed	Charle compaising dypes.
Assignment / Follow Up	Table compaision of all three hyper, short not on while type is most suitable today and why?
Lesson Duration	10 classes

Unil-E	1) Reform en Corriculus (Indian Education Commission 1966).
Lesson Topic Intronal Curriculum in Incha	5) Salient features of the National
Desired Outcome	Learn about National. Revel curriculum reforme, Analyze the goals and features of NCF 2005.
eaching / Learning Method	Lecture using original downers excerpt. Timet re activity on reformation on relevance today, Lecture.
Materials Needed	NCF 2005 Summary Document, Commission deport extracts.
Assignment / Follow Up	Group poster presentation on Net 200 Summary of curviculum herom highlights, Test, Remisson
Lesson Duration	13 classes

Name of the Paper	Paper Code

Guidance & Counselling in Education	EDN C-13

Course Outcomes

CO1: Understanding the meaning and importance of Guidance and Counselling.

CO2: Ability to interpret various records to assess students, strength/weaknesses.

CO3: Acquainted with various approaches in organizing vocational guidance.

CO4: Understanding the importance of job-analysis and occupational information services.

PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
~	~	~	>	~	~	~	~	~	~
~		~	~	~	~	~	~	~	~
~	~	~	>	~	~	~	~	~	>
~		~	>	~	~	~	~	~	~

Justification for Mapping

CO1: Understanding the meaning and importance of guidance and counselling

- **PO1**: Enhances understanding of psychological and social frameworks—core to humanities and social sciences.
- **PO2**: Effective communication and engagement in educational discourse are foundational in counselling.
- **PO3**: Supports addressing real-world student needs, emphasizing civic responsibility and inclusivity.
- **PO4**: Analytical skills used in understanding guidance frameworks and their impacts.
- **PO5**: Encourages lifelong application of ethical, reflective, and professional counseling practices.
- **PSO1**: Based on philosophical, psychological, and sociological foundations.
- **PSO2**: Applies educational theories and practices to individual learner needs.
- **PSO3**: Supports the skill of counselling and interpersonal communication.
- **PSO4**: Requires reflective thinking and analysis in guidance strategies.
- **PSO5**: Promotes social awareness, student welfare, and national development.

CO2: Ability to interpret various records for assessing student strengths/weaknesses

- PO1: Reflective interpretation aligns with social science analytical methods.
- **PO3**: Encourages practical problem-solving in student development.
- PO4: Analysis of data/records builds deeper understanding of student needs.
- **PO5**: Aids in building lifelong mentoring and assessment skills.
- **PSO1**: Interpretation draws from psychological understanding.
- **PSO2**: Involves pedagogical assessment methods.
- **PSO3**: Employs key communication and diagnostic skills.
- **PSO4**: Fosters reflective and analytical educational practices.
- **PSO5**: Ensures ethical and socially aware use of student data.

CO3: Acquaintance with various approaches in organizing vocational guidance

- PO1: Develops well-rounded knowledge of educational support systems.
- PO2: Requires clear academic and career-related communication.
- PO3: Addresses real-world vocational concerns and social impact.
- PO4: Understanding vocational guidance systems improves educational impact.
- PO5: Supports ongoing development in guiding students throughout life.
- **PSO1**: Informed by psychological and sociological views on careers.
- **PSO2**: Pedagogical alignment with learner-centred and future-oriented education.
- **PSO3**: Builds employability and vocational guidance skills.
- **PSO4**: Requires critical evaluation of guidance methods.
- **PSO5**: Promotes equal access to career development opportunities.

CO4: Understanding the importance of job-analysis and occupational information services

- PO1: Involves sociological and reflective understanding of work roles.
- **PO3**: Addresses practical and societal needs in education.
- **PO4**: Builds analytical ability to assess job market trends.
- **PO5**: Encourages professional development and lifelong vocational relevance.
- **PSO1**: Grounded in psychological and sociological perspectives.
- **PSO2**: Applies assessment and guidance methods pedagogically.
- **PSO3**: Builds skills in career counselling, employability.
- **PSO4**: Requires critical interpretation of occupational trends.
- **PSO5**: Supports equitable career services and national development.

// FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (JANUARY-JUNE, 2025)

COURSE Name: GUIDANICE & COUNSELLING IN EDUCATION.

Subject Code: EDN C-13

Semester: VI .

Name of Teacher: DR. ROKOSELIE MEZHU.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Introduc- tion to Guidance	- Meaning, nature and scope. - principles of guidance. - Philosophical Psychological bases of guidance.	25
(=)	Educational	- Meaning, need and impost- ance of educational quidance becomed - principles of educational - Basic data necessary for educational guidance	20
(E)	Vocational Guidance	- Meaning and Objectives. - Vocational guidance at the Secondary stage. - Job analysis and job satisfaction.	18
(\z	Concept Of Course luig	- Meaning, nature, scope de types. - Various Steps and techniques. - Relationship between quidance - Important gladities of a good - Important gladities of a good	18
· 😧	Counseling	- Meaning and importance. - Career counseling with college Students, adults de Nomen. - Various approaches in Or- ganizing correr guidance de counseling	81

Chumoules Chilege

Signature

FORMAT-2

Lesson Plan

Teacher D1. Rotaselie Mezhir.

Semester. VI

Paper Guidanee & Counselling in Education (EDNC-13)

Lesson Topic	Introduction to Guidance
Desired Outcome	To help students understand the meaning of guidance.
Teaching / Learning Method	1. Keature method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Pext - book. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group Presentations on Assignment topic. 3. Monthly - tests. 15th Jan., 2025 - Fth Feb., 2025.
Lesson Duration	15th Jan. 2025 - Fth Feb, 2025.

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Teacher	
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	Educational
Lesson Topic	Guidance
(x	no help the students
Desired Outcome	Know the meaning Guidance.
Teaching / Learning Method	1. Recture method. 2. Inquiry - based thinking. 3. project - based lealing.
Materials Needed	1. Peact - 600 k. 2. Board.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. Monthly-tests 8th Feb, 2025-7th March, 202
Lesson Duration	8th Feb, 2023

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Lesson Topic	Vocational Guidance.
Desired Outcome	1. To acquaint the students to various approaches is organizing vocational quidance 2. To help in understanding the im- portance of Tob-analysis and occupational inflerivices.
Teaching / Learning Method	1. Lecture method. 2. Inquiry - based thinking. 3. project - based learning.
Materials Needed	1. Teset - book. 2. Boold.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
Lesson Duration	8th March, 2025 - 4th April, 2025

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Lesson Topic	concept of counselling.
Desired Outcome	To make students understand the meaning and impostance of Counselling.
Teaching / Learning Method	1
Materials Needed	1. Text - book. 2. Boald.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests. 5th April, 2025 - 20th April, 20
Lesson Duration	5th April, 2023

eacher	
aper	
Lesson Topic	Counselling.
Desired Outcome	To help students know their own strengths interests and abilities.
eaching / Learning Method	1. Lecture method. 2. Inquiry - based thinking. 3. Project - based learning.
Materials Needed	1. Text - book. 2. Boold.
Assignment / Follow Up	1. Assignment. 2. Group presentations on Assignment topic. 3. Monthly-tests.
Lesson Duration	218+ April, 2025 - 30th April, 2025

Detailed PO - PSO - CO Mapping Matrix

For the Academic Year: 2025 (B.A. Third Year, 6th Semester),

Subject: Education (Major)

Name of the Paper : Inclusive Education

Paper Code: BA/EDN - 603

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes (PSOs)

PSO1: Understanding of Educational Foundations (Philosophical, psychological and sociological foundations of Education).

PSO2: Application of Pedagogical Knowledge (to apply educational theories, assessment methods, particularly with a focus on inclusivity, creativity, and learner-centric approaches).

PSO3: Skill Development for Educational Practices (acquire essential skills like communication skills, and use of educational technology, employability like Internship Programme).

PSO4: Critical and Reflective Thinking (Reflective Thinking, analyse educational issues, and engage in academic research).

PSO5: Promotion of values and social responsibility (Demonstrate sensitivity towards Social issues, diversity and National Integration and uphold values).

Course Outcomes (COs)

CO1: Understand the concept, need, and objectives of Inclusive Education.

CO2: Identify and describe different categories of children with special needs (CWSN).

CO3: Analyze policies and programs supporting inclusion of CWSN in education.

CO4: Understand educational needs and challenges faced by various groups of CWSN.

CO5: Appreciate the role of family, community, NGOs, and rehabilitation bodies in supporting inclusive education.

CO-PO-PSO Mapping Matrix: Inclusive Education (BA EDN C-15)

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO1	PO1	Provides foundational understanding of inclusive education and its significance.

CO2	PSO1, PSO4	PO4	Develops analytical skills to recognize diverse needs of children with disabilities.
CO3	PSO5	PO3	Promotes awareness of inclusion policies and social responsibility.
CO4	PSO2	PO2	Applies pedagogical knowledge to address educational challenges of children with special needs.
CO5	PSO5	PO5	Emphasizes values and community involvement in supporting inclusive education.

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Dec - May, 2025)

Course Name: Inclusive Education

Subject Code: EDN C-15 Jackson

Semester: VI

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Introduction to Inclusive Education	a) lower and maning of Inclusion. 3) Need and Importante c) Objectives of Inclusive Education.	ID claves Jan- February
I	Type and characterist of children win special press (CUSN)	1) Visual and bearing imparis b) Specific and language imparis b) Orthopaed cally challenged d) Children with learning deads ll	31- 00
亚	Polices and programs	4) Right of Persons with Disabilities add, 2016. 6) Convention on the Rights of Children Commission for Proling Commission of Child Rights.	4th week ma in 1st week copail.
范	Chiklen cult Special Needs	(1) Children with learning disass lus "Socially and conons cally of socially and conons cally alis advantaged	Hay of third
<u> </u>	Rob of Family and Community	the (WSENS) Door County and	Eure Cuer be Fourth Cule 2: 1 April -

Mount Mary College Chümoukedima : Nagaland

Toucher Ngai Chin Singson

Semester.	v	Γ	0	
Paper	EDN	(-15	(Inclusive	Education

I arran Tonio	Declives of Inclusive Education.
Desired Outcome	To enstitled inneurstancing and knowled in the ninets of the learners on the concept of Enclusive Education, its needs and importance and the Objectives of Enclusive Education.
eaching / Learning Method	Lecture method, Demonstration method. Inductive approach Deductive methods of leaching
Materials Needed	Marker, Blackboard/ whileBoard, Text cooks, Online, malerials.
Assignment / Follow Up	Notes, class test, Oral Test, Revision, Re-Test (& needed).
Lesson Duration	20 classes (January - February)

Teacher Ngai clun Lingson
Semester II
Paper EDNI C-15- (Inclusive Education)

Lesson Topic Types and Cheracle willis of children with special needs (CWSN)	
Desired Outcome	To incutate learners understanding on the different calegories of children activities and special read which learning abilities and special read like visual and hearing impaired speak and language empaired of ortho predially and language empaired of ortho predially challenged.
Teaching / Learning Method	- Lecture method - Lecture method - Audio - Visual - - Videos - Indudative and steakuetine - Indudative and methods
Materials Needed	O marker, bellet Board, restriction, Online leasning sources, mobile Phone pichues, videos (through mobile phone / projector).
Assignment / Follow Up	Explanation, Classtest, Oral test, Revision, Relist (26 nequined), (Nota), planewour)
Lesson Duration	20 closses (march ilo 309 lilect march).

Teacher Mgaichin Singson

Semester VI

Paper EON C-15 (Inclusive Education

Unit <u>III</u> Lesson Topic Policies and Program G Inclusion	@ Rights of Persons with Disabilities Act, 2016 (1) Convention on the Rights of Clieber (CRC) (2) National Commission for Protection of Child Rights.
Desired Outcome	To include in the learners knowledge and underest anding on the policies and programs of Inclusion lies RPD ACE, 2016, CRC, NC PCR. So, as to enabled the learners stand up for any of the special child oughts and boost confidence and bo
Teaching / Learning Method	- Lecture method, - Demonstration - Onductive and Deductive Methods of Teaching of Learning.
Materials Needed	Marker, While Board, Text Books, Online learning Sources.
, Assignment / Follow Up	Licha, Notes, Homework, Assignment, Test, Revision.
Lesson Duration	157 - 328 week of march (20 class).

Teacher Ngaichin Singson
Semester VI
Paper EDN C-15

Unit - TV Lesson Topic Education of clubble Luch Special Needs	(5) Childown with learning disorbilities (6) Socially and economically (1) chiral and economically (1) advantaged.
Desired Outcome	To Englitted in the Marrows understanding of thousedge on wheat and bearing empaired disability earl education of special Children vulo are socially and economically disadvantages.
Teaching / Learning Method	harker, Board Textbooks, online articles / powerals, youtube estucations rides, lecture, demonstration, inductive mellog.
Materials Needed	stey lelly, Inclusion loson planne fractio
Assignment / Follow Up	Draft an Incluie levan- plen, to curil an essay on Co empertens & social Prelision en education
Lesson Duration	8 classo

Teacher Ngai clain Singson

Semester

Faper IDN (-18 (Inclusive Education).

Lesson Duration	2 Classes
Assignment / Follow Up	psignment on fineling out to hale pay by NGO of Delier Ros RCI.
Materials Needed	Res Resource NGO report or cultiriles (por Texthooks, gournels (articles
Teaching / Learning Method	Interaction dis cussion, group dis cess- con , case analysis.
Desired Outcome	understand lion formilia and con the support enclusion. Explor the contribution of NGCOS & RCI
Lesson Topic Role of Family and Community	Rob of Family and community in the nurheral of thildren with special needs. Brob of NGO'S in providing for its cushes of Robo of NGO'S in providing for its cushes of Rehabilitation Council of India (ACI).

Chunoukeoma: Nagaland