

**MOUNT MARY COLLEGE  
DEPARTMENT OF TEACHER EDUCATION**



# Mount Mary College

**Department of Teacher Education**

## Meeting Minutes 2025

MOUNT MARY COLLEGE

[Name of Department/Committee/Cell]: Department of Teacher Education

Meeting Details  
Date: 28/5/25  
Time: 12:00  
Venue: Bed Study Room  
Meeting Type: Faculty Meeting (e.g., First/Quarterly Review/Semester)

Agenda  
1. Introduction of the outcome based curriculum - 1.1.  
2. Explained the 3 steps of outcome based curriculum  
3. Programme outcomes (Pos) as per UGC & NCTE for BEd.  
4. Programme specific outcomes (Pos)  
Course outcomes [COs] respective courses outcomes.

Members Present  
Sl. No. Name Designation/Department Signature

1. Dr. Keko [Signature]
2. Dr. Jana [Signature]
3. Sr. Alem [Signature]
4. Ma'am Kainali Kainali
5. Ma'am Anun [Signature]
6. Miss Shukheli [Signature]
7. Miss Khanyale Khanyale
- 8.
- 9.
- 10.

IQAC Coordinator  
Mount Mary College  
Chumoukedima : Nagaland

Principal  
Mount Mary College  
Chumoukedima : Nagaland

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Discussion Notes (to be expanded later as formal minutes)

Agenda Item 1:  
Decided on the steps to be taken to complete the sub-committee of Curriculum Design.

Agenda Item 2:  
Discuss in detailed the steps of curriculum Design.

Agenda Item 3:  
Share format on how to make Po, Pos, COs & Mapping Matrix.

Any Other Business (AOB):  
To make a report for the last three years starting from 2022-2025.

Resolutions / Decisions Taken  
Sl. No. Action Point / Person Responsible and Deadline :

Decisions

1. HOD will look after the process
2. All the teachers are to submit course outcome, lesson plan & Mapping.
3. mapping matrix on or before 10th June
4. Decided on the programme outcome and programme specific
5. outcomes statement for the BEd curriculum

Prepared By (on-the-spot):  
Name: Khanyale Nangh  
Signature: [Signature]  
Designation: Asst. Professor.

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### Programme Outcome (POs)

PO Code	Programme Outcome Statement
PO1	Demonstrate knowledge of core concepts in education including philosophy, psychology and sociology of education.
PO2	Apply modern teaching-learning strategies including ICT integration to facilitate effective classroom instruction.
PO3	Design and implement age-appropriate curriculum, lesson-plans, and assessments across diverse learner's contexts.
PO4	Display skills of effective teaching, critical thinking and professional decisions making for continuous improvement.
PO5	Exhibit awareness and commitment to inclusive education, gender sensitivity and social justice.
PO6	Engage in professional ethics, communication, collaboration and lifelong learning in teaching careers.

### Programme Specific Outcomes (PSOs)

PSO Code	Programme Specific Outcomes Statement
PSO1	Subject Mastery with Pedagogical Integration: Demonstrate in-depth knowledge in chosen school subjects (English, Science, Social Science, and Mathematics) and apply appropriate pedagogical methods for effective classroom delivery.
PSO2	Foundational knowledge of Education: develop a broad understanding of the philosophical, sociological, and psychological foundations of education, contemporary Educational policies and their application in teaching-learning processes.
PSO3	Understanding Learners and Learning: Acquire knowledge about childhood, adolescence, and the learning needs of diverse learners to design inclusive and effective teaching strategies.
PSO4	Pedagogical Skills: Gain proficiency in subject-specific pedagogical methods and effectively translate content knowledge into teachable units.
PSO5	Curriculum and Assessment Competence: Understand curriculum development, instructional planning, and assessment methods to enhance student learning outcomes.
PSO6	Use of ICT in Education: Integrate technology in teaching-learning and assessment processes to foster 21st-century skills among students.
PSO7	Reflective and Ethical Practice: Engage in self-reflection, practice ethical behavior, and uphold the dignity of the teaching profession.
PSO8	Optional and Vocational Skill Development: Choose and acquire specialized knowledge in vocational areas like guidance & counseling and health and physical education to expand career prospects and cater to diverse student needs.
PSO9	Communication and Leadership: Enhance communication, collaboration, and leadership abilities to function effectively in educational settings.
PSO10	Inclusive Education: Promote gender equality, social justice, and inclusive practices in diverse classroom settings.
PSO11	Professional Commitment: Cultivate lifelong learning habits and a commitment to continuous professional development.
PSO12	Art, Drama, and Creative Expression: Utilize art, drama, and creative modes of teaching to make learning more engaging and experiential for students.
PSO13	Competence in School-based Activities: Effectively plan and execute school-based experiences including observation, micro-teaching, and full-fledged internships to gain real-time teaching experience.

*[Signature]*  
13/6/2025

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## 1. Academic Session: August to December 2022

### 1<sup>st</sup> semester

PAPER CODE	TITTLE OF THE PAPER	END SEMESTER	SESSIONAL WORKS	TOTAL
COURSE 1	CHILDHOOD AND GROWING UP	70	30	100
COURSE 2	CONTEMPORARY INDIA AND EDUCATION	70	30	100
COURSE 3	LANGUAGE ACROSS THE CURRICULUM	35	15	50
COURSE 4	UNDERSTANDING DISCIPLINES AND SUBJECTS	35	15	50
EPC 1	UNDERSTANDING SELF	25	25	50
	PREINTERNSHIP (OBSERVATION)	25	25	50
	TOTAL	210	115	350

**Course1**  
**CHILDHOOD AND GROWING UP**



## **COURSE OUTCOMES (CO)**

CO1: Acquire Knowledge and nature of Learner.

CO2: Develop an understanding of Children for different age group.

CO3: Develop skills in enhancing learners motivation

CO4: Understand nature of Personality

CO5: Understand stages of Human Development

## **CO-PO-PSO mapping matrix**

COURSE OUTCOMES ( CO)	Mapped PO(s)	Mapped PSO(s)	Justification
CO1	PO1	PSO3	Develops understanding of the nature of Learner ,Acquire Knowledge of adolescence
CO2	PO3	PSO3	Develops understanding of different age group of children.
CO3	PO1	PSO3	Supports Development through motivation and Encouragement.
CO4	PO1	PSO3	Encourages the understanding of Children and their personality
CO5	PO1, PO3	PSO2, PSO3	Develops understanding of the different stages of Growth and Development

POS      PS010      Helps in Understanding roles of home, School and Society for Gender equality

MT-1

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General Lesson Plan for the Academic Session (August to December 2024)

Course Name: Childhood and Growing up.

Subject Code: 01

Semester: 1

Name of Teacher: Dokina Das.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1, 2	Education and Human Development.	10
2	3, 4, 5, 6	Aspects of Development Perspectives of human Development, Theories of Psychology	10
3	7, 8	Intelligence Theories Personality - Meaning and Nature	10
4	9, 10	Challenges of Growing Children Problems of Growing children	4

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Signature

PS010      Helps in Understanding roles of home, School and Society for Gender equality

MT-2

Lesson Plan

Teacher: DOKINA DAS

Semester: 1

Paper: 1

Lesson Topic	Intelligence Theories
Desired Outcome	Understanding implications of Intelligence Theories
Teaching / Learning Method	Lecture, Discussion, peer learning.
Materials Needed	books, Research papers, articles
Assignment / Follow Up	Presentation of a case study
Lesson Duration	50 minutes.

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MT-2

Lesson Plan

Teacher: DOKINA DAS

Semester: 1

Paper: 1

Lesson Topic	Education and Human Development Concept of Development Distinction
Desired Outcome	Understanding of Education Understanding of Development Define Concept of Development
Teaching / Learning Method	Discussion / lecture method.
Materials Needed	Books, e-books, e-journals, articles, research papers.
Assignment / Follow Up	Analysis of differences in Growth of children
Lesson Duration	50 minutes

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PS010      Helps in Understanding roles of home, School and Society for Gender equality

MT-2

Lesson Plan

Teacher: DOKINA DAS

Semester: 1

Paper: Course 1

Lesson Topic	Aspects of Development Perspectives of human development
Desired Outcome	Understanding and comprehension of various aspects of development
Teaching / Learning Method	Lecture, Discussion, Brainstorming, Constructive approach
Materials Needed	Board, books, projects etc.
Assignment / Follow Up	Identify the causes of Development differences in the locality
Lesson Duration	50 minutes.

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AMAT-2  
DOKINA DAS  
Teacher: 01  
Semester: C-1  
Paper: C-1

Lesson Plan

Lesson Topic	Challenges of Growing child Problems of Growing children.
Desired Outcome	Identify the challenges of growing children. Understand the problems of a growing children
Teaching / Learning Method	Lecture, Discussion, Debates.
Materials Needed	Board, projectors, Research papers
Assignment / Follow Up	Identify and write the various problems and challenges of growing children.
Lesson Duration	50 minutes

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AMAT-2  
DOKINA DAS  
Teacher: 1  
Semester: C-1  
Paper: C-1

Lesson Plan

Lesson Topic	Personality - Meaning, nature and factors influencing Personality
Desired Outcome	Identify the types of Personality, understand ways to maintain and build an attractive / approachable personality
Teaching / Learning Method	Discussion method, Lecture method.
Materials Needed	Books, Research papers, e-journals articles
Assignment / Follow Up	oral / Interaction on the types of personalities a teacher requires
Lesson Duration	50 minutes.

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**Course title: Contemporary India and Education**

**Course code: Course 02**

**Semester:1**

### **COURSE OUTCOME (CO)**

1. Understand the meaning, nature, and aims of education, differentiate between education and allied terms and evaluate the contribution of Indian thinkers- M K Gandhi, Tagore, and Dr. Radhakrishnan to educational philosophy and practice.
2. Explore the relationship between education and human resource development, with a focus on human values, life skills, and preparation for the 21st century.
3. Examine the values and aspirations embedded in the Indian Constitution and assess the role of education in promoting democracy, secularism, nationalism, and integration.
4. Evaluate contemporary educational policies such as SSA, RMSA, RTE, and RUSA in the context of their aims, features, and implementation strategies.
5. Critically analyze the prevailing issues and challenges in Indian education, including disparities, stagnation, vocationalization, and multiculturalism

### **PO-PSO-CO MAPPING MATRIX**

<b>Course Outcome (CO)</b>	<b>Mapped PSOs</b>	<b>Mapped POs</b>	<b>Justification</b>
CO1	PSO2, PSO3	PO1, PO3	Establishes foundational knowledge of education's philosophical and psychological dimensions. Supports curriculum design based on developmental understanding.
CO2	PSO6, PSO11	PO2, PO6	Links education to societal transformation and employability. Encourages ICT use and lifelong learning as part of 21st-century skills.
CO3	PSO2, PSO10	PO1, PO5	Builds awareness of inclusive, constitutional, and democratic values within teaching. Aligns with social justice and national integration goals.
CO4	PSO2, PSO5	PO2, PO3	Enhances understanding of curriculum, policy implementation, and its classroom relevance. Encourages evidence-based teaching strategies.
CO5	PSO3, PSO8, PSO10	PO4, PO5	Encourages critical reflection on real-world issues and adaptation of inclusive and vocational strategies to improve access and equity in education.



FORMAT-1

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General Lesson Plan for the Academic Session (Sept-Dec 2022)  
Course Name: Contemporary India and Education  
Subject Code: Course 2  
Semester: 1  
Name of Teacher: Shikhet Zimo

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Meaning nature and aims of education	Conceptual distinction between education and schooling, learning, training & instruction Contributions of Gandhi, Tagore, Dr. Radhakrishnan	16 class
2	Education and Human Resource Development	Human values and development Education & life skills Preparation of individual for 21st century.	12 class
3	Values and Aspirations	Major areas of aspirations Universalism National and emotional integration Role of education in achieving these aspirations	12 class
4	Contemporary Educational policies in India	USE and UCE SSA RUSA RSE	14 class
5	Issues and Challenges in Education	Quality and Expansion Rural/urban and private Integration / Robotics Vocationalization Skill based Ed Problems of education in NE states	14 class

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FORMAT-2

Lesson Plan - 1

Teacher: Shikhet Zimo  
Semester: 1  
Paper: Contemporary India and Education

Lesson Topic	Unit-1 Conceptual distinction between education and schooling, (learning, training, teaching and instruction) Contributions of Gandhi, Tagore, Dr. Radhakrishnan
Desired Outcome	Understand the meaning, nature and aims of education. Analyse the contributions of Indian educationist.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Biographies and writings of Gandhi, Tagore, Dr. Radhakrishnan.
Assignment / Follow Up	Class test, Group discussion, Assignment - Relevance of Gandhi's thought with NEP 2020.
Lesson Duration	5th - 28th Sept

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Teacher: Shikhet Zimo

Semester: 1  
Paper: Contemporary India and Education.

Lesson Topic	Unit-11 Major areas of aspirations Universalism National and emotional integration Role of education in achieving these aspirations.
Desired Outcome	Learners will be able to identify Key Constitutional values, comprehend the role of education in promoting values and understand the need for national and emotional integration.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Journals, Reference textbook, Printed text.
Assignment / Follow Up	Class test, presentations. Role of education in achieving social order and social justice.
Lesson Duration	1st Oct - 21st Oct.

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FORMAT-2

Lesson Plan - 2

Teacher: Shikhet Zimo  
Semester: 1  
Paper: Contemporary India and Education

Lesson Topic	Unit-11 Education as HRD Human values and Development. Education and development of life skills Preparation of individual for 21st century.
Desired Outcome	Learners will understand the role of education in HRD, appreciate the importance of human values and life skills and prepare to meet the demand of the 21st Century through holistic development.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Printed text, Reference textbook.
Assignment / Follow Up	Class test, Group discussion. Role of teacher in moulding life skills to students.
Lesson Duration	26th - 6th Oct

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FORMAT-2

Lesson Plan - 4

Teacher: Shikheti Rima

Semester: 1

Paper: Contemporary India and Education

Lesson Topic	Unit - IV - UEE and UCE - SSA - RMSA - RTE - RUSA
Desired Outcome	Learners will gain an in-depth understanding of key educational policies - SSA, RMSA, RTE, RUSA and RTE
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Printed text. Govt policy documents of SSA, RMSA, RTE, RUSA.
Assignment / Follow Up	Review the implementation of SSA and RMSA in Nagaland.
Lesson Duration	24 <sup>th</sup> Oct - 27 <sup>th</sup> Nov

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FORMAT-2

Lesson Plan - 5

Teacher: Shikheti Rima

Semester: 1

Paper: Contemporary India and Education

Lesson Topic	Unit - V - Quality and Expansion - Rural/urban disparity - Govt/private - Regulation/Retentions - Skill based edn - Problems of edn in NE India.
Desired Outcome	Learners will critically examine central issues and challenges in Indian edn with a special focus on North-East India.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Reference book, Journals, printed text.
Assignment / Follow Up	Ppt presentation, Group Discussion class test.
Lesson Duration	10 <sup>th</sup> - 28 <sup>th</sup> Nov.

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### Course 3

#### LANGUAGE ACROSS THE CURRICULUM

#### Course Outcome(CO)

CO1: Explain the meaning, functions, and role of language in education and curriculum.

CO2: Analyse the impact of personal, social, and linguistic backgrounds on language learning.

CO3: Differentiate between home language and school language, and understand the centrality of language in knowledge construction.

CO4: Identify and address the challenges of multilingual classrooms and promote inclusive language practices.

CO5: Understand the concept of registers, their features, and the role of different school subjects as registers

#### CO-PO-PSO MAPPING MATRIX

Course Outcome (CO)	Mapped PO(s)	Mapped PSO(s)	Justification
CO1	PO1, PO3	PSO1	Understanding the role of language connects with core concepts in education . It also aids in designing curriculum based on language roles .
CO2	PO1, PO4	PSO2	This CO engages with sociological and psychological aspects of education and applies critical thinking to identify how background affects learning
CO3	PO1, PO3	PSO1, PSO2	Understanding the interplay of home/school language relates to educational foundations and curriculum design
CO4	PO2, PO4	PSO2, PSO3	This CO connects with use of modern teaching strategies and reflective professional practices. It promotes inclusion and responsiveness, central to (practical strategies) and (professional ethics and inclusivity).
CO5	PO1, PO3	PSO1	This links with understanding language use in curriculum . PSO1 is mapped as it emphasizes clarity on conceptual elements of language in education.

General Lesson Plan for the Academic Session (Edg - Dec 2012)

Course Name: Language Across the Curriculum (50 marks)

Subject Code: Course-3

Semester: 1<sup>st</sup> semester

Name of Teacher: Dr. Katarina Zhungu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Language.	1. meaning 2. Functions of language 3. Language in education and curriculum 4. Personal & social factors affecting language learning	2 2 2 2
2	Language background of students	1. Home language of school leavers 2. Centrality of language in learning 3. Difference between language as a subject & as a means of learning 4. Critical review of medium of instruction 5. Multilingual classroom	2 2 2 2 2
3	Understanding Registers.	1. Registers 2. Features: Field of Discourse, Mode of Discourse, Style of Discourse 3. Different school subjects as Registers.	2 2 2
4	Classroom Discourse.	1. Nature of classroom Discourse 2. Oral language in classroom 3. Discussion as a tool for learning 4. Nature of questioning in classroom 5. Types of questions 6. Teacher control.	2 1 1 2 1 1
5	Reading Comprehension	1. Nature of reading comprehension 2. Schema theory 3. Text structure.	2 2 2

37 classes

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Lesson Plan

Teacher: Dr. Katarina Zhungu

Semester: 1<sup>st</sup> semester

Paper: Language Across the Curriculum

Lesson Topic	Unit-1 Language
Lesson Topic	1. meaning of language 2. Functions of language 3. Language in education & curriculum 4. Personal & social factors affecting language learning
Desired Outcome	1. understand the meaning & function of language. 2. understand the importance of language in education and curriculum. 3. Students will understand the different factors affecting in language learning.
Teaching / Learning Method	1. lecture method. 2. Discussion method 3. communicative
Materials Needed	Textbooks. Journals Research articles
Assignment / Follow Up	Project. Carry out a survey to find out the personal and social factors affecting language teaching & learning from both teacher and students.
Lesson Duration	8 hours (15-26 August)

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Lesson Plan

Teacher: Dr. Katarina Zhungu

Semester: 1<sup>st</sup> semester

Paper: Language Across the Curriculum

Lesson Topic	Unit-2 Language background of students.
Lesson Topic	1. Home language of school leavers 2. Centrality of language in learning language and construction of knowledge 3. Difference between language as a school subject and language as a means of learning 4. Critical review of medium of instruction 5. Multilingual classroom.
Desired Outcome	1. Develop an understanding that students come from different language background. 2. Understand the importance of home language and the role of mother tongue in education. 3. Understand the use of multilingualism as a strategy in the classroom situation.
Teaching / Learning Method	Discussion method. Direct method. Inductive-deductive method.
Materials Needed	Textbooks Research journals & Articles
Assignment / Follow Up	Activity: Discussion on multilingualism as a resource.
Lesson Duration	10 hours. (29 Aug - 13 Sep)

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Lesson Plan

Teacher: Dr. Katarina Zhungu

Semester: 1<sup>st</sup> semester

Paper: Language Across the Curriculum

Lesson Topic	Unit-3 Understanding Registers
Lesson Topic	1. Registers. 2. Features: Field of discourse, Mode of discourse, Style of discourse 3. Different school subjects as Registers.
Desired Outcome	understand and appreciate different registers of language.
Teaching / Learning Method	Presentation lecture Discussion
Materials Needed	Textbooks Research journals & Articles
Assignment / Follow Up	Take a few passages from science, SS, Maths, English textbooks of class 9 and analyse: 1. How different registers of language have been introduced. 2. Does it help language learning.
Lesson Duration	6 hours (14 - 24 Sep)

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Teacher... Dr. Ketanma Zhangyu Semester... 1st semester Paper... Language Across the curriculum	
Lesson Topic	Unit-4: Classroom Discourse. 1. Nature of classroom discourse 2. oral language in the classroom 3. Discussion as a tool for learning 4. Nature of questioning in the classroom a) Types of questions b) Teacher control
Desired Outcome	① Understand the nature of classroom discourse ② Develop strategies for using oral language in order to promote learning
Teaching / Learning Method	Discussion Presentation Lecture
Materials Needed	Textbooks Research journals & Articles.
Assignment / Follow Up	Activity: Discussion/Dialogue in groups, on any topic on their subject areas followed by questioning
Lesson Duration	7 hours (26 Sep - 7 October)

Teacher... Dr. Ketanma Zhangyu Semester... 1st semester Paper... Language Across the curriculum	
Lesson Topic	Unit-5: Reading comprehension. 1. Nature of Reading Comprehension 2. Schema theory 3. Text structure.
Desired Outcome	Understand the nature of Reading Comprehension Understand and analyse different text structure.
Teaching / Learning Method	Presentation method Lecture method Inductive method.
Materials Needed	Textbooks Research journals & Articles.
Assignment / Follow Up	Activity: Reading in the content areas. SS, Science, Maths and examining them.
Lesson Duration	6 hours (10 - 29 October)

Course 4

UNDERSTANDING DISCIPLINES AND SUBJECTS

**COURSE OUTCOME (CO)**

<b>CO Code</b>	<b>Course Outcome Statement</b>
CO1	To enable student-teacher to understand the concept, types and sources of knowledge and analyze their relevance in the context of teaching and learning.
CO 2	To enable student teacher to understand the basic scientific concepts and principles to teach science effectively using appropriate methods and activities and develop scientific temper.
CO 3	To enable student teacher to understand the basic concept and principles of Mathematics, problems associated with teaching-learning mathematics and to teach Mathematics effectively using appropriate methods and activities.
CO 4	To enable student teacher to understand the basic concepts and principles of Social Sciences to teach Social Sciences effectively using appropriate methods and activities.
CO 5	To enable student teacher to develop proficiency in English language skills and acquire pedagogical knowledge to teach English effectively.

**P0-PSO-CO Mapping Matrix**

<b>COURSE OUTCOME( CO)</b>	<b>Mapped PSOs</b>	<b>Mapped POs</b>	<b>Justification</b>
CO1	PSO2,PS O3,PSO7	PO1, PO4,PO6	Builds theoretical foundation of educational theory, enhances reflective thinking, promotes lifelong learning and understands ethical professional conduct
CO2	PSO1,POS4,POS5, POS6,PS O13	PO2,PO3 ,PO4,PO 5,PO6	Applies ICT curriculum planning, critical teaching skills, inclusive values, professionalism and develops scientific knowledge and skills.
CO3	PSO1,PS O4,PSO1 3	PO2,PO3 ,PO4,PO 5	Builds math content, math pedagogy planning, ICT use and practice.
CO4	PSO1, PSO10, PSO13	PO2, PO3, PO6	Uses pedagogy for social sciences, planning, critical decisions, promotes social justice, and teamwork.
CO5	PSO1, PSO5, PSO6,	PO2, PO3, PO4	Focus on English pedagogy , curriculum/assessment, critical language use, inclusive communication and collaboration,



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General Lesson Plan for the Academic Session: **Sept-Dec 2022**

Completion of **UNDERSTANDING DISCIPLINE & SUBJECTS (40 MARKS)**

Subject Code: **4**

Semester: **I**

Name of Teacher: **AMENLA JAMIR**

Unit	Chapter	Content / Topic	Lesson Duration
<b>I</b>	<b>INTRODUCTION</b>	1. Meaning & definition of knowledge 2. Difference between information, knowledge, beliefs & truth 3. Different ways of knowing	15
<b>II</b>	<b>SCIENCE</b>	1. Meaning, nature & importance of science 2. Scientific temper 3. Scientific method 4. Co-curricular activities in science	13
<b>III</b>	<b>MATHEMATICS</b>	1. Aims of teaching mathematics 2. Importance of learning mathematics 3. Deductive, Inductive, Statistical 4. Problems associated with teaching mathematics	14
<b>IV</b>	<b>SOCIAL SCIENCE</b>	1. Meaning of social science 2. Social science as a core component of school curriculum 3. Social science in schools	15
<b>V</b>	<b>LANGUAGES</b>	1. Centrality of language in education 2. Role of language in children's intellectual development 3. Multilingualism	14

18/8/22

14th Sept - 3rd Oct

Lesson Duration	14th Sept - 3rd Oct
Lesson Topic	SCIENCE
Lesson Objectives	Scientific temper
Teaching / Learning Method	Lecture / Discussion / Presentation
Desired Outcome	Context of teaching & learning objectives from sciences in the context of mathematics and objectives in context of sciences in context of mathematics
Integration	1. Aims of teaching mathematics 2. Importance of learning mathematics 3. Deductive, Inductive, Statistical 4. Problems associated with teaching mathematics 5. Different methods of teaching mathematics 6. Co-curricular activities in science

Teacher: **AMENLA JAMIR**

Signature: **AMENLA JAMIR**

Date: **18/8/22**

**Lesson Plan**

Teacher: **AMENLA JAMIR**

Semester: **I**

Page: **COURSE 4**

Lesson Topic	SCIENCE
Desired Outcome	1. Meaning & nature of science 2. Importance of science as a subject of study in school curriculum 3. Scientific temper: Meaning & Development 4. Scientific method 5. Issues & Problems in Teaching Science 6. Co-curricular activities in science
Teaching / Learning Method	Lecture / Method / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Issues & Problems in Teaching Science
Lesson Duration	28th Sept - 13th Oct

18/8/22

**Lesson Plan**

Teacher: **AMENLA JAMIR**

Semester: **I**

Page: **COURSE 4**

Lesson Topic	MATHEMATICS
Desired Outcome	1. Aims of teaching mathematics in the context of its nature 2. Importance of learning mathematics in daily life, value, nature 3. Logical considerations 4. Deductive, Inductive, Statistical 5. Problems associated with teaching learning mathematics
Teaching / Learning Method	Lecture / Presentation / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Importance of learning mathematics in daily life
Lesson Duration	14th Sept - 3rd Nov

18/8/22

Lesson Plan	
Teacher	ANANTA JAMIR
Subject	I
Page	Course 4
Lesson Topic	1. Meaning of social sciences 2. Importance of social sciences for developing responsible in society 3. Social science as a core-component of school curriculum 4. Factors for declining status of social sciences as a school subject.
SOAL SCIENCE	
Desired Outcome	To enable student teachers to understand the basic concepts and principles of social sciences to teach social sciences effectively using appropriate methods & activities.
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Factors for declining status of social sciences as a school subject
Lesson Duration	6 <sup>th</sup> Nov - 17 <sup>th</sup> Nov

Lesson Plan	
Teacher	ANANTA JAMIR
Subject	I
Page	Course 4
Lesson Topic	1. Importance of language in education 2. Role of language in child's intellectual development 3. Language in school curriculum 4. Policy issues in language teaching 5. Multilingualism 6. Language at home & at school
LANGUAGE	
Desired Outcome	To enable student teachers to develop proficiency in observing language skills and acquire pedagogical knowledge to teach English effectively
Teaching / Learning Method	Lecture / Presentation / Discussion
Materials Needed	Materials needed
Assignment / Follow Up	Language in school curriculum
Lesson Duration	18 <sup>th</sup> Nov - 30 <sup>th</sup> Nov.



EPC 1  
UNDERSTANDING SELF

**COURSE OUTCOME(CO)**

CO1: Develop a deeper understanding of their personal identity, values, attitudes, and experiences through reflection and expression.

CO2: Analyze the qualities of professional educators and critically evaluate teaching-learning experiences in diverse contexts.

CO3: Demonstrate awareness of social, cultural, and ethical issues by engaging with real-life situations, fostering empathy, inclusivity, and respect for diversity.

CO4: Strengthen interpersonal and intrapersonal skills such as communication, empathy, critical thinking, and emotional regulation.

CO5: Appreciate and articulate the importance of health, well-being, and social responsibility in personal and professional life

**PO-PSO-CO MAPPING MATRIX**

<b>CO Code</b>	<b>Mapped PSOs</b>	<b>Mapped POs</b>	<b>Justification</b>
CO1	PSO7, PSO11	PO4, PO6	Self-reflection and awareness of personal values align with ethical and reflective practices and lifelong learning . These connect to continuous improvement and lifelong professional engagement
CO2	PSO2, PSO3, PSO4	PO1, PO4	Understanding educational foundations , learner diversity, and pedagogical analysis links to core education knowledge and critical professional decision-making
CO3	PSO3, PSO10, PSO7	PO5, PO6	Awareness of inclusive practices , diverse learners , and ethics corresponds to social justice and inclusivity and ethical-professional values
CO4	PSO9, PSO7	PO4, PO6	Skills in communication and leadership and self-awareness support professional skills and improvement and collaboration and lifelong learning
CO5	PSO8, PSO11	PO5, PO6	Focus on vocational areas like health and counseling and professional development connects to social responsibility and justice and ongoing professional growth

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (

Course Name: Understanding Self (2022)  
 Subject Code: EPC-1

Semester: 1

Name of Teacher: Sheshel Zimo

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	personal self	Changes in me What community I belong to My body and mind An account of my life	21 class
2	professional self	Yoga Undesirable qualities poor teachers in Nagaland Learn from me skills Proper management professional standard	23 class
3	values	The weaker gender Inter-community The status of men and women Suicide in our society Violations of your right in your family and school	22 class

11/8/22

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12 Sept-22

FORMAT-2

Lesson Plan - 1

Teacher: Sheshel Zimo

Semester: 1

Paper: EPC-1

Lesson Topic	Unit-1 Changes in me What community I belong to My body and mind An account of my life Yoga
Desired Outcome	Learners will develop self-awareness understand their identity, emotions, and personal experience to build self-awareness and emotional maturity
Teaching / Learning Method	Activity
Materials Needed	-
Assignment / Follow Up	My childhood experiences pleasant and painful mapping the closest people in life.
Lesson Duration	5 <sup>th</sup> Sept - 23 <sup>rd</sup> Sept

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FORMAT-2

Lesson Plan - 3

Teacher: Sheshel Zimo

Semester: 1

Paper: EPC-1

Lesson Topic	Unit-11 The weaker gender - men & women Wife & Jovenite Homes Suicide in our society Violations of your right in your family Unacceptable Customs in your society
Desired Outcome	It enables foster learners to foster moral development, social awareness, and empathy by engaging with real-life issues, cultural practices and value-based reflections.
Teaching / Learning Method	Activity
Materials Needed	-
Assignment / Follow Up	- professional standard / ethics of a teacher - Inter-Community / Inter-Cultural marriage (debate)
Lesson Duration	24 <sup>th</sup> Oct - 9 <sup>th</sup> Nov.

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FORMAT-2

Lesson Plan - 2

Teacher: Sheshel Zimo

Semester: 1

Paper: EPC-1

Lesson Topic	Unit-11 Undesirable qualities in my teachers poor teachers in Nagaland my sufferings and struggles in my school Professional standards / ethics of a teacher
Desired Outcome	It enables the learners to understand the role of a teacher, develop professional ethics, and improve interpersonal & classroom management skills
Teaching / Learning Method	Activity
Materials Needed	-
Assignment / Follow Up	- Professional standard / ethics of a teacher - Diversity in the classroom - group & lead.
Lesson Duration	26 <sup>th</sup> Sept - 21 <sup>st</sup> Oct

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## 1<sup>ST</sup> SEMESTER

### Internship- Observation (50 marks)

#### Course Outcome

**During this internship period in the school, the student teachers will-**

1. Apply pedagogical theories, subject knowledge and teaching methods in real classroom situation.
2. Design, organize, and deliver structured lessons using suitable teaching aids tailored to the students need.
3. Participate in school function and administrative task gaining holistic experience of the school in totality.
4. Demonstrate a professional attitude, responsibility, punctuality and respect.
5. Discussion and reflection on the experience of the whole school internship period.

#### CO-PO-PSO Mapping MATRIX

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1, PO2, PO3, PO4	PSO1, PSO2, PSO4, PSO13	Enables student-teachers to integrate theory with practical teaching for better learning outcomes.
CO2	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO6	Focuses on instructional planning and customization using ICT and pedagogy suited to diverse learners.
CO3	PO4, PO5, PO6	PSO8, PSO9, PSO13	Broadens understanding of the school ecosystem and fosters leadership and collaboration.
CO4	PO4, PO6	PSO7, PSO11, PSO13	Instills professional ethics and habits vital for teaching profession.
CO5	PO4, PO6	PSO7, PSO11, PSO13	Encourages self-evaluation and lifelong learning through reflective practice.



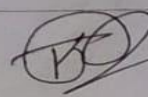

# FORMAT-2

Teacher: Mam Anurajamir & Khanyale Magh  
 Semester: 1st  
 Paper: Pre-Internship [Observation]

Lesson Plan

Sep-Dec-2022

Lesson Topic	<ul style="list-style-type: none"> <li>- Observation of the real classroom situation and the whole school environment. Before teaching in the classroom, the student teachers will observe a regular classroom, understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>- Gain first hand knowledge about the functioning of schools.</li> <li>- Understand the structure and routine functioning of school setting before actual teaching practice.</li> <li>- Observation of teaching learning process on how teachers plan lesson, use teaching and manage classroom and assess student.</li> <li>- Critical reflection on the school observation enabling student teachers to evaluate and improve their own future teaching.</li> </ul>
Teaching / Learning Method	
Materials Needed	NCEPT Textbook on Internship.
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Assign students to different schools for observation and write a report on it.</li> <li>- Peer Group Discussion.</li> </ul>
Lesson Duration	

### **3<sup>rd</sup> semester 2022**

<b>PAPER CODE</b>	<b>TITTLE OF THE PAPER</b>	<b>END SEMESTER</b>	<b>SESSIONAL WORKS</b>	<b>TOTAL</b>
<b>COURSE 8</b>	<b>Knowledge and Curriculum</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>COURSE 9</b>	<b>Gender School and Society</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>COURSE 10</b>	<b>Creating an Inclusive School</b>	<b>35</b>	<b>15</b>	<b>50</b>
<b>COURSE 11</b>	<b>Optional 1. Guidance and Counselling 2. Health and Physical</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>EPC 3</b>	<b>Critical Understanding of ICT</b>	<b>25</b>	<b>25</b>	<b>50</b>
<b>EPC 4</b>	<b>Reading and Reflecting on Texts</b>	<b>25</b>	<b>25</b>	<b>50</b>
	<b>TOTAL</b>	<b>260</b>	<b>140</b>	<b>400</b>

**Course title: Knowledge and Curriculum (100 marks) (July-dec 2022)**

**Course code: Course-8**

**Semester: 3<sup>rd</sup>**

**Course Outcomes (CO)**

CO Code	Course Outcome
CO1	Understand the nature, sources and forms of knowledge and different concepts and perspectives related to curriculum
CO2	Analyse the different concepts related to curriculum, dimensions of curriculum, need and significance of curriculum
CO3	Examine the factors, people and influence of social conditions that determine curriculum decisions.
CO4	Evaluate major steps, agencies involved in curriculum development, examine major components and designs of curriculum and become instrumental for curriculum change.

**CO-PO-PSO MAPPING MATRIX**

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1, PO6	PSO2, PSO7	PO1 aligns with foundational knowledge in education; it reflects reflective thinking and supports understanding the philosophical, sociological, and psychological foundations.
CO2	PO1, PO3	PSO2, PSO5	Provides theoretical grounding while it also connected to designing curriculum. PSO2 deepens curriculum understanding, and it links directly with curriculum and assessment competence.
CO3	PO1, PO5	PSO2, PSO10	Addresses knowledge of education and society, it emphasizes inclusivity and justice and supports understanding educational foundations.
CO4	PO3, PO4	PSO5, PSO9, PSO13	Develop curriculum planning and professional skills and supports curriculum competence, and it also enhances leadership in curriculum reform, and gives practical insight via school-based activities.



FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (Sept-Dec 2022)

Course Name: Knowledge and Curriculum

Subject Code: 9

Semester: 3

Name of Teacher: Kainali

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Knowledge and knowing	Nature of knowledge and knowing process, distinction, forms of knowledge, Relevance of objectives, Sources of knowledge	16 classes
2	Curriculum and its dimensions	Meaning Concept and types of curriculum, Dimensions of curriculum, Need and significance, Philosophical, social, psychological, economic, environmental determinants, Tagore and Krishnamurti	9 classes
3	Determinants of Curriculum		22 classes
4	Curriculum development	major steps in curriculum development, Agencies involved, major component, Curriculum design	21 classes

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Kainali  
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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 3<sup>rd</sup>

Paper: Knowledge and Curriculum

Lesson Topic	Nature of knowledge and knowing process in idealistic, pragmatist, Marxist, Constructivist perspectives. Distinction between knowledge and skill, knowledge and information, teaching and training, Reason and belief, Sources of knowledge, forms of knowledge, relevance of objectives
Desired Outcome	Understand the nature, sources and forms of knowledge and different concepts and perspectives related to curriculum.
Teaching / Learning Method	lecture, discussion, presentation, Assignment
Materials Needed	Printed materials, Articles
Assignment / Follow Up	Observe school children (under different strata-caste, locality, socio-economic conditions) at different levels. Analyze the characteristics and compare with the psychological theories.
Lesson Duration	6 <sup>th</sup> Sept - 26 <sup>th</sup> Sept 2022

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 3<sup>rd</sup>

Paper: Knowledge and Curriculum

Lesson Topic	Meaning, Concept and types of curriculum, Dimensions of curriculum, Needs and Significance of curriculum and syllabus in schools.
Desired Outcome	Analyse the different concepts related to curriculum, Dimension of curriculum and need and Significance of curriculum.
Teaching / Learning Method	Discussion, lecture, presentation
Materials Needed	Printed materials and Articles.
Assignment / Follow Up	Analyse the various components of curriculum frameworks of NCSE and CBSE, discuss and suggest ways for improvements.

27<sup>th</sup> Sept - 1 Oct

PRINCIPAL

FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 3<sup>rd</sup> Semester

Paper: Knowledge and Curriculum

Lesson Topic	Determinants of curriculum, influence of Indian social conditions, promotion of nationalism, universalism and secularism, with reference to Tagore and Krishnamurti, and curriculum of self-development.
Desired Outcome	Examine the factors, people and influence of social conditions that determine curriculum decisions.
Teaching / Learning Method	Discussion, presentation and lecture.
Materials Needed	Printed materials and Articles.
Assignment / Follow Up	Write a paper, stating the current needs of society and individuals which are not met by education in Nagaland.

Lesson Duration

27<sup>th</sup> Sept - 26<sup>th</sup> Oct

Teacher: KaisaliSemester: 2<sup>nd</sup>Paper: Knowledge and Curriculum

Lesson Topic	concept of and major steps and components of curriculum development - Agencies involved in curriculum development and their roles. - curriculum design and different orientations.
Desired Outcome	Examine agencies and evaluate 'the curriculum realizing the needs' and become instrumental for curriculum change.
Teaching / Learning Method	Lecture, discussion, presentation
Materials Needed	Printed materials, Articles.
Assignment / Follow Up	
Lesson Duration	27 <sup>th</sup> Oct - 17 <sup>th</sup> Nov 2020

PRINCIPAL  
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Auckland

**Course Title - Gender, School & Society**

**Course code - 9**

**Course outcomes (COs)**

CO1 - Understand Concept of Education for all.

CO2 - Understand nature of Gender School & Society

CO3 - Understand the role of home, School & Society in Gender Identify Construction.

CO4 - Examine the influences of Teacher in handling notions of Gender and Sexuality.

CO5- Examine role of Teachers in Teachers ,School and Society in handling Gender inequalities.

CO-PO- PSO mapping matrix

Course Outcomes ( COs)	Mapped POs	Mapped PSOs	Justification
CO1	PO5	PSO10	Develops importance and Understanding of Education for all.
CO2	PO4	PSO3	Encourages Understanding of the nature of Gender, School & Society
CO3	PO5	PSO10	Helps in Understanding roles of home, School and Society for Gender equality
CO4	PO5	PSO3	Develops understanding of the influences of Teacher in Gender, School and Society
CO5	PO5	PSO10	Supports the role of Teachers in managing Gender Sexualities.



FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Access to education & family values
Desired Outcome	understand the role of family for gender access to education
Teaching / Learning Method	Lecture & discussion
Materials Needed	Books, articles etc.
Assignment / Follow Up	write up of 5 roles of family in gender access to education
Lesson Duration	50 minutes x 5 = 250 mins

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FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Gender Stereotyping
Desired Outcome	understand the impact of gender stereotyping
Teaching / Learning Method	discussion
Materials Needed	Reference books
Assignment / Follow Up	find 5 common stereotypes
Lesson Duration	50 x 2 = 100 minutes

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FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Disparity 1. Literacy rates 2. Sex ratio
Desired Outcome	Identify the causes of disparity of literacy rates and sex ratio
Teaching / Learning Method	Discussion, Lectures
Materials Needed	Articles, books
Assignment / Follow Up	10 Causes of disparity in literacy rates and sex ratio
Lesson Duration	50 x 4 = 200 minutes

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FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Moral and physical Abuse Safety at school, home and beyond
Desired Outcome	Identify the various types of abuses and safety assurance in school, home and beyond
Teaching / Learning Method	discussion, lectures
Materials Needed	Articles, books, papers
Assignment / Follow Up	Remedies on the abuses and safety loopholes in the society.
Lesson Duration	50 x 4 = 200 mins

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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (July 2020-2021)

Course Name: Gender, School & Society

Subject Code: 009

Semester: 03

Name of Teacher: DOKIMA DAS

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1, 2	Gender - Meaning & nature Gender issues in female	6
2	3, 4	Access to education Family Values	2
3	5, 6	Gender stereotyping Community participation in girl child education	5
4	7, 8	Disparity in literacy rates Disparity in sex ratio	2
5	9, 10	Abuse; physical Mental Safety at school home and beyond	

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FORMAT-2

Lesson Plan

Teacher: DOKIMA DAS

Subject: 009

Paper: 03

Lesson Topic	Gender Meaning & nature
Desired Outcome	Define Meaning & Gender, nature of Gender
Teaching / Learning Method	Discussion, presentation Lecture
Materials Needed	Books, research articles
Assignment / Follow Up	Analysis on the typical definition of Gender
Lesson Duration	50 x 6 = 300 minutes

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**COURSE TITLE: CREATING AN INCLUSIVE SCHOOL ( Sept-Dec2022) 50 Marks**

**COURSE CODE: 10**

**SEMESTER: III**

**COURSE OUTCOME(CO)**

<b>CO Code</b>	<b>Course Outcome Statement</b>
CO1	To enable student- teacher to understand the concept of inclusive education and the diverse needs of students with disabilities.
CO 2	To enable student-teacher to identify different types of learner diversities and understand how to support the needs of all children in the school.
CO 3	To enable student-teacher to understand the key policies and provisions that support inclusive education.
CO 4	To enable student-teachers to design and implement inclusive teaching strategies that accommodate the diverse learning needs, backgrounds, and abilities of all students in a supportive and equitable classroom environment.
CO 5	To equip student-teachers with the knowledge and skills to identify, build, and collaborate with support networks—including parents, professionals, special teacher and community resources—to enhance student learning and well-being.

#### **PO-PSO- CO MAPPING MATRIX**

<b>CO Code</b>	<b>Mapped POs</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1	PO1,PO5	PO2,PSO2, PSO3, PSO10	Builds foundational knowledge about educational philosophy and psychology, promotes inclusive and equitable practices, supports understanding of learners' diverse needs, and aligns with inclusive education principles.
CO2	PO3,PO5	PO3,PO4,P O10	Helps in designing diverse lesson plans, addresses social justice in classrooms, enhances understanding of learners, and builds pedagogical skill to address diversity.
CO3	PO1,PO5	PO2,PO10	Links philosophical and policy-level understanding of education, fosters advocacy for inclusion and social equity, connects education policies with practice, and strengthens understanding of inclusive frameworks.
CO4	PO2,P03, PO4, PO5	PO3,PO4,P O5, PO10	Develops practical classroom strategies using inclusive pedagogy, supports critical teaching skills, enhances curriculum planning for diverse learners, and fosters inclusive approaches.
CO5	PO4,PO5 ,PO6	PO7,PO9,P O10,PO13	Promotes collaboration and decision-making, builds commitment to inclusive values, encourages professional communication and ethics, aligns with reflective and collaborative practices , and supports inclusive school-based experience



## MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (SEPT-DEC 2022)

Course Name: Inclusive Education (B3 MARKS)Subject Code: 10Semester: IIIName of Teacher: Amenla Jania

Unit	Chapter	Contents/Topics	No. of Class Required (Duration)
I	Special needs & Education	1. Concept of special education integrated school of inclusive education. 2. Need, objectives & scope of inclusive education.	8
II	Defining special needs.	1. concepts, characteristics, classification of children with disabilities. 2. Facilitating an inclusive school - infra structure accessibility.	8
III	Policies & Provisions for inclusion	1. PWD Act 1995. 2. RCI 1992, RTE 2009. 3. NPE 1986, POA 1992. 4. IEDSS 2009. 5. The role of state agencies for implementation of inclusion.	10
IV	Inclusive practices in classrooms for all.	1. School readiness for addressing learning disabilities. 2. Technology use, advancement & its application. 3. Pedagogical strategies to support multiple levels of learners.	9
V	Developing support networks.	1. Addressing social climate of the classroom. 2. Developing partnership in teaching. 3. Involving external agencies for networking.	9

12/10/22  
10/11/22  
10/11/22

## Lesson Plan

Teacher: Amenla JaniaSemester: IIIPaper: Course 10

Lesson Topic	1. Concepts characteristics, classification of children with disabilities - visual & hearing impairment, learning difficulties, loco-motor, & neuromuscular disorder, mental retardation, autism & multiple disabilities. 2. Facilitating an inclusive school - infrastructure & accessibility, barrier free environment
Desired Outcome	To enable student teachers to identify different types of learner diversities and understand how to support the needs of all children in the school
Teaching / Learning Method	Lecture / discussion / presentation
Materials Needed	Printed Materials
Assignment - Follow Up	Facilitating an inclusive school.
Lesson Duration	1 <sup>st</sup> OCT - 12 <sup>th</sup> OCT

## Lesson Plan

Teacher: Amenla JaniaSemester: IIIPaper: Course 10

Lesson Topic	1. Concept of special education, integrated school of inclusive education. 2. Needs, objectives & scope of inclusive education.
Desired Outcome	To enable student teachers to understand the concept of inclusive education and the diverse needs of students with disabilities
Teaching / Learning Method	Lecture / Discussion.
Materials Needed	Printed Materials.
Assignment - Follow Up	Class test
Lesson Duration	21 <sup>st</sup> SEPT - 30 <sup>th</sup> SEPT.

## Lesson Plan


Teacher: Amenla JaniaSemester: IIIPaper: Course 10

Lesson Topic	1. Constitutional provisions - PWD Act 1995, RCI 1992, RTE 2009, NPE 1986, POA 1992. 2. IEDSS 2009. 3. The role of state agencies for implementation of inclusion of CWSN
Desired Outcome	To enable student teachers to understand NPE policies and provisions that support the needs of all the children
Teaching / Learning Method	Lecture / Discussion.
Materials Needed	Printed Materials
Assignment - Follow Up	IEDSS 2009
Lesson Duration	13 <sup>th</sup> OCT - 29 <sup>th</sup> OCT

FORMAT-2

# Lesson Plan


Teacher: Amrita Jaiswal  
Semester: III  
Paper: Course 10

Lesson Topic	1. Addressing social climate of the classroom. 2. Developing partnership in teaching 3. Involving external agencies for networking
Desired Outcome	To equip student-teachers with the knowledge and skills to identify, build and collaborate with support networks.
Teaching Learning Method	Lecture / Discussion / Presentation.
Materials Needed	Printed materials.
Assessment Follow Up	Presentation
Lesson Duration	15 <sup>th</sup> Nov - 26 <sup>th</sup> Nov 

FORMAT-2

# Lesson Plan

Teacher: Amrita Jaiswal  
Semester: III  
Paper: Course 10

Lesson Topic	1. School's readiness for addressing learning disabilities. 2. Technological advancement of its application. 3. Pedagogical strategies to respond to individual of students. 4. Supportive services required for meeting special needs in the classroom.
Desired Outcome	To enable student teachers to design and implement inclusive teaching strategies that accommodate the diverse learning needs, background and abilities of all students.
Teaching Learning Method	Lecture / Discussion.
Materials Needed	Printed materials.
Assignment Follow Up	Class test
Lesson Duration	1 <sup>st</sup> Nov - 11 <sup>th</sup> Nov 

**Course title: Reading and Reflecting on texts (August to December 2022)**

**Course code: EPC-4**

**Semester:1**

**Course Outcome (CO)**

CO1: Demonstrate the ability to comprehend and interpret different types of texts (fiction, non-fiction, educational writings) by identifying key ideas, themes, and perspectives.

CO2: Apply appropriate reading strategies such as skimming, scanning, intensive, and extensive reading to locate, extract, and organize information from diverse sources.

CO3: Analyse the structure and logic of arguments in texts by identifying main ideas, supporting details, connectors, and logical sequences.

CO4: Reflect critically on texts by relating them to personal experiences, educational contexts, and socio-cultural settings, and express informed opinions through written responses.

CO5: Collaboratively research, organize, and present subject-based topics using reference texts, demonstrating original thinking and effective communication.

**PO-PSO-CO mapping matrix**

<b>Course Outcome (CO)</b>	<b>Mapped PO(s)</b>	<b>Mapped PSO(s)</b>	<b>Justification</b>
CO1:	PO1,PO2, PO4	PSO1, PSO2	CO1 is about comprehension and interpreting texts from multiple disciplines, directly relating to the foundational and interdisciplinary knowledge emphasized in PO1 and PO2 as well as reflective thinking in PO4.
CO2	PO2, PO3, PO5	PSO1, PSO2	CO2 focuses on applying reading strategies and skills, reflecting PO2's emphasis on using media and ICT, PO3's lesson planning and PO5's professional skills, linking to PSO1 and PSO2 for subject specific instructional approaches
CO3	PO4, PO5,PO6	PSO1, PSO2	CO3 is about analyzing and evaluating ideas and texts reflected in PO4's critical thinking, PO5's Professional skills and PO6 communication, as well as PSO1 and PSO2 for deeper critical and interdisciplinary analysis.
CO4	PO3, PO4,PO5	PSO1, PSO2	CO4 requires the ability to critically synthesize information, supported by PO3 (lesson Development), PO4 (critical reflection) and PO5 and is relevant to PSO1 and PSO2 for cross disciplinary synthesis
CO5	PO6	PSO1, PSO2	CO5 is about effective communication mapping directly to PO6 (communication and the ability to present / express ideas fluently as emphasized in PSO1 and PSO2

**MOUNT MARY COLLEGE**

General Lesson Plan for the Academic Session ( Aug - Dec 2022 )

Course Name: **EPC-4 Reading and Reflecting on Texts (50 marks)**

Subject Code: **EPC-4**

Semester: **3rd semester**

Name of Teacher: **Dr. Ketanina Zhungu**

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
Unit-1	Engaging with variety of text	Types of texts: 1. Fiction: Prose, Poetry and Drama 2. Non-Fiction: Descriptive, Expository, Narrative, Argumentative and Informative.	6
2	Reflecting Preparing Reading text.	Reading Styles: Skimming, Scanning, Intensive, Extensive.	95
3.	Developing Reading Strategies.	Reading strategy meaning, Characteristics, Indications, Organization of text, method of presentation of information in a passage main idea, supporting details, sequencing, comparison	5
4	Reflective Reading on Subject Related Reference Books.	Select a topic with reference and presentation	10
5	Reflective Reading on Educational writing.	Selected texts from popular educational writing and present the argument and responses.	7 (33)

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**Lesson Plan**

Teacher: **Dr. Ketanina Zhungu**

Semester: **3rd Semester**

Paper: **EPC-4 Reading & Reflecting on Texts**

Lesson Topic	Unit-1 Engaging with variety of text Types of texts: 1. Fiction, Prose, Poetry and drama 2. Non-Fiction: Descriptive, Expository, Narrative, Argumentative & Informative
Desired Outcome	To enable the learners to read and respond to variety of texts.
Teaching / Learning Method	Activity
Materials Needed	English textbooks of Secondary School
Assignment / Follow Up	1. Rewriting a story from the view of one of the characters 2. Rewriting a passage in a different type of text (Descriptive to narrative)
Lesson Duration	6 hours (8-15 August)

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MAT-2 Teacher: Dr. Lekshmi. Zhargu Semester: 3 <sup>rd</sup> Semester Paper: EPC-4 Reading and Reflecting on texts.	
Lesson Topic	Unit-2 Reflecting/preparing Reading text. Reading styles- skimming, scanning intensive extensive.
Desired Outcome	Become conscious of their own Thinking process as they grapple with diverse texts
Teaching / Learning Method	Activity.
Materials Needed	
Assignment / Follow Up	<u>Activities.</u> 1. using Reading styles, extract information from given texts/passages. 2. Reading charts, tables, graphs etc and converting it into texts.
Lesson Duration	5 hours (15-22 Aug)

MAT-2 Teacher: Dr. Lekshmi. Zhargu Semester: 3 <sup>rd</sup> Semester Paper: EPC-4	
Lesson Topic	Unit-3 Developing Reading strategies. Reading strategy-meaning, characteristic implication. organization of the text-method of Presentation of information in a passage, main idea, supporting details, sequencing comparisons, logical sequence.
Desired Outcome	Reflect on the texts that they read in the context of both the text and one's own experience Present arguments and interpretation of the texts used.
Teaching / Learning Method	Activities.
Materials Needed	
Assignment / Follow Up	Using the different reading strategies write a summary/extract main points from the work of great writers.
Lesson Duration	4 days 23-31 Aug

MAT-2 Teacher: Dr. Lekshmi. Zhargu Semester: 3 <sup>rd</sup> Semester Paper: EPC-4	
Lesson Topic	Unit-5 Reflective Reading on Educational writing.
Desired Outcome	Appreciation that different kinds of writings are used to communicate ideas in different context.
Teaching / Learning Method	Activity.
Materials Needed	<u>Steps:</u> 1. Reading for discerning the themes, & argument. 2. Analyse the structures of the text 3. Discussion of the themes, sharing responses and point of view.
Assignment / Follow Up	4. writing a response paper. 5. Presentation of selected papers questions and answers.
Lesson Duration	7 days (19-30 sep)

MAT-2 Teacher: Dr. Lekshmi. Zhargu Semester: 3 <sup>rd</sup> Semester Paper: EPC-4	
Lesson Topic	Unit-IV Reflective Reading on Subject Related Reference Books
Desired Outcome	Present arguments & interpretations of the text used. Make conjectures and offer justifications for the text.
Teaching / Learning Method	Activity.
Materials Needed	<u>Activity:</u> <u>Steps:</u> 1. selecting a topic for research and articulating some guiding questions. 2. Searching & locating reference books. 3. scanning, skimming & extracting relevant information from book and making notes.
Assignment / Follow Up	4. collating notes & organising information under various sub-headings 5. Making presentation to whole subject groups fielding questions.
Lesson Duration	10 days (1-17 sep)



## 2. Academic Session: January to June 2023

### 2<sup>nd</sup> Semester

Course No	Title of the Paper	External	Internal	Total
Course 5	Assessment for Learning	70	30	100
Course 6	Learning and Teaching	70	30	100
Course 7a	Pedagogy of school subject (any one) Methodology of Teaching English I Methodology of Teaching SS I Methodology of Teaching Mathematics I Methodology of Teaching Science I	70	30	100
EPC 3	Drama and Art in Education	25	25	50
	Total	235	115	350

**COURSE TITLE: ASSESSMENT FOR LEARNING (Jan- June 2023)**

**COURSE CODE: 5 (100 M)**

**SEMESTER: II**

**COURSE OUTCOMES (COs)**

CO Code	Course Outcome Statement
CO1	To enable student-teacher to understand the key concepts of Assessment and Evaluation and its types in Education with reference to constructivist perspectives.
CO2	To enable student-teacher to gain knowledge to design, use subject-specific assessment strategies and tools to effectively evaluate student's learning.
CO3	To equip student-teacher to develop competencies in designing and implementing appropriate assessment tools to meet diverse needs of the students and enhance the teaching learning process
CO4	To enable student-teacher to develop skills to provide constructive feedback and prepare a comprehensive students profile to communicate effectively with the learners and stakeholders.
CO5	To enable student teachers to understand and develop the ability to assess students with special needs and the impact of parent and teacher on inclusive education.

### P0-PSO-CO Mapping Matrix

COURSE OUTCOME( CO)	Mapped Pos	Mapped PSOs	Justification
CO1	PO1, PO2, PO4	PSO2, PSO6	Understanding assessment concepts and knowledge, application of modern teaching strategies and critical thinking skills and the integration of technology in assessments.
CO2	PO3, PO5	PSO5 ,PSO6	Designing subject-specific assessments, understanding diverse learner needs, and aligning with curriculum development and ICT integration.
CO3	PO2, PO4, PO5	PSO3, PSO5	Developing competencies in assessment tools using modern teaching strategies, professional decision-making (PO4), and understanding diverse learner needs, while enhancing student learning outcomes
CO4	PO4, PO6	PSO9, PSO11	Providing constructive feedback, develops professional decision-making, communication skills, and enhances communication and leadership abilities, fostering lifelong learning habits.
CO5	PO5, PO6	PSO10, PSO11	Assessing students with special needs by developing awareness of inclusive education, professional ethics, and promotes gender equality and social justice, supporting continuous professional development.

ORMAT-1

# MOON MARY COLLEGE

General Lesson Plan for the Academic Session (JAN-JUNE 2023)

Course Name: ASSESSMENT FOR LEARNING (400 MARKS)

Subject Code: 5

Semester: II

Name of Teacher: AMENLA JAMIR

Unit	Chapter	Contents / Topic	No. of Class Required (Duration)
<u>I</u>	OVERVIEW OF ASSESSMENT AND EVALUATION	1. CONCEPT OF ASSESSMENT, TEST, EVALUATION & EXAM 2. TYPES OF EVALUATION 3. GRADING	13
<u>II</u>	ASSESSMENT IN SCHOOL & SUBJECT BASED LEARNING	1. ASSESSMENT TOOLS 2. KINDS OF TASK 3. KINDS OF TEST & THEIR CONSTRUCTION 4. PORTFOLIOS	15
<u>III</u>	TEACHERS COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS	1. EVOLVING SUITABLE CRITERIA FOR ASSESSMENT 2. MULTIPLE INTELLIGENCE ASSESSMENT 3. PSYCHO-SOCIAL DIMENSIONS OF ASSESSMENT	10
<u>IV</u>	FEEDBACK AND REPORTING	1. TYPES OF TEACHER FEEDBACK 2. DEVELOPING & MAINTAINING A COMPREHENSIVE LEARNER PROFILE 3. PURPOSE OF REPORTING	12
<u>V</u>	ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS	1. CONCEPT OF STUDENTS WITH SPECIAL NEEDS 2. TYPES OF DISABILITIES 3. ASSESSMENT OF ATTITUDE OF TEACHERS/PARENTS	14

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Dept. of Teacher Education

## Lesson Plan

Teacher: AMENLA JAMIR  
Semester: II  
Paper: COURSE 5

Lesson Topic	1. Enlarging notions of subject based learning in a constructivist perspective. 2. Assessment tools. 3. Kinds of task 4. Kinds of test & their constructions 5. Self assessment & Peer assessment 6. Constructing Portfolios
Desired Outcome	To enable student-teacher to gain knowledge to design, use subject-specific assessment strategies and tools to effectively evaluate students learning.
Teaching / Learning Method	LECTURE / DISCUSSION / PRESENTATION
Materials Needed	PRINTED MATERIALS
Assignment / Follow Up	Presentation / Cross test
Lesson Duration	7 <sup>th</sup> FEB - 28 <sup>th</sup> FEB

ORMAT-2

## Lesson Plan

Teacher: AMENLA JAMIR  
Semester: II  
Paper: COURSE 5

Lesson Topic	1. Concept of assessment, evaluation, test & examination. 2. Assessment & evaluation of learning in different philosophical perspectives with special reference to constructivist perspectives. 3. Types of evaluation 4. Grading (Absolute & Relative) 5. Critical review of current evaluation practices.
Desired Outcome	To enable student-teacher to understand the key concepts of assessment and evaluation and its types in education with reference to constructivist perspectives.
Teaching / Learning Method	LECTURE / DISCUSSION / PRESENTATION
Materials Needed	PRINTED MATERIALS
Assignment / Follow Up	Grading (Absolute / Relative)
Lesson Duration	20 <sup>th</sup> JAN - 7 <sup>th</sup> FEB

11/1/23

MOON MARY COLLEGE  
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ORMAT-2

## Lesson Plan

Teacher: AMENLA JAMIR  
Semester: II  
Paper: COURSE 5

Lesson Topic	1. EVOLVING SUITABLE CRITERIA FOR ASSESSMENT 2. MULTIPLE INTELLIGENCE ASSESSMENT 3. PSYCHO-SOCIAL DIMENSIONS OF ASSESSMENT 4. CONTEMPORARY TRENDS IN EDUCATION (WITH REFERENCE TO ONLINE ASSESSMENT)
Desired Outcome	To equip student-teacher to develop competencies in designing and implementing appropriate assessment tools to meet diverse needs of the students and enhance the teaching learning process.
Teaching / Learning Method	LECTURE / DISCUSSION
Materials Needed	Printed materials
Assignment / Follow Up	CONTEMPORARY TRENDS IN EDUCATION (WITH SPECIAL REFERENCE TO ONLINE ASSIGNMENT)
Lesson Duration	1 <sup>st</sup> MARCH - 14 <sup>th</sup> MARCH

AMAT-2  
Teacher: AMENLA JAMIR  
Semester: II  
Paper: COURSE 5

Lesson Plan

Lesson Topic	1. Use of feedback for taking pedagogical decisions. 2. Types of teacher feedback to students/ guardians. 3. Developing & maintaining a comprehensive learner profile. 4. Purpose of reporting.
Desired Outcome	To enable student-teachers to develop skills to provide constructive feedback & prepare a comprehensive students profile to communicate effectively with the learners and stakeholders
Teaching / Learning Method	Lecture / Presentation / Discussion
Materials Needed	Printed materials / Journals
Assignment / Follow Up	Presentation / class test
Lesson Duration	15 <sup>th</sup> MARCH - 30 <sup>th</sup> MARCH

AMENLA JAMIR  
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Guwahati - 781005

AMAT-2  
Teacher: AMENLA JAMIR  
Semester: II  
Paper: COURSE 5

Lesson Plan

Lesson Topic	1. CONCEPT OF STUDENTS WITH SPECIAL NEEDS 2. TYPES (FORMAL / INFORMAL ASSESSMENT) 3. NOTIONS OF FAILURES & DISABILITY 4. TYPES OF DISABILITIES 5. ASSESSMENT OF ATTITUDE OF PARENTS / TEACHERS 6. SCHOOL READINESS FOR ADDRESSING STUDENTS WITH SPECIAL NEEDS
Desired Outcome	To enable student teachers to understand and develop the ability to assess students with special needs and the impact of parent and teachers on inclusive education.
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Presentation
Lesson Duration	3 <sup>rd</sup> APRIL - 20 <sup>th</sup> APRIL

AMENLA JAMIR  
Nizam's College  
Guwahati - 781005



## **Course -6 ( Learning & Teaching)**

### **Course outcomes ( COs)**

CO1 - Describe Psychological Principles of Teaching

CO2 - Develop skills for facilitating Learning and Teaching

CO3 - Understand Learning in and out schools

CO4 - Understand Theoretical perspectives of Learning.

CO5 - Understand Concept of Teaching and Learning.

### **CO-PO- PSO mapping matrix**

Course Outcomes ( COs)	Mapped POs	Mapped PSOs	Justification
CO1	PO1	PSO2	Develop understanding of the Psychological Principles of Teaching
CO2	PO1	PSO2	Develops skills for facilitating Teaching and Learning
CO3	PO1	PSO3	Supports Understanding of Learners in and outside schools
CO4	PO1, PO3	PSO3	Develops understanding of the the learners and design curriculum accordingly
CO5	PO2	PSO3	Supports detail understanding of Teaching and Learning.

BRMAT-2 Lesson Plan  
Teacher: Dofina Das  
Semester: 2  
Paper: C-6

Lesson Topic	Psychological principles of Teaching, Theories of learning
Desired Outcome	Understand Psychological principles of Teaching and Theories of learning.
Teaching / Learning Method	Lecture, Discussion and Method.
Materials Needed	Books, articles, Research papers, etc.
Assignment / Follow Up	Referency of Theories of learning
Lesson Duration	6 x 50 = 300 minutes

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BRMAT-2 Lesson Plan  
Teacher: Dofina Das  
Semester: 2  
Paper: C-6

Lesson Topic	Domains of Learning
Desired Outcome	Understand, define and discuss Domains of learning
Teaching / Learning Method	Lecture Demonstration, method, Inductive, Deductive method.
Materials Needed	Books, Boards articles, Research papers
Assignment / Follow Up	Define and elaborate the various domains of learning
Lesson Duration	50 x 8 = 400 minutes

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BRMAT-2 Lesson Plan  
Teacher: Dofina Das  
Semester: 2  
Paper: C-6

Lesson Topic	Teaching & Learning
Desired Outcome	Understand and define Teaching and Learning Identify differences between Teaching and Learning
Teaching / Learning Method	Lecture, Discussion
Materials Needed	Books, board, articles, projectors
Assignment / Follow Up	Identifying differences in teaching and learning
Lesson Duration	6 x 50 = 300 minutes

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BRMAT-1 MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (Jan - June 2023)  
Course Name: Learning and Teaching  
Subject Code: 06  
Semester: 02  
Name of Teacher: Dofina Das

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	I, II	Teaching - Meaning and difference, aspects of Teaching & Learning	6
2	III, IV	Psychological Principles of Teaching, Theories of Learning	6
3	V, VI	Domains of Learning	8
4	VII, VIII	Factors influencing Teaching & Learning	2
5	IX, X	Mental health and its impact on Teaching and Learning	5

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
Signature  
Dofina Das

FORMAT-2

Lesson Plan

Teacher.....Dipena Das  
Semester.....11  
Paper.....C-6

Lesson Topic	Factors influencing Teaching and Learning
Desired Outcome	Identifying the factors that influence Teaching and Learning
Teaching / Learning Method	Lecture, demonstration and discussion method
Materials Needed	Books, Research articles, Board
Assignment / Follow Up	Identify the home, school and learner related factors affecting Teaching and Learning
Lesson Duration	5 x 50 = 250 minutes

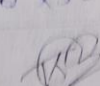
  
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FORMAT-2

Lesson Plan

Teacher.....Mabel Healle  
Semester.....11  
Paper.....C-6

Lesson Topic	Mental Health
Desired Outcome	Impact of mental Health on learners and teachers
Teaching / Learning Method	Discussion, lecture method
Materials Needed	Books, articles, Board, Research paper, Smart Board
Assignment / Follow Up	Seminars on mental health awareness
Lesson Duration	5 x 50 = 250 minutes

  
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## Course 7a

**Course title: Pedagogy of English- I, methodology of teaching English- I (January-June 2023) old course. 100 Marks**

**Course code: 7 (A)**

**Semester: 2<sup>nd</sup>**

### COURSE OUTCOMES(CO)

1. Understand the nature and role of language. Distinguish the role of language and society. Assimilate the multi-cultural classroom through language teaching. Analyze the language education provisions mentioned in the constitution.
2. Understand the role of language in the Indian context. Illustrate in the position of English in India. Analyze the challenges of teaching and learning English faced by the Indian society.
3. Recognize the different approaches and theories to language learning and teaching. Apply different approaches to English language learning and teaching. Illustrate on the importance of evaluation and assessment to language learning.
4. Distinguish the nature of language and the language system. Identify and analyze the basic concepts of structure of sentences. Examine the sound patterns and its articulation necessary in producing language.
5. Understand grammar and vocabulary in context, to facilitate meaningful language learning experience. Implement strategies to enhance language skills.

### PO-PSO-CO MAPPING MATRIX

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1, PO5	PSO2, PSO3, PSO10	Emphasizes understanding foundational concepts of language, society, and education, linking philosophical and constitutional perspectives; highlights inclusion and diversity.
CO2	PO1, PO2, PO5	PSO1, PSO2, PSO10	Builds on sociolinguistic knowledge, modern pedagogical practices, and inclusive education principles contextualized in India.
CO3	PO2, PO3, PO4	PSO1, PSO4, PSO5	Directly relates to pedagogy, planning, assessment methods and applying theory to practical classroom settings.
CO4	PO1, PO4	PSO1, PSO4	Focuses on deep linguistic understanding and its conversion into teachable language content, developing subject mastery and pedagogical skills.
CO5	PO2, PO3, PO4	PSO1, PSO4, PSO6	Encourages ICT-based strategies and pedagogical competence to improve language instruction, aligned with 21st-century skills.



FORMAT-1

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General Lesson Plan for the Academic Session ( Jan. June 2023 )

Course Name: Pedagogy of English - I, Methodology of Teaching English - I.

Subject Code: COME 7 A

Semester: II

Name of Teacher: Kamalika

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Role of Language	Language and Society, language and gender, language and identity, language and power; language and class (Society). Multiculturalism and language teaching.	14
II	Position of English in India	Role of English language in the Indian context; English as a colonial language; English as a language of knowledge, Second language, Globalization.	12
III	An Overview of Language Teaching	- Different approaches / theories to language teaching & teaching - Critical analysis of the Evaluation of Language Teaching methodologies.	14
IV	Nature of Language	1. Linguistic system 2. Sound patterns	13
V	Acquisition of Language Skills	- Grammar in context; Vocabulary in context - Concept Orientation by Grammar of vocabulary games. - Acquisition of Language Skills.	10

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FORMAT-2

Lesson Plan

Teacher: Kamalika

Semester: II

Paper: COME 7 A

Lesson Topic	<ul style="list-style-type: none"> <li>Language and Society, language and gender, language and identity; language and power; language and class (Society). Multiculturalism and language teaching.</li> <li>Constitutional Provision and Policies of Language Education: Position of languages in India; Article 343-351, 350 A; Kothari Commission, NPE 1986, NCF 2005, Knowledge Commission 2009.</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>Understand the nature and role of language.</li> <li>Distinguish the role of language of society.</li> <li>Appreciate the multi-cultural classroom through language teaching.</li> <li>Analyze the language education provisions provided in the constitution.</li> </ul>
Teaching / Learning Method	Discussion / Lecture
Materials Needed	Printed text
Assignment / Follow Up	Seminar Presentation on: 1. NPE 1986 2. NCF 2005 3. Article 343-351, 350 A 4. Knowledge Commission 2009
Lesson Duration	24 <sup>th</sup> January to 14 <sup>th</sup> February

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General Lesson Plan for the Academic Session (January,2023-June,2023)

Course Name: Pedagogy of Science-I

Subject Code: 7a (iii)

Semester: 2nd

Name of Teacher: Dr. Tarun Kumar Jana

### Course Outcomes of Pedagogy of Science – I

Course Outcomes (Cos)	Course Outcome Statement
CO1	The student-teacher will <b>understand the nature, scope, and significance of science</b> as both a process and a product. They will appreciate the <b>values of studying science</b> , recognize its <b>interdisciplinary nature</b> , and develop awareness about <b>science education as envisioned in national policies</b> like NCF 2005 and NEP 2020, along with its connection to the <b>Indian Knowledge System</b> .
CO2	The student-teacher will be able to <b>identify and formulate aims and objectives of teaching science</b> at elementary and secondary levels using <b>Bloom's and Anderson's taxonomies</b> . They will also understand the <b>distinction between educational and instructional objectives</b> and apply them to design effective lesson plans that promote <b>scientific attitude and temper</b> among learners.
CO3	The student-teacher will develop the ability to <b>apply constructivist principles in science teaching</b> by understanding theories of <b>Piaget and Vygotsky</b> and their relevance to classroom learning. They will be able to shift from a <b>teacher-centered (behaviourist) approach to a learner-centered (constructivist) approach</b> , emphasizing <b>process skills, inquiry, and scientific method</b> .
CO4	The student-teacher will be equipped to <b>identify and analyze various issues and challenges</b> in science education—such as <b>socio-cultural barriers, misconceptions, inadequate teacher preparation, curriculum limitations, and lack of resources</b> —and suggest practical solutions to improve the <b>quality of teaching-learning in science</b> .
CO5	The student-teacher will gain a comprehensive understanding of the <b>different disciplines of science (Physics, Chemistry, Biology)</b> , their <b>nature, issues, and pedagogical approaches</b> . They will be able to <b>evaluate and compare school science curricula</b> of different educational boards (CBSE, NBSE, ICSE), recognizing their implications for effective classroom practice.

## PO–PSO–CO Mapping Matrix with Justification

**Course:** Pedagogy of Science – I


CO Code	Course Outcome Statement (CO)	Mapped POs	Mapped PSOs	Justification
CO1	Understand the nature, scope, and significance of science; appreciate values of science and its interdisciplinary nature.	PO1, PO3	PSO1, PSO2, PSO5	Establishes foundational understanding of science education; aligns with educational philosophy and curriculum design principles.
CO2	Formulate aims and objectives of teaching science; design effective lesson plans promoting scientific attitude.	PO1, PO2, PO3, PO4	PSO1, PSO3, PSO4, PSO5	Integrates theoretical understanding with pedagogical application and assessment; encourages reflective lesson planning.
CO3	Apply constructivist theories (Piaget, Vygotsky) in science teaching; shift from teacher-centered to learner-centered approach.	PO2, PO4	PSO3, PSO4	Strengthens learner-centered pedagogy, inquiry-based learning, and critical thinking skills essential for effective science teaching.
CO4	Identify issues and challenges in science education; suggest solutions for inclusivity, gender equity, and quality improvement.	PO5, PO6	PSO7, PSO10, PSO11	Develops awareness of ethical, inclusive, and professional practices; encourages sensitivity to diversity and social justice.
CO5	Analyze and compare science curricula across educational boards; understand disciplinary nature and pedagogy of Physics, Chemistry, Biology.	PO3, PO4, PO6	PSO5, PSO6, PSO9, PSO11	Enhances analytical and evaluative skills; fosters ICT-based curriculum comparison and professional reflection.



General Lesson Plan for the Academic Session (January,2023-June,2023)

Course Name: Pedagogy of Science-I

Unit	Name of Unit	Contents/Topics	No. of Class Required (Duration)
I	NATURE AND SIGNIFICANCE OF SCIENCE	Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and KCF 2007.	18 Class
II	AIMS AND OBJECTIVES OF TEACHING SCIENCE	General Aims of Teaching Science; Objectives of Teaching Science at the Elementary and Secondary Levels Development of Scientific Attitude.	16 class
III	SCIENCE LEARNINGS AS A GENERATIVE PROCESS	From Behaviourism to Constructivism; Theory of Cognitive Constructivism ; Development of process skills in students; Constructing knowledge through Experiment in Science; Scientific method.	16 class
IV	ISSUES AND PROBLEMS IN TEACHING – LEARNING SCIENCE	Socio-cultural barriers; Misconceptions and superstitions in society; Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities.	16 class
V	DISCIPLINES IN SCIENCE	Nature of Physics, Revisiting Some Basic Concepts/Processes in Physics, Issues in Teaching Physics; Nature of Chemistry, Revisiting Some Basic Concepts/Processes in Chemistry, Issues in Teaching Chemistry; Nature of Biology, Revisiting Some Basic Concepts/Processes in Biology, Issues in Teaching Biology.	18 class

  
Signature


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Chümoukedima : Nagaland

Teacher: Dr. Tarun Kumar Jana

Semester: 2nd

Paper Name: Pedagogy of Science-I

Lesson Topic	Unit-I Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and KCF 2007.
Desired Outcome	By the end of this unit, the learner will be able to: <b>Define science</b> and distinguish it as both a product and a process. <b>Recognize the educational values</b> of studying science in schools. <b>Establish interdisciplinary links</b> among branches of science. Identify key milestones in the history of science education. <b>Interpret the vision</b> of science education in NCF 2005 and KCF 2007.
Teaching/Learning Method	Following Inquiry-Based Learning; Lecture method and Discussion Method , cooperative learning and Brainstorming.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>18 periods in 3 week</b>

  
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Semester: 2nd

Paper Name: Pedagogy of Science-I

Paper No.: 7a (iii)

*Lesson Plan*

Lesson Topic	Unit-II
	General Aims of Teaching Science; Objectives of Teaching Science at the Elementary and Secondary Levels Development of Scientific Attitude.
Desired Outcome	By the end of this unit, the learner will be able to understand: General aims of teaching science; Objectives of teaching science at elementary and secondary level and Development of Scientific Attitude.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>16 periods in 3 week</b>



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Teacher: Dr. Tarun Kumar Jana

Semester: 2<sup>nd</sup>

Paper Name: Pedagogy of Science-I  
Paper No.: 7a (iii)

*Lesson Plan*

Lesson Topic	Unit-III
	From Behaviourism to Constructivism; Theory of Cognitive Constructivism ; Development of process skills in students; Constructing knowledge through Experiment in Science; Scientific method.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Explain the shift from Behaviourism to Constructivism</b> in science education. <b>Describe Theory of Cognitive constructivism. Identify and differentiate basic and advanced process skills</b> in science learning. <b>Apply strategies to develop process skills</b> among students. <b>Describe the scientific method</b> , its steps, advantages, and limitations.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>16 periods in 3 week</b>

  
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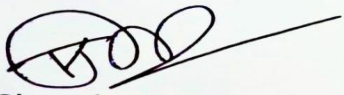
Teacher: Dr. Tarun Kumar Jana  
Semester: 2<sup>nd</sup>



Paper Name: Pedagogy of Science-I  
Paper No.: 7a (iii)

*Lesson Plan*

Lesson Topic	Unit-IV Socio-cultural barriers; Misconceptions and superstitions in society; Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Identify and analyze socio-cultural barriers</b> such as misconceptions and superstitions affecting science learning. <b>Recognize challenges in the professional preparation of science teachers</b> and suggest improvements. <b>Evaluate issues related to the secondary school science curriculum</b> and recommend necessary reforms. <b>Assess the availability and effective use of learning resources and facilities</b> in science education.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>16 periods in 3 week</b>

  
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Chümoukedima : Nagaland

Teacher: Dr. Tarun Kumar Jana


Semester: 2<sup>nd</sup>

Paper Name: Pedagogy of Science-I

Paper No.: 7a (iii)

*Lesson Plan*

Lesson Topic	Unit-V Nature of Physics, Revisiting Some Basic Concepts/Processes in Physics, Issues in Teaching Physics; Nature of Chemistry, Revisiting Some Basic Concepts/Process in Chemistry, Issues in Teaching Chemistry; Nature of Biology, Revisiting Some Basic Concepts/Processes in Biology, Issues in Teaching Biology.
Desired Outcome	After completing this unit, the student-teacher will be able to: The nature of Physics, Chemistry and Biology; Issues and problems in teaching physics, chemistry and biology; Basic concepts in Physics, Chemistry and Biology.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>18 periods in 3 week</b>



Signature

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Chümoukedima : Nagaland

Course title: Pedagogy of social sciences-I (100 marks) (Jan to June- 2023)

Course code: 7 a (ii)

Semester- 2<sup>nd</sup> (old course)

## COURSE OUTCOME

CO Code	Course Outcome
CO1	Understand the concept of social sciences as distinguished from social studies, analyze the core components of social sciences i.e., history, geography, political science and economics and interrelationship between them, examine the development of social sciences as a school subject.
CO2	Understand the objectives of teaching learning social sciences and its contribution towards the broader aim of education.
CO3	Understand the different perspectives of teaching social sciences, apply knowledge of framing objectives in behavioral terms.
CO4	Examine issues and problems in social sciences teaching-learning such as obsolescence, pre-conceptions and mis-conceptions, lack of professional preparation, inadequate learning resources, apathy towards the subject.
CO5	Acquire deeper understanding of the historical and political science components of the school social sciences content.

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1	PSO1, PSO2	Provides a foundation in core educational concepts, links subject mastery with pedagogy; and connects with understanding education's philosophical and sociological aspects.
CO2	PO2, PO5	PSO2, PSO10	Emphasizes pedagogical strategies; supports broader educational aims like social justice and gives theoretical support, and reflects inclusive educational values.
CO3	PO2, PO3	PSO3, PSO4	Reflects teaching strategies and connects with curriculum planning, supports learner understanding, and ensures pedagogical effectiveness.
CO4	PO4, PO6	PSO7, PSO9	Develops critical thinking; promotes ethical reflection, encourages self-reflection and supports communication and leadership in problem-solving.
CO5	PO1, PO3	PSO1, PSO2	Relates to conceptual clarity; enables curriculum integration and ensures subject mastery; enhances understanding of education foundations.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ( Jan - Jun 2023 )

Course Name: Pedagogy of teaching Social Sciences - I

Subject Code: 7A(ii)

Semester: 2nd Semester

Name of Teacher: Kainali

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Conceptual Framework	- concept of social sciences as distinguished from social studies - Core Components of Social Sciences and their interrelationship - Development of Social Sciences	14
to II	Aims and objectives of teaching social sciences	- Aims of teaching Social Sciences (NCF) - Contribution of social sciences to the goals of Education	10
III	Changing Perspectives of teaching	- From Behaviourism to Constructivism - Objective based teaching/Behaviourist Approach - Socio cultural context of learning - Critical pedagogy of Social Sciences	18
IV	Issues and problems in Social Sciences	- Pre-conceptions and misconceptions - Disciplinary Vs. Integration of content - Professional preparation of teachers - Learning resources and facilities - Apathy towards the subject	12
V	History and Political sciences	- Recent development and sociocultural changes - History importance, Socioeconomic development - Globalization of the world - Impact of colonialism, imperialism - Political science - meaning, scope - Importance, Government and Governance - Making democracy work	18

Kainali  
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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 2nd Semester

Paper: Course 7A(ii)

Lesson Topic	<ul style="list-style-type: none"> <li>Concept of social sciences as distinguished from Social Studies.</li> <li>Core Components of Social Sciences and their interrelationship between them.</li> <li>Development of social sciences as a school Subject in India in the 20<sup>th</sup> century and its present status</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>Understand the concept of social sciences as distinguished from social studies.</li> <li>Analyse the core components of Social Sciences and interrelationship between history, geography, economic and political sciences.</li> <li>Examine the development of social science.</li> </ul>
Teaching / Learning Method	Lecture, Discussion
Materials Needed	Printed materials, articles.
Assignment / Follow Up	
Lesson Duration	21 Jan - 6 <sup>th</sup> Feb

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 2nd

Paper: Course 7A(ii)

Lesson Topic	<ul style="list-style-type: none"> <li>Aims of teaching Social Sciences as per NCF 2005</li> <li>Contribution of Social sciences to the goals of education</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>Understand the objectives of teaching-learning social sciences and its contribution towards the broader aim of Education.</li> </ul>
Teaching / Learning Method	Lecture, Literature Reviews
Materials Needed	Printed material, NCF 2005 document, articles.
Assignment / Follow Up	<ul style="list-style-type: none"> <li>Review NCF 2005 National Curriculum Framework (Social Sciences) and bring out aims and objectives of teaching Social Sciences.</li> </ul>
Lesson Duration	7 Feb - 19 Feb

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 2nd

Paper: Course 7A(ii)

Lesson Topic	<ul style="list-style-type: none"> <li>Pre-conceptions and misconceptions</li> <li>Disciplinary Vs. Integration of content</li> <li>Professional preparation of teachers</li> <li>Learning resources and facilities</li> <li>Apathy towards the subject</li> <li>Recent development and sociocultural changes</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>Examine issues and problems on social sciences teaching-learning such as obsolescence, pre-conceptions and misconceptions, lack of professional preparation, inadequate learning resources, apathy towards the subject</li> </ul>
Teaching / Learning Method	Lecture, Discussion, Assignment, presentation.
Materials Needed	Printed material and articles.
Assignment / Follow Up	<ul style="list-style-type: none"> <li>Explore and develop comprehensive list of resources available in the local context for teaching-learning social sciences.</li> </ul>
Lesson Duration	19 <sup>th</sup> March - 1 <sup>st</sup> April

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FORMAT-2 Lesson Plan

Teacher: Kainali

Semester: 2<sup>nd</sup>

Page: Course 7 (A/N/1)

Lesson Topic	History: importance, sources, periods, when important civilisation, major human civilisations - impact of civilisation and 'inferiority' - political science - meaning, scope, importance - government and governance - making democracy work.
Desired Outcome	To acquire deeper understanding of the historical and political science components of the school social sciences content.
Teaching / Learning Method	Lecture, discussion, presentation, team teaching, Assignment.
Materials Needed	printed materials and articles.
Assignment / Follow Up	- major civilisation of the world. ?
Lesson Duration	75 April - 15 <sup>th</sup> May.

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FORMAT-2 Lesson Plan

Teacher: Kainali

Semester: 2<sup>nd</sup> Semester

Page: Course 7 (A/N/1)

Lesson Topic	From Behaviourism to Constructivism - Teacher used teaching/behaviourist approach - From cultural context of society - Critical pedagogy and social justice teaching.
Desired Outcome	understand the different perspectives of teaching social sciences, apply knowledge of framing objectives in behaviourist and constructivist.
Teaching / Learning Method	lecture, discussion, presentation.
Materials Needed	printed material, articles.
Assignment / Follow Up	Debate on Behaviourism vs Constructivism in the context of school situations in Nepal.
Lesson Duration	19 <sup>th</sup> Feb - 15 <sup>th</sup> March

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**Course title: Pedagogy of Maths- I, methodology of teaching Maths (January-June 2023) old course.**  
**100 Marks**  
**Course code: 7 (A)**  
**Semester: 2<sup>nd</sup>**

**COURSE OUTCOME FOR PEDAGOGY OF MATHEMATICS – I(NEW COURSE)**

**CO1:** Demonstrate an understanding of the meaning, nature, values, and scope of mathematics; explain key mathematical concepts such as propositions, proofs, truth tables, and Venn diagrams; and appreciate the aesthetic and historical contributions of mathematicians like Aryabhata, Ramanujan, Euclid, and Pythagoras.

**CO2:** Explain the aims and objectives of teaching school mathematics, differentiate between them, and apply Bloom's Taxonomy to frame learning outcomes in alignment with NCF 2005 and NEP 2020.

**CO3:** Analyze learner behavior and develop strategies to cultivate mathematical intuition, promote questioning, facilitate peer collaboration, and sustain interest in mathematics among diverse learners.

**CO4:** Evaluate the principles and approaches of mathematics curriculum construction at various school stages, and demonstrate the ability to prepare alternative materials and curriculum plans.

**CO5:** Apply various teaching approaches (behavioristic, cognitive, constructivist) and methods (inductive-deductive, heuristic, problem-solving, etc.), and use appropriate strategies like group work and brainstorming to effectively teach mathematics.

# PO–PSO–CO Mapping Matrix

**Course Title: Pedagogy of Mathematics I**

**Semester: II**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1: Demonstrate an understanding of the meaning, nature, values, and scope of mathematics; explain key mathematical concepts such as propositions, proofs, truth tables, and Venn diagrams; and appreciate the aesthetic and historical contributions of mathematicians like Aryabhata, Ramanujan, Euclid, and Pythagoras.	PSO1, PSO2, PSO4, PSO10	PO1, PO4, PO5	Builds foundational mathematical knowledge, connects historical context, and encourages inclusive understanding of mathematics.
CO2: Explain the aims and objectives of teaching school mathematics, differentiate between them, and apply Bloom's Taxonomy to frame learning outcomes in alignment with NCF 2005 and NEP 2020.	PSO2, PSO5, PSO7	PO1, PO3	Aligns curriculum goals with educational frameworks and encourages reflective teaching practices.
CO3: Analyze learner behavior and develop strategies to cultivate mathematical intuition, promote questioning, facilitate peer collaboration, and sustain interest in mathematics among diverse learners.	PSO3, PSO10, PSO12	PO2, PO4, PO5	Encourages learner-centric strategies, collaborative learning, and creative classroom engagement.
CO4: Evaluate the principles and approaches of mathematics curriculum construction at various school stages, and demonstrate the ability to prepare alternative materials and curriculum plans.	PSO4, PSO5, PSO10	PO1, PO3, PO5	Supports curriculum design and instructional material development suited for diverse learner needs.
CO5: Apply various teaching approaches (behavioristic, cognitive, constructivist) and methods (inductive-deductive, heuristic, problem-solving, etc.), and use appropriate strategies like group work and brainstorming to effectively teach mathematics.	PSO1, PSO4, PSO6	PO2, PO4	Enhances teaching skills with modern strategies and technology to support active learning.


FORMAT – 1

# MOUNT MARY COLLEGE

General lesson plan for academic session - (January – June 2023)


Course name : Pedagogy of teaching Mathematics –I  
 Subject code : 701 JV  
 Semester : 2<sup>nd</sup> semester  
 Name of teacher : Alemtenjien Jamir

Unit	Chapter	Content/Topics	No. of classes required (Duration)
I	NATURE AND SCOPE OF MATHEMATICS	<ul style="list-style-type: none"> <li>Meaning, nature, scope and values of mathematics.</li> <li>Building blocks of mathematics: Mathematical propositions, Proofs &amp; Types of Proofs, Truth tables, Venn diagram, Quantifiers, Necessary and sufficient conditions, Theorem.</li> <li>Aesthetic sense in mathematics.</li> <li>Contributions of mathematicians (Indian &amp; Foreign): Aryabhata, Ramanujan, Euclid, Pythagoras.</li> </ul>	14 hours/19 periods
II	AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS	<ul style="list-style-type: none"> <li>General Aims of teaching mathematics.</li> <li>Objectives of teaching mathematics – Bloom's Taxonomy.</li> <li>Difference between Aims and Objectives.</li> <li>General objectives of teaching mathematics with special reference to NCF 2005 and NEP-2020</li> </ul>	12 hours/ 16 periods

  
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III	EXPLORING LEARNERS	<ul style="list-style-type: none"> <li>Cultivating learner's intuition.</li> <li>Encouraging learner for Probing Questions and Raising Queries.</li> <li>Appreciating cooperative learning among peer-group.</li> <li>Arousing and maintaining interest in mathematics for different learners.</li> </ul>	12 hours/16 periods
IV	SCHOOL MATHEMATICS CURRICULUM	<ul style="list-style-type: none"> <li>Curriculum: Concept, Meaning and Objectives.</li> <li>Principles for curriculum construction.</li> <li>Curricular choices at different stages of school mathematics education.</li> <li>Approaches to curriculum construction in school mathematics.</li> </ul>	13 hours/17 periods
V	APPROACHES, METHODS, AND STRATEGIES OF TEACHING MATHEMATICS	<ul style="list-style-type: none"> <li>Different approaches of teaching: Behavioristic, Cognitive and Constructivist.</li> <li>Methods of teaching Mathematics: Lecture cum demonstration method, Inductive-Deductive method, Analytic-Synthetic method, Heuristic method, Problem solving method, Project method, Laboratory Method.</li> <li>Strategies of Teaching Mathematics: Drill work, Home assignment, Group learning, Self-regulated study, Supervised study, Brain storming.</li> </ul>	14 hours/19 periods

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FORMAT – 2

## LESSON PLAN

Teacher : Alemtenjien Jamir  
 Semester : 2<sup>nd</sup> semester (Jan to Jun 2023)  
 Paper : Pedagogy of teaching mathematics –I


Lesson Topic	Meaning, Nature, Scope, Values Building Blocks of Mathematics Aesthetic Sense in Mathematics Contributions of Mathematicians Revision & Discussion
Desired Outcomes	Understand foundational concepts Identify elements of logic and structure Appreciate patterns and beauty Know key contributions of Indian & foreign scholars Integrate and reflect on learning
Teaching/learning method	Lecture, presentation, reflection, GD, problem-solving, activity, visual demonstration.
Materials needed	PPT, textbooks, charts, reference texts, etc.
Assignment/follow-up	Essay on different topics, book review on mathematicians, etc.
Lesson duration	14 hours

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Lesson Topic	General aims of teaching mathematics Bloom's taxonomy and objectives Difference between aims and objectives General objectives w.r.t. NCF & NEP Review
Desired Outcomes	Clarify educational purposes Frame objectives using taxonomy Distinguish between two concepts Connect to national goals
Teaching/learning method	Lecture, concept mapping, brainstorming, seminars, presentation, GD
Materials needed	PROJECTOR, NCF/NEP extracts, whiteboard, etc.
Assignment/follow-up	Frame 5 behavioural objectives, report writing on NEP/NCF, etc.
Lesson duration	12 hours


Lesson Topic	Learner's Intuition Probing Questions Peer group learning Interest in Math Aesthetic Activity
Desired Outcomes	Stimulate student intuition Develop questioning skills Promote cooperative learning Maintain motivation Promote creative application
Teaching/learning method	Lecture, demonstration, group work, group discussion, etc.
Materials needed	Math games, sample question bank, textbooks, etc.
Assignment/follow-up	Assignments on all the topics.
Lesson duration	12 hours.

  
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Lesson Topic	Curriculum concepts Principles of construction Curricular choices Approaches to construction Curriculum preparation
Desired Outcomes	Understand meaning and objectives Analyze guiding principles Differentiate levels and content Recognize various approaches
Teaching/learning method	Lecture, demonstration, brainstorming, group work.
Materials needed	Slides, projector, whiteboard, textbooks, etc.
Assignment/follow-up	Prepare mini-curriculum
Lesson duration	13 hours

Lesson Topic	Teaching approaches Teaching methods Teaching strategies
Desired Outcomes	Compare educational approaches Apply various teaching methods Implement classroom strategies
Teaching/learning method	Comparative study, presentation, group learning, brainstorming, drill, etc.
Materials needed	PPT, sample lessons, worksheets, etc.
Assignment/follow-up	Group presentation on different topics
Lesson duration	14 hours

  
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Course Title: Drama and Art in Education  
Course Code: EPC 3 [50 Marks]  
Semester: 2<sup>nd</sup>

Jan- June 2023

Course Outcomes [COs]

CO code	Course Outcome Statement
CO1	To understand the meaning, nature and scope of drama and art and the different forms of drama and art.
CO2	To understand the need and uses of drama and art in education and apply them to enhance creativity, expression and holistic learning in the classroom.
CO3	To understand the aims and objectives of teaching drama and art at the secondary level and apply them in understanding self and as a form of self-expression for enhancing creativity.
CO4	To understand the collaborative role of school, teacher and community in promoting drama and art.
CO5	To enable the students to assess and evaluate students' performance in drama and art related programmes and identify challenges in organizing such activities in Indian schools.

PO-PSO-CO Mapping Matrix Justification

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1	PSO2, PSO12	Understanding the scope of drama and art builds conceptual clarity and lays the foundation for using creative expression in teaching
CO2	PO2, PO3	PSO4, PSO6, PSO12	Integrating drama and art supports ICT and modern strategies curriculum planning pedagogical skills, tech-enabled creativity, and experiential learning .
CO3	PO1, PO5	PSO3, PSO10, PSO12	Builds knowledge of educational goals inclusive and expressive practices understanding learners and using creative self-expression
CO4	PO4, PO6	PSO7, PSO9, PSO13	Highlights critical thinking and collaboration ethical and reflective practice, leadership , and community-based activities
CO5	PO3, PO4	PSO5, PSO12, PSO13	Focuses on assessment skills decision-making and evaluation school-based competencies, and performance-based learning

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ( Jan to June 2023 )

Course Name: Drama and Art in Education

Subject Code: EPC 3

Semester: 2nd

Name of Teacher: Khanyale Mgh

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Understanding Drama and Art	Meaning, nature and scope. - Forms of Drama and Art.	12
2.	Drama and Art in Education	Place of drama and art in education - Need and use of drama and art in education	10
3.	Drama and Art as a critical pedagogy	Aims and objectives of teaching drama and art at the secondary level - Practice of drama and art in understanding the self and as a form of self-expression for enhancing creativity.	13
4.	Role of school and community	Role of teacher - Role of community.	10
5.	Evaluation and Assessment	Evaluation and assessment of student performance in programs related to drama and art - Challenging and problem in organizing programmes of drama and art in Indian school.	10

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ORMAT-2 Lesson Plan

Teacher: Khanyale Mgh

Semester: 2nd

Paper: EPC 3

Unit / Lesson Topic	Understanding Drama and Art.	<ul style="list-style-type: none"> <li>- Meaning, Nature and scope</li> <li>- Forms of Drama and Art.</li> </ul>
Desired Outcome		To understand the meaning, nature and scope of Drama and Art and the different forms of Drama & Art.
Teaching / Learning Method		Lecture, Discussion, Assignment.
Materials Needed		Printed text, articles.
Assignment / Follow Up		Forms of Drama and Art.
Lesson Duration		27th Jan - 17th Feb

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ORMAT-2 Lesson Plan

Teacher: Khanyale Mgh

Semester: 2nd

Paper: EPC 3

Unit / Lesson Topic	Drama and Art in Education	<ul style="list-style-type: none"> <li>- Place of drama and art in education</li> <li>- Need and use of drama and art in education</li> </ul>
Desired Outcome		To understand the need and use of drama and art in education and apply them to enhance creativity, expression and holistic learning in the classroom.
Teaching / Learning Method		Lecture, Discussion, Assignment.
Materials Needed		Printed text, articles
Assignment / Follow Up		Need and use of drama and art in education.
Lesson Duration		20th Feb - 8th March

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ORMAT-2 Lesson Plan

Teacher: Khanyale Mgh

Semester: 2nd

Paper: EPC 3

Unit / Lesson Topic	Drama and Art as a critical pedagogy	<ul style="list-style-type: none"> <li>- Aims and objectives of teaching drama and art at the secondary level.</li> <li>- Practice of drama and art in understanding the self and as a form of self-expression for enhancing creativity.</li> </ul>
Desired Outcome		To understand the aims and objectives of teaching drama and Art at the secondary level and apply them in understanding self and as a form of self-expression for enhancing creativity.
Teaching / Learning Method		Lecture, Discussion, Activity
Materials Needed		Printed material, articles
Assignment / Follow Up		Write on one act play related to social context.
Lesson Duration		9th March - 31st March

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Teacher... Khanyale Magh

Semester... 2nd

Paper... E.P.C. 3

Unit Lesson Topic	<ul style="list-style-type: none"> <li>- Role of Teacher</li> <li>- Role of community.</li> </ul>
Desired Outcome	- To understand the collaborative role of school, teacher and community in promoting drama and art.
Teaching / Learning Method	Lecture, Discussion, Activity
Materials Needed	Printed text, articles.
Assignment / Follow Up	To perform a short play and write a report on that.
Lesson Duration	3rd April - 14th April

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Nagaland

Teacher... Khanyale Magh

Semester... 2nd

Paper... E.P.C. 3

Unit Lesson Topic	<ul style="list-style-type: none"> <li>- Evaluation and assessment of students' performance in programs related to drama and art.</li> <li>- challenges and problems in organizing programmes of drama and art in Indian schools</li> </ul>
Desired Outcome	- To enable the students to assess and evaluate student performance in drama and art-related programmes and identify challenges in organizing such activities in Indian schools.
Teaching / Learning Method	Lecture, Discussion, Activity
Materials Needed	Printed materials, articles
Assignment / Follow Up	<ul style="list-style-type: none"> <li>To organise a cultural Day and prepare a report on that.</li> <li>To organise a Drama Day and write a report on that.</li> </ul>
Lesson Duration	17th April - 28th April.

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## 4<sup>th</sup> Semester Jan to June 2023

Course No	Title of the Paper	External	Internal	Total
Course 7b	Pedagogy of school subject (any one) Methodology of Teaching English I Methodology of Teaching SS I Methodology of Teaching MathematicsI Methodology of Teaching Science I	70	30	100
	internship	50	250	300
	<b>Total</b>	<b>120</b>	<b>280</b>	<b>400</b>

**Course title: Pedagogy of language. (January- June 2023)**

**Course code: 7 (b) old course (100 Marks)**

**Semester: 4<sup>th</sup>**

### **COURSE OUTCOME (CO)**

1. Understand different forms of English language and the forms of literature in school curriculum. Classify the relevance of media in school. Analyze the needs and relevance of translation.
2. planning strategies to teach different forms of literature. Understand the relative Importance of various forms literature. Enhancing the skills to develop task and material for study skills in English literary forms.
3. understand the needs for curriculum development in the language prospectives. Identify the importance of selecting materials to language teaching. Analyze the role of teacher as a researcher.
4. understand the importance of TLMs, distinguish the different roles of TLMs in teaching English language. Execute strategies of using IT in language classroom.
5. understand the needs of assessment in development of language in classroom. Developing strategies to assess students. Analyze on the role of feedbacks in classroom.

**PO-PSO-CO MAPPING MATRIX**

<b>Course Outcome (CO)</b>	<b>Mapped PO(s)</b>	<b>Mapped PSO(s)</b>	<b>Justification</b>
CO1:	PO1, PO2	PSO1, PSO2, PSO6	This CO emphasizes foundational knowledge of English as a subject, ICT/media relevance, subject mastery, and educational philosophy & contemporary understanding, along with the integration of ICT.
CO2:	PO2, PO3, PO4	PSO1, PSO4, PSO5	This involves pedagogical planning, using teaching-learning strategies, critical thinking, subject-pedagogy integration, content into teachable units, and instructional planning.
CO3:	PO3, PO4, PO6	PSO2, PSO5, PSO11	This connects curriculum understanding and development, teacher's role and reflection, foundational knowledge curriculum & assessment skills, and professional commitment.
CO4:	PO2, PO3	PSO4, PSO6	This focuses on teaching-learning materials and ICT integration, implementing them in planning, pedagogical proficiency and ICT-based learning.
CO5:	PO3, PO4	PSO5, PSO7	This highlights assessment planning and execution reflective and effective feedback, curriculum & assessment knowledge , and ethical-reflective practices.

FORMAT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (January - June 2023)

Course Name: Pedagogy of Language  
Subject Code: (B) Old Course  
Semester: IV  
Name of Teacher: Ron Lito

Unit	Chapter	Contents / Topics	No. of Class (Required / Duration)
VI	Language Instruction and Activities I	Different forms of English language instruction designed from by students. Instruction in second curriculum, needs, objectives, relevance. Role of syllabus in second curriculum. Translation experience of some of the activities.	14
VII	Language Instruction of Units and II	Teaching of different forms of English language - Texts, Pass dialogues. The relative importance of listening, (writing, reading, speaking) in English. Understanding of the role of the teacher.	6
VIII	Development of Analysis of syllabus & Textual materials	Understanding the relationship between curriculum, syllabus and textbooks. Selection of material, developing of activities of class, connecting learning to the world outside, making learning fun and meaningful. Learning to communicate. - Teacher as a Teacher.	14
IX	Teaching Learning materials of texts	Print media, like reading material such as lesson, short texts, passages, newspaper, like pictures etc. ICT, audio, video and including other programs, Radio, T.V, films, Planning of translation activities. - Planning of translation activities etc.	13
X	Assessment of Use and improvement	Programmes of assessment of development of language, continuous of comprehension, like translation, listening & evaluation, oral activities, projects, etc. Self-evaluation, group evaluation, peer review & feedback. - Analysis of tests, feedback, student.	13

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FORMAT-2  
Lesson Plan

Teacher: Ron Lito  
Semester: IV  
Paper: Pedagogy of Language

Lesson Topic Language, Instruction of Activities I	- Different forms of English language, understanding different forms of English language, needs, objectives, relevance of media in second curriculum. Role of syllabus in second curriculum. Translation experience. Through examples for a teaching activity. Through examples for a teaching activity. Through examples for a teaching activity. Through examples for a teaching activity.
Desired Outcome	- Understanding different forms of English language and its role in second curriculum. - Classify the importance of media in second curriculum. - Analyse the needs and importance of translation.
Teaching / Learning Method	Discussion, lecture.
Materials Needed	Printed text
Assignment / Follow Up	Translation, importance and needs. Activities based on translating English words into IPA format.
Lesson Duration	January 30 - 17 <sup>th</sup> February

FORMAT-2  
Lesson Plan

Teacher: Ron Lito  
Semester: IV  
Paper: Pedagogy of Language

Lesson Topic Language, Instruction and Activities I	Teaching of different forms of English language from dialogues. The relative importance of listening, reading, writing, speaking in English. Development of the role of the teacher in English language learning.
Desired Outcome	Planning strategies to teach different forms of language. - Understanding the relative importance of various forms of language. - Enhancing the skills to develop text and material for study skills in English language forms.
Teaching / Learning Method	Discussion / Lecture.
Materials Needed	Printed text.
Assignment / Follow Up	Developing text for study skills in English language forms.
Lesson Duration	20 <sup>th</sup> February to 10 March

FORMAT-2  
Lesson Plan

Teacher: Ron Lito  
Semester: IV  
Paper: Pedagogy of Language

Lesson Topic Language, Instruction and Activities I	- Understanding the relationship between curriculum, syllabus and textbooks. - Selection of material - Development of activities of class - Connecting learning to the world outside. - Making learning fun and meaningful. Learning to communicate. - Teacher as a Teacher (Developing material). - Strategies keeping in mind the needs of the learner.
Desired Outcome	- Understand the needs for curriculum development in the language perspective. - Identify the importance of selecting material to language learning. - Analyse the role of teacher as a Teacher.
Teaching / Learning Method	Discussion / Lecture.
Materials Needed	Printed text.
Assignment / Follow Up	Teacher as a Teacher. To select a topic and write on it as the project-based method in classroom.
Lesson Duration	13 <sup>th</sup> March to 31 March

FORMAT-2		Lesson Plan	
Teacher: <u>Himale</u>			
Semester: <u>IV</u>			
Paper: <u>Proficiency in Language</u>			
Lesson Topic <u>Learning Language Methods of Aids.</u>	<ul style="list-style-type: none"> <li>- Print media</li> <li>- Other materials: materials, songs, as learning lesson.</li> <li>- Book, magazines, newspapers, News, television etc.</li> <li>- ICT, Audio-visual aids, electronic, Call Program.</li> <li>- Audio, Radio, TV, films.</li> <li>- Planning to use material (Discussion, debate).</li> <li>- Learning session (IT) - Language as a tool.</li> </ul>		
Desired Outcome	<ul style="list-style-type: none"> <li>- Understand the importance of TLMs, distinguish the different role of TLMs in learning English language.</li> <li>- Develop strategies of using ICT in language classroom.</li> </ul>		
Teaching / Learning Method	Discussion / Lecture.		
Materials Needed	Printed text.		
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Seminar, Power point presentation on</li> <li>- ICT, audio-visual aids.</li> </ul>		
Lesson Duration	3 <sup>rd</sup> April to 20 <sup>th</sup> April		

FORMAT-2		Lesson Plan	
Teacher: <u>Himale</u>			
Semester: <u>IV</u>			
Paper: <u>Proficiency in Language</u>			
Lesson Topic <u>Assessment - 18 Marks</u>	<ul style="list-style-type: none"> <li>- Degree and assessment of development of language</li> <li>- Continuous and comprehensive evaluation.</li> <li>- Techniques of evaluation - test, written portfolio</li> <li>- Peer evaluation group evaluation.</li> <li>- Importance of questions.</li> <li>- Activities and tasks (open ended questions, A.B. Test, d. task) reflecting - Practice, debate, Creative, critical thinking, calculation, computer, feedback to student, Parents of student.</li> </ul>		
Desired Outcome	<ul style="list-style-type: none"> <li>- Understand the needs of assessment in development of language in classroom.</li> <li>- Developing strategies to assess students.</li> <li>- Analyse the role of feedback in classroom.</li> </ul>		
Teaching / Learning Method	Discussion / Lecture.		
Materials Needed	Printed text.		
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Activities and tasks to encourage the</li> <li>- Creative, critical and imaginative skills.</li> </ul>		
Lesson Duration	21 <sup>st</sup> April to 10 <sup>th</sup> May.		



**Course title: Pedagogy of social sciences-II (Jan-June 2023)**

**Course code: 7 b (ii) (old course)**

**Semester: 4<sup>th</sup>**

CO Code	Course Outcome
CO1	Understand the principles of ci, the approaches and co-curricular aspects of curriculum construction.
CO2	Understand the various teacher-directed and learner directed method in social sciences and explain the models of teaching.
CO3	Understand teaching learning through pedagogical analysis and concept mapping, apply various aspects and tools of evaluation and develop observational skills among teachers.
CO4	Understand various learning resources in social sciences including, textbook, workbooks, libraries, laboratories, community and environmental resources, digital tools and recognize the essential qualities of an effective social sciences teacher.
CO5	To gain deeper understanding of the geographical and economic components of the social sciences.

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1, PO3	PSO2, PSO5	Gives foundational curriculum knowledge; supports curriculum design and connects with educational principles, focuses on curriculum competence.
CO2	PO2, PO4	PSO4, PSO3	Support instructional and professional teaching skills and reflects pedagogical expertise, while P aids in understanding diverse learner needs.
CO3	PO2, PO3	PSO4, PSO5, PSO13	Guide effective planning and evaluation, supports analysis and teaching strategies and aligns with assessment tools and encourages observational practice.
CO4	PO2, PO6	PSO6, PSO9	Supports use of teaching resources; encourages professional development and reflects ICT and digital integration; supports leadership and communication.
CO5	PO1, PO3	PSO1, PSO2	Ensures conceptual depth; supports subject integration into curriculum and ensures subject mastery; connects theory with curriculum understanding.

FORMAT-1

General Lesson Plan for the Academic Session ( Jan - June - 2023 )

Course Name: Pedagogy of Teaching Social Sciences - II

Subject Code: 7502 (old course)

Semester: 2<sup>nd</sup> semester

Name of Teacher: Kainali

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
VI	Social Science Curriculum: Approaches and Aspects	Principles of curriculum construction in social sciences, spiral, concentric, correlating, generalized and integrated approaches, curriculum aspects of curriculum - Clubs, Project, etc.	14
VII	Strategies, methods and models of teaching	Teacher directed, Strategic, learner team teaching, learner directed, project, discovery, problem solving, cooperative and collaborative learning, etc.	16
VIII	Planning and Organizing Teaching-Learning	Real Analysis, concept mapping, learning situation, hypothesis, evaluation, concept, reasoning and decision making, etc.	15
IX	Evaluating learning process	Formative, Summative, CCE, etc.	11
X	Resources in Social Science	Social science textbooks and materials, social science, community and environmental education, social science teacher, ICT and other resources.	13

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 2<sup>nd</sup> semester

Paper: 7502

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Principles of curriculum construction in SSC	Approaches to curriculum construction - spiral, concentric, correlating, specialized and integrated; Curriculum aspects of curriculum - Clubs, Project, etc.	Understand the principles, approaches and co-constructive aspects of social sciences curriculum construction.	lecture, discussion, activity, etc.	Printed material, article, social sciences textbook (class 6-10)	Review social sciences curriculum at different levels in Nagaland (Classes 6-10)
					21 <sup>st</sup> - 12 <sup>th</sup> Feb

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 2<sup>nd</sup> semester

Paper: 7502 (ii)

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Teacher directed Strategic - lecture, team teaching; learner directed - project, discovery, problem solving, cooperative and collaborative learning, assignment, reflective reading, models of teaching - Concept attainment, Group investigation, Jurig, Socratic Inquiry.	To understand the various teacher directed learner directed method in social sciences, explain the models of teaching.	lecture, discussion, assignment	Printed material, articles	Every student - teacher must do a reflective reading of material on any current issues and challenges of Nagaland Society and share insights in class (forums)	13 <sup>th</sup> - Feb - 3 <sup>rd</sup> March

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 2<sup>nd</sup> semester

Paper: 7502 (ii)

Lesson Topic	Desired Outcome	Teaching / Learning Method	Materials Needed	Assignment / Follow Up	Lesson Duration
Organizing teaching-learning: Pedagogical analysis, concept mapping, creating learning situations, aspects of evaluation - Conceptual reasoning and decision making, attitudinal social behavioural and skills, CCE process and product of evaluation, tools for evaluation - teacher made test, interest in learning.	Understand teaching-learning through pedagogical analysis and concept mapping, apply various aspects of evaluation and through evaluation and use appropriate tools to assess conceptual, attitudinal and skill based learning, while developing classroom skills.	lecture and discussion	Printed materials, articles.	Prepare at least two (2) tools for evaluating two different aspects of evaluation	9 <sup>th</sup> March - 3 <sup>rd</sup> April


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FORMAT-2

Lesson Plan

Teacher: Kainali  
Semester: 6th Semester  
Paper: 7.6 (11)

Lesson Topic	Social sciences textbook, workbook, necessary qualities and characteristics, libraries and laboratories, community and environmental resources, teacher - qualities and characteristics, ICT and other resources.
Desired Outcome	understand various learning resources in social sciences including textbook, workbook, libraries, laboratories, community and environmental resources, digital tools and recognize the essential qualities of an effective social sciences teacher.
Teaching / Learning Method	Lecture, discussion, presentation
Materials Needed	Printed material, articles, classes 6-10 Social Sciences Textbook.
Assignment / Follow Up	Brain storming session for identifying different learning resources and prepare 3 flash cards learning material (referring social sciences textbook of classes 6-10) followed by presentation.
Lesson Duration	6th April - 17th April

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FORMAT-2

Lesson Plan

Teacher: Kainali  
Semester: 6th Semester  
Paper: 7.6 (11)

Lesson Topic	Economics - Meaning (importance, types), Dynamics of market, developmental issues, sustainable development - concept and attributes.
Desired Outcome	Geography - Meaning, nature and importance of teaching geo, physical and human geo, Physical environment, adaptation of human activities - map reading. To gain deeper understanding of the geographical and economic components of the Social Sciences.
Teaching / Learning Method	Lecture, discussion, presentation, group work
Materials Needed	Printed text, article
Assignment / Follow Up	Team Teaching according to the Club: Geography, Economics, political sciences and history and discussion any topic from unit 1.
Lesson Duration	18th April - 17th May

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**course Title: Pedagogy of Teaching Science II**

**Course Code: 7**

**[100 Marks]**

**Semester: 3rd**

### **Course Outcomes (COs) of Pedagogy of Science-II**

Course Outcomes (Cos)	Course Outcome Statement
CO1	The student-teacher will be able to <b>analyze and apply the principles of curriculum construction</b> in science education. They will develop a deep understanding of various approaches to curriculum organization—such as concentric, nature study, disciplinary, and integrated approaches—and learn how to incorporate <b>co-curricular activities</b> like science clubs, fairs, and field trips to enrich the learning experience.
CO2	The student-teacher will gain <b>proficiency in diverse teaching strategies</b> including both <b>teacher-directed</b> (lecture, demonstration, team teaching, brainstorming) and <b>learner-directed</b> (project, problem-solving, laboratory, and cooperative learning) approaches. They will also understand and apply <b>instructional models</b> like Concept Attainment, Inquiry Training, and Inductive Thinking to promote <b>scientific inquiry and conceptual understanding</b> among learners.
CO3	The student-teacher will develop the ability to <b>plan, organize, and analyze</b> the teaching-learning process in science. They will understand different <b>aspects of evaluation</b> —conceptual, reasoning, attitudinal, and skill-based—and implement <b>Continuous and Comprehensive Evaluation (CCE)</b> practices. They will be skilled in designing and using various <b>evaluation tools</b> such as diagnostic tests, rating scales, and anecdotal records, along with exploring <b>alternative assessment methods</b> .
CO4	The student-teacher will be able to <b>identify, prepare, and use effective learning resources</b> like textbooks, workbooks, laboratories, libraries, and environmental materials. They will also understand the <b>integration of ICT tools and multimedia resources</b> in science teaching to enhance student engagement and conceptual clarity, while also appreciating the qualities and professional competencies of an effective science teacher.
CO5	The student-teacher will revisit and <b>strengthen foundational knowledge in Physics, Chemistry, and Biology</b> , and learn to develop and use <b>concept maps</b> to interlink ideas and facilitate comprehension. This will enable them to <b>bridge theoretical understanding with classroom practice</b> , ensuring scientific accuracy, conceptual depth, and effective pedagogy.

### PO–PSO–CO Mapping Matrix with Justification

CO Code	Course Outcome (CO) Statement	Relevant POs	Relevant PSOs	Justification (Short Complete Sentence)
CO1	Analyze and apply principles of curriculum construction and incorporate co-curricular activities to enrich science learning.	PO1, PO3, PO4	PSO1, PSO5, PSO13	It relates to curriculum planning and instructional design, aligning with content mastery and practical school-based application.
CO2	Gain proficiency in diverse teaching strategies and instructional models to promote scientific inquiry.	PO2, PO4	PSO1, PSO4, PSO6	It connects with modern pedagogy and ICT use for scientific teaching and learning enhancement.
CO3	Plan, organize, and evaluate science teaching using diverse assessment tools and CCE practices.	PO3, PO4	PSO5, PSO13	It supports lesson planning, evaluation, and real classroom assessment competency.
CO4	Identify, prepare, and use learning resources including ICT and multimedia to enhance science teaching.	PO2, PO6	PSO4, PSO6, PSO7	It emphasizes the integration of ICT, professional ethics, and reflective teaching practice.
CO5	Strengthen subject knowledge in Physics, Chemistry, and Biology, and apply concept mapping for effective pedagogy.	PO1, PO4	PSO1, PSO2, PSO4	It links subject mastery with pedagogical understanding and effective teaching of science concepts.




Course Name: Pedagogy of Science-II

Subject Code: 7b (iii)

Semester: 4<sup>th</sup>

Name of Teacher: Dr. Tarun Kumar Jana

Unit	Name of Unit	Contents/Topics	No. of Class Required (Duration)
VI	SCIENCE CURRICULUM: APPROACHES AND ASPECTS	Principles of Curriculum Construction in Science; Approaches to Curriculum Organization-Concentric, Nature study, and Integrated Approaches. Co-curricular Aspects of Curriculum-Clubs, Field Trips, Nature Watch, Science Exhibition and Science Fair.	16 Class
VII	STRATEGIES, METHODS AND MODELS OF TEACHING	Teacher Directed Strategies-Lecture, Demonstration, Team Teaching, Brain storming. Learner Directed—Project, Assignment, Problem Solving, Laboratory, Group/Cooperative and Collaborative Learning; Models of Teaching—Concept Attainment, inquiry Training, Inductive thinking Model.	17 class
VIII	PLANNING FOR TEACHING AND AND EVALUATING LEARNING PROCESS	Pedagogical Analysis and Organization of Teaching—Learning in Science; Aspects of Evaluation—Conceptual, Reasoning and Decision Making, Attitudinal and Skills; Continuous Comprehensive Evaluation; Process; Critical Thinking Reasoning, Manipulative Skills and Product Evaluation in Science. Tools for Evaluation—Teacher-made Tests, Diagnostic Test, Aptitude Scale, Checklist, Rating Scale, and Anecdotal Record. Insights into Alternative Way of Assessing Learners in Science.	17 class
IX	LEARNING RESOURCES IN SCIENCE	Science Text Books and Work-books, Science Laboratory and Library. Environmental Resources. Selection, Preparation and Utilization of Instructional Aids. Science Teacher—Qualities and Characteristics; ICT and Other Resources.	16 class
X	D ISCIPLINES IN SCIENCE	Revisiting Some Basic Concepts/Processes in Physics, Chemistry and Biology. Concept Maps in Physics, Chemistry, and Biology.	16 class

  
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Teacher: Dr. Tarun Kumar Jana


Semester: 4<sup>th</sup>

Paper Name: Pedagogy of Science-II

Paper No.: 7b(iii)

*Lesson Plan*

Lesson Topic	Unit-VI
	Principles of Curriculum Construction in Science; Approaches to Curriculum Organization-Concentric, Nature study, and Integrated Approaches. Co-curricular Aspects of Curriculum-Clubs, Field Trips, Nature Watch, Science Exhibition and Science Fair.
Desired Outcome	By the end of this unit, the learner will be able to: Understand and apply key principles for designing effective and learner-centered science curricula; Gain knowledge on approaches to curriculum organization like <b>Concentric</b> : Grasp concepts deeply through gradual expansion, <b>Nature Study</b> : Learn science through direct interaction with nature, <b>Integrated</b> : Connect science with other subjects for holistic learning; Develop scientific skills and interest through clubs, field trips, nature watch, exhibitions, and fairs.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>16 periods in 3 week</b>

  
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Teacher: Dr. Tarun Kumar Jana

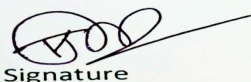
Semester: 4<sup>th</sup>

Paper Name: Pedagogy of Science-II

Paper No.: 7b (iii)

*Lesson Plan*

Lesson Topic	Unit-VII Teacher Directed Strategies-Lecture, Demonstration, Team Teaching, Brain storming. Learner Directed—Project, Assignment, Problem Solving, Laboratory, Group/Cooperative and Collaborative Learning; Models of Teaching—Concept Attainment, inquiry Training, Inductive thinking Model.
Desired Outcome	By the end of this unit, the learner will be able to understand: Teacher Directed Strategies like Lecture, Demonstration, Team Teaching, Brain storming; Learner Directed like Project, Assignment, Problem Solving, Laboratory, Group/Cooperative and Collaborative Learning; Models of Teaching—Concept Attainment, inquiry Training, Inductive thinking Model.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts ,, PowerPoint Presentations (PPTs).
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>17 periods in 3 week</b>



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Teacher: Dr. Tarun Kumar Jana

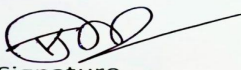
Semester: 4<sup>th</sup>

Paper Name: Pedagogy of Science-II

Paper No.: 7b (iii)

*Lesson Plan*

Lesson Topic	Unit-VIII  Pedagogical Analysis and Organization of Teaching— Learning in Science; Aspects of Evaluation—Conceptual, Reasoning and Decision Making, Attitudinal and Skills; Continuous Comprehensive Evaluation; Process; Critical Thinking Reasoning, Manipulative Skills and Product Evaluation in Science. Tools for Evaluation—Teacher-made Tests, Diagnostic Test, Aptitude Scale, Checklist, Rating Scale, and Anecdotal Record. Insights into Alternative Way of Assessing Learners in Science.
Desired Outcome	After completing this unit, the student-teacher will be able to understand: Pedagogical Analysis & Teaching–Learning Organization in Science; Aspects of Evaluation (Conceptual, Reasoning, Attitudinal, Skills); Continuous Comprehensive Evaluation (CCE); Evaluation Processes; Critical Thinking, Reasoning, Manipulative Skills & Product Evaluation; Tools for Evaluation (e.g., Teacher-made Tests, Checklists, Rating Scales) and Alternative Assessment Methods.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>17 periods in 3 weeks</b>

  
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Teacher: Dr. Tarun Kumar Jana


Semester: 4<sup>th</sup>

Paper Name: Pedagogy of Science-II

Paper No.: 7b (iii)

*Lesson Plan*

Lesson Topic	Unit-IX
	Science Text Books and Work-books, Science Laboratory and Library. Environmental Resources. Selection, Preparation and Utilization of Instructional Aids. Science Teacher—Qualities and Characteristics; ICT and Other Resources.
Desired Outcome	After completing this unit, the student-teacher will be able to select and use appropriate science textbooks and workbooks effectively in lesson planning and instruction; utilize and manage science labs and libraries to promote hands-on and inquiry-based learning; identify and integrate local environmental resources to enrich science teaching; select, prepare, and use effective instructional aids to enhance student understanding; demonstrate key professional and personal qualities essential for effective science teaching and effectively integrate ICT and digital tools into science education for interactive learning.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>16 periods in 3 weeks</b>



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Teacher: Dr. Tarun Kumar Jana

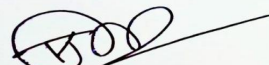
Semester: 4<sup>th</sup>

Paper Name: Pedagogy of Science-II

Paper No.: 7b (iii)

*Lesson Plan*

Lesson Topic	Unit-X
	Revisiting Some Basic Concepts/Processes in Physics, Chemistry and Biology. Concept Maps in Physics, Chemistry, and Biology.
Desired Outcome	After completing this unit, the student-teacher will be able to recall and reinforce foundational concepts in Physics, Chemistry, and Biology; Develop clarity and interlinking of basic scientific principles across disciplines; Strengthen conceptual understanding to support advanced learning; Learners construct and interpret concept maps to visualize relationships among scientific ideas; Enhance critical thinking and organization of knowledge. Promote interdisciplinary connections and deeper comprehension through visual learning tools.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	Class test, Home work, Presentation, Remedial classes, Revision, Previous year question paper discussion.
Lesson Duration	<b>16 periods in 3 weeks</b>



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Semester: 4<sup>th</sup>

Paper Name: Pedagogy of maths-II

Paper No.: 7b

Course 7

**COURSE OUTCOME FOR PEDAGOGY OF MATHEMATICS – II**

**CO1:** Design effective instructional plans using pedagogical analysis and behavioral objectives, integrate various types of teaching aids, and implement blended learning approaches for enhancing mathematics teaching.

*CO2: Evaluate and utilize various learning resources including textbooks, reference materials, ICT tools, and digital platforms (OER, LMS, apps), while identifying and overcoming classroom hurdles in their use.*

**CO3:** Explain and apply formative, summative, and diagnostic evaluation methods using tools and techniques in both scholastic and co-scholastic areas, and develop achievement tests for effective assessment.

**CO4:** Identify learner diversity using models like VAK, and promote inclusive learning through recreational activities, mathematics clubs, puzzles, riddles, and Vedic mathematics techniques.

**CO5:** Demonstrate understanding of professional development needs, teacher qualities, and growth opportunities through teacher associations, in-service programs, workshops, and seminars.

## PO–PSO–CO Mapping Matrix

**Course Title:** Pedagogy of Mathematics II  
**Semester:**4

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
<b>CO1:</b> Design effective instructional plans using pedagogical analysis and behavioral objectives, integrate various types of teaching aids, and implement blended learning approaches for enhancing mathematics teaching.	PSO1, PSO4, PSO5, PSO6	PO1, PO2, PO3, PO4	Enhances instructional planning and strategy integration with technology, pedagogy, and context-relevant aids.
<b>CO2:</b> Evaluate and utilize various learning resources including textbooks, reference materials, ICT tools, and digital platforms (OER, LMS, apps), while identifying and overcoming classroom hurdles in their use.	PSO5, PSO6, PSO10	PO2, PO4, PO5	Promotes innovative and inclusive resource use to support effective, technology-driven classroom teaching.
<b>CO3:</b> Explain and apply formative, summative, and diagnostic evaluation methods using tools and techniques in both scholastic and co-scholastic areas, and develop achievement tests for effective assessment.	PSO4, PSO5	PO1, PO3, PO4	Strengthens assessment literacy through use of various evaluative tools tailored to learner needs.
<b>CO4:</b> Identify learner diversity using models like VAK, and promote inclusive learning through recreational activities, mathematics clubs, puzzles, riddles, and Vedic mathematics techniques.	PSO3, PSO10, PSO12	PO2, PO5	Encourages inclusive and creative teaching practices accommodating diverse learning preferences.
<b>CO5:</b> Demonstrate understanding of professional development needs, teacher qualities, and growth opportunities through teacher associations, in-service programs, workshops, and seminars.	PSO7, PSO11, PSO13	PO6	Promotes ethics, reflection, and lifelong learning through participation in professional communities.

FORMAT – 1

# MOUNT MARY COLLEGE

General lesson plan for academic session - (January 2023 – June 2023)

Course name : Pedagogy of teaching Mathematics – II (new course)  
 Subject code : 7(II) IV  
 Semester : 4<sup>th</sup> semester  
 Name of teacher : Alemttemjen Jamir

Unit	Chapter	Content/Topics	No. of classes required (Duration)
VI	Planning for Teaching – Learning Mathematics	<ul style="list-style-type: none"> <li>Pedagogical Analysis and Organisation of Instructions</li> <li>Stating Instructional Objectives in Behavioural Terms</li> <li>Teaching Aids: Types (Audio, Visual, Audio-Visual/Projected, Non-Projected), Uses,</li> <li>Characteristics of Good Teaching Aids,</li> <li>Preparing Low Cost Improved Teaching Aids relevant to Local Ethos.</li> </ul>	14 hours/19 periods
VII	Learning Resource in Mathematics	<ul style="list-style-type: none"> <li>Textbooks: Qualities of a Good Mathematics Textbook.</li> <li>Reference Books, Guide Books, Workbooks,</li> <li>Books on Mathematical Games and Puzzles</li> <li>Applications of ICT: Audio-Visual Multimedia (CD/DVD-ROM's, Projector, Computer, TV, Mathematics related Websites and Blogs)</li> <li>Handling Hurdles in Utilizing Resource</li> </ul>	12 hours/ 16 periods
VIII	Assessment and Evaluation	<ul style="list-style-type: none"> <li>Assessment: Meaning</li> <li>Evaluation: Formative, Summative and Diagnostic.</li> <li>Tools and Techniques of Evaluation (Scholastic and non-Scholastic Areas)</li> </ul>	12 hours/16 periods
IX	Professional Development of Mathematics Teachers	<ul style="list-style-type: none"> <li>Identifying Learners Strength and Weaknesses (VAK model)</li> <li>Recreational Activities: Games, Puzzles, Riddles, Quiz in Mathematics</li> <li>Mathematics Laboratory</li> <li>Mathematics Club</li> <li>Learning Short Cuts of Vedic Mathematics</li> <li>Developing Mathematical Puzzles/Riddles for Recreation.</li> <li>Preparation of Devices/Tools that can be used in Mathematics Laboratory</li> <li>Collection of Vedic Mathematics Techniques</li> </ul>	14 hours/19 periods
X	Professional Development of Mathematics Teachers	<ul style="list-style-type: none"> <li>Qualities and Role of a Mathematics Teacher</li> <li>Role of Mathematics Teachers Association</li> <li>In-service Programmes for Mathematics Teachers</li> <li>Programmes for Professional Growth: Participation in Seminars, Workshops, Conferences</li> </ul>	13 hours/17 periods

  
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FORMAT – 2

## LESSON PLAN

Teacher : Alemttemjen Jamir  
 Semester : 4<sup>th</sup> semester (Jan – June, 2023)  
 Paper : Pedagogy of teaching mathematics – II

Lesson Topic	Pedagogical analysis and organisation Stating instructional objectives in behavioural terms Types of teaching aids Characteristics and use of teaching aids Preparation of low cost teaching aids
Desired Outcomes	Understand how to conduct pedagogical analysis Frame objectives in behavioural terms Identify and classify types of teaching aids Evaluate the effectiveness of teaching aids.
Teaching/learning method	Lecture, discussion, demonstration, group work, etc
Materials needed	Sample lesson plan format, checklist, projector, etc
Assignment/follow-up	Demo-class
Lesson duration	14 hours

Lesson Topic	Textbooks and Reference Books Guide Books, Games & Puzzles ICT Tools in Mathematics Hurdles in Resource Utilization Evaluate quality of resources
Desired Outcomes	Identify supplementary resources Explore ICT applications in math Recognize and propose solutions
Teaching/learning method	Lecture, demonstration, group work
Materials needed	Textbooks, OER links, etc.
Assignment/follow-up	Evaluate mathematics textbooks.
Lesson duration	12 hours

  
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 Chhinoledima, Nagaland

Lesson duration	9 hours
Assignment/follow-up	Reflective report on seminar/workshop visit
Materials needed	Books/notes, seminar/workshop visit
Teaching/learning method	Activity-based, workshop, group discussion, demonstration, etc.
Desired Outcomes	Appreciate teaching-learning process Engage in professional development Awareness on learning opportunities
Lesson Topic	Workshop on seminar In-service programmes Teacher Associations VAK Model

Lesson duration	12 hours
Assignment/follow-up	Diagnose VAK type to a class
Materials needed	Puzzles, maths kit, projector, etc
Teaching/learning method	Activity-based, workshop, group discussion, demonstration, etc.
Desired Outcomes	Apply concepts in class/room Use co-operative learning Identify and propose solutions Identify and propose solutions
Lesson Topic	Vedic mathematics Mathematical club Mathematics lab VAK MODEL

Lesson duration	10 hours
Assignment/follow-up	Prepare evaluation schedule
Materials needed	Chart, slides, concept mapping, etc
Teaching/learning method	Lecture, workshop, group work, etc
Desired Outcomes	Establish a good evaluation system Differentiate between formative and summative evaluation Develop a good evaluation system
Lesson Topic	Develop a good evaluation system Formative and Summative Formative and Summative Conceptualization of evaluation

## **Internship**

### **Course Outcome**

**During this internship period in the school, the student teachers will-**

1. Apply pedagogical theories, subject knowledge and teaching methods in real classroom situation.
2. Design, organize, and deliver structured lessons using suitable teaching aids tailored to the students need.
3. Participate in school function and administrative task gaining holistic experience of the school in totality.
4. Create achievement test to assess Students learning outcome effectively.
5. Demonstrate a professional attitude, responsibility, punctuality and respect.
6. Discussion and reflection on the experience of the whole school internship period.

### **CO-PO-PSO Mapping MATRIX**

<b>CO Code</b>	<b>Mapped POs</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1	PO1, PO2, PO3, PO4	PSO1, PSO2, PSO4, PSO13	Enables student-teachers to integrate theory with practical teaching for better learning outcomes.
CO2	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO6	Focuses on instructional planning and customization using ICT and pedagogy suited to diverse learners.
CO3	PO4, PO5, PO6	PSO8, PSO9, PSO13	Broadens understanding of the school ecosystem and fosters leadership and collaboration.
CO4	PO3, PO4	PSO5, PSO6, PSO13	Builds assessment literacy and data-based decision making to improve learning.
CO5	PO4, PO6	PSO7, PSO11, PSO13	Instills professional ethics and habits vital for teaching profession.
CO6	PO4, PO6	PSO7, PSO11, PSO13	Encourages self-evaluation and lifelong learning through reflective practice.



FORMAT-2

Jan - June 2023

Lesson Plan

Teacher: Miss Kamleke, Miss Khapale, Dr. Kiko, Miss Shukuli, Mam Kainali

Semester: 4th

Paper: Internship [Teaching Practice & Achievement Test].

Lesson Topic	<p>Student-teachers work as a regular teacher and participate in all the school activities, prepare and teach minimum of 50 lesson plan incorporating 5E model, develop achievement test of their respective pedagogy.</p> <ul style="list-style-type: none"> <li>- Post Internship [Reflection and presentation].</li> <li>- Final practice teaching [External Evaluation]</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>- Apply pedagogical theories, subject knowledge and teaching methods in real classroom; Design, organize and deliver structured lessons using suitable teaching aids tailored to the students' needs; participate in school function and administrative task gaining holistic experience of the school in totality; Create achievement test to assess students learning outcome effectively; Demonstrate professional attitude, responsibility, punctuality and respect; Discussion and reflection on the experience of the whole school internship period.</li> </ul>
Teaching / Learning Method	
Materials Needed	NCEPT Textbook on Internship
Assignment / Follow Up	<p>Assign students for 16 weeks for practice teaching.</p> <p>Reflective Journals and reports on the whole school internship programme</p> <p>Discussion among the student-teacher followed by presentation on different aspects of teaching experiences and feedback after the internship.</p>
Lesson Duration	

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## Academic Session: July to December 2023

### 1<sup>st</sup> semester

PAPER CODE	TITTLE OF THE PAPER	END SEMESTER	SESSIONAL WORKS	TOTAL
COURSE 1	CHILDHOOD AND GROWING UP	70	30	100
COURSE 2	CONTEMPORARY INDIA AND EDUCATION	70	30	100
COURSE 3	LANGUAGE ACROSS THE CURRICULUM	35	15	50
COURSE 4	UNDERSTANDING DISCIPLINES AND SUBJECTS	35	15	50
EPC 1	UNDERSTANDING SELF	35	15	50
EPC 2	CRITICAL UNDERSTANDING OF ICT	35	15	50
	INTERNSHIP - OBSERVATION	0	50	50
	TOTAL	280	170	450

### Course1: Childhood and growing up

#### COURSE OUTCOMES (CO)

CO1 : Acquire Knowledge and nature of Learner.

CO2: Develop an understanding of Children for different age group.

CO3: Develop skills in enhancing learners motivation

CO4: Understand nature of personality

CO5: Understand stages of Human Development

**CO-PO-PSO mapping matrix**

COURSE OUTCOMES ( CO)	Mapped PO(s)	Mapped PSO(s)	Justification
CO1	PO1	PSO3	Develops understanding of the nature of Learner ,Acquire Knowledge of adolescence
CO2	PO3	PSO3	Develops understanding of different age group of children.
CO3	PO1	PSO3	Supports Development through motivation and Encouragement.
CO4	PO1	PSO3	Encourages the understanding of Children and their personality
CO5	PO1, PO3	PSO2, PSO3	Develops understanding of the different stages of Growth and Development



Lesson Plan	
Lesson Topic	Intelligence Theories
Desired Outcome	Understanding implication of Intelligence Theories
Teaching / Learning Method	Lecture, Discussion, peer learning.
Materials Needed	books, Research papers, articles
Assignment / Follow Up	Presentation of a case study
Lesson Duration	50 minutes.

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MAT-2 Teacher: <u>DOKINA DAS</u> Semester: <u>I</u> Paper: <u>Conce 1</u>	
Lesson Plan	
Lesson Topic	Aspects of Development Perspectives of human development
Desired Outcome	Understanding and comprehension of various aspects of development
Teaching / Learning Method	Lecture, Discussion, Brainstorm Constructive approach
Materials Needed	Board, books, projectors etc.
Assignment / Follow Up	Identify the causes of development differences in the locality
Lesson Duration	50 minutes.
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AMAT-2  
DOKINA DAS  
Teacher: 01  
Semester: C-1  
Lesson Plan

Lesson Topic	Challenges of Growing child Problems of Growing children.
Desired Outcome	Identify the challenges of growing children. Understand the problems of a growing children
Teaching / Learning Method	Lecture, Discussion, Debates.
Materials Needed	Board, projectors, Research papers
Assignment / Follow Up	Identify and write the various problems and challenges of growing children.
Lesson Duration	50 minutes

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AMAT-2  
DOKINA DAS  
Teacher: 1  
Semester: C-1  
Lesson Plan

Lesson Topic	Personality - Meaning, nature and factors influencing Personality
Desired Outcome	Identify the types of Personality, understand ways to maintain and build an attractive / approachable personality
Teaching / Learning Method	Discussion method, Lecture method.
Materials Needed	Books, Research papers, e-journals articles
Assignment / Follow Up	oral / Interaction on the types of personalities a teacher requires
Lesson Duration	50 minutes.

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**Course title: Contemporary India and Education**

**Course code: Course 02**

**Semester:1**

**COURSE OUTCOME (CO)**

1. Understand the meaning, nature, and aims of education, differentiate between education and allied terms and evaluate the contribution of Indian thinkers- M K Gandhi, Tagore, and Dr. Radhakrishnan to educational philosophy and practice.
2. Explore the relationship between education and human resource development, with a focus on human values, life skills, and preparation for the 21st century.
3. Examine the values and aspirations embedded in the Indian Constitution and assess the role of education in promoting democracy, secularism, nationalism, and integration.
4. Evaluate contemporary educational policies such as SSA, RMSA, RTE, and RUSA in the context of their aims, features, and implementation strategies.
5. Critically analyze the prevailing issues and challenges in Indian education, including disparities, stagnation, vocationalization, and multiculturalism

**PO-PSO-CO MAPPING MATRIX**

<b>Course Outcome (CO)</b>	<b>Mapped PSOs</b>	<b>Mapped POs</b>	<b>Justification</b>
CO1	PSO2, PSO3	PO1, PO3	Establishes foundational knowledge of education's philosophical and psychological dimensions. Supports curriculum design based on developmental understanding.
CO2	PSO6, PSO11	PO2, PO6	Links education to societal transformation and employability. Encourages ICT use and lifelong learning as part of 21st-century skills.
CO3	PSO2, PSO10	PO1, PO5	Builds awareness of inclusive, constitutional, and democratic values within teaching. Aligns with social justice and national integration goals.
CO4	PSO2, PSO5	PO2, PO3	Enhances understanding of curriculum, policy implementation, and its classroom relevance. Encourages evidence-based teaching strategies.
CO5	PSO3, PSO8, PSO10	PO4, PO5	Encourages critical reflection on real-world issues and adaptation of inclusive and vocational strategies to improve access and equity in education.

FORMAT-1

## MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (

Course Name: Contemporary India and Education July-Dec (2023)  
 Subject Code: Course: 02  
 Semester: 1  
 Name of Teacher: Shakshi Zimo

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Meaning, nature and aims of education	Conceptual distinctions between education and schooling, learning, training, teaching & instruction Contributions of Gandhi, Tagore, DR, Radhakrishnan	16 classes
2	Education and human resource development	Major areas of capitalism - human secularism, nationalism, social order Social justice Universalisation National & emotional integration Role of Govt in achieving this aspiration	12 classes
3	Contemporary education policies in India	- UBE, UEE - SSA - RUSA - RTE - RUSA	12 class
4	Values & Aspirations enshrined in the Constitution of India	- Education as HRD - Human values and development - Educ and development of life skills - Preparation of individuals for 21st century	14 class
5	Issues and challenges in education	- Quality and Expansion - Rural / urban disparity - Govt / private - Stagnation / Regression - Vocationalization - Skill based - multi-culturalism - Problems of Govt in NE India	14 classes

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FORMAT-2

Lesson Plan - 1

Teacher: Shakshi Zimo  
 Semester: 1  
 Paper: Contemporary India and Education

Lesson Topic	Unit 1: Meaning nature & Aims of Education - Conceptual distinctions between education & schooling, learning, teaching and instruction - Contributions of Gandhi, Tagore, DR Radhakrishnan.
Desired Outcome	- Learners will be able to appreciate the contributions of great educators to the field of education - Learners will be able to understand the nature and different aims of education.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Printed text, Journals, Reference books, Biographies and writings of Gandhi, Tagore, DR Radhakrishnan.
Assignment / Follow Up	Test, presentation, group discussions. Gandhi Relevance to present education system.
Lesson Duration	20 Aug - 14th Sept

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FORMAT-2

Lesson Plan - 5

Teacher: Shakshi Zimo  
 Semester: 1  
 Paper: Contemporary India and Education

Lesson Topic	Unit 5 - - Quality & expansion - Rural / urban disparity - Govt / private - Stagnation / Regression - Vocationalization - multi-culturalism, problems of Govt in NE India
Desired Outcome	Learners will critically examine current issues and challenges in Indian education such as quality, disparity, privatization, vocationalization, with a special focus on North-East India.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Case studies from NE India, printed text, Journals
Assignment / Follow Up	ppt presentation, Group discussion - Issues and challenges of education in NE India
Lesson Duration	21st Sept - 6th Nov

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FORMAT-2

Lesson Plan - 2

Teacher: Shakshi Zimo  
 Semester: 1  
 Paper: Contemporary India and Education

Lesson Topic	Unit 5 - - Education as HRD - Human values and development - Education and development of life skills - Preparation of individuals for 21st century.
Desired Outcome	Learners will understand the role of education in HRD, appreciate the importance of human values and life skills, and prepare to meet the demands of the 21st century through holistic development.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Articles on human values and life skills, printed text, Reference handbooks.
Assignment / Follow Up	- Group Discussion, Test. - Role of education in the development of human values.
Lesson Duration	6th Sept - 18th Sept.

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FORMAT-2

Lesson Plan - 3

Teacher: Shikhar Sharma

Semester: 1

Paper: Contemporary India and Education

Lesson Topic	Unit - III Major areas of aspiration - Democracy, Secularism, nationalism, social order, social justice, diversification National and emotional integration Role of Pw in achieving these aspirations.
Desired Outcome	Learners will be able to identify key Constitutional values, comprehend the role of education in promoting these values and understand the need for national and emotional integration.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Journals, Reference handbooks, printed text, ppt.
Assignment / Follow Up	- Role of teacher in achieving democracy - Test, presentation, group discussion.
Lesson Duration	19 <sup>th</sup> Oct - 2 <sup>nd</sup> Oct.

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FORMAT-2

Lesson Plan - 4

Teacher: Shikhar Sharma

Semester: 1

Paper: Contemporary India and Education

Lesson Topic	Unit IV USE, UEE SSA RMSA RUSA RTE
Desired Outcome	Learners will gain an in-depth understanding of key educational policies like SSA, RMSA, RTE and RUSA - along with concept, salient features and implementation strategies.
Teaching / Learning Method	Lecture - Discussion method
Materials Needed	Printed text, Reference handbooks, Govt. policy documents of SSA, RMSA, RTE, RUSA.
Assignment / Follow Up	- How SSA has been implemented in Nagaland. - Debate, ppt presentation, group discussion.
Lesson Duration	3 <sup>rd</sup> Oct - 20 <sup>th</sup> Oct.

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**Course title: Language across the Curriculum (July-Dec2023)**

**Course code: Course 3**

**Semester:1**

**Course Outcome(CO)**

CO1: Explain the meaning, functions, and role of language in education and curriculum.

CO2: Analyse the impact of personal, social, and linguistic backgrounds on language learning.

CO3: Differentiate between home language and school language, and understand the centrality of language in knowledge construction.

CO4: Identify and address the challenges of multilingual classrooms and promote inclusive language practices.

CO5: Understand the concept of registers, their features, and the role of different school subjects as registers

**CO-PO-PSO MAPPING MATRIX**

<b>Course Outcome (CO)</b>	<b>Mapped PO(s)</b>	<b>Mapped PSO(s)</b>	<b>Justification</b>
CO1	PO1, PO3	PSO1	Understanding the role of language connects with core concepts in education . It also aids in designing curriculum based on language roles .
CO2	PO1, PO4	PSO2	This CO engages with sociological and psychological aspects of education and applies critical thinking to identify how background affects learning
CO3	PO1, PO3	PSO1, PSO2	Understanding the interplay of home/school language relates to educational foundations and curriculum design
CO4	PO2, PO4	PSO2, PSO3	This CO connects with use of modern teaching strategies and reflective professional practices. It promotes inclusion and responsiveness, central to (practical strategies) and (professional ethics and inclusivity).
CO5	PO1, PO3	PSO1	This links with understanding language use in curriculum . PSO1 is mapped as it emphasizes clarity on conceptual elements of language in education.

FORMAT-1

(Sula - 2)

General Lesson Plan for the Academic Session ( July-Dec 2022 )

Course Name: Language Across the Curriculum (60 marks)

Subject Code: course-3

Semester: 1st semester

Name of Teacher: Dr. Ekonomina Zhiungu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Language	1. Meaning 2. Functions of Language 3. Language in education & curriculum 4. Personal & social factors affecting language learning.	2 2 2 3 (9)
2	Language background of students	1. Home language & school language 2. Centrality of language in learning 3. Difference between language as a school subject & means of learning 4. Critical review of medium of instruction	10
3	Understanding Registers	1. Registers - meaning 2. Features: Field of discourse - mode of discourse - style of discourse 3. Different school subjects as registers	7
4	Classroom Discourse	1. Nature of classroom discourse 2. Oral language in classroom 3. Discussion as a teacher learning 4. Nature of questioning in classroom 5. Types of teacher control	7
5	Reading Comprehension	1. Nature of reading comprehension 2. Schema theory 3. Text structure.	6

39 classes

18/12/22

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18/12/22

Lesson Plan

Teacher: Dr. Ekonomina Zhiungu

Semester: 1st semester

Paper: Language Across the Curriculum

Lesson Topic	Unit-1 Language
Desired Outcome	1. Meaning of language 2. Functions of language 3. Language & education & curriculum 4. Personal & social factors affecting language learning.  Understand the meaning & functions of language 2. Understand the importance of language in education and curriculum 3. Students will understand the different factors affecting language learning.
Teaching / Learning Method	Lecture Communicative
Materials Needed	Textbooks Journals Research articles
Assignment / Follow Up	Project: carry out a survey to find out the different factors affecting language learning in Government & Private school.
Lesson Duration	9 class (26 <sup>th</sup> - 9 Aug)

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Lesson Plan

Teacher: Dr. Ekonomina Zhiungu

Semester: 1st semester

Paper: Language Across the Curriculum

Lesson Topic	Unit-2 Language background of students
Desired Outcome	1. Home language & school language 2. Centrality of language in learning 3. Difference between language as a means of learning & communication 4. Critical review of medium of instruction 5. Multilingual classroom.  1. Develop an understanding the students come from different language background. 2. Understand the use of multilingualism as a strategy in classroom situation.
Teaching / Learning Method	Discussion Direct Lecture
Materials Needed	Textbooks Research journal & articles.
Assignment / Follow Up	Activity: Discussion on multilingualism and NEP 2020
Lesson Duration	10 days (10 - 23 Aug)

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Lesson Plan

Teacher: Dr. Ekonomina Zhiungu

Semester: 1st semester

Paper: Language Across the Curriculum

Lesson Topic	Unit-2 Understanding Registers
Desired Outcome	1. Registers meaning 2. Features: Field of discourse - mode of discourse - style of discourse 3. Different school subjects as registers.  Understand and appreciate different registers of language.
Teaching / Learning Method	Presentation Discussion Lecture.
Materials Needed	Textbooks Research journals & articles.
Assignment / Follow Up	Take a few passage from your major pedagogy and analyze 1. Is the language learner friendly. 2. Does the language clearly convey the meaning of the topic being discussed.
Lesson Duration	7 days (24 <sup>th</sup> - 31 September)

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Teacher: Dr. Ketomina Zhongu Semester: 1st semester Paper: Language Across the curriculum	
Lesson Topic	Unit-4: classroom discourse 1. Nature of classroom discourse 2. Oral language in the classroom 3. Discussion as a tool for learning 4. Nature of questioning in the classroom 1. Types of questions 1. Teacher control
Desired Outcome	1. Understand the nature of classroom discourse 2. Develop strategies for using oral language in order to promote learning
Teaching / Learning Method	Presentation Discussion Lecture.
Materials Needed	Textbooks Research journals & Articles
Assignment / Follow Up	Activity. Frame as many questions possible from a given situation (role play, video, pictures)
Lesson Duration	7 class (11-20 Sep)

Teacher: Dr. Ketomina Zhongu Semester: 1st semester Paper: Language Across the curriculum	
Lesson Topic	Unit-5 Reading comprehension 1. Nature of Reading comprehension 2. Schema theory 3. Text structure.
Desired Outcome	Understand the nature of Reading Comprehension Understand and analyse different text structure.
Teaching / Learning Method	Presentation Inductive deductive Lecture
Materials Needed	Textbooks Research journals & Articles
Assignment / Follow Up	Activity. Reading in the content areas - 4 pedagog and examining them
Lesson Duration	6 class (4-25 Oct)

**COURSE TITLE: UNDERSTANDING DISCIPLINES AND SUBJECTS(July-Dec 23)**

**COURSE CODE: 4(50 marks) SEMESTER: I**

**COURSE OUTCOME (CO)**

<b>CO Code</b>	<b>Course Outcome Statement</b>
CO1	To enable student-teacher to understand the concept, types and sources of knowledge and analyze their relevance in the context of teaching and learning.
CO 2	To enable student teacher to understand the basic scientific concepts and principles to teach science effectively using appropriate methods and activities and develop scientific temper.
CO 3	To enable student teacher to understand the basic concept and principles of Mathematics, problems associated with teaching-learning mathematics and to teach Mathematics effectively using appropriate methods and activities.
CO 4	To enable student teacher to understand the basic concepts and principles of Social Sciences to teach Social Sciences effectively using appropriate methods and activities.
CO 5	To enable student teacher to develop proficiency in English language skills and acquire pedagogical knowledge to teach English effectively.

**P0-PSO-CO Mapping Matrix**

<b>COURSE OUTCOME (CO)</b>	<b>Mapped PSOs</b>	<b>Mapped POs</b>	<b>Justification</b>
CO1	PSO2,PSO3, PSO7	PO1, PO4,PO6	Builds theoretical foundation of educational theory, enhances reflective thinking, promotes lifelong learning and understands ethical professional conduct
CO2	PSO1,POS4, POS5,POS6, PSO13	PO2,PO3, PO4,PO	Applies ICT curriculum planning, critical teaching skills, inclusive values, professionalism and develops scientific knowledge and skills.
CO3	PSO1,PSO4, PSO6,PSO13	PO2,PO3,PO4,PO5	Builds math content, math pedagogy planning, ICT use and practice.
CO4	PSO1, PSO2, PSO4, PSO10,	PO2, PO4, PO5, PO6	Uses pedagogy for social sciences, planning, critical decisions, promotes social justice, and teamwork.
CO5	PSO1, PSO10, PSO13	PO2, PO3, PO4,	Focus on English pedagogy , curriculum/assessment, critical language use, inclusive communication and collaboration,

FORMA1-1

General Lesson Plan for the Academic Session ( JULY-DEC 2023 )  
 Course Name: UNDERSTANDING DISCIPLINE & SUBJECTS (B01HARMS)  
 Subject Code: 4  
 Semester: I  
 Name of Teacher: AMENLA JAMIR

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>	<u>INTRODUCTION</u>	Meaning & definition of knowledge, difference between belief, information, knowledge & truth, different ways of knowing, forms of knowledge.	<u>11</u>
<u>II</u>	<u>SCIENCE</u>	Meaning, nature & importance of science, scientific temper, scientific method, issues & problems in teaching science.	<u>9</u>
<u>III</u>	<u>MATHEMATICS</u>	Aims of teaching mathematics in the context of its nature, importance of learning mathematics in daily life, values, nature & concept.	<u>10</u>
<u>IV</u>	<u>SOCIAL SCIENCE</u>	Meaning of social science, social sciences as a component of school curriculum, importance of social sciences for developing responsible in society.	<u>11</u>
<u>V</u>	<u>LANGUAGE</u>	Centrality of language in education, language in school curriculum, Policy issues in language teaching.	<u>9</u>

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Changanassery, Nagaland

18/06/23

FORMA1-2

Lesson Plan

Teacher: AMENLA JAMIR  
 Semester: I  
 Paper: COURSE 4

Lesson Topic	1. Meaning & definition of knowledge 2. Difference between information, belief, truth & knowledge 3. Different ways of knowing 4. Forms of knowledge 5. How knowledge is constructed 6. Concept of disciplines & their relation to various school subjects. To enable the student teachers to understand the concept, types and sources of knowledge and analyse their relevance in the context of teaching & learning.
Desired Outcome	
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Class test
Lesson Duration	28 <sup>th</sup> AUG - 1 <sup>st</sup> SEPT

FORMA1-2

Lesson Plan

Teacher: AMENLA JAMIR  
 Semester: I  
 Paper: COURSE 4

Lesson Topic	1. Meaning & nature of science. 2. Importance of science as a subject of study in school curriculum. 3. Scientific temper: Meaning & development 4. Scientific method 5. Issues & Problems in teaching science 6. Co-curricular activities in science
Desired Outcome	To enable student teachers to understand the basic scientific concepts & principles to teach science effectively using appropriate methods and activities and develop scientific temper.
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Issues & Problems in teaching science.
Lesson Duration	6 <sup>th</sup> SEPT - 15 <sup>th</sup> SEPT.

FORMA1-2

Lesson Plan

Teacher: AMENLA JAMIR  
 Semester: I  
 Paper: COURSE 4

Lesson Topic	1. Aims of teaching mathematics in the context of its nature, importance of learning mathematics in daily life, values, nature, concepts like numbers, variable, set, Probability, extent of their application, logical considerations, deductive, inductive, Statistical.
Desired Outcome	To enable student teachers to understand the basic concept and principles of mathematics, Problems associated with teaching learning mathematics & to teach mathematics effectively using appropriate methods & activities.
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Class test
Lesson Duration	16 <sup>th</sup> SEPT - 28 <sup>th</sup> OCT

OKM 1-2

# Lesson Plan

Teacher: AMENLA JAMIR  
Semester: I  
Paper: COURSE 4

Lesson Topic	Centrality of language in education - speech, listening, reading, writing, role of language in children's intellectual development & learning, language in the school curriculum, aims, issues and debates, Policy issues in language teaching.
Desired Outcome	To enable student teachers to develop proficiency in English language skills & acquire Pedagogical knowledge to teach English effectively
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Class test
Lesson Duration	13 <sup>th</sup> - 20 <sup>th</sup> Nov.

OKM 1-2

# Lesson Plan

Teacher: AMENLA JAMIR  
Semester: I  
Paper: COURSE 4

Lesson Topic	1. Meaning of social sciences 2. Importance of social sciences for developing responsible in society 3. Factors for declining status of social sciences as a school subject.
Desired Outcome	To enable student teachers the basic concepts to understand the basic concepts and principles of social sciences to teach social sciences effectively using appropriate methods & activities
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Factors for declining status of social sciences as a school subject
Lesson Duration	1 <sup>st</sup> - 12 <sup>th</sup> Nov

**Course title: Understanding Self**

**Course code: EPC-1**

**Semester:1**

**COURSE OUTCOME(CO)**

CO1: Develop a deeper understanding of their personal identity, values, attitudes, and experiences through reflection and expression.

CO2: Analyze the qualities of professional educators and critically evaluate teaching-learning experiences in diverse contexts.

CO3: Demonstrate awareness of social, cultural, and ethical issues by engaging with real-life situations, fostering empathy, inclusivity, and respect for diversity.

CO4: Strengthen interpersonal and intrapersonal skills such as communication, empathy, critical thinking, and emotional regulation.

CO5: Appreciate and articulate the importance of health, well-being, and social responsibility in personal and professional life

**PO-PSO-CO MAPPING MATRIX**

<b>CO Code</b>	<b>Mapped PSOs</b>	<b>Mapped POs</b>	<b>Justification</b>
CO1	PSO7, PSO11	PO4, PO6	Self-reflection and awareness of personal values align with ethical and reflective practices and lifelong learning . These connect to continuous improvement and lifelong professional engagement
CO2	PSO2, PSO3, PSO4	PO1, PO4	Understanding educational foundations , learner diversity, and pedagogical analysis links to core education knowledge and critical professional decision-making
CO3	PSO3, PSO10, PSO7	PO5, PO6	Awareness of inclusive practices , diverse learners , and ethics corresponds to social justice and inclusivity and ethical-professional values
CO4	PSO9, PSO7	PO4, PO6	Skills in communication and leadership and self-awareness support professional skills and improvement and collaboration and lifelong learning
CO5	PSO8, PSO11	PO5, PO6	Focus on vocational areas like health and counseling and professional development connects to social responsibility and justice and ongoing professional growth



FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ( July - Dec )

Course Name: Understanding Self

Subject Code: EPc-1

Semester: 1

Name of Teacher: Shikheli Lino

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Personal Self	Changes in one while Community I belong to. My body and mind An account of my life Yoga.	21 class
2	Professional Self	Undesirable Qualities Poor teachers in Nagaland Learn from me Skills Anger Management Professional Standards	23 class
3	values	The weaker gender Intra-Community The Status of men & women Suicide in our Society.	23 class
4		Violations of your right in your family and school.	
5			

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FORMAT-2 Lesson Plan -3

Teacher: Shikheli Lino

Semester: 1

Paper: EPc-1

Lesson Topic	Unit-1 - The weaker gender - Men or women - Wish to joinable homes - Suicide in our Society - Violations of your right - unacceptable custom in your society.
Desired Outcome	It enables learners to foster moral development, social awareness and empathy by engaging with real-life issues, cultural practice, and value-based reflection.
Teaching / Learning Method	Activity
Materials Needed	-
Assignment / Follow Up	- The weaker gender - Men or women - Intra-Community / inter-cultural marriages (debate).
Lesson Duration	21 <sup>st</sup> Oct - 7 <sup>th</sup> Nov.

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FORMAT-2 Lesson Plan -2

Teacher: Shikheli Lino

Semester: 1

Paper: EPc-1

Lesson Topic	Unit-11 - Undesirable Qualities in my teachers - Poor teachers in Nagaland - my suffering and struggles in my school life. - Professional Standards / ethics of a teacher.
Desired Outcome	It enables the learners to understand the role of a teacher, develop professional ethics and improve interpersonal and classroom management.
Teaching / Learning Method	Activity
Materials Needed	-
Assignment / Follow Up	- Professional standard / ethics of a teacher - Accessible in the classroom - good or bad?
Lesson Duration	19 <sup>th</sup> Sept - 20 <sup>th</sup> Oct

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FORMAT-2 Lesson Plan -3

Teacher: Shikheli Lino

Semester: 1

Paper: EPc-1

Lesson Topic	Unit-1 - The weaker gender - Men or women - Wish to joinable homes - Suicide in our Society - Violations of your right - unacceptable custom in your society.
Desired Outcome	It enables learners to foster moral development, social awareness and empathy by engaging with real-life issues, cultural practice, and value-based reflection.
Teaching / Learning Method	Activity
Materials Needed	-
Assignment / Follow Up	- The weaker gender - men or women - Intra-Community / inter-cultural marriages (debate).
Lesson Duration	21 <sup>st</sup> Oct - 7 <sup>th</sup> Nov.

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Course Name: CRITICAL UNDERSTANDING OF ICT  
Subject Code: EPC-2 Semester: B.Ed 1st Semester  
Name of Teacher: Charles Crezen Topno

### **Course Outcomes of EPC-3: Critical Understanding of ICT**

CO1- Understand ICT Concepts and Importance:

- Gain a comprehensive understanding of the concept, meaning, nature, and significance of Information and Communication Technology in education.
- Recognize the role of ICT in transforming teaching-learning processes and its scope in areas like teaching, learning, evaluation, research, and administration.

CO-2 Integrate ICT in Teaching-Learning:

- Develop skills to effectively integrate ICT tools into the teaching-learning process, administration, and evaluation.
- Create ICT-enabled learning materials and design technology-integrated learning experiences to enhance classroom engagement.

CO-3 Develop Technological Proficiency:

- Acquire hands-on skills in using basic ICT tools such as word processors, spreadsheets, presentation software, email, and web browsers.
- Understand the functioning of computer hardware and software, including input devices (e.g., keyboard, mouse, scanner) and output devices (e.g., monitor, printer).

CO-4 Enhance Critical Thinking and Collaboration:

- Foster critical thinking, communication, and collaborative skills through activities like face-to-face and online discussions, tech workshops, and group projects.
- Use ICT tools to create a creative and interactive learning environment that supports student engagement and critical analysis.

CO-5 Address Ethical and Legal Issues:

- Understand legal and ethical issues related to ICT use, such as hacking, plagiarism, and copyright violations, to promote responsible use of technology.
- Explore ICT Initiatives and Resources:
- Gain familiarity with national ICT initiatives like the National Mission on Education through ICT (NMEICT), e-Pathshala, SWAYAM, and resources like Spoken Tutorials, Gyan Darshan, Gyanvani, and e-Gyan Kosh.
- Utilize internet resources for various disciplines (e.g., natural sciences, social sciences, humanities, mathematics) and explore platforms like Wikipedia and Massive Open Online Courses (MOOCs).

CO-6 Adapt to Emerging Trends:

- Recognize trends in ICT, such as e-learning, mobile learning, distance learning, and virtual classrooms, and understand their impact on the educational paradigm.
- Adapt to the changing role of teachers as facilitators, constructors, and creators of technology-enabled learning environments.

CO-7 Overcome Challenges in ICT Integration:

- Identify and address challenges in integrating ICT in school education, such as the digital divide, lack of resources, and inadequate teacher training.
- Develop strategies to ensure equitable access to ICT tools and enhance learning outcomes for diverse learners.

### PO-PSO-CO Mapping Matrix Justification

CO Code	Mapped POs	Mapped PSOs	Justification
<b>CO1</b>	PO1, PO2, PO4, PO5, PO6	PSO2, PSO3, PSO6, PSO7	Understanding the concept, nature, and significance of ICT in education, aligning strongly with foundational knowledge of educational technologies. It moderately lay the groundwork for ICT integration in teaching.
<b>CO2</b>	PO2 , PO3 , PO4 , PO1, PO5 , PO6	PSO4 , PSO5 , PSO6 , PSO9, PSO1 ,	Emphasizes integrating ICT tools into teaching, learning, and assessment, by enabling effective classroom instruction, curriculum design, and communication through technology.
<b>CO3</b>	PO2 , PO4 , PO1 , PO3 , PO6	PSO4 , PSO6 , PSO1 , PSO5 , PSO7 , PSO9 ,	Focuses on developing hands-on ICT skills (e.g., using word processors, spreadsheets), aligning with effective teaching and pedagogical proficiency. It supports foundational ICT knowledge by aiding curriculum delivery, fostering professional competence, supporting subject-specific tools, and enhancing practical teaching experiences.
<b>CO4</b>	PO2 , PO4 , PO1, PO3 , PO5 , PO6	PSO6, PSO7 , PSO11 , PSO2 PSO5 , PSO10, PSO12 , PSO13	Promotes critical thinking and collaboration through ICT-based activities. It moderately supports educational foundations by enhancing curriculum delivery and by supporting inclusive practices, by addressing learner needs, by enabling pedagogical methods, supporting collaborative teaching experiences.
<b>CO5</b>	PO5 , PO6 , PO4	PSO7, PSO10, PSO11, PSO2 , PSO3 , PSO9	Addresses ethical and legal issues in ICT use, by promoting inclusive, ethical, and professional practices. It foster critical decision-making and communication, by linking to educational foundations.
<b>CO6</b>	PO2 PO4 PO6 , PO1 PO3 PO5	PSO4 , PSO6 , PSO9 , PSO11 , PSO1, PSO2 , PSO3	Focuses on adapting to ICT trends like e-learning and virtual classrooms, enabling modern teaching strategies and lifelong learning.
<b>CO7</b>	PO2 PO4 , PO5 , PO1 PO3 , PO6	PSO6 , PSO10 , PSO2, PSO3, PSO4	Addresses challenges in ICT integration, by promoting effective and inclusive teaching strategies. It link to educational foundations, enhancing curriculum delivery, foster professional and ethical practices, by addressing diverse learners, by supporting pedagogy.

## **Internship- Observation**

### **Course Outcome**

**During this internship period in the school, the student teachers will-**

1. Apply pedagogical theories, subject knowledge and teaching methods in real classroom situation.
2. Design, organize, and deliver structured lessons using suitable teaching aids tailored to the students need.
3. Participate in school function and administrative task gaining holistic experience of the school in totality.
4. Create achievement test to assess Students learning outcome effectively.
5. Demonstrate a professional attitude, responsibility, punctuality and respect.
6. Discussion and reflection on the experience of the whole school internship period.

### **CO-PO-PSO Mapping MATRIX**

<b>CO Code</b>	<b>Mapped POs</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1	PO1, PO2, PO3, PO4	PSO1, PSO2, PSO4, PSO13	Enables student-teachers to integrate theory with practical teaching for better learning outcomes.
CO2	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO6	Focuses on instructional planning and customization using ICT and pedagogy suited to diverse learners.
CO3	PO4, PO5, PO6	PSO8, PSO9, PSO13	Broadens understanding of the school ecosystem and fosters leadership and collaboration.
CO4	PO3, PO4	PSO5, PSO6, PSO13	Builds assessment literacy and data-based decision making to improve learning.
CO5	PO4, PO6	PSO7, PSO11, PSO13	Instills professional ethics and habits vital for teaching profession.
CO6	PO4, PO6	PSO7, PSO11, PSO13	Encourages self-evaluation and lifelong learning through reflective practice.



FORMAT-2

Lesson Plan

July - Dec 2023

Teacher: Ma'am Amrita Jamir & Khanyale Magh

Semester: 1st

Paper: Pre-Internship [Observation]

Lesson Topic	<ul style="list-style-type: none"> <li>- Observation of the real classroom situation and the whole school environment. Before teaching in the classroom, the student-teacher will observe a regular classroom, understand the school in totality, its philosophy and aims, organization and management, role of children curriculum and its transaction, assessment of teaching and learning.</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>- Gain first hand knowledge about the functioning of schools</li> <li>- Understand the structure and routine functioning of school setting before actual teaching practice</li> <li>- Observation of teaching learning process on how teachers plan lesson, use teaching aids manage classroom and assess students</li> <li>- Critical reflection on the school observation enabling student-teacher to evaluate and improve their own future teaching.</li> </ul>
Teaching / Learning Method	
Materials Needed	NEERT Textbook on Internship.
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Assign students to different schools for observation and write a report on it.</li> <li>- Peer Group Discussion</li> </ul>
Lesson Duration	

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**3<sup>rd</sup> semester 2023**

<b>PAPER CODE</b>	<b>TITTLE OF THE PAPER</b>	<b>END SEMESTER</b>	<b>SESSIONAL WORKS</b>	<b>TOTAL</b>
<b>COURSE 8</b>	<b>Knowledge and Curriculum</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>COURSE 9</b>	<b>Gender School and Society</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>COURSE 10</b>	<b>Creating an Inclusive School</b>	<b>35</b>	<b>15</b>	<b>50</b>
<b>COURSE 11</b>	<b>Optional 1. Guidance and Counselling 2. Health and Physical</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>EPC 3</b>	<b>Critical Understanding of ICT</b>	<b>25</b>	<b>25</b>	<b>50</b>
<b>EPC 4</b>	<b>Reading and Reflecting on Texts</b>	<b>25</b>	<b>25</b>	<b>50</b>
	<b>TOTAL</b>	<b>260</b>	<b>140</b>	<b>400</b>

**Course title: Knowledge and Curriculum (100 marks) (July to Dec 2023)**

**Course code: Course-8**

**Semester: 3<sup>rd</sup>**

**Course Outcomes (CO)**

CO Code	Course Outcome
CO1	Understand the nature, sources and forms of knowledge and different concepts and perspectives related to curriculum
CO2	Analyse the different concepts related to curriculum, dimensions of curriculum, need and significance of curriculum
CO3	Examine the factors, people and influence of social conditions that determine curriculum decisions.
CO4	Evaluate major steps, agencies involved in curriculum development, examine major components and designs of curriculum and become instrumental for curriculum change.

**CO-PO-PSO MAPPING MATRIX**

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1, PO6	PSO2, PSO7	PO1 aligns with foundational knowledge in education; it reflects reflective thinking and supports understanding the philosophical, sociological, and psychological foundations.
CO2	PO1, PO3	PSO2, PSO5	Provides theoretical grounding while it also connected to designing curriculum. PSO2 deepens curriculum understanding, and it links directly with curriculum and assessment competence.
CO3	PO1, PO5	PSO2, PSO10	Addresses knowledge of education and society, it emphasizes inclusivity and justice and supports understanding educational foundations.
CO4	PO3, PO4	PSO5, PSO9, PSO13	Develop curriculum planning and professional skills and supports curriculum competence, and it also enhances leadership in curriculum reform, and gives practical insight via school-based activities.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (July-Dec 2022)

Course Name: Knowledge and Curriculum

Subject Code: 379

Semester: 3<sup>rd</sup>

Name of Teacher: Kainali

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Knowledge and knowing	Nature of knowledge and knowing process - forms of knowledge - measures of objectives - sources of knowledge	15 classes
2	Curriculum and its dimensions	Meaning, Concept and types of curriculum - dimensions of curriculum - Need and significance	10 classes
3	Determinants of curriculum	Philosophical, Social, Psychological, economic, developmental determinants - factors and considerations - factors involved in curriculum dev.	21 classes
4	Curriculum development and steps in curriculum development.	Curriculum development - curriculum designs	20 classes

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 3<sup>rd</sup>

Paper: Knowledge and Curriculum

Lesson Topic	Nature of knowledge and knowing process in idealistic, pragmatist, progressivist, constructivist perspectives. - Distinction between knowledge and skill - knowledge and information, teaching and training, Reason and belief, sources of knowledge, forms of knowledge, relevance of objectives.
Desired Outcome	Understand the nature, sources and forms of knowledge and different concepts and perspectives related to curriculum.
Teaching / Learning Method	Discussion, presentation, <del>Assignment</del> Lecture
Materials Needed	Printed materials, Articles.
Assignment / Follow Up	
Lesson Duration	25 <sup>th</sup> July - 16 <sup>th</sup> August

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 3<sup>rd</sup>

Paper: Knowledge and Curriculum

Lesson Topic	Meaning, Concept and types of curriculum - Dimensions of curriculum - needs and significance of curriculum and syllabus in schools.
Desired Outcome	Analyse the different concepts related to curriculum, dimensions of curriculum, and need and significance of curriculum.
Teaching / Learning Method	Lecture, Discussion, presentation.
Materials Needed	Printed materials and Articles.
Assignment / Follow Up	Discuss and Analyse the various components of curricular frameworks of MBSE and CBSE, and suggest ways for improvement.
Lesson Duration	12 <sup>th</sup> August - 21 <sup>st</sup> August

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FORMAT-2

Lesson Plan

Teacher: Kainali

Semester: 3<sup>rd</sup>

Paper: Knowledge and Curriculum

Lesson Topic	Determinants of curriculum, influence of Indian social conditions, function of nationalism, universalism and secularism with reference to Tagore and Krishnamacharya, and curriculum of self-development.
Desired Outcome	Examine the factors, people and influence of social conditions that determine curriculum decisions.
Teaching / Learning Method	Presentation, Assignment, Lecture
Materials Needed	Printed materials, Articles
Assignment / Follow Up	Discuss with the elders from Naga villages and refer related literature to understand the influence of the society in determining the aims of education for meeting the needs of individuals and society.
Lesson Duration	22 <sup>nd</sup> August - 26 <sup>th</sup> Sept

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FORMAT-2

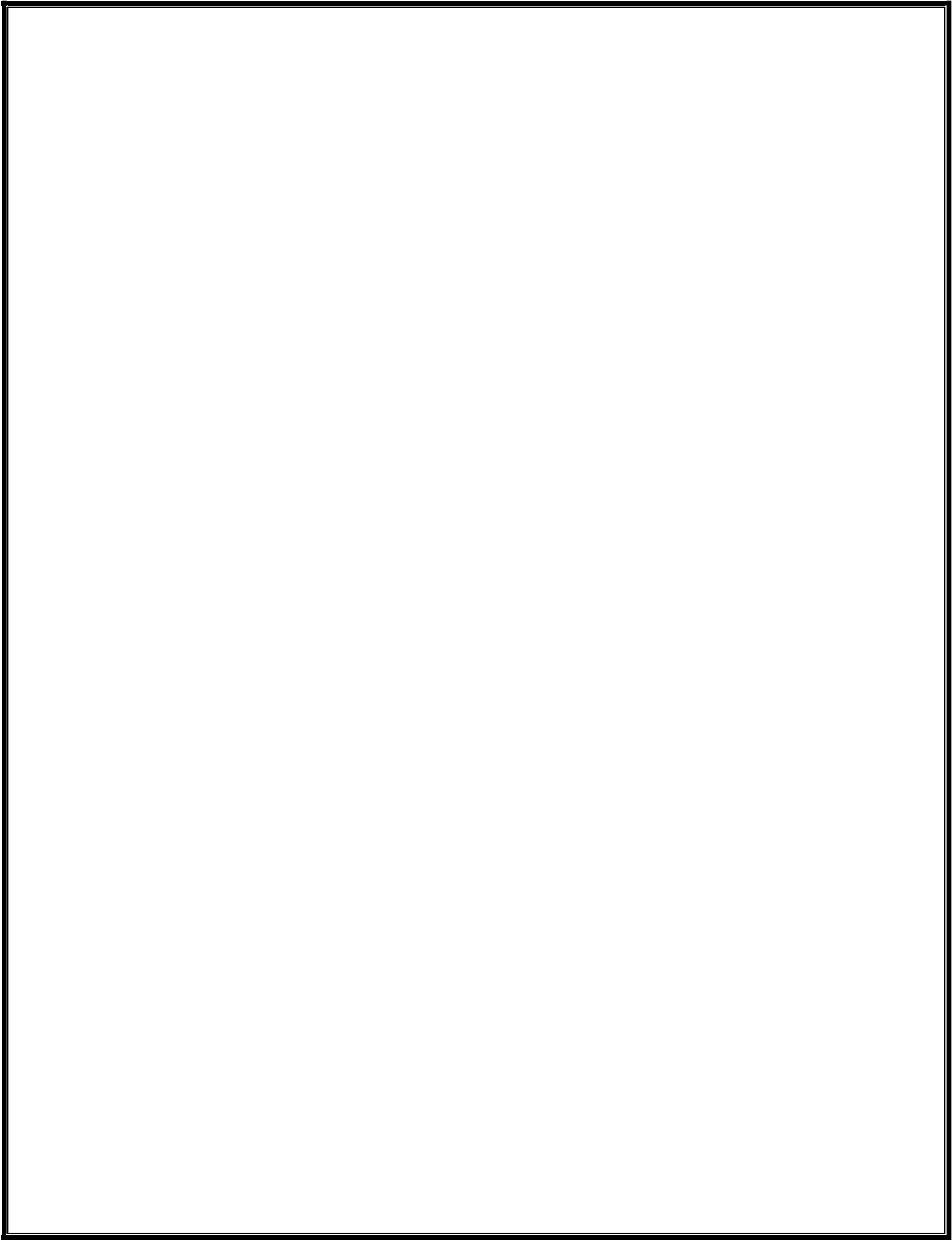
Lesson Plan

Teacher: Kainali

Semester: 3<sup>rd</sup>

Paper: Knowledge and Curriculum

Lesson Topic	Concepts of and major steps, components of curriculum development.
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**Course Title - Gender, School & Society****Course code – 9****Course outcomes (COs)**

CO1 - Understand Concept of Education for all.

CO2 - Understand nature of Gender School &amp; Society

CO3 - Understand the role of home, School &amp; Society in Gender Identify Construction.

CO4 - Examine the influences of Teacher in handling notions of Gender and Sexuality.

CO5- Examine role of Teachers in Teachers ,School and Society in handling Gender inequalities.

**CO-PO- PSO mapping matrix**

Course Outcomes ( COs)	Mapped POs	Mapped PSOs	Justification
CO1	PO5	PSO10	Develops importance and Understanding of Education for all.
CO2	PO4	PSO3	Encourages Understanding of the nature of Gender, School & Society
CO3	PO5	PSO10	Helps in Understanding roles of home, School and Society for Gender equality
CO4	PO5	PSO3	Develops understanding of the influences of Teacher in Gender, School and Society
CO5	PO5	PSO10	Supports the role of Teachers in managing Gender Sexualities.



FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Access to education & family values
Desired Outcome	understand the role of family for gender access to education
Teaching / Learning Method	Lecture & discussion
Materials Needed	Books, articles etc.
Assignment / Follow Up	write up of 5 notes of family & gender access to education
Lesson Duration	50 minutes x 5 = 250 mins

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FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Gender Stereotyping
Desired Outcome	understand the impact of gender stereotyping
Teaching / Learning Method	discussion
Materials Needed	Reference books
Assignment / Follow Up	find 5 common stereotypes
Lesson Duration	50 x 2 = 100 minutes

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FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Disparity 1. Literacy rates 2. Sex ratio
Desired Outcome	Identify the causes of disparity of literacy rates and sex ratio
Teaching / Learning Method	Discussion, Lectures
Materials Needed	Articles, books
Assignment / Follow Up	10 Causes of disparity in literacy rates and sex ratio
Lesson Duration	50 x 4 = 200 minutes

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FORMAT-2 Lesson Plan

Teacher: Devi Poo

Semester: 5

Paper: C-9

Lesson Topic	Moral and physical Abuse Safety at school, home and beyond
Desired Outcome	Identify the various types of abuse and safety assurance in school, home and beyond
Teaching / Learning Method	discussion, lectures
Materials Needed	Articles, books, papers
Assignment / Follow Up	Remedies on the abuses and safety loopholes in the society.
Lesson Duration	50 x 4 = 200 mins

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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (July 2020-2021)

Course Name: Gender, School & Society

Subject Code: 009

Semester: 03

Name of Teacher: DOKIMA DAS

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1, 2	Gender - Meaning & nature Gender issues in schools	6
2	3, 4	Access to education Family Values	2
3	5, 6	Gender stereotyping Community participation in girl child education	5
4	7, 8	Disparity in literacy rates Disparity in sex ratio	2
5	9, 10	Abuse; physical Mental Safety at school home and beyond	

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FORMAT-2

Lesson Plan

Teacher: DOKIMA DAS

Subject: 009

Paper: 03

Lesson Topic	Gender Meaning & nature
Desired Outcome	Define Meaning & Gender, nature of Gender
Teaching / Learning Method	Discussion, presentation Lecture
Materials Needed	Books, research articles
Assignment / Follow Up	Analysis on the typical definition of Gender
Lesson Duration	50 x 6 = 300 minutes

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**Course 10****COURSE TITLE: CREATING AN INCLUSIVE SCHOOL (July-Dec 2023) 50 Marks****COURSE CODE: 10****SEMESTER: III****COURSE OUTCOME(CO)**

CO Code	Course Outcome Statement
CO1	To enable student- teacher to understand the concept of inclusive education and the diverse needs of students with disabilities.
CO 2	To enable student-teacher to identify different types of learner diversities and understand how to support the needs of all children in the school.
CO 3	To enable student-teacher to understand the key policies and provisions that support inclusive education
CO 4	To enable student-teachers to design and implement inclusive teaching strategies that accommodate the diverse learning needs, backgrounds, and abilities of all students in a supportive and equitable classroom environment.
CO 5	To equip student-teachers with the knowledge and skills to identify, build, and collaborate with support networks—including parents, professionals, special teacher and community resources—to enhance student learning and well-being.

**PO-PSO- CO MAPPING MATRIX**

CO Code	Mapped Pos	Mapped PSOs	Justification
CO1	PO1,PO5	PO2,PSO2,PSO3, PSO10	Builds foundational knowledge about educational philosophy and psychology, promotes inclusive and equitable practices, supports understanding of learners' diverse needs, and aligns with inclusive education principles.
CO2	PO3,PO5	PO3,PO4,PO10	Helps in designing diverse lesson plans, addresses social justice in classrooms, enhances understanding of learners, and builds pedagogical skill to address diversity.
CO3	PO1,PO5	PO2,PO10	Links philosophical and policy-level understanding of education, fosters advocacy for inclusion and social equity, connects education policies with practice, and strengthens understanding of inclusive frameworks.
CO4	PO2,P03,PO 4, PO5	PO3,PO4,PO5, PO10	Develops practical classroom strategies using inclusive pedagogy, supports critical teaching skills, enhances curriculum planning for diverse learners, and fosters inclusive approaches.
CO5	PO4,PO5,PO 6	PO7,PO9,PO10,PO 13	Promotes collaboration and decision-making, builds commitment to inclusive values, encourages professional communication and ethics, aligns with reflective and collaborative practices , and supports inclusive school-based experience

MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session: JULY - Dec 2023  
Course Name: Inclusive Education (SOMARHS)  
Semester Code: 10  
Semester: III  
Name of Teacher: Amrita Jania

Unit	Chapter	Contents / Topics	No. of Class (Scheduled Duration)
I	Special needs & Education	1. Concept of special education integrated school & inclusive education. 2. Need objectives & scope of inclusive education	8
II	Defining Special Needs.	1. Concepts, characteristics, classification of children with disabilities. 2. Facilitating an inclusive school - infrastructure & accessibility	8
III	Policies & provisions for inclusion	1. PND Act 1995 2. RCI 1992, RTE 2009 3. NPE 1986, POA 1992 4. EDSS 2009 5. The role of state agencies for implementation of inclusion 6. Schools readiness for addressing learning disabilities.	10
IV	Inclusive practices in the room for all	1. Technological advancement & its application. 2. Pedagogical strategies to respond to individual needs of students 3. Addressing social climate of the classroom.	9
V	Developing Support Networks.	1. Developing partnership in teaching 2. Involving external agencies for networking.	9

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FORMAT-2 Lesson Plan  
Teacher: Amrita Jania  
Semester: III  
Paper: Course 10.

Lesson Topic	1. Concept of special education, integrated school & inclusive education. 2. Needs, Objectives & scope of inclusive education.
Desired Outcome	To enable student-teachers to understand the concept of inclusive education and the diverse needs of students with disabilities.
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials.
Assignment / Follow Up	Class test
Lesson Duration	21 <sup>st</sup> July - 27 <sup>th</sup> July.

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FORMAT-2 Lesson Plan  
Teacher: Amrita Jania  
Semester: III  
Paper: Course 10.

Lesson Topic	1. Concepts, characteristics, classification of children with disabilities - visual hearing impairment, learning difficulties, loco-motor, & neuromuscular disorders, mental retardation autism & multiple disabilities. 2. Facilitating an inclusive school - infrastructure & accessibility, barriers free environment.
Desired Outcome	To enable student-teachers to identify different types of learner diversities and understand how to support the needs of all the children in the school
Teaching / Learning Method	Lecture / Discussion / presentation
Materials Needed	Printed materials
Assignment / Follow Up	Facilitating an inclusive school
Lesson Duration	1 <sup>st</sup> Aug - 12 <sup>th</sup> Aug.

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FORMAT-2 Lesson Plan  
Teacher: Amrita Jania  
Semester: III  
Paper: Course 10.

Lesson Topic	1. Constitutional provisions - PND Act 1995, RCI 1992, RTE 2009, NPE 1986, POA 1992 2. EDSS 2009. 3. The role of state agencies for implementation of inclusion of GWSN
Desired Outcome	To enable student-teachers to understand key policies and provisions that support the needs of all children
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Class test
Lesson Duration	13 <sup>th</sup> Aug - 29 <sup>th</sup> Aug.

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FORMAT-2

## Lesson Plan

Teacher: Amanda Janis  
 Semester: III  
 Paper: Course 10.

Lesson Topic Inclusive practices in classroom for all.	1. School's readiness for addressing learning disabilities. 2. Technological advancement & its application. 3. Pedagogical strategies to respond to individual needs of students. 4. Supportive services required for meeting special needs in the classroom.
Desired Outcome:	To enable student teachers to design and implement inclusive teaching strategies that accommodate the diverse learning needs, background and abilities of all students.
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed Materials
Assignment / Follow Up	Class test
Lesson Duration	1st Sept - 11th Sept.



FORMAT-2

## Lesson Plan

Teacher: Amanda Janis  
 Semester: III  
 Paper: Course 10.

Lesson Topic Developing Support Networks.	1. Addressing social climate of the classroom. 2. Developing partnership in teaching. 3. Involving external agencies for networking.
Desired Outcome	To equip student teachers with the knowledge and skills to identify build and collaborate with support networks.
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Addressing school climate of the classroom
Lesson Duration	15th Sept - 26th Sept.





**Course title: Reading and Reflecting on texts (July to December 2023)**

**Course code: EPC-4**

**Semester:1**

### **Course Outcome (CO)**

CO1: Demonstrate the ability to comprehend and interpret different types of texts (fiction, non-fiction, educational writings) by identifying key ideas, themes, and perspectives.

CO2: Apply appropriate reading strategies such as skimming, scanning, intensive, and extensive reading to locate, extract, and organize information from diverse sources.

CO3: Analyse the structure and logic of arguments in texts by identifying main ideas, supporting details, connectors, and logical sequences.

CO4: Reflect critically on texts by relating them to personal experiences, educational contexts, and socio-cultural settings, and express informed opinions through written responses.

CO5: Collaboratively research, organize, and present subject-based topics using reference texts, demonstrating original thinking and effective communication.

### **PO-PSO-CO mapping matrix**

<b>Course Outcome (CO)</b>	<b>Mapped PO(s)</b>	<b>Mapped PSO(s)</b>	<b>Justification</b>
CO1:	PO1,PO2, PO4	PSO1, PSO2	CO1 is about comprehension and interpreting texts from multiple disciplines, directly relating to the foundational and interdisciplinary knowledge emphasized in PO1 and PO2 as well as reflective thinking in PO4.
CO2	PO2, PO3, PO5	PSO1, PSO2	CO2 focuses on applying reading strategies and skills, reflecting PO2's emphasis on using media and ICT, PO3's lesson planning and PO5's professional skills, linking to PSO1 and PSO2 for subject specific instructional approaches
CO3	PO4, PO5,PO6	PSO1, PSO2	CO3 is about analyzing and evaluating ideas and texts reflected in PO4's critical thinking, PO5's Professional skills and PO6 communication, as well as PSO1 and PSO2 for deeper critical and interdisciplinary analysis.
CO4	PO3, PO4,PO5	PSO1, PSO2	CO4 requires the ability to critically synthesize information, supported by PO3 (lesson Development), PO4 (critical reflection) and PO5 and is relevant to PSO1 and PSO2 for cross disciplinary synthesis
CO5	PO6	PSO1, PSO2	CO5 is about effective communication mapping directly to PO6 (communication and the ability to present / express ideas fluently as emphasized in PSO1 and PSO2

EMAT-1

**General Lesson Plan for the Academic Session (Aug-Dec 2020)**

Course Name: Reading & Reflecting on Texts (50 marks)

Subject Code: EPG-4

Semester: 3<sup>rd</sup> semester

Name of Teacher: Dr. Ekaterina Zhurav

Unit	Chapter	Contents / Topics	No. of Class (Required) (Duration)
1	Engaging with variety of text.	Types of texts I. Fiction: Prose, Poetry & Drama II. Non-fiction: Descriptive, expository, narrative, argumentative and instructive.	6
2	Reflecting / preparing Reading text.	Reading styles: skimming, scanning, intensive, extensive.	5
3	Developing Reading strategies	Reading strategy: meaning, characteristics, implication, organisation of text, method of presentation of information in a passage, main idea, supporting details, sequencing, comparison.	6
4	Reflective Reading or Subject Related Reference Books	Select a topic with reference and presentation.	10
5	Reflective Reading or educational writing	selected text from educational writing and present the argument and perspective.	8
			35

Signature: [Signature] Date: 17/8/23

Head of Mount Mary College (Dept. of Teacher Education) [Signature] Date: 17/8/23

EMAT-2

**Lesson Plan**

Teacher: Dr. Ekaterina Zhurav

Semester: 3<sup>rd</sup> semester

Paper: EPG-4

Lesson Topic	Unit-1 Engaging with variety of text types of texts. I. Fiction: Prose, Poetry and drama II. Non-fiction: Descriptive, Expository, Narrative, argumentative & instructive.
Desired Outcome	To enable the learners to read and respond to variety of texts.
Teaching / Learning Method	Activity
Materials Needed	English textbooks of Secondary Schools.
Assignment / Follow Up	Rewriting a passage in a different type of text. Rewriting a story from the point of view of one of the characters.
Lesson Duration	6 class (26 - 9 Aug)

Signature: [Signature] Date: 17/8/23

EMAT-2

**Lesson Plan**

Teacher: Dr. Ekaterina Zhurav

Semester: 3<sup>rd</sup> semester

Paper: EPG-4

Lesson Topic	Unit-2 Reflecting / preparing Reading text. Reading styles - skimming, scanning, intensive, extensive.
Desired Outcome	Become conscious of their own thinking process as they grapple with diverse texts.
Teaching / Learning Method	Activity
Materials Needed	
Assignment / Follow Up	Activities: 1. Using Reading styles, extract information from given texts/passages. 2. Reading charts, tables, graphs etc and converting it into text.
Lesson Duration	5 hours (12-21 Aug)

Signature: [Signature] Date: 17/8/23

EMAT-2

**Lesson Plan**

Teacher: Dr. Ekaterina Zhurav

Semester: 3<sup>rd</sup> semester

Paper: EPG-4

Lesson Topic	Unit-3 Developing Reading strategies: Reading strategy: meaning, characteristics, implication, organisation of the text, method of presentation of information in a passage, main idea, supporting details, sequencing, comparison, logical sequence.
Desired Outcome	Reflect on the texts that they read in the context of both the text and one's own experience. Present arguments and interpretations.
Teaching / Learning Method	Activities
Materials Needed	using
Assignment / Follow Up	using the different reading strategies write a summary/extract main points from the work of great writers.
Lesson Duration	6 class (22 Aug - Sep-10)

Signature: [Signature] Date: 17/8/23

EMAT-2  
Teacher: Dr. Leticia Z. Lugo  
Semester: 3rd Semester  
Paper: 2.PC-4

Lesson Plan

Lesson Topic	Unit-IV Reflective Reading on Subject Related Reference Books.
Desired Outcome	Present arguments & interpretations of the text used. Make conjectures and offer justification for the text.
Teaching / Learning Method	Activity
Materials Needed	Activities: Steps: 1. Selecting a topic for research and articulating guiding questions. 2. Searching & locating reference books 3. Scanning, skimming & extracting relevant information from book & making notes. 4. Collating notes
Assignment / Follow Up	
Lesson Duration	10 class (11 sep - oct-4)

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Chimkowe, N. Ireland

EMAT-2  
Teacher: Dr. Leticia Z. Lugo  
Semester: 3rd Semester  
Paper: 2.PC-4

Lesson Plan

Lesson Topic	Unit-5 Reflective Reading on Educational writing.
Desired Outcome	Appreciation that different kinds of writings are used to communicate ideas in different context.
Teaching / Learning Method	Activity.
Materials Needed	Steps: 1. Reading for discerning the themes & argument 2. Analyse the structures of the text 3. Discussion of the theme, sharing responses and point of view. 4. Writing a response paper 5. Presentations of selected papers, questions and answers.
Assignment / Follow Up	
Lesson Duration	8 days. (7-30 oct)

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Chimkowe, N. Ireland

## Academic Session: Jan to June 2024

### 2<sup>nd</sup> Semester

Course No	Title of the Paper	External	Internal	Total
Course 5	Assessment for Learning	70	30	100
Course 6	Learning and Teaching	70	30	100
Course 7i	Pedagogy of school subject (Major- Select any 1) i.Pedagogy of Teaching English I ii. Pedagogy of teaching SS I iii.Pedagogy of Teaching MathematicsI iv.Pedagogy of Teaching Science I	70	30	100
Course 7ii	Pedagogy of school subject (Minor- Select any 1) i.Pedagogy of Teaching English I ii. Pedagogy of teaching SS I iii.Pedagogy of Teaching MathematicsI iv.Pedagogy of Teaching Science I	70	30	100
EPC 3	Drama and Art in Education	35	15	50
	Internship (Micro Teaching Practice)		50	50
	<b>Total</b>	<b>315</b>	<b>185</b>	<b>500</b>

**COURSE TITLE: ASSESSMENT FOR LEARNING (Jan- June 24)**

**COURSE CODE: 5 (100 M)**

**SEMESTER: II**

**COURSE OUTCOMES (COs)**

<b>CO Code</b>	<b>Course Outcome Statement</b>
CO1	To enable student-teacher to understand the key concepts of Assessment and Evaluation and its types in Education with reference to constructivist perspectives.
CO2	To enable student-teacher to gain knowledge to design, use subject-specific assessment strategies and tools to effectively evaluate student's learning.
CO3	To equip student-teacher to develop competencies in designing and implementing appropriate assessment tools to meet diverse needs of the students and enhance the teaching learning process
CO4	To enable student-teacher to develop skills to provide constructive feedback and prepare a comprehensive students profile to communicate effectively with the learners and stakeholders.
CO5	To enable student teachers to understand and develop the ability to assess students with special needs and the impact of parent and teacher on inclusive education.

**P0-PSO-CO Mapping Matrix**

<b>COURSE OUTCOME (CO)</b>	<b>Mapped Pos</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1	PO1, PO2, PO4	PSO2, PSO6	Understanding assessment concepts and knowledge, application of modern teaching strategies and critical thinking skills and the integration of technology in assessments.
CO2	PO3, PO5	PSO5, PSO6	Designing subject-specific assessments, understanding diverse learner needs, and aligning with curriculum development and ICT integration.
CO3	PO2, PO4, PO5	PSO3, PSO5	Developing competencies in assessment tools using modern teaching strategies, professional decision-making (PO4), and understanding diverse learner needs, while enhancing student learning outcomes
CO4	PO4, PO6	PSO9, PSO11	Providing constructive feedback, develops professional decision-making, communication skills, and enhances communication and leadership abilities, fostering lifelong learning habits.
CO5	PO5, PO6	PSO10, PSO11	Assessing students with special needs by developing awareness of inclusive education, professional ethics, and promotes gender equality and social justice, supporting continuous professional development.



Teacher: II

Course No: 5

Semester Plan (JAN - JUN 2024)

Course Title: ASSESSMENT FOR LEARNING

Unit	Topic	No. of Class
I	OVERVIEW OF ASSESSMENT AND EVALUATION	
	• Concept of assessment, evaluation, test, and examination	2
	• Assessment and evaluation of learning in different philosophical perspectives with a special reference to constructivist perspectives.	2
	• Types of evaluation - formative and summative, subjective and objective and continuous and comprehensive evaluation.	5
	• Grading (Absolute Grading Vs Relative Grading)	2
	• Critical review of current evaluation practices.	2
II	ASSESSMENT IN SCHOOL AND SUBJECT BASED LEARNING	
	• Enlarging notions of subject base learning in a constructivist perspective.	1
	• Assessment tools	3
Total No. of Class		

(Name & Signature of the Teacher)  
28/01/24

Semester Plan

Teacher: \_\_\_\_\_

Course No: \_\_\_\_\_

Course Title: \_\_\_\_\_

Unit	Topic	No.
	• Kinds of task (Projects, assignments, performances)	2
	• Kinds of test and their constructions	3
	• Self - assessment and peer assessment	1
	• Constructing portfolios.	3
III	TEACHERS COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS	
	• Evolving suitable criteria for assessment	2
	• Visualizing appropriate assessment tools for specific context, content and students.	2
	• Multiple intelligence assessment	2
	• Psycho - social dimensions of assessment	2
	• Contemporary trends in education (with reference to online assessment)	2
IV	FEEDBACK AND REPORTING	
	• Use of assessment for feedback for taking pedagogical decisions	2
Total No. of Class		

Course Title: \_\_\_\_\_

(Name & Signature of t

Course Title: \_\_\_\_\_

[illegible]

CHÜMOUKEDIMA : NAGALAND

## UNIT PLAN

Course Title : Assessment for Learning	
Course: 5	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> 2 <sup>nd</sup> Semester
Subject/Unit:	I - Overview of Assessment & Evaluation
Topics:	<ol style="list-style-type: none"> <li>1) Concept of assessment, evaluation, test and examination.</li> <li>2) Assessment &amp; Evaluation of learning in different philosophical perspectives with a special reference to constructivist perspective.</li> <li>3) Types of Evaluation</li> <li>4) Grading.</li> <li>5) Critical review of current evaluation practices.</li> </ol>
Lesson Objectives:	<p>To enable student - teacher to :-</p> <ul style="list-style-type: none"> <li>• Gain critical understanding of the issues in assessment &amp; evaluation (from constructivist paradigm)</li> <li>• Become cognizant of key concepts such as assessment &amp; evaluation, formative &amp; summative evaluation, test &amp; examination.</li> </ul>
Mode of Transaction/Methods	Lecture / Discussion
Assignment	
Assessment	Presentation
Activity (if any)	Presentation
Defaulters lists:	
<p>Student Teacher are Able to understand the concept of assessment &amp; evaluation &amp; its types.</p>	

HoD PRINCIPAL ANENZA JAMIR  
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(Dpt. of Teacher Education)  
Name & Signature of the Teacher:

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CHÜMOUKEDIMA : NAGALAND

## UNIT PLAN

UNIT PLAN		
Course Title : ASSESSMENT FOR LEARNING		
Course: 5	B.Ed. 2 <sup>nd</sup> /4 <sup>th</sup> 2 <sup>nd</sup>	
Subject/Unit: II	Assessment in School & Subject Based Learning	
Topics:	1. Enlarging notions of subject base learning in a constructivist perspective 2. Assessment tools. 3. Kinds of task 4. Kinds of test & their constructions 5. Self assessment & peer assessment 6. Constructing portfolios.	No. of Period  14
Lesson Objectives:	1. To explain the concept of constructivist classroom 2. Identify the various types of assessment tools 3. Analyse the different types of test & their construction. 4. Develop skills to construct students portfolios	
Mode of Transaction/Methods	Lecture	
Assignment		
Assessment	Presentation, Class - Test	
Activity (if any)		
Defaulters lists:		
Learning Outcome:	• able to understand constructivist classroom • able to identify & analyse different assessment tools / test & its construction technique. • able to develop students portfolio.	

Name & Signature of the Teacher:



# MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)

CHUMOUKEDIMA : NAGALAND

## UNIT PLAN

Course Title : <u>Assessment for Learning</u>	
Course: <u>5</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> 2 <sup>nd</sup> Semester
Subject/Unit: <u>III</u>	TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS
Topics:	<ol style="list-style-type: none"> <li>1. Evolving suitable criteria for assessment.</li> <li>2. Multiple intelligence Assessment</li> <li>3. Psycho-Social dimensions of assessment</li> <li>4. Contemporary trends in education (with reference to online assessment)</li> </ol>
Lesson Objectives:	<ol style="list-style-type: none"> <li>1. Understand different criteria for assessment</li> <li>2. Identify the importance of multiple intelligence &amp; psycho-social dimensions of assessment.</li> <li>3. Analyse the contemporary trends in education, with reference to online assessment.</li> </ol>
Mode of Transaction/Methods	Lecture
Assignment	
Assessment	Presentation
Activity (if any)	Presentation
Defaulters lists:	
Learning Outcome:	<ol style="list-style-type: none"> <li>1. Able to understand different criteria for assessment</li> <li>2. Able to identify the importance of multiple intelligence &amp; psycho-social dimensions of assessment.</li> <li>3. Able to analyse to contemporary trends in education</li> </ol>

Name & Signature of the Teacher:

# MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)

CHUMOUKEDIMA : NAGALAND

## UNIT PLAN

Course Title : <u>Assessment for Learning</u>	
Course: <u>5</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup>
Subject/Unit: <u>IV</u>	FEEDBACK & REPORTING
Topics:	<ul style="list-style-type: none"> <li>• Use of feedback for taking pedagogical decisions.</li> <li>• Types of teacher feedback to students/guardians</li> <li>• Developing &amp; maintaining a comprehensive learner profile.</li> <li>• Purpose of reporting to communicate progress &amp; profile of learner</li> <li>• i) Basis for further pedagogical decision</li> <li>• ii) Reporting a consolidated learner profile</li> </ul>
Lesson Objectives:	<ol style="list-style-type: none"> <li>i) Explain the concept of feedback &amp; reporting.</li> <li>ii) Classify the different types of teacher feedback.</li> <li>iii) Analyse the importance of maintaining learner profile.</li> <li>iv) Develop skill to prepare a comprehensive learner profile.</li> </ol>
Mode of Transaction/Methods	Lecture
Assignment	
Assessment	Peer / Self - Assessment.
Activity (if any)	Presentation
Defaulters lists:	
Learning Outcome:	<ul style="list-style-type: none"> <li>• Understand the concept of feedback &amp; reporting &amp; its various types.</li> <li>• Analyse the importance of maintaining a comprehensive learner profile</li> </ul>

Name & Signature of the Teacher:

# MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)

CHUMOUKEDIMA : NAGALAND

## UNIT PLAN

Course Title : ASSESSMENT FOR LEARNING

Course: V

B.Ed <sup>✓</sup>2<sup>nd</sup>/4<sup>th</sup>

Subject Unit:

V

		No. of Period
Topics:	<ol style="list-style-type: none"> <li>1. Concept of students with special needs</li> <li>2. Types ( formal &amp; informal assessment)</li> <li>3. Notions of failure &amp; disability</li> <li>4. Types of disabilities - physical, learning disability, low mental ability.</li> <li>5. Assessment of attitude of parents / teachers</li> <li>6. School readiness for addressing students with special needs.</li> </ol>	11
Lesson Objectives:	<p>* To enable student - teacher to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of student with special needs.</li> <li>• Classify different types of disability.</li> <li>• Identify the attitude of parents &amp; teachers towards students with special needs.</li> <li>• Assess school readiness for addressing students with special needs.</li> </ul>	
Mode of Transaction/Methods	Lecture, Presentation, Discussion	
Assignment		
Assessment	Presentation	
Activity (if any)	Presentation	
Defaulters lists:		
Learning Outcome: <u>Student - teacher are able to</u>	<ol style="list-style-type: none"> <li>1. Understand the concept of special needs &amp; students with disabilities</li> </ol>	

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(Signature)

Name & Signature of the Teacher:



## Course6

Course -6 ( Learning & Teaching) ( January- June )

Course outcomes ( COs)

CO1 - Describe Psychological Principles of Teaching

CO2 - Develop skills for facilitating Learning and Teaching

CO3 - Understand Learning in and out schools

CO4 - Understand Theoretical perspectives of Learning.

CO5 - Understand Concept of Teaching and Learning.

CO-PO- PSO mapping matrix

Course Outcomes ( COs)	Mapped POs	Mapped PSOs	Justification
CO1	PO1	PSO2	Develop understanding of the Psychological Principles of Teaching
CO2	PO1	PSO2	Develops skills for facilitating Teaching and Learning
CO3	PO1	PSO3	Supports Understanding of Learners in and outside schools
CO4	PO1, PO3	PSO3	Develops understanding of the the learners and design curriculum accordingly
CO5	PO2	PSO3	Supports detail understanding of Teaching and Learning.

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BRMAT-2 Lesson Plan  
Teacher: Dofina Das  
Semester: 2  
Paper: C-6

Lesson Topic	Psychological principles of Teaching, Theories of learning
Desired Outcome	Understand Psychological principles of Teaching and Theories of learning.
Teaching / Learning Method	Lecture, Discussion and Method.
Materials Needed	Books, articles, Research papers, etc
Assignment / Follow Up	Referency of Theories of learning
Lesson Duration	6 x 50 = 300 minutes

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BRMAT-2 Lesson Plan  
Teacher: Dofina Das  
Semester: 2  
Paper: C-6

Lesson Topic	Domains of Learning
Desired Outcome	Understand, define and discuss Domains of learning
Teaching / Learning Method	Lecture Demonstration, method, Inductive, Deductive method.
Materials Needed	Books, Boards articles, Research papers
Assignment / Follow Up	Define and elaborate the various domains of learning
Lesson Duration	50 x 8 = 400 minutes

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BRMAT-2 Lesson Plan  
Teacher: Dofina Das  
Semester: 2  
Paper: C-6

Lesson Topic	Teaching & Learning
Desired Outcome	Understand and define Teaching and Learning Identify differences between Teaching and Learning
Teaching / Learning Method	Lecture, Discussion
Materials Needed	Books, board, articles, projectors
Assignment / Follow Up	Identifying differences in teaching and learning
Lesson Duration	6 x 50 = 300 minutes

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BRMAT-1 MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (Jan - June 2023)  
Course Name: Learning and Teaching  
Subject Code: 06  
Semester: 02  
Name of Teacher: Dofina Das

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	I, II	Teaching - Meaning and difference, aspects of Teaching & Learning	6
2	III, IV	Psychological Principles of Teaching, Theories of Learning	6
3	V, VI	Domains of Learning	8
4	VII, VIII	Factors influencing Teaching & Learning	2
5	IX, X	Mental health and its impact on Teaching and Learning	5

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Signature  
Dofina Das

Teacher.....Dipena Das  
Semester.....11  
Paper.....C-6

Lesson Topic	Factors influencing Teaching and Learning
Desired Outcome	Identifying the factors that influence Teaching and Learning
Teaching / Learning Method	Lecture, demonstration and discussion method
Materials Needed	Books, Research articles, Board
Assignment / Follow Up	Identify the home, school and learner related factors affecting Teaching and Learning
Lesson Duration	5 x 50 = 250 minutes

*[Signature]*  
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Teacher.....Mabel Healle  
Semester.....11  
Paper.....C-6

Lesson Topic	Mental Health
Desired Outcome	Impact of mental Health on learners and teachers
Teaching / Learning Method	Discussion, lecture method
Materials Needed	Books, articles, Board, Research paper, Smart Board
Assignment / Follow Up	Seminars on mental health awareness
Lesson Duration	5 x 50 = 250 minutes

*[Signature]*  
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Course Title: Pedagogy of Teaching English I (New course) January-June 2024

Course Code: 7(i) i 100 marks.

Semester: 2<sup>nd</sup> Semester

### **COURSE OUTCOMES**

1. Understand the concept of language pedagogy. Distinguish the multi-cultural classroom through language teaching. Assimilate the importance of language mentioned in the constitutional amendments.
2. List out the position of English in India. Illustrate on the importance of English as a global and link language. Analyze the status and function of English in India.
3. Understand the bases of theories of language acquisition and language learning. Apply theoretical principles to classroom. Recognize common errors and difficulties in learning English among school students. Design strategies to address language difficulties based on the learners needs.
4. Develop an understanding of the nature of language system its pattern and its structures of sounds. Analyze how different forms of transcription influences the school students of rural and urban society.
5. Plan and conduct activities to develop language skills. Integrate sub-skills in communicative and meaningful contexts.

### **PO-PSO-CO MAPPING MATRIX**

<b>Course Outcome (CO)</b>	<b>Mapped Pos</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1:	PO1, PO5	PSO2, PSO3, PSO10	Address foundational knowledge including multilingualism. Ensure social justice and inclusion in classrooms. Highlights understanding diverse learners.
CO2:	PO1, PO2	PSO1, PSO2	Emphasize the sociolinguistic context of education. Promote pedagogical applications of subject knowledge.
CO3:	PO1, PO3, PO4	PSO1, PSO3, PSO4	This CO links theory to practice emphasize teaching skills and strategy design. Targets learner-centered approaches.
CO4:	PO1, PO5	PSO1, PSO3, PSO10	Cover subject content, while highlight the inclusive aspect of addressing diverse language backgrounds.
CO5:	PO2, PO3, PO4	PSO1, PSO4, PSO6, PSO12	Relate to lesson planning and skill development. Promote 21st-century teaching strategies using ICT. Ensures creative and engaging methods.



FORMAT-1

General Lesson Plan for the Academic Session (January to June 2024)

Course Name: Teaching English - I

Subject Code: Course 7 (I) i

Semester: II

Name of Teacher: Kamrude

MOUNT MARY COLLEGE

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	1. Pedagogy, language, and society 2. Constitutional Promotions of Policies of Language Education	- Concept of importance of Pedagogy of language, pedagogy, language in relation to, gender, identity, power, class, language teaching in multi-cultural, policies of language in India, articles 343-39, 350 National Commission, NCF 2005.	10
II	Role of the English language in the Indian context	- English as a colonial language in the post-colonial times, English as a language of knowledge, English as a second language, Indian language, link language, challenges of teaching & learning English.	12
III	Issues & Policies of language teaching and learning and Constructivist approach, aims of Understanding and and effective, Approaches and methods.	- Philosophical, Social, Psychological, Issues, approaches Constructivist, Cognitivist, Constructivist approach, aims of Understanding and and effective, Approaches and methods.	16
IV	Second Language in English: Linguistic aspects.	- Phonetic aspects - Place and manner of articulation, stress, word, sentences, intonation, the organization of sound, the structure of sentences. Basic concepts of phonology, morphology, syntax & semantics, discourse.	14
V	Grammar in context, relation between grammar and language, teaching of grammar, importance of grammar, types of grammar to learn, link between grammar and language, stages of learning, relation of grammar, reference of study, etc.	- Concept of preparation of Grammar, of teaching grammar, relation between grammar and language, teaching of grammar, importance of grammar, types of grammar to learn, link between grammar and language, stages of learning, relation of grammar, reference of study, etc.	12

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(Dept. of Teacher Education)  
Chimukedima - Nagaland

Signature: Kamrude  
25/1/24

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FORMAT-2

Lesson Plan

Teacher: Kamrude

Semester: II

Paper: Pedagogy of Teaching English - I

Lesson Topic	- Concept & importance of Pedagogy of language, Pedagogy, language in relation to, gender, identity, power, class, language teaching in multi-cultural classrooms. - Policies of language in India - language education in NCF 2005 - Articles 343-351, 350 A - NCF - 1976; PTA - 1992 - NCF 2005
Desired Outcome	- Understand the concept of language pedagogy, distinguish the different roles of language in society. Attitude the multi-cultural classroom through language teaching. Analyse the importance of language education in the Constitutional Amendments.
Teaching / Learning Method	Discussion, Lecture.
Materials Needed	Printed material, ppt
Assignment / Follow Up	1. Position of languages in India 2. Articles 343-351, 350 A 3. NCF - 2005 4. Language Education in NEP 2020
Lesson Duration	29 <sup>th</sup> January to 16 <sup>th</sup> February

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FORMAT-2

Lesson Plan

Teacher: Kamrude

Semester: II

Paper: Course 7 (I) i

Lesson Topic	- English as a colonial language - English in post-colonial times - English as a language of knowledge - Position of English as a second language in India: English and Indian languages - English as a link language in the global context. - Challenges of teaching & learning English.
Desired Outcome	- Get and the position of English in India. Illustrate on the importance of English as a global and link language. Analyse the roles and function of English in India.
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials, PPT.
Assignment / Follow Up	- English as a colonial language - English in post-colonial times - English and Indian languages
Lesson Duration	1 <sup>st</sup> February to 7 <sup>th</sup> March

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Chimukedima - Nagaland

FORMAT-2

Lesson Plan

Teacher: Kamrude

Semester: II

Paper: Course 7 (I) i

Lesson Topic	- Philosophical, social and Psychological issues of language Acquisition and language learning. - Approaches to language learning: constructivist, cognitivist and constructivist approach. - Aims of teaching & learning of language: Understanding of language, English as a second language, English as a link language, English as a global language. - Grammar, phonology, morphology, syntax, semantics, discourse. - Grammar, phonology, morphology, syntax, semantics, discourse. - Grammar, phonology, morphology, syntax, semantics, discourse.
Desired Outcome	- Understand the issues of teaching & learning of language acquisition and language learning. Apply theoretical principles to classroom. Recognize common errors and difficulties in learning English among second students. Design strategies to address language difficulties based on learner needs.
Teaching / Learning Method	Discussion / Lecture
Materials Needed	Printed text, journals and articles
Assignment / Follow Up	Solving questions from previous years final exam.
Lesson Duration	8 <sup>th</sup> March to 28 <sup>th</sup> March

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Mount Mary College  
Chimukedima - Nagaland



FORMAT-2

Lesson Plan

Teacher: K. K. K. K.

Semester: II

Paper: Comp. 7 (1)

Lesson Topic Sound patterns in English Consonant system.	<ul style="list-style-type: none"> <li>Phonetic Symbols: place of manner of articulation</li> <li>Stress - Word Stress: Intonation</li> <li>The Organization of Sounds: The Structure of Sentences</li> <li>Basic concepts of Phonology, morphology, Syntax and Semantics.</li> <li>Opt course.</li> </ul>
Desired Outcome	Develop an understanding of the nature of language system, its pattern, and its structures of sounds. Analyse how different forms of transcription influence the social identity of rural and urban society.
Teaching / Learning Method	Lecture and discussion
Materials Needed	Printed text, Presentation.
Assignment / Follow Up	Transcription of words, its pattern and organization.
Lesson Duration	2 <sup>nd</sup> March to 17 <sup>th</sup> April

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FORMAT-2

Lesson Plan

Teacher: K. K. K. K.

Semester: II

Paper: Comp. 7 (1)

Lesson Topic + Grammar in context; + Vocabulary in context; + Recognition of language skills.	<ul style="list-style-type: none"> <li>Concept and Preparation of Grammar and vocabulary games.</li> <li>Listening, speaking, reading and writing skills (LSRW).</li> <li>Meaning and importance, types of barriers of LSRW.</li> <li>Sub-skills of LSRW. Importance of reading skills.</li> <li>Writing steps; Process of writing.</li> <li>Form of Informal.</li> <li>Reference and Study Skills.</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>Plan and conduct activities to develop the skills of language (LSRW).</li> <li>Integrate sub-skills in communicative and meaningful contexts.</li> </ul>
Teaching / Learning Method	Discussion and Lecture.
Materials Needed	Printed text, journals.
Assignment / Follow Up	Class test.
Lesson Duration	15 <sup>th</sup> April to 9 <sup>th</sup> May

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**Course Title: Pedagogy of Teaching Social Sciences-I [New Course] Jan -June 2024**

**Course Code: 7 [i] iii [100 marks]**

**Semester: 2<sup>nd</sup>**

**Course Outcomes [co]**

CO code	Course Outcome Statement
CO1	The students will be able to understand the concept of social sciences as distinguished from social studies, explain the aims and objectives of teaching social sciences as outline in NCF 2005 and NEP2020, and analyze the core components of social sciences and the inter-relationships between them.
CO2	The students will be able to understand the major learning theories, apply Bloom's Taxonomy in framing learning objectives and critically analyze the socio-cultural context of learning with reference to the Indian knowledge system as per 2020 and understand the relevance of critical pedagogy in teaching social science.
CO3	The students will be able to understand issues and challenges in the teaching and learning of social sciences such as preconception, misconception, lack of professional preparation, inadequate resources, students' apathy and curriculum outdatedness in the local context for teaching-learning of social sciences.
CO4	The students will be able to understand the principles of curriculum, the approaches and co-curriculum aspects of curriculum in enriching the teaching learning process.
CO5	The students will be able to understand various learning resources in social sciences including textbook, workbooks, libraries, laboratories, community and environmental resources and digital tools and recognize the essential qualities of an effective social Sciences teacher.

**PO-PSO-CO Mapping Matrix Justification**

CO Code	Mapped POs	Mapped Pos	Justification
CO1	PO1, PO3, PO4	PSO1, PSO2, PSO5	Establishes foundational disciplinary knowledge aligns with curriculum and policy frameworks and enhances critical thinking and curriculum awareness
CO2	PO1, PO2, PO5	PSO2, PSO3, PSO10	Incorporates educational psychology, effective teaching strategies, learner-centered and inclusive approaches and reflects educational policy relevance
CO3	PO4, PO5	PSO3, PSO5, PSO10	Encourages reflective teaching, awareness of inclusive and contextual teaching challenges, and curriculum design improvements
CO4	PO3, PO4	PSO5, PSO13	Focuses on curriculum development, enriches professional practice with integrated and experiential learning.
CO5	PO2, PO6	PSO6, PSO9	Promotes ICT and digital integration in teaching, highlights communication, collaboration, and resource utilization skills

Semester: 2nd

Semester Plan

Jan - June 2024.

Course No: 70(III)

Course Title: Pedagogy of Teaching Social Sciences-I

Unit I	CONCEPTUAL FRAMEWORK	Topic	No. of Class
Unit I	Concept of Social Sciences as distinguished from Social Sciences		4 hours
	Aims and objectives of Teaching Social Sciences as per NCF-2005 and NEP-2020		3 hours
	Core components of Social Sciences - History, Political Science, Economics and Geography and their inter-relationship between them		5 hours
Unit 2	PERSPECTIVE OF TEACHING SOCIAL SCIENCES		
	Behaviourism, cognitivism, and constructivism - basic tenets		4 hours
	Formulation of objectives based on Blooms Taxonomy		2 hours
	Socio-cultural context of Learning; Social construction of knowledge in reference to India knowledge system and its relevance to social sciences teaching as per NEP-2020		3 hours
	Critical Pedagogy of Social sciences teaching.		2 hours
Total No. of Class			23 hours

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(Dept. of Teacher Education)  
Chümoukedima : Nagaland

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(Name & Signature of the Teacher)  
18/1/24

Semester: 2nd

Semester Plan

Course No: 70(III)

Course Title: Pedagogy of Teaching Social Sciences

Unit	Topic	No. of Class
Unit 3	ISSUES AND PROBLEMS IN SOCIAL SCIENCES TEACHING-LEARNING	
	Pre-conceptions and Misconceptions about Social Science in reference to the local context	3 hours
	Professional Preparation of Teachers in Social Science [ethics & Accountability etc]	3 hours
	Issues and problems regarding Learning Resource and facilities of teaching Social Science	3 hours
	Apathy towards the subject	2 hours
	Recent developments and obsolescence of curriculum	5 hours
Unit 4	SOCIAL SCIENCES CURRICULUM: APPROACHES AND ASPECTS	
	Principles of curriculum construction in social sciences;	2 hours
	Spiral, concentric, correlation, specialized/disciplinary and Integrated/Thematic Approaches.	4 hours
	Co-curricular aspects of curriculum - Morning assembly, exhibition, social science club, field trips/surveys, Nature watch, social surveillance, community service, exchange programmes etc	5 hours
Total No. of Class		27 hours

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Unit	Topic	No. of Class
units	LEARNING RESOURCES IN SOCIAL SCIENCES	
	Social Science Text books and work-books; necessary qualities and characteristics;	4 hours
	Social Science Libraries and Laboratories	3 hours
	Community and Environmental Resources	3 hours
	Social Science Teacher - qualities and characteristics	6 hours
	Application of ICT in Social Science; [OER, LMS, websites and blogs]	
	Total No. of Class	16 hours

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K. Magh  
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18/11/24

## MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)

CHÜMOUKEDIMA : NAGALAND

## UNIT PLAN - I

Course Title : Pedagogy of Social Sciences		
Course: 7(1)(iv)	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> 2 <sup>nd</sup> Semester	
Subject/Unit:	Unit I Conceptual Framework.	
Topics:	Concept of Social Science as distinguished from Social Studies. Aims and objectives of teaching Social Science as per NCF 2005 - NEP - 2020 Core components of Social Science - History, Polse Economics and Geography and their inter-relationship between them	No. of Period 13
Lesson Objectives:	To enable the students to understand the meaning of Social Science as distinguished from social studies. To enable the students to acquire knowledge on the aims and objectives of teaching Social Science as per N.C.F. 2005 - NEP-2020. To enable the student to comprehend the core components of S.S and their inter-relationship	
Mode of Transaction/Methods	Focus Group Discussion & Presentation of Group Reports Lecture cum Discussion.	
Assignment		
Assessment	Paper presentation	
Activity (if any)	Course activity: Focus Group Discussion cum presentation	
Defaulters lists:	Roll No 23, 24, 29.	
Learning Outcome:	The students are able to distinguish between the Social Science and Social studies to understand core components and its inter-relationship - to explain the aims and objectives of teaching SS as	

MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)

CHUMOUKEDIMA : NAGALAND

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UNIT PLAN - II

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Course Title : Pedagogy of Social Sciences		
Course: 70 (III)	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> 2nd Semester.	
Subject/Unit: II	II Perspective of Teaching Social Sciences	
Topics:	Behaviourism, cognitivism and constructivism Basic tenets. Formulation of objective based on Bloom's Taxonomy Socio-cultural context of Learning: Social construction of knowledge in reference to Indian knowledge systems and its relevance to social sciences teaching as per NEP 2020 Critical pedagogy of social sciences teaching.	No. of Period 12 classes
Lesson Objectives:	To understand the socio-cultural implications on learning social sciences. To understand the theoretical bases of changing perspective of teaching-learning social sciences. To understand the critical pedagogy of social sciences teaching.	
Mode of Transaction/Methods	Lecture, Presentation cum discussion	
Assignment	Cognitivism, Socio-cultural context of learning Social construction of knowledge in reference to Indian knowledge systems	
Assessment	Assignment and Presentation	
Activity (if any)		
Defaulters lists:		
Learning Outcome:	To <del>students are</del> able to understand the socio-cultural implication on learning social sciences. Students are able to understand the theoretical base of changing perspective of teaching-learning social sciences and understand the critical pedagogy	

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# MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)

CHUMOUKEDIMA : NAGALAND

## UNIT PLAN - II

Course Title : Pedagogy of Social Sciences		
Course: 7 (I) (II)	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> Second Semester.	
Subject/Unit: 3	Issues and problems in social science teaching Learning.	
Topics:	<ul style="list-style-type: none"> <li>- Pre-conceptions and misconceptions about social sciences in reference to the local context</li> <li>- Professional preparation of teachers in social sciences, Apathy towards the subject</li> <li>- Recent developments and obsolescence of curriculum</li> <li>- Issues and problems regarding Learning Resources and facilities of teaching social sciences.</li> </ul>	No. of Period 16 period
Lesson Objectives:	<ul style="list-style-type: none"> <li>- Students to understand the pre-conception and misconception of social sciences in reference to the local context.</li> <li>- To acquire knowledge about the professional preparation of teachers in social sciences.</li> <li>- To understand the status and problems of social sciences as a school subject against the backdrop of its development.</li> </ul>	
Mode of Transaction/Methods	Lecture cum discussion and Presentation	
Assignment	<ul style="list-style-type: none"> <li>- Apathy towards the subject.</li> <li>- Recent developments and obsolescence of curriculum</li> </ul>	
Assessment	Assignment and presentation	
Activity (if any)		
Defaulters lists:		
Learning Outcome:	<ul style="list-style-type: none"> <li>- The students are able to understand the status and problems of social sciences</li> <li>- able to understand the pre conception and misconception of social sciences in the local context</li> <li>- able to acquire knowledge about the professional preparation of teachers in social sciences.</li> </ul>	

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**MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)**

CHUMOUKEDIMA : NAGALAND

**UNIT PLAN**

Course Title : <u>Pedagogy of Social Science - I</u>		
Course: <u>701(11)</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> <u>Second Semester</u>	
Subject/Unit: <u>4</u>	Social science curriculum: Approaches and aspects.	
Topics:	principles of curriculum construction in social sciences. spiral, concentric, correlation, specialized/ disciplinary and integrated thematic approach co-curricular aspects of curriculum - Morning assembly, exhibition, social science club, field trip, survey, nature watch, social surveillance, community service, exchange programme etc.	No. of Period <u>11 period</u>
Lesson Objectives:	To understand the principles of curriculum construction in social sciences. To understand the Approaches and aspects of curriculum construction of social sciences.	
Mode of Transaction/Methods	Lecture cum Presentation	
Assignment	Nature watch, Social surveillance, community service, Exchange programme	
Assessment	Assignment and Field trip report	
Activity (if any)	Field trip.	
Defaulters lists:	31, 74, 13, 28, 48	
Learning Outcome:	Learners are able to understand the principles of curriculum construction in social sciences. - able to understand the approaches and various co-curricular aspects of curriculum in social sciences.	

**MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)**

CHUMOUKEDIMA : NAGALAND KHANYALE MAGH

**UNIT PLAN**

Course Title : <u>Pedagogy of Social Science</u>		
Course: <u>701(11)</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> <u>Second Semester</u>	
Subject/Unit: <u>2</u>	Learning Resources in Social Science	
Topics:	Social science Textbooks and work-books. Necessary qualities and characteristics Social Science Libraries and Laboratories Community and Environmental Resources Social Science Teacher qualities & characteristics Application of ICT in Social science OER CMS, websites and blogs	No. of Period <u>16 classes</u>
Lesson Objectives:	- To understand the necessary qualities and characteristics of Social Science Textbook and work-books. - To understand the application of ICT in social science - To understand the qualities and characteristics of social science teacher - To understand the learning resources in social science	
Mode of Transaction/Methods	Lecture cum, Brain storming for identifying different Resources and Discussions.	
Assignment		
Assessment	Questionnaires	
Activity (if any)		
Defaulters lists:		
Learning Outcome:	Learners are able to identify the learning resources in social sciences - able to acquire knowledge on the necessary qualities and characteristics of social science textbook and work-books. - able to understand the application of ICT in social science	

## Course 7 Maths 1

### COURSE OUTCOME FOR PEDAGOGY OF MATHEMATICS – I

#### (NEW COURSE)

**CO1:** Demonstrate an understanding of the meaning, nature, values, and scope of mathematics; explain key mathematical concepts such as propositions, proofs, truth tables, and Venn diagrams; and appreciate the aesthetic and historical contributions of mathematicians like Aryabhata, Ramanujan, Euclid, and Pythagoras.

**CO2:** Explain the aims and objectives of teaching school mathematics, differentiate between them, and apply Bloom's Taxonomy to frame learning outcomes in alignment with NCF 2005 and NEP 2020.

**CO3:** Analyze learner behavior and develop strategies to cultivate mathematical intuition, promote questioning, facilitate peer collaboration, and sustain interest in mathematics among diverse learners.

**CO4:** Evaluate the principles and approaches of mathematics curriculum construction at various school stages, and demonstrate the ability to prepare alternative materials and curriculum plans.

**CO5:** Apply various teaching approaches (behavioristic, cognitive, constructivist) and methods (inductive-deductive, heuristic, problem-solving, etc.), and use appropriate strategies like group work and brainstorming to effectively teach mathematics.

### PO–PSO–CO Mapping Matrix

**Course Title: Pedagogy of Mathematics I**

**Semester: II**

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1: Demonstrate an understanding of the meaning, nature, values, and scope of mathematics; explain key mathematical concepts such as propositions, proofs, truth tables, and Venn diagrams; and appreciate the aesthetic and historical contributions of mathematicians like	PSO1, PSO2, PSO4, PSO10	PO1, PO4, PO5	Builds foundational mathematical knowledge, connects historical context, and encourages inclusive understanding of mathematics.

Aryabhata, Ramanujan, Euclid, and Pythagoras.			
CO2: Explain the aims and objectives of teaching school mathematics, differentiate between them, and apply Bloom's Taxonomy to frame learning outcomes in alignment with NCF 2005 and NEP 2020.	PSO2, PSO5, PSO7	PO1, PO3	Aligns curriculum goals with educational frameworks and encourages reflective teaching practices.
CO3: Analyze learner behavior and develop strategies to cultivate mathematical intuition, promote questioning, facilitate peer collaboration, and sustain interest in mathematics among diverse learners.	PSO3, PSO10, PSO12	PO2, PO4, PO5	Encourages learner-centric strategies, collaborative learning, and creative classroom engagement.
CO4: Evaluate the principles and approaches of mathematics curriculum construction at various school stages, and demonstrate the ability to prepare alternative materials and curriculum plans.	PSO4, PSO5, PSO10	PO1, PO3, PO5	Supports curriculum design and instructional material development suited for diverse learner needs.
CO5: Apply various teaching approaches (behavioristic, cognitive, constructivist) and methods (inductive-deductive, heuristic, problem-solving, etc.), and use appropriate strategies like group work and brainstorming to effectively teach mathematics.	PSO1, PSO4, PSO6	PO2, PO4	Enhances teaching skills with modern strategies and technology to support active learning.



FORMAT – 1

### MOUNT MARY COLLEGE

General lesson plan for academic session - (January – June 2024)

Course name : Pedagogy of teaching Mathematics – I  
Subject code : 7(i) iv  
Semester : 2<sup>nd</sup> semester  
Name of teacher : Alemtjemjen Jamir

Unit	Chapter	Content/Topics	No. of classes required (Duration)
I	NATURE AND SCOPE OF MATHEMATICS	<ul style="list-style-type: none"> <li>Meaning, nature, scope and values of mathematics.</li> <li>Building blocks of mathematics: Mathematical propositions, Proofs &amp; Types of Proofs, Truth tables, Venn diagram, Quantifiers, Necessary and sufficient conditions, Theorem.</li> <li>Aesthetic sense in mathematics.</li> <li>Contributions of mathematicians (Indian &amp; Foreign): Aryabhata, Ramanujan, Euclid, Pythagoras.</li> </ul>	14 hours/19 periods
II	AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS	<ul style="list-style-type: none"> <li>General Aims of teaching mathematics.</li> <li>Objectives of teaching mathematics – Bloom's Taxonomy.</li> <li>Difference between Aims and Objectives.</li> <li>General objectives of teaching mathematics with special reference to NCF 2005 and NEP-2020</li> </ul>	12 hours/ 16 periods

  
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III	EXPLORING LEARNERS	<ul style="list-style-type: none"> <li>Cultivating learner's intuition.</li> <li>Encouraging learner for Probing Questions and Raising Queries.</li> <li>Appreciating cooperative learning among peer-group.</li> <li>Arousing and maintaining interest in mathematics for different learners.</li> </ul>	12 hours/16 periods
IV	SCHOOL MATHEMATICS CURRICULUM	<ul style="list-style-type: none"> <li>Curriculum: Concept, Meaning and Objectives.</li> <li>Principles for curriculum construction.</li> <li>Curricular choices at different stages of school mathematics education.</li> <li>Approaches to curriculum construction in school mathematics.</li> </ul>	13 hours/17 periods
V	APPROACHES, METHODS, AND STRATEGIES OF TEACHING MATHEMATICS	<ul style="list-style-type: none"> <li>Different approaches of teaching: Behavioristic, Cognitive and Constructivist.</li> <li>Methods of teaching Mathematics: Lecture cum demonstration method, Inductive-Deductive method, Analytic-Synthetic method, Heuristic method, Problem solving method, Project method, Laboratory Method.</li> <li>Strategies of Teaching Mathematics: Drill work, Home assignment, Group learning, Self-regulated study, Supervised study, Brain storming.</li> </ul>	14 hours/19 periods

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
FORMAT – 2

### LESSON PLAN

Teacher : Alemtjemjen Jamir  
Semester : 2<sup>nd</sup> semester (Jan to Jun 2024)  
Paper : Pedagogy of teaching mathematics – I

Lesson Topic	Meaning, Nature, Scope, Values Building Blocks of Mathematics Aesthetic Sense in Mathematics Contributions of Mathematicians Revision & Discussion
Desired Outcomes	Understand foundational concepts Identify elements of logic and structure Appreciate patterns and beauty Know key contributions of Indian & foreign scholars Integrate and reflect on learning
Teaching/Learning method	Lecture, presentation, reflection, GD, problem-solving, activity, visual demonstration.
Materials needed	PPT, textbooks, charts, reference texts, etc.
Assignment/follow-up	Essay on different topics, book review on mathematicians, etc.
Lesson duration	14 hours

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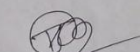
Lesson Topic	General aims of teaching mathematics Bloom's taxonomy and objectives Difference between aims and objectives General objectives w.r.t. NCF & NEP Review
Desired Outcomes	Clarify educational purposes Frame objectives using taxonomy Distinguish between two concepts Connect to national goals
Teaching/learning method	Lecture, concept mapping, brainstorming, seminars, presentation, GD
Materials needed	PROJECTOR, NCF/NEP extracts, whiteboard, etc.
Assignment/follow-up	Frame 5 behavioural objectives, report writing on NEP/NCF, etc.
Lesson duration	12 hours

Lesson Topic	Learner's intuition Probing Questions Peer group learning Interest in Math Authentic activity
Desired Outcomes	Stimulate student intuition Develop questioning skills Promote cooperative learning Maintain motivation Promote creative application
Teaching/learning method	Lecture, demonstration, group work, group discussion, etc.
Materials needed	Math games, sample question bank, textbooks, etc.
Assignment/follow-up	Assignments on all the topics.
Lesson duration	12 hours.

  
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Lesson Topic	Curriculum concepts Principles of construction Curricular choices Approaches to construction Curriculum preparation
Desired Outcomes	Understand meaning and objectives Analyze guiding principles Differentiate levels and content Recognize various approaches
Teaching/learning method	Lecture, demonstration, brainstorming, group work.
Materials needed	Slides, projector, whiteboard, textbooks, etc.
Assignment/follow-up	Prepare mini-curriculum
Lesson duration	13 hours

Lesson Topic	Teaching approaches Teaching methods Teaching strategies
Desired Outcomes	Compare educational approaches Apply various teaching methods Implement classroom strategies
Teaching/learning method	Comparative study, presentation, group learning, brainstorming, drill, etc.
Materials needed	PPT, sample lessons, worksheets, etc.
Assignment/follow-up	Group presentation on different topics
Lesson duration	14 hours

  
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## Maths

Course Title: Pedagogy of Teaching Sciences-I

Course Code: 7 [100 marks]

Semester: 2<sup>nd</sup>

### Course Outcomes of Pedagogy of Science – I

Course Outcomes (Cos)	Course Outcome Statement
CO1	The student-teacher will <b>understand the nature, scope, and significance of science</b> as both a process and a product. They will appreciate the <b>values of studying science</b> , recognize its <b>interdisciplinary nature</b> , and develop awareness about <b>science education as envisioned in national policies</b> like NCF 2005 and NEP 2020, along with its connection to the <b>Indian Knowledge System</b> .
CO2	The student-teacher will be able to <b>identify and formulate aims and objectives of teaching science</b> at elementary and secondary levels using <b>Bloom's and Anderson's taxonomies</b> . They will also understand the <b>distinction between educational and instructional objectives</b> and apply them to design effective lesson plans that promote <b>scientific attitude and temper</b> among learners.
CO3	The student-teacher will develop the ability to <b>apply constructivist principles in science teaching</b> by understanding theories of <b>Piaget and Vygotsky</b> and their relevance to classroom learning. They will be able to shift from a <b>teacher-centered (behaviourist) approach to a learner-centered (constructivist) approach</b> , emphasizing <b>process skills, inquiry, and scientific method</b> .
CO4	The student-teacher will be equipped to <b>identify and analyze various issues and challenges</b> in science education—such as <b>socio-cultural barriers, misconceptions, inadequate teacher preparation, curriculum limitations, and lack of resources</b> —and suggest practical solutions to improve the <b>quality of teaching-learning in science</b> .
CO5	The student-teacher will gain a comprehensive understanding of the <b>different disciplines of science (Physics, Chemistry, Biology)</b> , their <b>nature, issues, and pedagogical approaches</b> . They will be able to <b>evaluate and compare school science curricula</b> of different educational boards (CBSE, NBSE, ICSE), recognizing their implications for effective classroom practice.

## PO–PSO–CO Mapping Matrix with Justification

### Course: Pedagogy of Science – I

CO Code	Course Outcome Statement (CO)	Mapped POs	Mapped PSOs	Justification
CO1	Understand the nature, scope, and significance of science; appreciate values of science and its interdisciplinary nature.	PO1, PO3	PSO1, PSO2, PSO5	Establishes foundational understanding of science education; aligns with educational philosophy and curriculum design principles.
CO2	Formulate aims and objectives of teaching science; design effective lesson plans promoting scientific attitude.	PO1, PO2, PO3, PO4	PSO1, PSO3, PSO4, PSO5	Integrates theoretical understanding with pedagogical application and assessment; encourages reflective lesson planning.
CO3	Apply constructivist theories (Piaget, Vygotsky) in science teaching; shift from teacher-centered to learner-centered approach.	PO2, PO4	PSO3, PSO4	Strengthens learner-centered pedagogy, inquiry-based learning, and critical thinking skills essential for effective science teaching.
CO4	Identify issues and challenges in science education; suggest solutions for inclusivity, gender equity, and quality improvement.	PO5, PO6	PSO7, PSO10, PSO11	Develops awareness of ethical, inclusive, and professional practices; encourages sensitivity to diversity and social justice.
CO5	Analyze and compare science curricula across educational boards; understand disciplinary nature and pedagogy of Physics, Chemistry, Biology.	PO3, PO4, PO6	PSO5, PSO6, PSO9, PSO11	Enhances analytical and evaluative skills; fosters ICT-based curriculum comparison and professional reflection.



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

Course Name: Pedagogy of Science-I Subject Code: 7a(iii)

Semester: 2<sup>nd</sup> Name of Teacher: Dr. Tarun Kumar Jana


Unit	Name of Unit	Contents/Topics	No. of Class Required (Duration)
I	NATURE AND SIGNIFICANCE OF SCIENCE	Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and NEP2020. Indian Knowledge system with special reference to science education.	18 Class
II	AIMS AND OBJECTIVES OF TEACHING SCIENCE	Meaning, Definition and Difference between Aims and Objectives. General Aims and Objectives of Teaching Science at the Elementary and Secondary Levels. Bloom's and Anderson's Taxonomy-Educational objectives and Instructional Objectives. Concept and Development of Scientific Attitude and Scientific Temper.	16 class
III	SCIENCE LEARNINGS AS A GENERATIVE PROCESS	From Behaviourism to Constructivism; Theory of Cognitive Constructivism- Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development. ;Development of process skills in students-Basic and Advanced skills. Scientific method-Process, Advantages and limitations.	18 class
IV	ISSUES AND PROBLEMS IN TEACHING – LEARNING SCIENCE	Socio-cultural barriers-Misconceptions and superstitions in society. Problems related to- Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities; Administration; Recent issues and challenges.	16 class
V	DISCIPLINES IN SCIENCE	Branches of Science. Nature of Physics, chemistry and Biology. Issues and challenges in teaching Physics, chemistry and Biology. Group discussion on various aspects of science curriculum based on CBSE, NBSE and ICSE.	16 class

  
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Teacher: Dr. Tarun Kumar Jana Semester: 2nd  
 Paper Name: Pedagogy of Science-I Paper No.: 7a(iii)  
 Lesson Plan

Lesson Topic	Unit-I Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and NEP2020. Indian Knowledge system with special reference to science education.
Desired Outcome	By the end of this unit, the learner will be able to: <b>Define science</b> and distinguish it as both a product and a process. <b>Recognize the educational values</b> of studying science in schools. <b>Establish interdisciplinary links</b> among branches of science. <b>Identify key milestones</b> in the history of science education. <b>Interpret the vision</b> of science education in NCF 2005 and NEO 2020.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>18 periods in 3 week</b>

  
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**PRINCIPAL**  
 Mount Mary College  
 Chümoukedima : Nagaland

Teacher: Dr. Tarun Kumar Jana

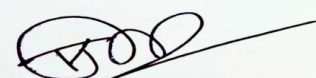
Semester: 2nd

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-II  Meaning, Definition and Difference between Aims and Objectives. General Aims and Objectives of Teaching Science at the Elementary and Secondary Levels. Bloom's and Anderson's Taxonomy-Educational objectives and Instructional Objectives. Concept and Development of Scientific Attitude and Scientific Temper.
Desired Outcome	By the end of this unit, the learner will be able to understand: General aims and objective of teaching science at elementary and secondary level and Development of Scientific Attitude and scientific temper; Bloom's and Anderson's Taxonomy; Educational objectives and Instructional Objectives.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>



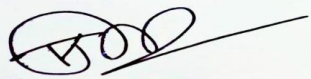
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Mount Mary College  
Chümoukedima : Nagaland

Teacher: Dr. Tarun Kumar Jana  
Semester: 2nd  
Paper Name: Pedagogy of Science-I  
Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-III From Behaviourism to Constructivism; Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development. ;Development of process skills in students-Basic and Advanced skills. Scientific method-Process, Advantages and limitations.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Explain the shift from Behaviourism to Constructivism</b> in science education; <b>Describe</b> Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development; <b>Identify and differentiate basic and advanced process skills</b> in science learning; <b>Apply strategies to develop process skills</b> among students; <b>Describe the scientific method</b> , its steps, advantages, and limitations.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
	<b>18 periods in 3 week</b>

  
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Teacher: Dr. Tarun Kumar Jana

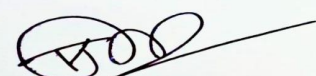
Semester: 2<sup>nd</sup>

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-IV Socio-cultural barriers-Misconceptions and superstitions in society. Problems related to- Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities; Administration; Recent issues and challenges.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Identify and analyze socio-cultural barriers</b> such as misconceptions and superstitions affecting science learning. <b>Recognize challenges in the professional preparation of science teachers</b> and suggest improvements. <b>Evaluate issues related to the secondary school science curriculum</b> and recommend necessary reforms. <b>Assess the availability and effective use of learning resources and facilities</b> in science education.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>



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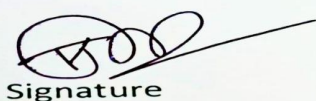
Teacher: Dr. Tarun Kumar Jana

Semester: 2<sup>nd</sup>

Paper Name: Pedagogy of Science-I Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-V
	Branches of Science. Nature of Physics, chemistry and Biology. Issues and challenges in teaching Physics, chemistry and Biology. Group discussion on various aspects of science curriculum based on CBSE, NBSE and ICSE.
Desired Outcome	After completing this unit, the student-teacher will be able to understand : Different branches of science; the nature of Physics, Chemistry and Biology; Issues and challenges in teaching physics, chemistry and biology; Various aspects of science curriculum based on CBSE, NBSE and ICSE.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>



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Course Title: Drama and Art in Education  
 Course Code: EPC 3 [50 Marks]  
 Semester: 2<sup>nd</sup>

Jan- June 2024

### Course Outcomes [COs]

CO code	Course Outcome Statement
CO1	To understand the meaning, nature and scope of drama and art and the different forms of drama and art.
CO2	To understand the need and uses of drama and art in education and apply them to enhance creativity, expression and holistic learning in the classroom.
CO3	To understand the aims and objectives of teaching drama and art at the secondary level and apply them in understanding self and as a form of self-expression for enhancing creativity.
CO4	To understand the collaborative role of school, teacher and community in promoting drama and art.
CO5	To enable the students to assess and evaluate students' performance in drama and art related programmes and identify challenges in organizing such activities in Indian schools.

### PO-PSO-CO Mapping Matrix Justification

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1	PSO2, PSO12	Understanding the scope of drama and art builds conceptual clarity and lays the foundation for using creative expression in teaching
CO2	PO2, PO3	PSO4, PSO6, PSO12	Integrating drama and art supports ICT and modern strategies curriculum planning pedagogical skills, tech-enabled creativity, and experiential learning .
CO3	PO1, PO5	PSO3, PSO10, PSO12	Builds knowledge of educational goals inclusive and expressive practices understanding learners and using creative self-expression
CO4	PO4, PO6	PSO7, PSO9, PSO13	Highlights critical thinking and collaboration ethical and reflective practice, leadership , and community-based activities
CO5	PO3, PO4	PSO5, PSO12, PSO13	Focuses on assessment skills decision-making and evaluation school-based competencies, and performance-based learning

RMAT-1

MOUNT MARY COLLEGE

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

Course Name: Drama and Art in Education

Subject Code: EPC 3

Semester: 2nd

Name of Teacher: Khanyale Magh

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Understanding Drama and Art	Meaning, Nature and Scope Forms of Drama and Art	12
2.	Drama and Art in Education	Place of drama and art in education Need and use of drama and art in education	10
3.	Drama and Art a critical pedagogy	Aims and objectives of teaching drama and art at the secondary level. Practice of drama and art in understanding the self and as a form of self expression for enhancing creativity.	13
4.	Role of school and community	Role of teacher Role of community.	9
5.	Evaluation and Assessment	Evaluation and assessment of students' performance in programme related to drama & art. Challenges and problems in organizing programmes of drama and art in Indian schools.	10.

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RMAT-2

Lesson Plan

Teacher: Khanyale Magh

Semester: 2nd

Paper: EPC 3.

Unit Lesson Topic Understanding Drama and Art	- Meaning, Nature and Scope - Forms of Drama and Art.
Desired Outcome	To understand the meaning, nature and scope of Drama and Art and the different forms of Drama and Art.
Teaching / Learning Method	Lecture, Discussion, Assignment
Materials Needed	Printed Materials, Articles
Assignment / Follow Up	- Forms of Art and Drama.
Lesson Duration	25th Jan - 9th Feb

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Chimouledima, Nagaland



RMAT-2


Lesson Plan

Teacher... Kharyale Mgh

Semester... 2nd

Paper... EPC

Unit/Lesson Topic Drama and Art in Education	<ul style="list-style-type: none"> <li>- Place of drama and art in Education</li> <li>- Need and use of drama and art in Education</li> </ul>
Desired Outcome	To understand the need and uses of drama and art in education and apply them to enhance creativity, expression and holistic learning in the classroom.
Teaching / Learning Method	Lecture, Discussion, Assignment
Materials Needed	Printed material, article
Assignment / Follow Up	Need and use of drama and art in education
Lesson Duration	12th Feb - 29th Feb

  
 Kharyale Mgh  
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 Imphal, Manipal

RMAT-2


Lesson Plan

Teacher... Kharyale Mgh

Semester... 2nd

Paper... EPC-3

Unit/Lesson Topic Drama and art as critical pedagogy	<ul style="list-style-type: none"> <li>- Aims and objectives of teaching drama and art at the secondary level.</li> <li>- Practice of drama and art in understanding the self and as a form of self expression for enhancing creativity.</li> </ul>
Desired Outcome	To understand the aims and objectives of teaching drama and art at the secondary level and apply them as critical in understanding self and as a form of self expression for enhancing creativity.
Teaching / Learning Method	Lecture, Discussion, Activity
Materials Needed	Printed materials, articles
Assignment / Follow Up	Write on one act play related to social context
Lesson Duration	4th March - 18th March

  
 Kharyale Mgh  
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 Imphal, Manipal

RMAT-2  
Teacher: Khargale, Magh  
Semester: 3rd  
Paper: 2PC 3

**Lesson Plan**

Unit Lesson Topic Role of school and community.	<ul style="list-style-type: none"> <li>- Role of teacher</li> <li>- Role of community.</li> </ul>
Desired Outcome	To understand the collaborative role of school, teacher and school community in promoting drama and art.
Teaching / Learning Method	Lecture, Discussion, Activity.
Materials Needed	Printed material, articles
Assignment / Follow Up	✓ Visitation of Museum and prepare a report based on that.
Lesson Duration	19th March - 29th March

Chimoukema - Nagaland

RMAT-2  
Teacher: Khargale, Magh  
Semester: 3rd  
Paper: 2PC 3

**Lesson Plan**

Unit Lesson Topic Evaluation and Assessment	<ul style="list-style-type: none"> <li>- Evaluation and assessment of students' performance in programs related to drama and art.</li> <li>- Challenges and problems in organizing programmes of drama and art in Indian schools.</li> </ul>
Desired Outcome	To enable the students to assess and evaluate students' performance in drama and art-related programmes and identify challenges in organizing such activities in Indian schools.
Teaching / Learning Method	Lecture, Discussion, Activity.
Materials Needed	Printed material, articles
Assignment / Follow Up	✓ To organise a cultural Day and Drama Day and prepare a report on that.
Lesson Duration	1st April - 30th April.

Chimoukema - Nagaland

## Internship Micro Teaching

### COURSE OUTCOME (CO)

- 1.Designs and lesson plan for micro teaching incorporating 5 E model.
2. Demonstrate different teaching skills like skill of Introducing a lesson, Skill of reinforcement, skill of questioning, Skill of illustrating with example, skill of Stimulus variation, skill of using blackboard and Classroom management
3. Develop competency in selecting and handling appropriate Teaching support material.
4. Analyze their own and peer's teaching performance using feedback and observation.

### PO-PSO-CO MAPPING MATRIX

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO13	Encourages pedagogical planning using modern instructional strategies like 5E model, which aligns with effective teaching practices and curriculum design.
CO2	PO2, PO4, PO6	PSO1, PSO4, PSO9, PSO13	Focuses on core micro-teaching skills essential for effective teaching, classroom engagement, and professional communication.
CO3	PO2, PO3	PSO1, PSO4, PSO6	Encourages integration of ICT and appropriate resources to enhance instruction and cater to various learning needs.
CO4	PO4, PO6	PSO7, PSO11, PSO13	Promotes reflective practice, peer learning, professional development, and ethical commitment through constructive feedback.

FORMAT-2

# Lesson Plan

Jan - June 2024

Teacher: Malam Kainali & Miss Shukheli

Semester: 2nd

Paper: Internship (Micro Teaching Practice)

Lesson Topic	Micro teaching is where a trainee teacher delivers a short lesson of 5-10 mins to a small group of peers or students, focusing on teaching skills, in a controlled, supportive environment allowing for feedback, reflection and improvement.
Desired Outcome	<ul style="list-style-type: none"> <li>- Design lesson plan for micro-teaching incorporating 52s model</li> <li>- Demonstrate different teaching skills</li> <li>- Develop competencies in selecting and handling appropriate teaching support material.</li> <li>- Analyse their own and peers teaching performance using feedback and observation</li> </ul>
Teaching / Learning Method	
Materials Needed	NCEPT Textbooks on Internship
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Prepare Lesson Plan &amp; TLM</li> <li>- workshop on Teaching Skills</li> <li>- conduct Micro-Teaching.</li> </ul>
Lesson Duration	

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**4<sup>th</sup> Semester**

<b>Course No</b>	<b>Title of the Paper</b>	<b>External</b>	<b>Internal</b>	<b>Total</b>
<b>Course 11</b>	<b>Optional Course</b> <b>i)Vocational/work education</b> <b>ii)Guidance and Counselling</b> <b>iii)Health and Physical Education</b> <b>iv)Peace education</b> <b>v)Fundamentals of horticulture &amp; crop production</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>Course12</b>	<b>Internship</b>	<b>200</b>	<b>100</b>	<b>300</b>
	<b>Total</b>	<b>270</b>	<b>130</b>	<b>400</b>

**Course Title : Guidance and counselling      [100 Marks]    July-Dec 2023**

**Course outcomes [CO]**

<b>CO code</b>	<b>Course outcome Statement</b>
CO1	The students will be able to explain the concept, need, nature and principles of guidance and counseling and understand the role of a teacher, parents, career masters, counselor for effective guidance and counseling program in school.
CO2	The students will be able to understand the concept, objectives and need for various types of guidance services and analyze its relevance in addressing the diverse needs of learners for effective academic, vocational and personal development.
CO3	The students will be able to explain the guidance services provided in schools-orientation, pupil information, counselling and occupational information services and evaluate their role in supporting students, academic, personal and career development.
CO4	The students will be able to explain the meaning and purpose of guidance services and understand the planning and organization of guidance services in schools.
CO5	The students will be able to understand various sources of collecting information, methods of classification and filing of information, apply effective techniques for dissemination of information and evaluate the role of State Vocational Bureau in supporting students career planning and development.

### PO- PSO-CO Mapping Matrix Justification

Course Code	Mapped POs	Mapped POs	Justification
CO1	PO1, PO4, PO5, PO6	PSO2, PSO3, PSO7, PSO8	Demonstrates foundational educational knowledge critical thinking and decision-making, ethical and collaborative roles of educators and relevance to guidance & counseling
CO2	PO1, PO3, PO5	PSO3, PSO8, PSO10	Shows understanding of learner diversity and inclusion and recognizes the educational and vocational development needs.
CO3	PO2, PO4, PO6	PSO5, PSO8, PSO9	Emphasizes teaching strategies and learner support systems, professional decision-making, career guidance relevance, and the leadership/collaborative role of educators
CO4	PO3, PO4	PSO5, PSO8, PSO13	Links to curriculum planning and implementation, practical school-based experiences, and organizational planning in real school contexts
CO5	PO2, PO6	PSO5, PSO8, PSO13	Relates to ICT integration in information handling continuous professional development and career counseling, and use of vocational services

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ( July - Dec 2023 )

Course Name: Guidance and counseling

Subject Code: course II (II)

Semester: 3rd

Name of Teacher: Khanyale Magh

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Guidance & counseling	- Concept of guidance & counseling - Need, nature, principles of guidance and counseling - Role of teacher, parents, career masters and counselors. - Vocational Guidance	16.
2	Types of Guidance	- Educational Guidance - Personal Guidance	9
3	Guidance Services in Schools	- Orientation Service - Pupil Information Service - Counseling Service - Occupational Information Service	15
4	Organization of Guidance Service in Schools	- Career Talks - Career Conference - Career Exhibition	14.
5	Career Information	- Source of collecting information - Classification and filing of information - Dissemination of information - Role of State Vocational Bureau	14.

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Chimoukedima, Nagaland

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FORMAT-2

Lesson Plan

Teacher: Khanyale Magh

Semester: 3rd

Paper: Course II (II)

Unit I Guidance & counseling	- Concept of Guidance and counseling. - Need, Nature, principles of guidance & counseling - Role of teacher, parents, career masters and counselor.
Lesson Topic	
Desired Outcome	- The students will be able to explain the concept, need, nature and principles of Guidance and counseling and understand the role of a teacher, parents, career masters and counselors for effective guidance and counseling programme in school.
Teaching / Learning Method	Lecture, Discussion, Presentation
Materials Needed	Printed material, articles
Assignment / Follow Up	- Presentation
Lesson Duration	26 July - 24th August.

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FORMAT-2

Lesson Plan

Teacher: Khanyale Magh

Semester: 3rd

Paper: Course II (II)

Unit II Types of Guidance	- Vocational Guidance - Educational Guidance - Personal Guidance
Lesson Topic	
Desired Outcome	The students will be able to understand the concept, objectives and need for various types of Guidance services and analyse their relevance in addressing the diverse needs of learners for effective academic, vocational & personal development.
Teaching / Learning Method	Lecture, Discussion and Assignment
Materials Needed	Printed materials, articles
Assignment / Follow Up	- Educational Guidance - Vocational Guidance
Lesson Duration	28th August - 11th Sept

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FORMAT-2

Lesson Plan

Teacher: Khanyale Magh

Semester: 3rd

Paper: Course II (II)

Unit III Guidance Service in School	- Orientation Service - Pupil Information Service - Counseling Service - Occupational Information Service
Lesson Topic	
Desired Outcome	The students will be able to explain the key guidance services provided in school - orientation, pupil information, counseling & occupational information services and evaluate its role in supporting students' academic, personal and career development.
Teaching / Learning Method	Lecture, Discussion, presentation & Assignment
Materials Needed	Printed material, articles
Assignment / Follow Up	- Occupational Information Service - Pupil Information Service. - Presentation
Lesson Duration	12 Sept - 26th Sept.

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FORMAT-2

Lesson Plan

Teacher... Khargale, Magh

Semester... 3rd

Paper... Course 11 (II)

Unit IV	<ul style="list-style-type: none"> <li>- Career Talks</li> <li>- Career corner</li> <li>- Career conference</li> <li>- Career exhibition</li> </ul>
Lesson Topic Organization of guidance services in schools.	
Desired Outcome	<ul style="list-style-type: none"> <li>- Explain the meaning and purpose of Guidance services in schools and understand the planning and organization of Guidance service in school.</li> </ul>
Teaching / Learning Method	Lecture & Discussion, Presentation
Materials Needed	Printed material, articles
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- conduct and report on the career exhibition</li> </ul>
Lesson Duration	27th Sept - 11 Oct

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FORMAT-2

Lesson Plan

Teacher... Khargale, Magh

Semester... 3rd

Paper... Course 11 (II)

Unit 8	<ul style="list-style-type: none"> <li>- Source of collecting information</li> <li>- Classification and filling of information</li> <li>- Dissemination of information</li> <li>- Role of state vocational bureau</li> </ul>
Career Information	
Lesson Topic	
Desired Outcome	<p>[Employment Exchange]</p> <p>The students will be able to understand various sources of collecting information, methods of classification and filling of information, apply effective techniques for dissemination of information and evaluate the role of state vocational bureau in supporting students career planning &amp; development</p>
Teaching / Learning Method	Lecture, Discussion, Assignment.
Materials Needed	Printed material
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Dissemination of information</li> <li>- Source of collecting information</li> </ul>
Lesson Duration	12th Oct - 31st Oct

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## **Course 11(iii)**

### **Health and Physical Education**

#### **Course Outcomes (Cos) of Health and Physical Education**

Course Outcomes (Cos)	Course Outcome Statement
CO1	Upon completion of the course, students will be able to understand the fundamental concepts, principles, and objectives of health and physical education, recognizing its theoretical and practical significance in promoting holistic human development and lifelong wellness.
CO2	Students will be able to apply the knowledge of yoga as a holistic approach to achieving physical fitness, mental peace, and socio-moral development, understanding its role in fostering discipline, emotional stability, and integrated living.
CO3	Learners will gain an in-depth understanding of food and nutrition, including balanced diet planning, the physiological value of different food types, and awareness of the dangers associated with substance abuse such as alcohol, nicotine, and narcotics, thereby promoting healthy living habits.
CO4	Students will develop the ability to plan, organize, and manage physical education activities and events—such as school sports meets, team and house systems, and health and hygiene programmes—by applying sound principles of programme building and event coordination.
CO5	On successful completion, students will be capable of evaluating and assessing learners' performance in physical education, identifying issues and challenges in implementing health and physical education programmes in schools, and proposing effective solutions for their improvement.



## Mapping

CO Code	Course Outcome Statement	Mapped POs	Mapped PSOs	Justification
CO1	Understand fundamental concepts, principles, and objectives of health and physical education promoting holistic human development.	PO1, PO4, PO6	PSO1, PSO2, PSO8	This outcome builds theoretical knowledge of education (PO1), promotes professional growth (PO6), and develops understanding of educational foundations (PSO2) with vocational skill awareness (PSO8).
CO2	Apply knowledge of yoga for physical fitness, mental peace, and moral development.	PO2, PO5, PO6	PSO3, PSO6, PSO7	It integrates ICT-supported practice and wellness approaches (PO2), ensures social and emotional well-being (PO5), and fosters reflective ethical practice (PSO7).
CO3	Understand food, nutrition, and harmful effects of substance abuse to promote healthy living.	PO1, PO5, PO6	PSO2, PSO8, PSO10	This develops awareness of human health and inclusive well-being (PO5), links foundational education knowledge (PSO2), and encourages inclusive healthy practices (PSO10).
CO4	Plan and manage physical education activities and events in schools effectively.	PO2, PO3, PO4	PSO4, PSO5, PSO13	It connects planning and implementation skills (PO3), enhances pedagogical competence (PSO4), and supports school-based experiential learning (PSO13).
CO5	Evaluate learners' performance and identify challenges in implementing health and physical education programmes.	PO3, PO4, PO6	PSO5, PSO7, PSO11	It cultivates assessment and evaluation skills (PO3), encourages professional reflection (PO4), and supports continuous professional commitment (PSO11).

General Lesson Plan for the Academic Session (July,2023-Dec,2023)

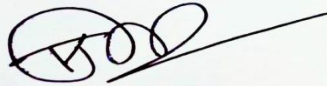
Course Name: Health and Physical Education

Subject Code: 11(iii)

Semester: 3rd

Name of Teacher: Dr. Tarun Kumar Jana

Unit	Name of Unit	Contents/Topics	No. of Class Required (Duration)
I	CONCEPT OF PHYSICAL AND HEALTH EDUCATION	Meaning and Objectives of Physical Education and Health Education. Concept of General Health and Mental Health. Development and Status of Physical Education in India.	17 Class
II	INTRODUCTION TO YOGA AND PRACTICES	Meaning and Definition of Yoga. Yoga as a way to Healthy and Integrated Living. Yoga as a way to Socio-Moral Development of Man. Concept of Mental Health in Yoga. Approaches and Practices of Mental Health in Yoga.	16 class
III	FOOD AND NUTRITION FOR HEALTH	Types of Food and their Relative Efficiency. Balanced Diet. Dangers of the use of Alcohol and Nicotine, Narcotics and Drug Abuse. Health and Hygiene Programs in School	17 class
IV	PRINCIPLE OF PROGRAMME BUILDING	Organization of Physical Education Programme in Secondary Schools. Competitions: their Role, Values and Limitations. Team and House Systems. Organization of Annual Sports Meet. Concept of First Aid and its Preparation	18 class
V	EVALUATION AND ASSESSMENT	Evaluation and Assessment of Students Performance in Physical Education. Issues and Problems in Organizing Physical Education and Health Programmes/ Events in Indian Schools.	16 class

  
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Teacher: Dr. Tarun Kumar Jana

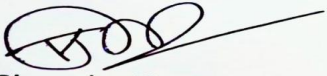
Semester: 3<sup>rd</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-I  Meaning and Objectives of Physical Education and Health Education. Concept of General Health and Mental Health. Development and Status of Physical Education in India.
Desired Outcome	By the end of this unit, the learner will be able to: Students will understand the definitions, scope, and goals of physical and health education; grasp the holistic nature of health, including physical, mental, and social well-being; differentiate between general and mental health, understand factors affecting them, and recognize the importance of maintaining both for overall quality of life; gain knowledge about the historical evolution, current status, and institutional framework of physical education in India.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>17 periods in 3 week</b>

  
Signature  
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Mount Mary College  
Chümoukedima : Nagaland

FORMAT-2

Teacher: Dr. Tarun Kumar Jana

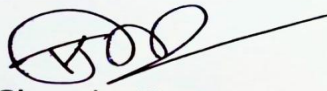
Semester: 3<sup>rd</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-II  Meaning and Definition of Yoga. Yoga as a way to Healthy and Integrated Living. Yoga as a way to Socio-Moral Development of Man. Concept of Mental Health in Yoga. Approaches and Practices of Mental Health in Yoga.
Desired Outcome	By the end of this unit, the learner will be able to: Understand the origin, meaning, and classical definitions of Yoga; Realize Yoga as a holistic approach to physical, mental, and emotional well-being; Develop moral values through Yamas and Niyamas; Understand mental health as a balanced and peaceful state of mind; Learn and apply yogic techniques (asanas, pranayama, meditation) for mental well-being.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Activity based learning, Project method and use of technology.
Materials Needed	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>

  
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Chümoukedima : Nagaland

FORMAT-2

Teacher: Dr. Tarun Kumar Jana

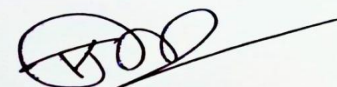
Semester: 3<sup>rd</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-III
	Types of Food and their Relative Efficiency. Balanced Diet. Dangers of the use of Alcohol and Nicotine, Narcotics and Drug Abuse. Health and Hygiene Programs in School.
Desired Outcome	By the end of this unit, the learner will be able to: <b>Understand types of food and their relative efficiencies; Acquire knowledge on balanced diet; Understand dangers of the use of Alcohol, Nicotine, Narcotics and Drug abuse; Gain knowledge on Health and Hygiene programmes in School.</b>
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>17 periods in 3 week</b>



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**Chümoukedima : Nagaland**

FORMAT-2

Teacher: Dr. Tarun Kumar Jana

Semester: 3<sup>rd</sup>




Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-IV  Organization of Physical Education Programme in Secondary Schools. Competitions: their Role, Values and Limitations. Team and House Systems. Organization of Annual Sports Meet. Concept of First Aid and its Preparation
Desired Outcome	By the end of this unit, the learner will be able to: <b>Understand how to organize Physical Education Programme in Secondary School; Gain knowledge on Competition and their role, values and limitation; Understand Team and House systems; Acquire knowledge on organization of Annual Sports Meet; Understand concept of First Aid and its preparation.</b>
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question p aper discussion.</b>
Lesson Duration	<b>18 periods in 3 week</b>

  
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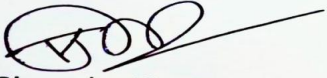
Teacher: Dr. Tarun Kumar Jana      Semester: 3<sup>rd</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-V  Evaluation and Assessment of Students Performance in Physical Education. Issues and Problems in Organizing Physical Education and Health Programmes/ Events in Indian Schools.
Desired Outcome	By the end of this unit, the learner will be able to: Evaluate and <b>Assess</b> Students Performance in Physical Education and able to solve issues and problems in organizing Physical Education and Health Programmes/ Events in Indian Schools.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>

  
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### Internship

#### Course Outcome

**During this internship period in the school, the student teachers will-**

1. Apply pedagogical theories, subject knowledge and teaching methods in real classroom situation.

- 2.Design, organize, and deliver structured lessons using suitable teaching aids tailored to the students need.
- 3.Participate in school function and administrative task gaining holistic experience of the school in totality.
- 4.Create achievement test to assess Students learning outcome effectively.
- 5.Demonstrate a professional attitude, responsibility, punctuality and respect.
6. Discussion and reflection on the experience of the whole school internship period.

### **CO-PO-PSO Mapping MATRIX**

<b>CO Code</b>	<b>Mapped POs</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1	PO1, PO2, PO3, PO4	PSO1, PSO2, PSO4, PSO13	Enables student-teachers to integrate theory with practical teaching for better learning outcomes.
CO2	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO6	Focuses on instructional planning and customization using ICT and pedagogy suited to diverse learners.
CO3	PO4, PO5, PO6	PSO8, PSO9, PSO13	Broadens understanding of the school ecosystem and fosters leadership and collaboration.
CO4	PO3, PO4	PSO5, PSO6, PSO13	Builds assessment literacy and data-based decision making to improve learning.
CO5	PO4, PO6	PSO7, PSO11, PSO13	Instills professional ethics and habits vital for teaching profession.
CO6	PO4, PO6	PSO7, PSO11, PSO13	Encourages self-evaluation and lifelong learning through reflective practice.

FORMAT-2

Jan-June 2024

# Lesson Plan

Teacher: Miss Khimluh, Miss Kharyale, Dr. Koko, Miss Shukheli, Ma'am Kamali

Semester: 4th

Paper: Internship [Teaching Practice & Achievement Test]

Lesson Topic	<p>Student-teachers work as a regular teacher and participate in all the school activities, prepare and teach minimum of 50 lesson plan incorporating 5Es model, develop achievement test of their respective pedagogy.</p> <ul style="list-style-type: none"> <li>- Post Internship [Reflection and Presentation]</li> <li>- Final practice teaching [External Evaluation].</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>- Apply pedagogical theories, subject knowledge and teaching methods in real classroom; Design, organize and deliver structured lessons using suitable teaching aids tailored to the students needs; Participate in school function and administrative task gaining holistic experience of the school in totality; create achievement test to assess students learning outcomes effectively; Demonstrate a professional attitude, responsibility, punctuality and respect; Discussion and reflection on the experience of the whole school internship period.</li> </ul>
Teaching / Learning Method	
Materials Needed	NICERT Textbook on Internship
Assignment / Follow Up	<p>Assign students for 16 weeks for practice teaching</p> <ul style="list-style-type: none"> <li>- Reflective Journals and reports on the whole school internship programme.</li> <li>- Discussion among the student-teacher followed by presentation on different aspects of teaching experiences and feedback after the internship.</li> </ul>
Lesson Duration	

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*[Signature]*

**Academic Session: July to December 2024****1<sup>st</sup> Semester**

PAPER CODE	TITTLE OF THE PAPER	END SEMESTER	SESSIONAL WORKS	TOTAL
COURSE 1	CHILDHOOD AND GROWING UP	70	30	100
COURSE 2	CONTEMPORARY INDIA AND EDUCATION	70	30	100
COURSE 3	LANGUAGE ACROSS THE CURRICULUM	35	15	50
COURSE 4	UNDERSTANDING DISCIPLINES AND SUBJECTS	35	15	50
EPC 1	UNDERSTANDING SELF	35	15	50
EPC 2	CRITICAL UNDERSTANDING OF ICT	35	15	50
	INTERNSHIP – OBSERVATION	0	50	50
	TOTAL	280	170	450



## COURSE 1 CHILDHOOD AND GROWING UP

### COURSE OUTCOMES (CO)

CO1 : Acquire Knowledge and nature of Learner.

CO2: Develop an understanding of Children for different age group.

CO3: Develop skills in enhancing learners motivation

CO4: Understand nature of personality

CO5: Understand stages of Human Development

### CO-PO-PSO mapping matrix


COURSE OUTCOMES ( CO)	Mapped PO(s)	Mapped PSO(s)	Justification
CO1	PO1	PSO3	Develops understanding of the nature of Learner ,Acquire Knowledge of adolescence
CO2	PO3	PSO3	Develops understanding of different age group of children.
CO3	PO1	PSO3	Supports Development through motivation and Encouragement.
CO4	PO1	PSO3	Encourages the understanding of Children and their personality
CO5	PO1, PO3	PSO2, PSO3	Develops understanding of the different stages of Growth and Development

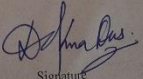
POS      PS010      Helps in Understanding roles of home, School and Society for Gender equality

MT-1  
MOUNT MARY COLLEGE  
General Lesson Plan for the Academic Session (August to December 2024)

Course Name: Childhood and Growing up.  
Subject Code: 01  
Semester: 1  
Name of Teacher: Dokina Das.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1, 2	Education and Human Development.	10
2	3, 4, 5, 6	Aspects of Development Perspectives of human Development, Theories of Psychology	10
3	7, 8	Intelligence Theories Personality - Meaning and Nature	10
4	9, 10	Challenges of Growing Children Problems of Growing children	4


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Chimoukedima, Nagaland

 Signature

MT-2  
Lesson Plan

Teacher: DOKINA DAS  
Semester: 1  
Paper: 1


Lesson Topic	Intelligence Theories
Desired Outcome	Understanding implications of Intelligence Theories
Teaching / Learning Method	Lecture, Discussion, peer learning.
Materials Needed	books, Research papers, articles
Assignment / Follow Up	Presentation of a case study
Lesson Duration	50 minutes.

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Chimoukedima, Nagaland

MT-2  
Lesson Plan

Teacher: DOKINA DAS  
Semester: 1  
Paper: 1


Lesson Topic	Education and Human Development Concept of Development Distinction
Desired Outcome	Understanding of Education Understanding of Development Define Concept of Development
Teaching / Learning Method	Discussion / lecture method.
Materials Needed	Books, e-books, e-journals, articles, research papers.
Assignment / Follow Up	Analysis of differences in Growth of children
Lesson Duration	50 minutes.

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Chimoukedima, Nagaland

MT-2  
Lesson Plan

Teacher: DOKINA DAS  
Semester: 1  
Paper: Course 1

Lesson Topic	Aspects of Development Perspectives of human development
Desired Outcome	Understanding and comprehension of various aspects of development
Teaching / Learning Method	Lecture, Discussion, Brainstorming, Constructive approach
Materials Needed	Board, books, projects etc.
Assignment / Follow Up	Identify the Causes of Development differences in the locality
Lesson Duration	50 minutes.

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Mount Mary College  
Chimoukedima, Nagaland

AMAT-2  
DOKINA DAS  
Teacher: 01  
Semester: C-1  
Lesson Plan

Lesson Topic	Challenges of Growing child Problems of Growing children.
Desired Outcome	Identify the challenges of growing children. Understand the problems of a growing children
Teaching / Learning Method	Lecture, Discussion, Debates.
Materials Needed	Board, projectors, Research papers
Assignment / Follow Up	Identify and write the various problems and challenges of growing children.
Lesson Duration	50 minutes

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AMAT-2  
DOKINA DAS  
Teacher: 1  
Semester: C-1  
Lesson Plan

Lesson Topic	Personality - Meaning, nature and factors influencing Personality
Desired Outcome	Identify the types of Personality, understand ways to maintain and build an attractive / approachable personality
Teaching / Learning Method	Discussion method, Lecture method.
Materials Needed	Books, Research papers, e-journals articles
Assignment / Follow Up	oral / Interaction on the types of personalities a teacher requires
Lesson Duration	50 minutes.

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Chümoukedima : Nagaland



## COURSE 2 CONTEMPORARY INDIA AND EDUCATION

### COURSE OUTCOME (CO)

1. Understand the meaning, nature, and aims of education, differentiate between education and allied terms and evaluate the contribution of Indian thinkers- M K Gandhi, Tagore, and Dr. Radhakrishnan to educational philosophy and practice.
2. Explore the relationship between education and human resource development, with a focus on human values, life skills, and preparation for the 21st century.
3. Examine the values and aspirations embedded in the Indian Constitution and assess the role of education in promoting democracy, secularism, nationalism, and integration.
4. Evaluate contemporary educational policies such as SSA, RMSA, RTE, and RUSA in the context of their aims, features, and implementation strategies.
5. Critically analyze the prevailing issues and challenges in Indian education, including disparities, stagnation, vocationalization, and multiculturalism

### PO-PSO-CO MAPPING MATRIX

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO2, PSO3	PO1, PO3	Establishes foundational knowledge of education's philosophical and psychological dimensions. Supports curriculum design based on developmental understanding.
CO2	PSO6, PSO11	PO2, PO6	Links education to societal transformation and employability. Encourages ICT use and lifelong learning as part of 21st-century skills.
CO3	PSO2, PSO10	PO1, PO5	Builds awareness of inclusive, constitutional, and democratic values within teaching. Aligns with social justice and national integration goals.
CO4	PSO2, PSO5	PO2, PO3	Enhances understanding of curriculum, policy implementation, and its classroom relevance. Encourages evidence-based teaching strategies.
CO5	PSO3, PSO8, PSO10	PO4, PO5	Encourages critical reflection on real-world issues and adaptation of inclusive and vocational strategies to improve access and equity in education.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ( July-Dec 2023 )

Course Name: Contemporary India and Education

Subject Code: Course 02

Semester: 1

Name of Teacher: Shekhar Limu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Meaning, nature and aims of education	Conceptual distinctions between education and schooling, learning, training, teaching & instruction. Contributions of Gandhi, Tagore, Dr. Radhakrishna.	16 classes
2	Education and human resource	Major areas of curriculum - Social, Secularism, nationalism, Social order, Social justice, Universalism, Vocationalization, and national integration.	12 classes

FORMAT-2

Lesson Plan - 1

Teacher: Shekhar Limu

Semester: 1

Paper: Contemporary India and Education

Lesson Topic	Desired Outcome
Unit 1: Meaning, nature & aims of education. Conceptual distinctions between education & schooling, learning, teaching and instruction. Contributions of Gandhi, Tagore & Dr. Radhakrishna.	Learners will be able to appreciate the contributions of great educators to the field of education. Learners will be able to understand the nature and different aims of education.

FORMAT-2

Lesson Plan - 5.

Teacher: Sheshel Zimo

Semester: 1

Paper: Contemporary India and Education

Lesson Topic	Unit 2 - Quality of expansion Rural/urban disparity Govt/private Stagnation/Retardation vocationalization multiculturalism, problems of com in NE India
Desired Outcome	Learners will critically examine current issues and challenges in Indian com such as quality, disparity, privatization vocationalization, with a special focus on North-East India.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Case studies from NE India, printed text, Journals.
Assignment / Follow Up	ppt presentation, Group discussion Issues and challenges of education in NE India
Lesson Duration	21 <sup>st</sup> Oct - 6 <sup>th</sup> Nov

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Chümoukedima : Nagaland

Lesson Topic	SSA RUSA RUSA RTE
Desired Outcome	Learners will gain an in-depth understanding of key educational policies like SSA, RUSA, RTE and RUSA - along with concept, social justice and implementation strategies.

FORMAT-2

Lesson Plan - 2

Teacher: Sheshel Zimo

Semester: 1

Paper: Contemporary India and Education

Lesson Topic	Unit 2 Education as HRD Human values and development Education and development of life skills. Preparation of individual for 21 <sup>st</sup> century.
Desired Outcome	Learners will understand the role of education in HRD, appreciate the importance of human values and life skills and prepare to meet the demands of the 21 <sup>st</sup> century through holistic development.
Teaching / Learning Method	Lecture - Discussion method.
Materials Needed	Printed materials, Reference textbook.
Assignment / Follow Up	Role of Education in preparing the students for the 21 <sup>st</sup> century.
Lesson Duration	6 <sup>th</sup> Sept - 13 <sup>th</sup> Sept.

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Chümoukedima : Nagaland

Lesson Topic	Unit 2 Education as HRD Human values and development Education and development of life skills. Preparation of individual for 21 <sup>st</sup> century.
Desired Outcome	Learners will be able to identify key constitutional values, comprehend the role of education in promoting these values and understand the need for national and emotional integration.



## COURSE 3 LANGUAGE ACROSS THE CURRICULUM

### Course Outcome(CO)

CO1: Explain the meaning, functions, and role of language in education and curriculum.

CO2: Analyse the impact of personal, social, and linguistic backgrounds on language learning.

CO3: Differentiate between home language and school language, and understand the centrality of language in knowledge construction.

CO4: Identify and address the challenges of multilingual classrooms and promote inclusive language practices.

CO5: Understand the concept of registers, their features, and the role of different school subjects as registers

### CO-PO-PSO MAPPING MATRIX

Course Outcome (CO)	Mapped PO(s)	Mapped PSO(s)	Justification
CO1	PO1, PO3	PSO1	Understanding the role of language connects with core concepts in education . It also aids in designing curriculum based on language roles .
CO2	PO1, PO4	PSO2	This CO engages with sociological and psychological aspects of education and applies critical thinking to identify how background affects learning
CO3	PO1, PO3	PSO1, PSO2	Understanding the interplay of home/school language relates to educational foundations and curriculum design
CO4	PO2, PO4	PSO2, PSO3	This CO connects with use of modern teaching strategies and reflective professional practices. It promotes inclusion and responsiveness, central to (practical strategies) and (professional ethics and inclusivity).
CO5	PO1, PO3	PSO1	This links with understanding language use in curriculum . PSO1 is mapped as it emphasizes clarity on conceptual elements of language in education.

**MOUNT MARY COLLEGE**  
General Lesson Plan for the Academic Session (July-Dec 2024)

Course Name: Language Across the Curriculum (50 marks)  
Subject Code: course-3  
Semester: 1<sup>st</sup> semester  
Name of Teacher:

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1.	Language	1. Meaning 2. Functions of language 3. Language in education & curriculum 4. Personal & social factors affecting language learning	7
2.	Language background of students	1. Home language & school language 2. Centrality of language 3. Difference between language as school subject & learning 4. Critical review of medium of instruction & Multicultural classroom	9
3.	Understanding Registers	1. Registers - Meaning 2. Features - Field, mode & style of discourse 3. Different school subjects as Registers	7
4.	Classroom Discourse	1. Nature of classroom Discourse 2. Oral language in classroom 3. Discussion as a tool for learning 4. Nature of questioning in classroom. Types of Teacher control.	8
5.	Reading Comprehension	1. Nature of reading comprehension 2. Schema theory 3. Text structure	6

37 classes

HOD  
24/7/22  
Principal  
24/7/22

**FORMAT-2**  
Lesson Plan

Teacher: Dr. Kekanivon Zhungu  
Semester: 1<sup>st</sup> semester  
Paper: Language Across the Curriculum

Lesson Topic	Unit-1 Language 1. Meaning 2. Function 3. Language in education & curriculum 4. Personal & social factors affecting language learning
Teaching method: Desired Outcome	Lecture method Inductive deductive Communicative.
Materials needed: Teaching / Learning Method	Textbook, journals & Articles.
Desired outcomes	Understand the meaning & function of language Understand the importance of language in education and curriculum Students will understand the different factors affecting in language learning
Materials Needed	
Assignment / Follow Up	Project: Visit 4 neighbourhood schools and carry out a survey to find out the personal and social factors affecting language learning
Lesson Duration	7 class (July 26 - 10 August)

Principal  
24/7/22

**Lesson Plan**

Teacher: Dr. Kekanivon Zhungu  
Semester: 1<sup>st</sup> semester  
Paper: Language Across the Curriculum

Lesson Topic	Unit-2 Language background of students. 1. Home language & school language 2. Centrality of language learning & construction of knowledge 3. Difference between language as a school subject & as a means of learning & communication 4. Critical review of medium of instruction 5. Multilingual classroom.
Desired Outcome	1. Develop an understanding that students come from different language background 2. Understand the importance of home language and the role of mother tongue in education 3. Understand the use of multilingualism as a strategy in classroom situation.
Teaching / Learning Method	Presentation Lecture Discussion
Materials Needed	Textbooks Research journals/articles.
Assignment / Follow Up	Activity: Find out from at least 50 students about the language used for thinking
Lesson Duration	9 class 11 - 25 Aug

Principal  
24/7/22

**FORMAT-2**  
Lesson Plan

Teacher: Dr. Kekanivon Zhungu  
Semester: 1<sup>st</sup> semester  
Paper: Language Across the Curriculum

Lesson Topic	Unit-2 Understanding Registers Registers: 1. Meaning 2. Features of discourse, Mode of discourse Style of discourse 3. Different school subjects as Registers.
Desired Outcome	Understand and appreciate different registers of language
Teaching / Learning Method	Presentation Activity Discussion Lecture
Materials Needed	Textbooks Research journal Articles.
Assignment / Follow Up	Activity: Discussion on the difference of language registers used in classrooms from science, social sciences & maths.
Lesson Duration	7 class (21 sep 13 Oct)

Principal  
24/7/22

## PRINCIPAL

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Moulton College  
Chesham, England

## COURSE 4 UNDERSTANDING DISCIPLINES AND SUBJECTS

### COURSE OUTCOME (CO)

CO Code	Course Outcome Statement
CO1	To enable student-teacher to understand the concept, types and sources of knowledge and analyze their relevance in the context of teaching and learning.
CO 2	To enable student teacher to understand the basic scientific concepts and principles to teach science effectively using appropriate methods and activities and develop scientific temper.
CO 3	To enable student teacher to understand the basic concept and principles of Mathematics, problems associated with teaching-learning mathematics and to teach Mathematics effectively using appropriate methods and activities.
CO 4	To enable student teacher to understand the basic concepts and principles of Social Sciences to teach Social Sciences effectively using appropriate methods and activities.
CO 5	To enable student teacher to develop proficiency in English language skills and acquire pedagogical knowledge to teach English effectively.

### P0-PSO-CO Mapping Matrix

COURSE OUTCOME(CO)	Mapped PSOs	Mapped POs	Justification
CO1	PSO2,PSO3,PSO 7	PO1, PO4,PO6	Builds theoretical foundation of educational theory, enhances reflective thinking, promotes lifelong learning and understands ethical professional conduct
CO2	PSO1,POS4,POS 5,POS6,PSO13	PO2,PO3,PO4,P O5,PO6	Applies ICT curriculum planning, critical teaching skills, inclusive values, professionalism and develops scientific knowledge and skills.

CO3	PSO1, PSO4, PSO 6, PSO13	PO2, PO3, PO4, PO5	Builds math content, math pedagogy planning, ICT use and practice.
CO4	PSO1, PSO2, PSO4, PSO5, PSO10, PSO13	PO2, PO3, PO4, PO5, PO6	Uses pedagogy for social sciences, planning, critical decisions, promotes social justice, and teamwork.
CO5	PSO1, PSO4, PSO5, PSO6, PSO9, PSO10, PSO13	PO2, PO3, PO4, PO5, PO6	Focus on English pedagogy , curriculum/assessment, critical language use, inclusive communication and collaboration,

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session JULY-DEC 2024

Course Name: UNDERSTANDING DISCIPLINE & SUBJECTS (50 MARKS)

Subject Code: IV

Semester: I

Name of Teacher: AMELIA JAMIR

FORMAT-2

Lesson Plan

Teacher: AMELIA JAMIR

Semester: I

Paper: COURSE IV

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)	Lesson Topic
<u>I</u>	<u>INTRODUCTION</u>	Meaning & definition of knowledge, difference between information, belief, knowledge & truth, forms of knowledge	<u>11</u>	<u>INTRODUCTION</u>
<u>II</u>	<u>SCIENCE</u>	Meaning, nature & importance of science, scientific method, issues & problems in teaching science	<u>9</u>	<u>Desired Outcome</u>
<u>III</u>	<u>MATHEMATICS</u>	Aims of teaching mathematics in the context of its nature, importance of learning mathematics in daily life, values & nature.	<u>10</u>	<u>Teaching / Learning Method</u>
<u>IV</u>	<u>SOCIAL SCIENCE</u>	Meaning of social sciences, social sciences as a core-component of school curriculum, importance of social sciences for developing good citizens	<u>10</u>	<u>Materials Needed</u>
<u>V</u>	<u>LANGUAGE</u>	Centrality of language in education, language in school curriculum, Policy issues in language teaching	<u>10</u>	<u>Assignment / Follow Up</u>
				<u>Lesson Duration</u>

AP  
17/8/24

Principal  
Mount Mary College  
(Dept. of Teacher Education)  
Changanassery, Mangaluru

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Changanassery, Mangaluru



ORMAT-2

## Lesson Plan

Teacher: AMENLA JAMIR

Semester: I

Paper: COURSE V

Lesson Topic	Centrality of language in education: - speech, listening, reading, writing, role of language in childrens intellectual development & learning, language in the school curriculum, aims, issues and debates, Policy issues in language teaching.
Desired Outcome	To enable student-teachers to develop Proficiency in English language skills & acquire Pedagogical knowledge to teach English effectively
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Language in the school curriculum
Lesson Duration	15 <sup>th</sup> Oct - 30 <sup>th</sup> Oct

ORMAT-2

## Lesson Plan

Teacher: AMENLA JAMIR

Semester: I

Paper: COURSE IV

Lesson Topic	1. Meaning & nature of science 2. Importance of science as a subject of study in school curriculum. 3. Scientific temper - meaning & development. 4. Scientific method 5. Issues & Problems in teaching science 6. Co-Curricular activities in science
Desired Outcome	To enable student-teachers to understand the basic scientific concepts & principles to teach science effectively using appropriate methods, activities and develop scientific temper.
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Issues & Problems in teaching science
Lesson Duration	4 <sup>th</sup> Sept - 13 <sup>th</sup> Sept

ORMAT-2

## Lesson Plan

Teacher: AMENLA JAMIR

Semester: I

Paper: COURSE IV

Lesson Topic	Aims of teaching mathematics in the context of its nature, importance of learning mathematics in daily life, values, concepts like number, variable, set, Probability, extent of their application, logical considerations, deductive, inductive, statistical.
Desired Outcome	To enable student-teachers to understand the basic concepts & principles of mathematics, Problems associated with teaching learning mathematics & to teach mathematics effectively using appropriate methods
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Presentation / cross test
Lesson Duration	14 <sup>th</sup> - 26 <sup>th</sup> Sept

ORMAT-2

## Lesson Plan

Teacher: AMENLA JAMIR

Semester: I

Paper: COURSE IV

Lesson Topic	1. Meaning of social science 2. Importance of social sciences for developing responsible citizens 3. Factors for driving status of social sciences as a school subject.
Desired Outcome	To enable student-teachers understand the basic concepts and principles of social sciences, to teach social sciences effectively using appropriate methods & activities
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Presentation
Lesson Duration	28 <sup>th</sup> Sept - 12 <sup>th</sup> Oct

## **EPC-1          UNDERSTANDING SELF**

### **COURSE OUTCOME(CO)**

CO1: Develop a deeper understanding of their personal identity, values, attitudes, and experiences through reflection and expression.

CO2: Analyze the qualities of professional educators and critically evaluate teaching-learning experiences in diverse contexts.

CO3: Demonstrate awareness of social, cultural, and ethical issues by engaging with real-life situations, fostering empathy, inclusivity, and respect for diversity.

CO4: Strengthen interpersonal and intrapersonal skills such as communication, empathy, critical thinking, and emotional regulation.

CO5: Appreciate and articulate the importance of health, well-being, and social responsibility in personal and professional life

### **PO-PSO-CO MAPPING MATRIX**

<b>CO Code</b>	<b>Mapped PSOs</b>	<b>Mapped POs</b>	<b>Justification</b>
CO1	PSO7, PSO11	PO4, PO6	Self-reflection and awareness of personal values align with ethical and reflective practices and lifelong learning . These connect to continuous improvement and lifelong professional engagement
CO2	PSO2, PSO3, PSO4	PO1, PO4	Understanding educational foundations , learner diversity, and pedagogical analysis links to core education knowledge and critical professional decision-making
CO3	PSO3, PSO10, PSO7	PO5, PO6	Awareness of inclusive practices , diverse learners , and ethics corresponds to social justice and inclusivity and ethical-professional values
CO4	PSO9, PSO7	PO4, PO6	Skills in communication and leadership and self-awareness support professional skills and improvement and collaboration and lifelong learning
CO5	PSO8, PSO11	PO5, PO6	Focus on vocational areas like health and counseling and professional development connects to social responsibility and justice and ongoing professional growth

AMAT-2

## Lesson Plan - 3

Teacher: Shikheli Zimo  
 Semester: 1  
 Paper: E.P.C.-1

Lesson Topic	Unit-11 The weaker gender - men or women wired to domestic homes Suicide is not society. Violations of your rights. Unacceptable custom in your society.
Desired Outcome	It enables learners to foster moral development, social awareness, and empathy by engaging with real-life issues, cultural practices and value-based reflections.
Teaching / Learning Method	Activity.
Materials Needed	—
Assignment / Follow Up	The weaker gender - men or women Inter-Community / Inter-cultural marriages (debate).
Lesson Duration	21 <sup>st</sup> Oct - 7 <sup>th</sup> Nov.

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## Lesson Plan - 2

Teacher: Shikheli Zimo  
 Semester: 1  
 Paper: E.P.C.-1

Lesson Topic	Unit-11 Undesirable qualities in my teachers Proxy teachers in Nagaland my suffering and struggles in my school life Professional standard/ethics of a teacher.
Desired Outcome	It enables the learner to understand the role of a teacher, develop professional ethics and improve interpersonal and classroom management.
Teaching / Learning Method	Activity
Materials Needed	—
Assignment / Follow Up	Professional standard / ethics of a teacher Diversity in the classroom - good or bad?
Lesson Duration	19 <sup>th</sup> Sept - 25 <sup>th</sup> Sept

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AMAT-1

## MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (

Course Name: Understanding Self (July - Dec 2024)  
 Subject Code: EPC-1  
 Semester: 1  
 Name of Teacher: Shikheli Zimo

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Personal Self	Changes in me Whole Community I belong to my body and mind An account of my life 30g.	21 class
2	Professional Self	Undesirable Qualities Proxy teachers in Nagaland Learn from me society Professional Standard	23 class
3	Values	The weaker gender Inter-Community The status of men & women Suicide in our society. Violations of your rights.	23 class

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17 Aug 24

AMAT-2

## Lesson Plan - 1

Teacher: Shikheli Zimo  
 Semester: 1  
 Paper: E.P.C.-1

Lesson Topic	Unit-1 Changes in me Whole Community I belong to my body and mind An account of my life 30g.
Desired Outcome	Learners will develop self-awareness, understand their identity, emotions, and personal experience to build self-awareness and emotional maturity.
Teaching / Learning Method	Activity
Materials Needed	—
Assignment / Follow Up	My childhood experiences pleasant and painful Mapping the closest people in life.
Lesson Duration	20 Aug - 18 <sup>th</sup> Sept

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## INTERNSHIP-OBSERVATION

### COURSE OUTCOME (CO)

1. Gain first-hand knowledge about the functioning of schools.
2. Understand the Structure and routine functioning of school setting before actual teaching practice.
3. Observations of teaching-learning process on how teachers plan lesson, use teaching aids, manage classroom and assess students.
4. Critical reflection on the school observation, enabling Student-teachers to evaluate and improve their own future teaching

### CO-PO-PSO Mapping Matrix

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1, PO4, PO6	PSO2, PSO7, PSO13	Provides practical understanding of school operations, supports ethical awareness, and bridges theory with field experience.
CO2	PO1, PO3, PO4	PSO2, PSO5, PSO13	Prepares student-teachers to familiarize with organizational aspects of schooling and instructional planning.
CO3	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO13	Enhances understanding of pedagogical practices, lesson delivery, and classroom dynamics essential for teaching effectiveness.
CO4	PO4, PO6	PSO7, PSO11, PSO13	Encourages reflective practice and lifelong learning, strengthening self-assessment and ethical teaching standards.



FORMAT-2

Lesson Plan

July - Dec 2023

Teacher: Ma'am Amenla Jamir & Khanyale Magh

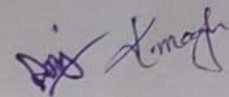
Semester: 1st

Paper: Pre-Internship [Observation]

Lesson Topic	<ul style="list-style-type: none"><li>- Observation of the real classroom situation and the whole school environment. Before teaching in the classroom, the student-teacher will observe a regular classroom, understand the school in totality, its philosophy and aims, organization and management, role of children curriculum and its transaction, assessment of teaching and learning.</li></ul>
Desired Outcome	<ul style="list-style-type: none"><li>- Gain first hand knowledge about the functioning of schools</li><li>- Understand the structure and routine functioning of school setting before actual teaching practice</li><li>- Observation of teaching learning process on how teachers plan lesson, use teaching aids, manage classroom and assess students</li><li>- Critical reflection on the school observation enabling student-teacher to evaluate and improve their own future teaching.</li></ul>
Teaching / Learning Method	
Materials Needed	NEERT Textbook on Internship.
Assignment / Follow Up	<ul style="list-style-type: none"><li>- Assign students to different schools for observation and write a report on it.</li><li>- Peer Group Discussion</li></ul>
Lesson Duration	

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**3<sup>rd</sup> Semester**

Paper Code	Tittle Of The Paper	End Semester	Sessional Works	Total
COURSE 7(iii)	Pedagogy of school subject (Major) (i) Pedagogy of Teaching English II (ii) Pedagogy of Teaching Science II (iii) Pedagogy of Teaching SS II (iv) Pedagogy of Teaching Maths II	70	30	100
COURSE 7 (iv)	Pedagogy of school subject (Minor) (i) Pedagogy of Teaching English II (ii) Pedagogy of Teaching Science II (iii) Pedagogy of Teaching SS II (iv) Pedagogy of Teaching Maths II	70	30	100
COURSE 8	Knowledge and Curriculum	70	30	100
COURSE 9	Gender School and Society	35	15	50
COURSE 10	Creating an Inclusive School	35	15	50
EPC 4	Reading and reflecting on text	35	15	50
	TOTAL	315	135	450

**Course Title: Pedagogy of Teaching English I (New course) January-June 2024**

**Course Code: 7(i) i 100 marks.**

**Semester: 2<sup>nd</sup> Semester**

**Course Outcome (CO)**

CO1: Demonstrate the ability to comprehend and interpret different types of texts (fiction, non-fiction, educational writings) by identifying key ideas, themes, and perspectives.

CO2: Apply appropriate reading strategies such as skimming, scanning, intensive, and extensive reading to locate, extract, and organize information from diverse sources.

CO3: Analyse the structure and logic of arguments in texts by identifying main ideas, supporting details, connectors, and logical sequences.


CO4: Reflect critically on texts by relating them to personal experiences, educational contexts, and socio-cultural settings, and express informed opinions through written responses.

CO5: Collaboratively research, organize, and present subject-based topics using reference texts, demonstrating original thinking and effective communication.

**PO-PSO-CO mapping matrix**

Course Outcome (CO)	Mapped PO(s)	Mapped PSO(s)	Justification
CO1:	PO1,PO2, PO4	PSO1, PSO2	CO1 is about comprehension and interpreting texts from multiple disciplines, directly relating to the foundational and interdisciplinary knowledge emphasized in PO1 and PO2 as well as reflective thinking in PO4.
CO2	PO2, PO3, PO5	PSO1, PSO2	CO2 focuses on applying reading strategies and skills, reflecting PO2's emphasis on using media and ICT, PO3's lesson planning and PO5's professional skills, linking to PSO1 and PSO2 for subject specific instructional approaches
CO3	PO4, PO5,PO6	PSO1, PSO2	CO3 is about analyzing and evaluating ideas and texts reflected in PO4's critical thinking, PO5's Professional skills and PO6 communication, as well as PSO1 and PSO2 for deeper critical and interdisciplinary analysis.
CO4	PO3, PO4,PO5	PSO1, PSO2	CO4 requires the ability to critically synthesize information, supported by PO3 (lesson Development), PO4 (critical reflection) and PO5 and is relevant to PSO1 and PSO2 for cross disciplinary synthesis
CO5	PO6	PSO1, PSO2	CO5 is about effective communication mapping directly to PO6 (communication and the ability to present / express ideas fluently as emphasized in PSO1 and PSO2

FORMAT-2 Lesson Plan	
Teacher... <u>K. Komle</u> Semester... <u>II</u> Paper... <u>Pedagogy of Teaching English-I</u>	
Lesson Topic <u>+ Pedagogy, Language &amp; Society</u> <u>A Constitutional Promise and Policies of Language Education</u>	<ul style="list-style-type: none"> <li>Concept &amp; Importance of Pedagogy of Language Pedagogy</li> <li>Language in relation to gender, identity, Power, Language and Class, Language Teaching in multicultural classrooms</li> <li>Position of Language in India - Language education in Article 343-351, 350 A</li> <li>NPE- 1986; PTA- 1992</li> <li>NCF 2005</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>Understand the concept of Language Pedagogy</li> <li>Identify the different roles of language in society</li> <li>Appreciate the multicultural classroom</li> <li>Understand Language Teaching</li> <li>Analyze the importance of language education in the Constitutional Amendments</li> </ul>
Teaching / Learning Method	Discussion, Lecture
Materials Needed	Printed material, ppt
Assignment / Follow Up	<ol style="list-style-type: none"> <li>Position of languages in India</li> <li>Article 343-351, 350 A</li> <li>NCF- 2005</li> <li>Language Education in NEP 2020</li> </ol>
Lesson Duration	29 <sup>th</sup> January to 16 <sup>th</sup> February



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ORMAT-2 Lesson Plan	
Teacher: <u>Neelam</u> Semester: <u>5</u> Paper: <u>Comp 7 (i)</u>	
Lesson Topic <u>Basic and Advanced of Language Learning of English</u> - Understands learning aims & objectives, approaches and resources	- Theoretical, social and Psychological bases of Language Acquisition and Language Learning. - Approaches to Language Learning: Grammar, Contextual and Communicative approaches. - Aims of teaching of language Teaching of Learning. - Grammar functions, method, Other method - textbook, self-study - Grammar: logical method, Communicative language Teaching. - Therapeutic Approach, Inductive - Deductive.
Desired Outcome	Under-stand the bases of theories in Language acquisition and language learning. Apply theoretical principles to classroom. Recognize common errors and difficulties in learning English among school students. Design strategies to address language difficulties based on learners' needs.
Teaching / Learning Method	Discussion & Lecture
Materials Needed	Printed text, journals and articles
Assignment / Follow Up	Solving questions from previous years final exam.
Lesson Duration	8 <sup>th</sup> march to 28 <sup>th</sup> march

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FORMAT-2

## Lesson Plan

Teacher: ShrutiSemester: IIPaper: Comp. 7 (C)

Lesson Topic Sound Patterns in English Consonant system.	<ul style="list-style-type: none"> <li>- Phonetics: Symbols - place &amp; manner of articulation</li> <li>- Stress - Word Stress: Intonation</li> <li>- The Organization of Sounds: The Structure of Sentences</li> <li>- Basic concepts of Phonology, morphology, Syntax and Semantics.</li> <li>- Discourse.</li> </ul>
Desired Outcome	Develop an understanding of the nature of language system, its pattern, and its functions of sounds. Analyse how different forms of transcription influence the social ends of rural and urban society.
Teaching / Learning Method	Lecture and Discussion
Materials Needed	Printed text, Presentation.
Assignment / Follow Up	Transcription of words, its pattern and organization.
Lesson Duration	25th March to 1st April

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## Lesson Plan

Teacher: ShrutiSemester: IIPaper: Comp. 7 (C)

Lesson Topic 1. Grammar in context; 2. Morphology in context; 3. Semantics in context; 4. Pragmatics in context; 5. Discourse in context.	<ul style="list-style-type: none"> <li>- Concept and Preparation of Grammar and morphology.</li> <li>- Listening, speaking, reading and writing skills (LSRW).</li> <li>- Meaning and importance, types &amp; sources of LSRW.</li> <li>- Sub Skills of LSRW. Importance of reading skills.</li> <li>- Writing stages; Process of writing.</li> <li>- Types of Informal.</li> <li>- Reference and Study skills.</li> </ul>
Desired Outcome	<ul style="list-style-type: none"> <li>- Plan and conduct activities to develop the skills of language (LSRW).</li> <li>- Integrate sub-skills in communicative and meaningful contexts.</li> </ul>
Teaching / Learning Method	Discussion and Lecture.
Materials Needed	Printed text, journals.
Assignment / Follow Up	Class test.
Lesson Duration	15th April to 9th May

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Course Title: Pedagogy of Teaching Social Sciences-I [New Course] Jan -June 2024

Course Code: 7 [i] iii [100 marks]

Semester: 2<sup>nd</sup>

Course Outcomes [co]

CO code	Course Outcome Statement
C01	The students will be able to understand the concept of social sciences as distinguished from social studies, explain the aims and objectives of teaching social sciences as outline in NCF 2005 and NEP2020, and analyze the core components of social sciences and the inter-relationships between them.
CO2	The students will be able to understand the major learning theories, apply Bloom's Taxonomy in framing learning objectives and critically analyze the socio-cultural context of learning with reference to the Indian knowledge system as per 2020 and understand the relevance of critical pedagogy in teaching social science.
CO3	The students will be able to understand issues and challenges in the teaching and learning of social sciences such as preconception, misconception, lack of professional preparation, inadequate resources, students' apathy and curriculum outdatedness in the local context for teaching-learning of social sciences.
CO4	The students will be able to understand the principles of curriculum, the approaches and co-curriculum aspects of curriculum in enriching the teaching learning process.
CO5	The students will be able to understand various learning resources in social sciences including textbook, workbooks, libraries, laboratories, community and environmental resources and digital tools and recognize the essential qualities of an effective social Sciences teacher.



### PO-PSO-CO Mapping Matrix Justification

CO Code	Mapped POs	Mapped Pos	Justification
CO1	PO1, PO3, PO4	PSO1, PSO2, PSO5	Establishes foundational disciplinary knowledge aligns with curriculum and policy frameworks and enhances critical thinking and curriculum awareness
CO2	PO1, PO2, PO5	PSO2, PSO3, PSO10	Incorporates educational psychology, effective teaching strategies, learner-centered and inclusive approaches and reflects educational policy relevance
CO3	PO4, PO5	PSO3, PSO5, PSO10	Encourages reflective teaching, awareness of inclusive and contextual teaching challenges, and curriculum design improvements
CO4	PO3, PO4	PSO5, PSO13	Focuses on curriculum development, enriches professional practice with integrated and experiential learning.
CO5	PO2, PO6	PSO6, PSO9	Promotes ICT and digital integration in teaching, highlights communication, collaboration, and resource utilization skills

Semester: 2nd

Semester Plan

Jan - June 2024.

Course No: 70(III)

Course Title: Pedagogy of Teaching Social Sciences-I

Unit I	CONCEPTUAL FRAMEWORK	Topic	No. of Class
Unit I	Concept of Social Sciences as distinguished from Social Sciences		4 hours
	Aims and objectives of Teaching Social Sciences as per NCF-2005 and NEP-2020		3 hours
	Core components of Social Sciences - History, Political Science, Economics and Geography and their inter-relationship between them		5 hours
Unit 2	PERSPECTIVE OF TEACHING SOCIAL SCIENCES		
	Behaviourism, cognitivism, and constructivism - basic tenets		4 hours
	Formulation of objectives based on Blooms Taxonomy		2 hours
	Socio-cultural context of Learning; Social construction of knowledge in reference to India knowledge system and its relevance to social sciences teaching as per NEP-2020		3 hours
	Critical Pedagogy of Social sciences teaching.		2 hours
Total No. of Class			23 hours

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(Name & Signature of the Teacher)  
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Semester: 2nd

Semester Plan

Course No: 70(III)

Course Title: Pedagogy of Teaching Social Sciences

Unit	Topic	No. of Class
Unit 3	ISSUES AND PROBLEMS IN SOCIAL SCIENCES TEACHING-LEARNING	
	Pre-conceptions and Misconceptions about Social Science in reference to the local context	3 hours
	Professional Preparation of Teachers in Social Science [ethics & Accountability etc]	3 hours
	Issues and problems regarding Learning Resource and facilities of teaching Social Science	3 hours
	Apathy towards the subject	2 hours
	Recent developments and obsolescence of curriculum	5 hours
Unit 4	SOCIAL SCIENCES CURRICULUM: APPROACHES AND ASPECTS	
	Principles of curriculum construction in social sciences;	2 hours
	Spiral, concentric, correlation, specialized/disciplinary and Integrated/Thematic Approaches.	4 hours
	Co-curricular aspects of curriculum - Morning assembly, exhibition, social science club, field trips/surveys, Nature watch, social surveillance, community service, exchange programmes etc	5 hours
Total No. of Class		27 hours

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**MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)**  
CHUMOUKEDIMA : NAGALAND

**UNIT PLAN - II**

Course Title : <u>Pedagogy of Social Sciences</u>		
Course: <u>70 (III)</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> <u>Second Semester</u>	
Subject/Unit: <u>3</u>	<u>Issues and problems in Social Science Teaching Learning</u>	
Topics:	<ul style="list-style-type: none"> <li>- Pre-conceptions and misconceptions about Social sciences in reference to the local context</li> <li>- Professional preparation of Teachers in social sciences, Apathy towards the subject</li> <li>- Recent developments and obsolescence of curriculum</li> <li>- Issues and problems regarding Learning Resource and facilities of teaching social sciences.</li> </ul>	No. of Period <u>16 period</u>
Lesson Objectives:	<ul style="list-style-type: none"> <li>- Students to understand the pre-conception and Misconception of Social sciences in reference to the local context</li> <li>- To acquire knowledge about the professional preparation of teachers in social sciences.</li> <li>- To understand the status and problems of Social Science as a school subject against the backdrop of its curriculum.</li> </ul>	
Mode of Transaction/Methods	<u>Lecture cum discussion and Presentation</u>	
Assignment	<u>Apathy towards the subject</u>	
Assessment	<u>Recent developments and obsolescence of curriculum</u>	
Activity (If any)	<u>Assignment and presentation</u>	
Defaulters lists:		
Learning Outcome:	<ul style="list-style-type: none"> <li>- The students are able to understand the status and problems of social sciences</li> <li>- able to understand the pre-conception and misconception of social sciences in the local context</li> <li>- able to acquire knowledge about the professional preparation of teachers in social sciences.</li> </ul>	

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**MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)**

CHUMOUKEDIMA : NAGALAND

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**UNIT PLAN - II**

Kingh

Course Title : <u>Pedagogy of Social Sciences</u>		
Course: <u>70 (III)</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> <u>2nd Semester</u>	
Subject/Unit: <u>II</u>	<u>II Perspective of Teaching Social Sciences</u>	
Topics:	<ul style="list-style-type: none"> <li>Behaviourism, cognitivism and constructivism</li> <li>Basic tenets.</li> <li>Formulation of objective based on Bloom's Taxonomy</li> <li>Socio-cultural context of Learning: social construction of knowledge in reference to Indian knowledge systems and its relevance to social sciences teaching as per NEP 2020</li> <li>Critical pedagogy of social sciences teaching.</li> </ul>	No. of Period <u>12 classes</u>
Lesson Objectives:	<ul style="list-style-type: none"> <li>- To understand the socio-cultural implications on learning social sciences.</li> <li>- To understand the theoretical bases of changing perspective of teaching-learning social sciences</li> <li>- To understand the critical pedagogy of social sciences teaching.</li> </ul>	
Mode of Transaction/Methods	<u>Lecture, Presentation cum discussion</u>	
Assignment	<u>Cognitivism, Socio-cultural context of learning</u>	
Assessment	<u>Social construction of knowledge in reference to Indian knowledge system</u>	
Activity (If any)	<u>Assignment and Presentation</u>	
Defaulters lists:		
Learning Outcome:	<ul style="list-style-type: none"> <li>- To <del>students are</del> able to understand the socio-cultural implication on learning social sciences.</li> <li>- Students are able to understand the theoretical bases of changing perspective of teaching-learning social sciences and understand the critical pedagogy</li> </ul>	

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**MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)**  
**CHUMOUKEDIMA : NAGALAND**

**UNIT PLAN**

Course Title : <u>Pedagogy of Social Science - I</u>		
Course: <u>701(11)</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> <u>Second Semester</u>	
Subject/Unit: <u>I</u>	Social Science curriculum: Approaches and aspects.	
Topics:	principles of curriculum construction in social sciences. spiral, concentric, correlation, specialized/ disciplinary and integrated thematic approach co-curricular aspect of curriculum - Museum, assembly, exhibitions, social science club, field trip, survey, nature watch, social surveillance, community service, exchange programme etc.	No. of Period <u>11 period</u>
Lesson Objectives:	To understand the principles of curriculum construction in social sciences. To understand the Approaches and aspects of curriculum construction of social sciences.	
Mode of Transaction/Methods	Lecture cum Presentation	
Assignment	Nature watch, Social Surveillance, community service, Exchange programme	
Assessment	Assignment and Field trip report	
Activity (if any)	Field Trip.	
Defaulters lists:	31, 74, 15, 28, 18	
Learning Outcome:	Learning available to understand the principle of curriculum construction in social sciences. - able to understand the approaches and various co-curricular aspect of curriculum in social sciences.	

**MOUNT MARY COLLEGE (DEPT. TEACHER EDUCATION)**

CHUMOUKEDIMA : NAGALAND

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**UNIT PLAN**

Course Title : <u>Pedagogy of Social Science</u>		
Course: <u>701(11)</u>	B.Ed 2 <sup>nd</sup> /4 <sup>th</sup> <u>Second Semester</u>	
Subject/Unit: <u>II</u>	<u>Learning Resources in Social Science</u>	
Topics:	Social Science TextBooks and work-books. Necessary qualities and characteristics of social science libraries and laboratories Community and Environmental Resource Social Science Teacher qualities & characteristics Application of ICT in social science OER CMS, websites and blogs	No. of Period <u>16 classes</u>
Lesson Objectives:	- To understand the necessary Qualities and characteristics of Social Science Textbook and work-books. - To understand the application of ICT in social science - To understand the qualities and characteristics of social science teacher - To understand the learning resources in social science	
Mode of Transaction/Methods	Lecture cum, Brain storming for identifying different Resource and Discussions.	
Assignment		
Assessment	Questioning	
Activity (if any)		
Defaulters lists:		
Learning Outcome:	- Learners are able to identifying the learning resource in social science - able to acquire knowledge on the necessary qualities and characteristics of social science textbook and work-books. - able to understand the application of ICT in S.S	



Course Title: Pedagogy of Teaching Social Sciences-I [New Course] Jan -June 2024  
Course Code: 7 [i] iii [100 marks]  
Semester: 2<sup>nd</sup>

## **COURSE OUTCOME FOR PEDAGOGY OF MATHEMATICS – I**

### **(NEW COURSE)**

**CO1:** Demonstrate an understanding of the meaning, nature, values, and scope of mathematics; explain key mathematical concepts such as propositions, proofs, truth tables, and Venn diagrams; and appreciate the aesthetic and historical contributions of mathematicians like Aryabhata, Ramanujan, Euclid, and Pythagoras.

**CO2:** Explain the aims and objectives of teaching school mathematics, differentiate between them, and apply Bloom's Taxonomy to frame learning outcomes in alignment with NCF 2005 and NEP 2020.

**CO3:** Analyze learner behavior and develop strategies to cultivate mathematical intuition, promote questioning, facilitate peer collaboration, and sustain interest in mathematics among diverse learners.

**CO4:** Evaluate the principles and approaches of mathematics curriculum construction at various school stages, and demonstrate the ability to prepare alternative materials and curriculum plans.

**CO5:** Apply various teaching approaches (behavioristic, cognitive, constructivist) and methods (inductive-deductive, heuristic, problem-solving, etc.), and use appropriate strategies like group work and brainstorming to effectively teach mathematics.

## PO–PSO–CO Mapping Matrix

Course Outcome (CO)	Mapped PSOs	Mapped POs	Justification
CO1: Demonstrate an understanding of the meaning, nature, values, and scope of mathematics; explain key mathematical concepts such as propositions, proofs, truth tables, and Venn diagrams; and appreciate the aesthetic and historical contributions of mathematicians like Aryabhata, Ramanujan, Euclid, and Pythagoras.	PSO1, PSO2, PSO4, PSO10	PO1, PO4, PO5	Builds foundational mathematical knowledge, connects historical context, and encourages inclusive understanding of mathematics.
CO2: Explain the aims and objectives of teaching school mathematics, differentiate between them, and apply Bloom's Taxonomy to frame learning outcomes in alignment with NCF 2005 and NEP 2020.	PSO2, PSO5, PSO7	PO1, PO3	Aligns curriculum goals with educational frameworks and encourages reflective teaching practices.
CO3: Analyze learner behavior and develop strategies to cultivate mathematical intuition, promote questioning, facilitate peer collaboration, and sustain interest in mathematics among diverse learners.	PSO3, PSO10, PSO12	PO2, PO4, PO5	Encourages learner-centric strategies, collaborative learning, and creative classroom engagement.
CO4: Evaluate the principles and approaches of mathematics curriculum construction at various school stages, and demonstrate the ability to prepare alternative materials and curriculum plans.	PSO4, PSO5, PSO10	PO1, PO3, PO5	Supports curriculum design and instructional material development suited for diverse learner needs.
CO5: Apply various teaching approaches (behavioristic, cognitive, constructivist) and methods (inductive-deductive, heuristic, problem-solving, etc.), and use appropriate strategies like group work and brainstorming to effectively teach mathematics.	PSO1, PSO4, PSO6	PO2, PO4	Enhances teaching skills with modern strategies and technology to support active learning.

FORMAT – 1

## MOUNT MARY COLLEGE

General lesson plan for academic session - (January – June 2024)

Course name : Pedagogy of teaching Mathematics – I  
Subject code : 7(i) iv  
Semester : 2<sup>nd</sup> semester  
Name of teacher : Alemtemjen Jamir

Unit	Chapter	Content/Topics	No. of classes required (Duration)
I	NATURE AND SCOPE OF MATHEMATICS	<ul style="list-style-type: none"><li>• Meaning, nature, scope and values of mathematics.</li><li>• Building blocks of mathematics: Mathematical propositions, Proofs &amp; Types of Proofs, Truth tables, Venn diagram, Quantifiers, Necessary and sufficient conditions, Theorem.</li><li>• Aesthetic sense in mathematics.</li><li>• Contributions of mathematicians (Indian &amp; Foreign): Aryabhata, Ramanujan, Euclid, Pythagoras.</li></ul>	14 hours/19 periods
II	AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS	<ul style="list-style-type: none"><li>• General Aims of teaching mathematics.</li><li>• Objectives of teaching mathematics – Bloom's Taxonomy.</li><li>• Difference between Aims and Objectives.</li><li>• General objectives of teaching mathematics with special reference to NCF 2005 and NEP-2020</li></ul>	12 hours/ 16 periods

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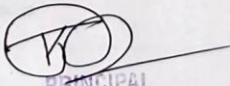
FORMAT – 2

### LESSON PLAN

Teacher : Alemtemjen Jamir  
Semester : 2<sup>nd</sup> semester (Jan to Jun 2024)  
Paper : Pedagogy of teaching mathematics – I

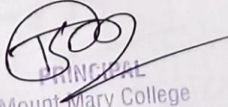
<b>Lesson Topic</b>	Meaning, Nature, Scope, Values Building Blocks of Mathematics Aesthetic Sense in Mathematics Contributions of Mathematicians Revision & Discussion
<b>Desired Outcomes</b>	Understand foundational concepts Identify elements of logic and structure Appreciate patterns and beauty Know key contributions of Indian & foreign scholars Integrate and reflect on learning
<b>Teaching/learning method</b>	Lecture, presentation, reflection, GD, problem-solving, activity, visual demonstration.
<b>Materials needed</b>	PPT, textbooks, charts, reference texts, etc.
<b>Assignment/follow-up</b>	Essay on different topics, book review on mathematicians, etc.
<b>Lesson duration</b>	14 hours

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<b>Lesson Topic</b>	General aims of teaching mathematics Bloom's taxonomy and objectives Difference between aims and objectives General objectives w.r.t. NCF & NEP Review
<b>Desired Outcomes</b>	Clarify educational purposes Frame objectives using taxonomy Distinguish between two concepts Connect to national goals
<b>Teaching/learning method</b>	Lecture, concept mapping, brainstorming, seminars, presentation, GD
<b>Materials needed</b>	PROJECTOR, NCF/NEP extracts, whiteboard, etc.
<b>Assignment/follow-up</b>	Frame 5 behavioural objectives, report writing on NEP/NCF, etc.
<b>Lesson duration</b>	12 hours

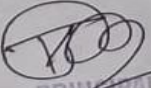
<b>Lesson Topic</b>	Learner's Intuition Probing Questions Peer group learning Interest in Math Aesthetic Activity
<b>Desired Outcomes</b>	Stimulate student intuition Develop questioning skills Promote cooperative learning Maintain motivation Promote creative application
<b>Teaching/learning method</b>	Lecture, demonstration, group work, group discussion, etc.
<b>Materials needed</b>	Math games, sample question bank, textbooks, etc.
<b>Assignment/follow-up</b>	Assignments on all the topics.
<b>Lesson duration</b>	12 hours.

  
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<b>Lesson Topic</b>	Curriculum concepts Principles of construction Curricular choices Approaches to construction Curriculum preparation
<b>Desired Outcomes</b>	Understand meaning and objectives Analyze guiding principles Differentiate levels and content Recognize various approaches
<b>Teaching/learning method</b>	Lecture, demonstration, brainstorming, group work.
<b>Materials needed</b>	Slides, projector, whiteboard, textbooks, etc
<b>Assignment/follow-up</b>	Prepare mini-curriculum
<b>Lesson duration</b>	13 hours

<b>Lesson Topic</b>	Teaching approaches Teaching methods Teaching strategies
<b>Desired Outcomes</b>	Compare educational approaches Apply various teaching methods Implement classroom strategies
<b>Teaching/learning method</b>	Comparative study, presentation, group learning, brainstorming, drill, etc
<b>Materials needed</b>	PPT, sample lessons, worksheets, etc.
<b>Assignment/follow-up</b>	Group presentation on different topics
<b>Lesson duration</b>	14 hours

  
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**Course Title: Pedagogy of Teaching Sciences-I**

**Course Code: 7 [100 marks]**

**Semester: 2<sup>nd</sup>**

**Course Outcomes of Pedagogy of Science – I**

<b>Course Outcomes (Cos)</b>	<b>Course Outcome Statement</b>
CO1	The student-teacher will <b>understand the nature, scope, and significance of science</b> as both a process and a product. They will appreciate the <b>values of studying science</b> , recognize its <b>interdisciplinary nature</b> , and develop awareness about <b>science education as envisioned in national policies</b> like NCF 2005 and NEP 2020, along with its connection to the <b>Indian Knowledge System</b> .
CO2	The student-teacher will be able to <b>identify and formulate aims and objectives of teaching science</b> at elementary and secondary levels using <b>Bloom's and Anderson's taxonomies</b> . They will also understand the <b>distinction between educational and instructional objectives</b> and apply them to design effective lesson plans that promote <b>scientific attitude and temper</b> among learners.
CO3	The student-teacher will develop the ability to <b>apply constructivist principles in science teaching</b> by understanding theories of <b>Piaget and Vygotsky</b> and their relevance to classroom learning. They will be able to shift from a <b>teacher-centered (behaviourist) approach to a learner-centered (constructivist) approach</b> , emphasizing <b>process skills, inquiry, and scientific method</b> .
CO4	The student-teacher will be equipped to <b>identify and analyze various issues and challenges</b> in science education—such as <b>socio-cultural barriers, misconceptions, inadequate teacher preparation, curriculum limitations, and lack of resources</b> —and suggest practical solutions to improve the <b>quality of teaching-learning in science</b> .
CO5	The student-teacher will gain a comprehensive understanding of the <b>different disciplines of science (Physics, Chemistry, Biology)</b> , their <b>nature, issues, and pedagogical approaches</b> . They will be able to <b>evaluate and compare school science curricula</b> of different educational boards (CBSE, NBSE, ICSE), recognizing their implications for effective classroom practice.

## PO–PSO–CO Mapping Matrix with Justification

**Course:** Pedagogy of Science – I

CO Code	Course Outcome Statement (CO)	Mapped POs	Mapped PSOs	Justification
CO1	Understand the nature, scope, and significance of science; appreciate values of science and its interdisciplinary nature.	PO1, PO3	PSO1, PSO2, PSO5	Establishes foundational understanding of science education; aligns with educational philosophy and curriculum design principles.
CO2	Formulate aims and objectives of teaching science; design effective lesson plans promoting scientific attitude.	PO1, PO2, PO3, PO4	PSO1, PSO3, PSO4, PSO5	Integrates theoretical understanding with pedagogical application and assessment; encourages reflective lesson planning.
CO3	Apply constructivist theories (Piaget, Vygotsky) in science teaching; shift from teacher-centered to learner-centered approach.	PO2, PO4	PSO3, PSO4	Strengthens learner-centered pedagogy, inquiry-based learning, and critical thinking skills essential for effective science teaching.
CO4	Identify issues and challenges in science education; suggest solutions for inclusivity, gender equity, and quality improvement.	PO5, PO6	PSO7, PSO10, PSO11	Develops awareness of ethical, inclusive, and professional practices; encourages sensitivity to diversity and social justice.
CO5	Analyze and compare science curricula across educational boards; understand disciplinary nature and pedagogy of Physics, Chemistry, Biology.	PO3, PO4, PO6	PSO5, PSO6, PSO9, PSO11	Enhances analytical and evaluative skills; fosters ICT-based curriculum comparison and professional reflection.


# FORMAT-1

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

Course Name: Pedagogy of Science-I Subject Code: 7a(iii)

Semester: 2<sup>nd</sup> Name of Teacher: Dr. Tarun Kumar Jana

Unit	Name of Unit	Contents/Topics	No. of Class Required (Duration)
I	NATURE AND SIGNIFICANCE OF SCIENCE	Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and NEP2020. Indian Knowledge system with special reference to science education.	18 Class
II	AIMS AND OBJECTIVES OF TEACHING SCIENCE	Meaning, Definition and Difference between Aims and Objectives. General Aims and Objectives of Teaching Science at the Elementary and Secondary Levels. Bloom's and Anderson's Taxonomy-Educational objectives and Instructional Objectives. Concept and Development of Scientific Attitude and Scientific Temper.	16 class
III	SCIENCE LEARNINGS AS A GENERATIVE PROCESS	From Behaviourism to Constructivism; Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development. ;Development of process skills in students-Basic and Advanced skills. Scientific method-Process, Advantages and limitations.	18 class
IV	ISSUES AND PROBLEMS IN TEACHING – LEARNING SCIENCE	Socio-cultural barriers-Misconceptions and superstitions in society. Problems related to- Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities; Administration; Recent issues and challenges.	16 class
V	DISCIPLINES IN SCIENCE	Branches of Science. Nature of Physics, chemistry and Biology. Issues and challenges in teaching Physics, chemistry and Biology. Group discussion on various aspects of science curriculum based on CBSE, NBSE and ICSE.	16 class

  
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FORMAT-2

Teacher: Dr. Tarun Kumar Jana

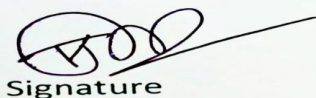
Semester: 2nd

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-I Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and NEP2020. Indian Knowledge system with special reference to science education.
Desired Outcome	By the end of this unit, the learner will be able to: <b>Define science</b> and distinguish it as both a product and a process. <b>Recognize the educational values</b> of studying science in schools. <b>Establish interdisciplinary links</b> among branches of science. <b>Identify key milestones</b> in the history of science education. <b>Interpret the vision</b> of science education in NCF 2005 and NEO 2020.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>18 periods in 3 week</b>

  
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## FORMAT-2

Teacher: Dr. Tarun Kumar Jana Semester: 2nd  
 Paper Name: Pedagogy of Science-I Paper No.: 7a(iii)

### *Lesson Plan*

Lesson Topic	Unit-II  Meaning, Definition and Difference between Aims and Objectives. General Aims and Objectives of Teaching Science at the Elementary and Secondary Levels. Bloom's and Anderson's Taxonomy-Educational objectives and Instructional Objectives. Concept and Development of Scientific Attitude and Scientific Temper.
Desired Outcome	By the end of this unit, the learner will be able to understand: General aims and objective of teaching science at elementary and secondary level and Development of Scientific Attitude and scientific temper; Bloom's and Anderson's Taxonomy; Educational objectives and Instructional Objectives.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>

  
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FORMAT-2

Teacher: Dr. Tarun Kumar Jana Semester: 2nd  
Paper Name: Pedagogy of Science-I Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-III From Behaviourism to Constructivism; Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development. ;Development of process skills in students-Basic and Advanced skills. Scientific method-Process, Advantages and limitations.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Explain the shift from Behaviourism to Constructivism</b> in science education; <b>Describe</b> Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development; <b>Identify and differentiate basic and advanced process skills</b> in science learning; <b>Apply strategies to develop process skills</b> among students; <b>Describe the scientific method</b> , its steps, advantages, and limitations.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
	<b>18 periods in 3 week</b>

  
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FORMAT-2

Teacher: Dr. Tarun Kumar Jana Semester: 2<sup>nd</sup>  
 Paper Name: Pedagogy of Science-I Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-IV Socio-cultural barriers-Misconceptions and superstitions in society. Problems related to- Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities; Administration; Recent issues and challenges.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Identify and analyze socio-cultural barriers</b> such as misconceptions and superstitions affecting science learning. <b>Recognize challenges in the professional preparation of science teachers</b> and suggest improvements. <b>Evaluate issues related to the secondary school science curriculum</b> and recommend necessary reforms. <b>Assess the availability and effective use of learning resources and facilities</b> in science education.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry-Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>

  
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FORMAT-2

Teacher: Dr. Tarun Kumar Jana Semester: 2<sup>nd</sup>  
 Paper Name: Pedagogy of Science-I Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-V Branches of Science. Nature of Physics, chemistry and Biology. Issues and challenges in teaching Physics, chemistry and Biology. Group discussion on various aspects of science curriculum based on CBSE, NBSE and ICSE.
Desired Outcome	After completing this unit, the student-teacher will be able to understand : Different branches of science; the nature of Physics, Chemistry and Biology; Issues and challenges in teaching physics, chemistry and biology; Various aspects of science curriculum based on CBSE, NBSE and ICSE.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>

  
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**Course title: Knowledge and Curriculum (100 marks) (july to dec-2024)**

**Course code: Course-8**

**Semester: 3<sup>rd</sup>**

**Course Outcomes (CO)**

CO Code	Course Outcome
CO1	Understand the nature, sources and forms of knowledge and different concepts and perspectives related to curriculum
CO2	Analyse the different concepts related to curriculum, dimensions of curriculum, need and significance of curriculum
CO3	Examine the factors, people and influence of social conditions that determine curriculum decisions.
CO4	Evaluate major steps, agencies involved in curriculum development, examine major components and designs of curriculum and become instrumental for curriculum change.

**CO-PO-PSO MAPPING MATRIX**

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1, PO6	PSO2, PSO7	PO1 aligns with foundational knowledge in education; it reflects reflective thinking and supports understanding the philosophical, sociological, and psychological foundations.
CO2	PO1, PO3	PSO2, PSO5	Provides theoretical grounding while it also connected to designing curriculum. PSO2 deepens curriculum understanding, and it links directly with curriculum and assessment competence.
CO3	PO1, PO5	PSO2, PSO10	Addresses knowledge of education and society, it emphasizes inclusivity and justice and supports understanding educational foundations.
CO4	PO3, PO4	PSO5, PSO9, PSO13	Develop curriculum planning and professional skills and supports curriculum competence, and it also enhances leadership in curriculum reform, and gives practical insight via school-based activities.

FORMAT-1

**MOUNT MARY COLLEGE**  
General Lesson Plan for the Academic Session (Sep-July - Dec 2024)

Course Name: Knowledge and Curriculum  
Subject Code: 9  
Semester: 3<sup>rd</sup>  
Name of Teacher: Kainali

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Knowledge and Learning	Nature of knowledge and knowing, process, sources, forms of knowledge, relevance of objectives.	14 classes
2	Curriculum and its dimensions	Meaning, concept and types of curriculum - Dimensions of curriculum - Need and significance	11 classes
3	Determinants of Curriculum	- Determinants of curriculum - Influence of curriculum - Promotion of Nationalism, Universalism and secularism (Tagore and Krishnamachari)	20 classes
4	Curriculum development	- major components, steps in curriculum dev. Agencies involved in curriculum dev. - curriculum design	22 classes.

HoD  
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(Dept. of Teacher Education)  
Chümoukedima - Nagaland

Principal  
Mount Mary College  
Chümoukedima - Nagaland

Signature: Kainali  
Date: 14/12/24

FORMAT-2

**Lesson Plan**

Teacher: Kainali  
Semester: 3<sup>rd</sup>  
Paper: Knowledge and Curriculum

Lesson Topic	- Nature of knowledge and knowing process in idealistic, pragmatist, progressivist, constructivist perspectives. - Distinction between knowledge, skill, training, information, reason, belief and - Sources, form of knowledge.
Desired Outcome	Understand the nature, sources and forms of knowledge and different concepts and perspectives related to curriculum.
Teaching / Learning Method	Presentation, discussion, lecture.
Materials Needed	Printed materials, Articles.
Assignment / Follow Up	Observe and analyse learned characteristics / under different strata - gender, locality, Socio-economic conditions
Lesson Duration	24 <sup>th</sup> July - 14 <sup>th</sup> August

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FORMAT-2

**Lesson Plan**

Teacher: Kainali  
Semester: 3<sup>rd</sup>  
Paper: Knowledge and Curriculum

Lesson Topic	- meaning, concept and types of curriculum - Dimensions of curriculum - Needs and significance of curriculum and syllabus in schools.
Desired Outcome	Analyse the different concept related to curriculum, dimensions of curriculum and need and significance of curriculum.
Teaching / Learning Method	Lecture, discussion, presentation
Materials Needed	Printed materials and articles.
Assignment / Follow Up	Compare the B-Ed curricular frameworks of different with the NCERT curricular framework, discuss and find the areas requiring improvement.
Lesson Duration	17 <sup>th</sup> August - 30 <sup>th</sup> August

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FORMAT-2

**Lesson Plan**

Teacher: Kainali  
Semester: 3<sup>rd</sup>  
Paper: Knowledge and Curriculum

Lesson Topic	Determinants of curriculum, influence of social condition, promotion of Nationalism, universalism and secularism, its reference to Tagore and Krishnamachari, and curriculum of self-development.
Desired Outcome	Examine the factors, people and influence of social conditions that determine curriculum decisions.
Teaching / Learning Method	Printed materials and articles Discussion, presentation and lecture
Materials Needed	Printed materials and articles
Assignment / Follow Up	Analyse the determinants of curriculum in Nagaland during ancient and contemporary period (before the advent of Christianity).
Lesson Duration	31 <sup>st</sup> August - 20 <sup>th</sup> Sept

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FORMAT-2

Lesson Plan

Teacher... Kamali

Semester... 2<sup>nd</sup>

Paper... Knowledge and Curriculum

Lesson Topic	<p>Concept of and major steps in curriculum development and components of curriculum dev.</p> <p>Agencies involved in curriculum development and their roles.</p> <p>Curriculum design and different orientations.</p>
Desired Outcome	<p>Examine agencies and evaluate the curriculum realizing the need and become instrumental for curriculum change.</p>
Teaching / Learning Method	<p>Lecture, discussion, Presentation</p>
Materials Needed	<p>Printed material, Articles.</p>
Assignment / Follow Up	
Lesson Duration	<p>21<sup>st</sup> Oct - 15<sup>th</sup> Nov 2024</p>

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**Course Title - Gender, School & Society (July- December )**

**Course Code - 9**

**Course outcomes (COs)**

CO1 - Understand Concept of Education for all.

CO2 - Understand nature of Gender School & Society

CO3 - Understand the role of home, School & Society in Gender Identify Construction.


CO4 - Examine the influences of Teacher in handling notions of Gender and Sexuality.


CO5- Examine role of Teachers in Teachers ,School and Society in handling Gender inequalities.


**CO-PO- PSO mapping matrix**


Course Outcomes ( COs)	Mapped POs	Mapped PSOs	Justification
CO1	PO5	PSO10	Develops importance and Understanding of Education for all.
CO2	PO4	PSO3	Encourages Understanding of the nature of Gender, School & Society
CO3	PO5	PSO10	Helps in Understanding roles of home, School and Society for Gender equality
CO4	PO5	PSO3	Develops understanding of the influences of Teacher in Gender, School and Society
CO5	PO5	PSO10	Supports the role of Teachers in managing Gender Sexualities.



FORMAT-2 Lesson Plan	
Teacher	Devi Poo
Semester	5
Paper	C-9
Lesson Topic	Access to education & family values
Desired Outcome	understand the role of family for gender access to education
Teaching / Learning Method	Lecture & discussion
Materials Needed	Books, articles etc.
Assignment / Follow Up	write up of 5 roles of family in gender access to education
Lesson Duration	50 minutes x 5 = 250 mins
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FORMAT-2 Lesson Plan	
Teacher	Devi Poo
Semester	5
Paper	C-9
Lesson Topic	Gender Stereotyping
Desired Outcome	understand the impact of gender stereotyping
Teaching / Learning Method	discussion
Materials Needed	Reference books
Assignment / Follow Up	find 5 common stereotypes
Lesson Duration	50 x 2 = 100 minutes
 PRINCIPAL Mount Mary College Chennai-600 034, Nungambur	

FORMAT-2 Lesson Plan	
Teacher	Devi Poo
Semester	5
Paper	C-9
Lesson Topic	Disparity 1. Literacy rates 2. Sex ratio
Desired Outcome	Identify the causes of disparity of literacy rates and sex ratios
Teaching / Learning Method	Discussion, Lectures
Materials Needed	Articles, books
Assignment / Follow Up	10 Causes of disparity in literacy rates and sex ratios
Lesson Duration	50 x 4 = 200 minutes
 PRINCIPAL Mount Mary College Chennai-600 034, Nungambur	

FORMAT-2 Lesson Plan	
Teacher	Devi Poo
Semester	5
Paper	C-9
Lesson Topic	Moral and physical Abuse Safety at school, home and beyond
Desired Outcome	Identify the various types of abuses and safety assurance in school, home and beyond
Teaching / Learning Method	discussion, lectures
Materials Needed	Articles, books, papers
Assignment / Follow Up	Remedies on the abuses and safety loopholes in the society.
Lesson Duration	50 x 4 = 200 mins
 PRINCIPAL Mount Mary College Chennai-600 034, Nungambur	



FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (July 2020-2021)

Course Name: Gender, School & Society

Subject Code: 009

Semester: 03

Name of Teacher: DOKIMA DAS

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1, 2	Gender - Meaning & nature Gender issues in schools	6
2	3, 4	Access to education Family Values	2
3	5, 6	Gender stereotyping Community participation in girl child education	5
4	7, 8	Disparity in literacy rates Disparity in sex ratio	2
5	9, 10	Abuse; physical Mental Safety at school home and beyond	

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Signature

FORMAT-2

Lesson Plan

Teacher: DOKIMA DAS

Subject: 009

Paper: 03

Lesson Topic	Gender Meaning & nature
Desired Outcome	Define Meaning & Gender, nature of Gender
Teaching / Learning Method	Discussion, presentation Lecture
Materials Needed	Books, research articles
Assignment / Follow Up	Analysis on the typical definition of Gender
Lesson Duration	50 x 6 = 300 minutes

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**COURSE TITLE: CREATING AN INCLUSIVE SCHOOL(July-Dec 24)**

**COURSE CODE: 10**

**SEMESTER: III**

**COURSE OUTCOME(CO)**

<b>CO Code</b>	<b>Course Outcome Statement</b>
CO1	To enable student- teacher to understand the concept of inclusive education and the diverse needs of students with disabilities.
CO 2	To enable student-teacher to identify different types of learner diversities and understand how to support the needs of all children in the school.
CO 3	To enable student-teacher to understand the key policies and provisions that support inclusive education.
CO 4	To enable student-teachers to design and implement inclusive teaching strategies that accommodate the diverse learning needs, backgrounds, and abilities of all students in a supportive and equitable classroom environment.
CO 5	To equip student-teachers with the knowledge and skills to identify, build, and collaborate with support networks—including parents, professionals, special teacher and community resources—to enhance student learning and well-being.

## PO-PSO- CO MAPPING MATRIX

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO1,PO5	PO2,PSO 2,PSO3, PSO10	Builds foundational knowledge about educational philosophy and psychology, promotes inclusive and equitable practices, supports understanding of learners' diverse needs, and aligns with inclusive education principles.
CO2	PO3,PO5	PO3,PO4, PO10	Helps in designing diverse lesson plans, addresses social justice in classrooms, enhances understanding of learners, and builds pedagogical skill to address diversity.
CO3	PO1,PO5	PO2,PO1 0	Links philosophical and policy-level understanding of education, fosters advocacy for inclusion and social equity, connects education policies with practice, and strengthens understanding of inclusive frameworks.
CO4	PO2,P03, PO4, PO5	PO3,PO4, PO5, PO10	Develops practical classroom strategies using inclusive pedagogy, supports critical teaching skills, enhances curriculum planning for diverse learners, and fosters inclusive approaches.
CO5	PO4,PO5, PO6	PO7,PO9, PO10,PO 13	Promotes collaboration and decision-making, builds commitment to inclusive values, encourages professional communication and ethics, aligns with reflective and collaborative practices , and supports inclusive school-based experience

SEMESTER PLAN (JULY-DEC 2024)

Course:

Course Title: Inclusive Education C35 Y

Unit	Topic	No. of class
1	<b>SPECIAL NEEDS AND EDUCATION</b> 1.1 Concept of special education, integrated school and inclusive education, 1.2 Need, Objectives & scope of Inclusive Education.	7
2	<b>DEFINING SPECIAL NEEDS</b> 2.1 Concepts, characteristics, classification of children with diversities- Visual Impairment (b) Hearing Impairment (c) Specific Learning Difficulties (d) Loco motor and Neuromuscular disorders (e) Mental Retardation, (f) Autism and (g) Multiple Disabilities 2.3 Facilitating an inclusive school- infrastructure and accessibility, barrier free environment (BFE), human resources, attitude to disability.	9
3	<b>POICIES AND PROVISIONS FOR INCLUSION</b> 3.1 Constitutional Provisions: The persons with Disabilities (Equal Opportunities, Protection of Rights and full Participation) Act, 1995 (PWD Act); 3.2 The Rehabilitation Council of India Act, 1992 (RCI Act; RTE Act, 2009. 3.3 National Policy- Education of Students with Disabilities in the NPE- 1986, POA- 1992, 3.4 Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009) 3.5 The role of State agencies for implementation of inclusion of CWSN.	13
4	<b>INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL</b> 4.1 School's readiness for addressing learning difficulties 4.2 Technological advancement and its application-ICT, adaptive and assisted devices, equipments and other technologies for different disabilities 4.3 Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multi-sensory teaching etc. 4.6 Supportive strategies required for meeting special needs in the classroom special teacher, speech therapist, physiotherapist, occupational therapist, and counselor.	13
5	<b>DEVELOPING SUPPORT NETWORKS</b> 5.1 Addressing social climate of the classroom 5.2 Developing partnership in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners- developing positive relationships between school and home 5.4 Involving external agencies for networking- setting up appropriate forms of communication with professionals and para – professionals	8
		50

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(Dept. of Teacher Education)  
Chimoukedima : Nagaland

AMENLA JANIR  
27/07/24

### Lesson Plan

AMEN/A-JAMIR

### III

COURSE 10

1. Concept of special education, integrated school & inclusive education.
2. Needs, objectives & scope of inclusive education.

Lesson Topic  
SPECIAL NEEDS &  
EDUCATION

Desired Outcome	To enable student teachers to understand the concept of inclusive education and the diverse needs of students with disabilities
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Class test
Lesson Duration	21 <sup>st</sup> JULY - 24 <sup>th</sup> JULY

ORMAT-2

# Lesson Plan

Teacher: AMENLA JAMIR  
Semester: III  
Paper: COURSE 10

Lesson Topic	1. CONCEPTS, CHARACTERISTICS, CLASSIFICATION OF CHILDREN WITH DIVERSITIES - VISUAL & HEARING IMPAIRMENT, LEARNING DIFFICULTIES, LOCOMOTOR & NEUROMUSCULAR DISORDERS, MENTAL RETARDATION, AUTISM & MULTIPLE DISABILITIES. 2. FACILITATING AN INCLUSIVE SCHOOL - INFORMATIONAL & ACCESSIBILITY, BARRIER FREE ENVIRONMENT
Desired Outcome	TO enable student teachers to identify different types of learner diversities and understand how to support the needs of all the children
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Facilitating an inclusive school
Lesson Duration	1 <sup>st</sup> AUG - 12 <sup>th</sup> AUG

*(Signature)*

ORMAT-2

# Lesson Plan

Teacher: AMENLA JAMIR  
Semester: III  
Paper: COURSE 10

Lesson Topic	1. Constitutional Provisions - PWD Act 1995, RTE 1992, RTE 2009, NPE 1986, POA 1992 2. IDEA 2004 3. The role of state agencies for implementation of inclusion of CWSN
Desired Outcome	TO enable student teachers to understand key policies and provisions that support the needs of all children
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Class test
Lesson Duration	13 <sup>th</sup> AUG - 24 <sup>th</sup> AUG

*(Signature)*



Teacher: AMENLA JAMIR

Semester: III

Paper: COURSE 10

Lesson Topic INCLUSIVE PRACTICES IN CLASSROOM FOR ALL	1. School's readiness for addressing learning disabilities. 2. Technological advancement & its application. 3. Pedagogical strategies to respond to individual needs of students. 4. Supportive services required for meeting special needs in the classroom
Desired Outcome	To enable student teachers to design and implement inclusive teaching strategies that accommodate the diverse learning needs, background and abilities of all the students
Teaching Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Presentation
Lesson Duration	1 <sup>st</sup> Sept - 11 <sup>th</sup> Sept

Lesson Plan

Teacher: AMENLA JANIR

Semester: III

Paper: COURSE 10

Lesson Topic	1. Addressing Social Climate of the Classroom. 2. Developing Partnership in teaching 3. Involving external agencies for networking.
Desired Outcome	To equip student teachers with the knowledge and skills to identify build and collaborate with support network
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Presentation
Lesson Duration	15 <sup>th</sup> Sept - 20 <sup>th</sup> Sept



**Course title: Reading and Reflecting on texts (July to December 2024 )**

**Course code: EPC-4**

**Semester:3**

### **Course Outcome (CO)**

CO1: Demonstrate the ability to comprehend and interpret different types of texts (fiction, non-fiction, educational writings) by identifying key ideas, themes, and perspectives.

CO2: Apply appropriate reading strategies such as skimming, scanning, intensive, and extensive reading to locate, extract, and organize information from diverse sources.

CO3: Analyse the structure and logic of arguments in texts by identifying main ideas, supporting details, connectors, and logical sequences.

CO4: Reflect critically on texts by relating them to personal experiences, educational contexts, and socio-cultural settings, and express informed opinions through written responses.

CO5: Collaboratively research, organize, and present subject-based topics using reference texts, demonstrating original thinking and effective communication.

### **PO-PSO-CO mapping matrix**

<b>Course Outcome (CO)</b>	<b>Mapped PO(s)</b>	<b>Mapped PSO(s)</b>	<b>Justification</b>
CO1:	PO1,PO2, PO4	PSO1, PSO2	CO1 is about comprehension and interpreting texts from multiple disciplines, directly relating to the foundational and interdisciplinary knowledge emphasized in PO1 and PO2 as well as reflective thinking in PO4.
CO2	PO2, PO3, PO5	PSO1, PSO2	CO2 focuses on applying reading strategies and skills, reflecting PO2's emphasis on using media and ICT, PO3's lesson planning and PO5's professional skills, linking to PSO1 and PSO2 for subject specific instructional approaches
CO3	PO4, PO5,PO6	PSO1, PSO2	CO3 is about analyzing and evaluating ideas and texts reflected in PO4's critical thinking, PO5's Professional skills and PO6 communication, as well as PSO1 and PSO2 for deeper critical and interdisciplinary analysis.
CO4	PO3, PO4,PO5	PSO1, PSO2	CO4 requires the ability to critically synthesize information, supported by PO3 (lesson Development), PO4 (critical reflection) and PO5 and is relevant to PSO1 and PSO2 for cross disciplinary synthesis
CO5	PO6	PSO1, PSO2	CO5 is about effective communication mapping directly to PO6 (communication and the ability to present / express ideas fluently as emphasized in PSO1 and PSO2

General Lesson Plan for the Academic Session ( Aug - Dec 2024 )  
 Course Name: EPC-4 Reading and Reflecting on texts (50 marks)  
 Subject Code: EPC-4  
 Semester: 3rd Semester  
 Name of Teacher: Dr. Kehanina Zhungu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Engaging with variety of text.	Types of text: 1. Fiction: Prose, Poetry and Drama 2. Non-fiction: Descriptive, Expository, Narrative etc.	7
2	Reflecting Preparing Reading text.	Reading styles - skimming, scanning, intensive, extensive	5
3	Developing Reading Strategies	Reading strategy - meaning, characteristics, implication, organisation of text, method of presentation of information in a passage, main idea	6
4	Reflective Reading on subject related, Referential.	Select a topic with reference and presentation	12
5	Reflective Reading on educational writing	Selected text from popular educational writing and present the argument and responses	7
			37

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Teacher: Dr. Kehanina Zhungu  
 Semester: 3rd Semester  
 Paper: EPC-4

Lesson Topic	Unit-1 Engaging with variety of text. Types of text: I. Fiction: Prose, Poetry and Drama II. Non-fiction: Descriptive, Expository, Narrative, Argumentative, & Instructive.
Desired Outcome	To enable the learners to read and respond to variety of texts.
Teaching / Learning Method	Activity.
Materials Needed	English textbooks of Secondary Schools.
Assignment / Follow Up	Rewriting a passage in a different type of text. Rewriting a story from the point of view of one of the character
Lesson Duration	7 class 30 <sup>th</sup> - 10 Aug

Signature

Teacher: Dr. Kehanina Zhungu  
 Semester: 3rd Semester  
 Paper: EPC-4

Lesson Topic	Unit-2 Reflecting/ preparing Reading text Reading styles: skimming, scanning, intensive, extensive.
Desired Outcome	Become conscious of their own thinking process as they grapple with diverse texts.
Teaching / Learning Method	Activity.
Materials Needed	
Assignment / Follow Up	Activity: 1. Using Reading styles, extract information from given texts/ passages. 2. Reading charts, tables, graphs etc and converting it into text.
Lesson Duration	5 class 12 - 20 Aug

Signature

Teacher: Dr. Kehanina Zhungu  
 Semester: 3rd Semester  
 Paper: EPC-4

Lesson Topic	Unit-3 Developing Reading strategies Reading strategy: meaning, characteristics, implication. organisation of the text, method of presentation of information in a passage, main idea, supporting details, sequencing, comparison, logical sequence.
Desired Outcome	Reflect on the texts that they read in the context of both the text and one's own experience. Present arguments and interpretations.
Teaching / Learning Method	Activities
Materials Needed	
Assignment / Follow Up	Using the different reading strategies write a summary/ extract main points from the work of great writers.
Lesson Duration	6 class (21 - 6 Sep)

Signature

Teacher: Dr. Letchmina Zhongy  
Semester: 3<sup>rd</sup> Semester  
Paper: 2PC-4

Lesson Plan

Lesson Topic	Unit-W Reflective Reading on Subject Related Reference Books.
Desired Outcome	Present arguments & interpretations of the text used. Make conjectures and offers justification for the text.
Teaching / Learning Method	Activity
Activity Materials Needed	Steps: 1. Selecting a topic for research and articulating guiding questions 2. Searching & locating reference books
Assignment / Follow Up	3. Scanning skimming & extracting relevant information from book & 4. collating notes.
Lesson Duration	12 classes. 9 - 24 Sep

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Teacher: Dr. Letchmina Zhongy  
Semester: 3<sup>rd</sup> Semester  
Paper: 2PC-4

Lesson Plan

Lesson Topic	Unit-W Reflective Reading on Educational writings.
Desired Outcome	Appreciation that different kinds of writings are used to communicate ideas in different context.
Teaching / Learning Method	Activity
Activity Materials Needed	Steps: 1. Reading for discerning the themes & argument. 2. Analyse the structures of the text 3. Discussion of the theme, sharing responses and point of view. 4. Writing a response paper. 5. Presentations of selected papers, questions and answers.
Assignment / Follow Up	
Lesson Duration	7 day 20 Sep 3 <sup>rd</sup> - 24 Oct

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**Academic Session: January to June 2025**

2<sup>nd</sup> Semester

<b>Course No</b>	<b>Title of the Paper</b>	<b>External</b>	<b>Internal</b>	<b>Total</b>
<b>Course 5</b>	<b>Assessment for Learning</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>Course 6</b>	<b>Learning and Teaching</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>Course 7i</b>	<b>Pedagogy of school subject (Major- Select any 1)</b> i.Pedagogy of Teaching English I ii. Pedagogy of teaching SS I iii.Pedagogy of Teaching MathematicsI iv.Pedagogy of Teaching Science I	<b>70</b>	<b>30</b>	<b>100</b>
<b>Course 7ii</b>	<b>Pedagogy of school subject (Minor- Select any 1)</b> i.Pedagogy of Teaching English I ii. Pedagogy of teaching SS I iii.Pedagogy of Teaching MathematicsI iv.Pedagogy of Teaching Science I	<b>70</b>	<b>30</b>	<b>100</b>
<b>EPC 3</b>	<b>Drama and Art in Education</b>	<b>35</b>	<b>15</b>	<b>50</b>
	<b>Internship (Micro Teaching Practice)</b>		<b>50</b>	<b>50</b>
	<b>Total</b>	<b>315</b>	<b>185</b>	<b>500</b>

**COURSE TITLE: ASSESSMENT FOR LEARNING (Jan -Jun 2025)**

**COURSE CODE: 5 (100 M)**

**SEMESTER: II**

**Programme Outcomes (POs)**

**COURSE OUTCOMES (COs)**

<b>CO Code</b>	<b>Course Outcome Statement</b>
<b>CO1</b>	To enable student-teacher to understand the key concepts of Assessment and Evaluation and its types in Education with reference to constructivist perspectives.
<b>CO2</b>	To enable student-teacher to gain knowledge to design, use subject-specific assessment strategies and tools to effectively evaluate student's learning.

CO3	To equip student-teacher to develop competencies in designing and implementing appropriate assessment tools to meet diverse needs of the students and enhance the teaching learning process
CO4	To enable student-teacher to develop skills to provide constructive feedback and prepare a comprehensive students profile to communicate effectively with the learners and stakeholders.
CO5	To enable student teachers to understand and develop the ability to assess students with special needs and the impact of parent and teacher on inclusive education.

### P0-PSO-CO Mapping Matrix

COURSE OUTCOME(CO)	Mapped Pos	Mapped PSOs	Justification
CO1	PO1, PO2, PO4	PSO2, PSO6	Understanding assessment concepts and knowledge, application of modern teaching strategies and critical thinking skills and the integration of technology in assessments.
CO2	PO3, PO5	PSO5, PSO6	Designing subject-specific assessments, understanding diverse learner needs, and aligning with curriculum development and ICT integration.
CO3	PO2, PO4, PO5	PSO3, PSO5	Developing competencies in assessment tools using modern teaching strategies, professional decision-making (PO4), and understanding diverse learner needs, while enhancing student learning outcomes
CO4	PO4, PO6	PSO9, PSO11	Providing constructive feedback, develops professional decision-making, communication skills, and enhances communication and leadership abilities, fostering lifelong learning habits.
CO5	PO5, PO6	PSO10, PSO11	Assessing students with special needs by developing awareness of inclusive education, professional ethics, and promotes gender equality and social justice, supporting continuous professional development.

MOUNT MARY COLLEGE

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

Course Name: ASSESSMENT FOR LEARNING (100 MARKS)

Subject Code: COURSE 5

Semester: II

Name of Teacher: AMENLA JAMIR

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>	<u>OVERVIEW OF ASSESS- MENT AND EVALUATION</u>	1. Concept of assessment, test, evaluation, examination. 2. Types of evaluation. 3. Grading 4. Critical review of current evaluation Practices	<u>13</u>
<u>II</u>	<u>ASSESSMENT IN SCHOOL OF SUBJECT BASED LEARNING</u>	1. Assessment tools. 2. Kinds of tasks 3. Assessment tools. 4. Self & Peer assessment. 5. Constructing Portfolio	<u>15</u>
<u>III</u>	<u>TEACHERS COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS</u>	1. Evolving suitable criteria for assessment. 2. Multiple Intelligence assessment. 3. Psycho-social dimensions of assessment.	<u>12</u>
<u>IV</u>	<u>FEEDBACK &amp; REPORTING</u>	1. Types of feedback 2. Developing and maintaining a comprehensive learning profile 3. Purpose of reporting	<u>10</u>
<u>V</u>	<u>ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS</u>	1. Concept of students with special needs 2. Types of disability 3. Assessment of attitude of teachers / Parents	<u>15</u>

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HP

HP  
17/1/25

RMAT-2

### Lesson Plan

Teacher: AMENLA JAMIR  
Semester: II  
Period: COURSE 5

Lesson Topic <u>Overview of assessment &amp; evaluation</u>	1. Concept of assessment, evaluation, test & examination. 2. Types of evaluation 3. Grading (Absolute / Relative) 4. Critical review of current evaluation Practices 5. Assessment & evaluation of learning in different Philosophical Perspectives, with reference to Constructive Perspectives
Desired Outcome	To enable student teachers to understand the key concepts of assessment & evaluation & its types in education with reference to Constructivist Perspectives.
Teaching / Learning Method	<u>Lecture / Discussion / Presentation</u>
Materials Needed	<u>Printed materials</u>
Assignment / Follow Up	*Critical review of current evaluation Practices *Presentation
Lesson Duration	<u>20th Jan - 5th Feb</u>

HP  
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Changanassery, Palakkad

FORMAT-1

Lesson Plan

Teacher: AMENZA JAMIR  
Semester: II  
Paper: COURSE 5

Lesson Topic Assessment in Process, & Subject Based Learning	1. Assessment tools 2. Kinds of tests 3. Kinds of tests & their construction 4. Self-assessment & Peer assessment 5. Constructing Portfolios 6. Enhancing notions of subject base learning in a constructivist perspective
Desired Outcome	To enable student-teachers to gain knowledge to design, use subject based specific assessment strategies and tools to effectively evaluate students learning
Teaching / Learning Method	Lecture / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Presentation / class test
Lesson Duration	6 <sup>th</sup> Feb - 27 <sup>th</sup> Feb

Approved by  
Chairman/Head of Department

FORMAT-2

Lesson Plan

Teacher: AMENZA JAMIR  
Semester: II  
Paper: COURSE 5

Lesson Topic TEACHER COMPETEN- CIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS	1. Evolving suitable criteria of assessment 2. Visualizing appropriate assessment tools for specific context, content & students 3. Multiple intelligence assessment 4. Psycho-social dimensions of assessment 5. Contemporary trends in education
Desired Outcome	To equip student teachers to develop competencies in designing and implementing appropriate assessment tools to meet diverse needs of the students & enhance the learning process
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Class test
Lesson Duration	28 <sup>th</sup> Feb - 15 <sup>th</sup> March

Approved by  
Chairman/Head of Department

Lesson Plan

Teacher..... AMENLA JAMIR.....  
Semester..... II.....  
Paper..... COURSE 5.....

Lesson Topic FEEDBACK & REPORTING	1. Use of assessment for feedback 2. Types of teacher feedback 3. Developing & maintaining a comprehensive learner profile 4. Purpose of reporting
Desired Outcome	To enable student teachers to develop skills to provide constructive feedback & prepare a comprehensive students profile to communicate effectively with the learners and stakeholders.
Teaching / Learning Method	Lecture / Discussion
Materials Needed	Printed materials
Assignment / Follow Up	Purpose of reporting
Lesson Duration	16 <sup>th</sup> March - 20 <sup>th</sup> March

Signature  
Amenla Jamir  
Address: Madras



URMA F-2  
 Name: AMENLA JAMIR  
 Semester: II  
 Paper: COURSE 5

# Lesson Plan

Lesson Topic Assessment of student with special needs	1. Concept of students with special needs. 2. Types of disabilities 3. Notions of failures & disabilities 4. Informal & formal assessment. 5. Assessment of attitude of teachers/ Parents. 6. Assessment of children to know their profile
Desired Outcome	To enable student teachers to understand & develop the ability to assess students with special needs & the impact of teachers & teachers on inclusive education
Teaching / Learning Method	Lecture / Discussion / Presentation
Materials Needed	Printed materials
Assignment / Follow Up	Presentation
Lesson Duration	1st April - 17th April

## Course 6

### Course -6 ( Learning & Teaching)

#### Course outcomes ( COs)

CO1 - Describe Psychological Principles of Teaching

CO2 - Develop skills for facilitating Learning and Teaching

CO3 - Understand Learning in and out schools

CO4 - Understand Theoretical perspectives of Learning.

CO5 - Understand Concept of Teaching and Learning.

CO-PO- PSO mapping matrix

Course Outcomes ( COs)	Mapped POs	Mapped PSOs	Justification
CO1	PO1	PSO2	Develop understanding of the Psychological Principles of Teaching
CO2	PO1	PSO2	Develops skills for facilitating Teaching and Learning
CO3	PO1	PSO3	Supports Understanding of Learners in and outside schools
CO4	PO1, PO3	PSO3	Develops understanding of the the learners and design curriculum accordingly
CO5	PO2	PSO3	Supports detail understanding of Teaching and Learning.

**Course -6 ( Learning & Teaching) ( January- June )****Course outcomes ( COs)**

CO1 - Describe Psychological Principles of Teaching

CO2 - Develop skills for facilitating Learning and Teaching

CO3 - Understand Learning in and out schools

CO4 - Understand Theoretical perspectives of Learning.

CO5 - Understand Concept of Teaching and Learning.

**CO-PO- PSO mapping matrix**

Course Outcomes ( COs)	Mapped POs	Mapped PSOs	Justification
CO1	PO1	PSO2	Develop understanding of the Psychological Principles of Teaching
CO2	PO1	PSO2	Develops skills for facilitating Teaching and Learning
CO3	PO1	PSO3	Supports Understanding of Learners in and outside schools
CO4	PO1, PO3	PSO3	Develops understanding of the the learners and design curriculum accordingly
CO5	PO2	PSO3	Supports detail understanding of Teaching and Learning.

BRMAT-2 Lesson Plan  
 Teacher: Dofina Das  
 Semester: 2  
 Paper: C-6

Lesson Topic	Psychological principles of Teaching, Theories of learning
Desired Outcome	Understand Psychological principles of Teaching and Theories of learning.
Teaching / Learning Method	Lecture, Discussion and Method.
Materials Needed	Books, articles, Research papers, etc.
Assignment / Follow Up	Referency of Theories of learning
Lesson Duration	6 x 50 = 300 minutes

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BRMAT-2 Lesson Plan  
 Teacher: Dofina Das  
 Semester: 2  
 Paper: C-6

Lesson Topic	Domains of Learning
Desired Outcome	Understand, define and discuss Domains of learning
Teaching / Learning Method	Lecture Demonstration, method, Inductive, Deductive method.
Materials Needed	Books, Boards articles, Research papers
Assignment / Follow Up	Define and elaborate the various domains of learning
Lesson Duration	50 x 8 = 400 minutes

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 Chumoukedima : Nagaland

BRMAT-2 Lesson Plan  
 Teacher: Dofina Das  
 Semester: 2  
 Paper: C-6

Lesson Topic	Teaching & Learning
Desired Outcome	Understand and define Teaching and Learning Identify differences between Teaching and Learning
Teaching / Learning Method	Lecture, Discussion
Materials Needed	Books, board, articles, projectors
Assignment / Follow Up	Identifying differences in teaching and learning
Lesson Duration	6 x 50 = 300 minutes

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BRMAT-1 MOUNT MARY COLLEGE  
 General Lesson Plan for the Academic Session (Jan - June 2023)  
 Course Name: Learning and Teaching  
 Subject Code: 06  
 Semester: 02  
 Name of Teacher: Dofina Das

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	I, II	Teaching - Meaning and difference, aspects of Teaching & Learning	6
2	III, IV	Psychological Principles of Teaching, Theories of Learning	6
3	V, VI	Domains of Learning	8
4	VII, VIII	Factors influencing Teaching & Learning	2
5	IX, X	Mental health and its impact on Teaching and Learning	5

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Signature  
 Dofina Das



ORMAT-2 Lesson Plan

Teacher: Dipena Das

Semester: II

Paper: C-6

Lesson Topic	Factors influencing Teaching and Learning
Desired Outcome	Identifying the factors that influence Teaching and Learning
Teaching / Learning Method	Lecture, demonstration and discussion method
Materials Needed	Books, Research articles, Board
Assignment / Follow Up	Identify the home, school and learner related factors affecting Teaching and Learning
Lesson Duration	5 x 50 = 250 minutes

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ORMAT-2 Lesson Plan

Teacher: Mabel Healle

Semester: II

Paper: C-6

Lesson Topic	Mental Health
Desired Outcome	Impact of mental Health on learners and teachers
Teaching / Learning Method	Discussion, lecture method
Materials Needed	Books, articles, Board, Research paper, Smart Board
Assignment / Follow Up	Research on mental health awareness
Lesson Duration	5 x 50 = 250 minutes

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Course Title: Pedagogy of Teaching English I (New course) January-June 2025

Course Code: 7(i) i 100 marks.

Semester: 2<sup>nd</sup> Semester

## COURSE OUTCOMES

- Understand the concept of language pedagogy. Distinguish the multi-cultural classroom through language teaching. Assimilate the importance of language mentioned in the constitutional amendments.
- List out the position of English in India. Illustrate on the importance of English as a global and link language. Analyze the status and function of English in India.



8. Understand the bases of theories of language acquisition and language learning. Apply theoretical principles to classroom. Recognize common errors and difficulties in learning English among school students. Design strategies to address language difficulties based on the learners needs.
9. Develop an understanding of the nature of language system its pattern and its structures of sounds. Analyze how different forms of transcription influences the school students of rural and urban society.
10. Plan and conduct activities to develop language skills. Integrate sub-skills in communicative and meaningful contexts.

**PO-PSO-CO MAPPING MATRIX**

<b>Course Outcome (CO)</b>	<b>Mapped Pos</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1:	PO1, PO5	PSO2, PSO3, PSO10	Address foundational knowledge including multilingualism. Ensure social justice and inclusion in classrooms. Highlights understanding diverse learners.
CO2:	PO1, PO2	PSO1, PSO2	Emphasize the sociolinguistic context of education. Promote pedagogical applications of subject knowledge.
CO3:	PO1, PO3, PO4	PSO1, PSO3, PSO4	This CO links theory to practice emphasize teaching skills and strategy design. Targets learner-centered approaches.
CO4:	PO1, PO5	PSO1, PSO3, PSO10	Cover subject content, while highlight the inclusive aspect of addressing diverse language backgrounds.
CO5:	PO2, PO3, PO4	PSO1, PSO4, PSO6, PSO12	Relate to lesson planning and skill development. Promote 21st-century teaching strategies using ICT. Ensures creative and engaging methods.

Teacher Semester Paper	Principles II Course 7 (C)	Lesson Plan
Lesson Topic	Role of the English Language in India	<ul style="list-style-type: none"> <li>English as a colonial language</li> <li>English in Post-colonial times</li> <li>English as a language of knowledge</li> <li>Position of English as a second language in India</li> <li>English as a link language in an global context</li> <li>Challenges of teaching and learning English</li> </ul>
Desired Outcome		<ul style="list-style-type: none"> <li>Get out the position of English in India</li> <li>Illustrate the importance of English as a Global and link language</li> <li>Analyse the status and function of English in India</li> </ul>
Teaching / Learning Method		Lecture / Discussion
Materials Needed		Printed text
Assignment / Follow Up		* Interview with the English teachers by your community to get out the challenges faced by them as an English teacher.
Lesson Duration		7 <sup>th</sup> February to 26 <sup>th</sup> February

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Teacher Semester Paper	Principles II Course 7 (C)	Lesson Plan
Lesson Topic	Class to learn of language	<ul style="list-style-type: none"> <li>Philosophical, social &amp; linguistic basis of language</li> <li>Language Acquisition and language learning</li> <li>Approaches to language learning - structural, cognitive and constructivist</li> <li>Approaches to language learning - structural, cognitive and constructivist</li> <li>Approaches to language learning - structural, cognitive and constructivist</li> </ul>
Desired Outcome		<ul style="list-style-type: none"> <li>Understand the basis of language acquisition and language learning</li> <li>Apply theoretical principles to classroom</li> <li>Recognise common errors and difficulties in learning English among school students</li> <li>Design strategies to address language difficulties faced in learning English</li> </ul>
Teaching / Learning Method		Lecture / Discussion
Materials Needed		Printed text
Assignment / Follow Up		Design the strategy to enhance the teaching methods in an English Classroom.
Lesson Duration		27 <sup>th</sup> February to 25 <sup>th</sup> March

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Teacher Semester Paper	Principles II Course 7 (C)	Lesson Plan
Lesson Topic	Characteristics of Language in context	<ul style="list-style-type: none"> <li>Concept of preparation of grammar of vocabulary</li> <li>Reading, speaking, reading of writing skills (L2)</li> <li>Reading, speaking, reading of writing skills (L2)</li> <li>Reading, speaking, reading of writing skills (L2)</li> </ul>
Desired Outcome		<ul style="list-style-type: none"> <li>Plan and conduct activities to develop listening, speaking, reading and writing skills</li> <li>Integrate sub-skills in communicative and meaningful contexts</li> </ul>
Teaching / Learning Method		Lecture / Discussion
Materials Needed		Printed text
Assignment / Follow Up		<ul style="list-style-type: none"> <li>Sub-skills of language, skills</li> <li>conduct an activity for enhancing vocabulary games</li> </ul>
Lesson Duration		17 <sup>th</sup> April to 9 <sup>th</sup> May

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Teacher Semester Paper	Principles II Course 7 (C)	Lesson Plan
Lesson Topic	Language in context	<ul style="list-style-type: none"> <li>Concept and importance of pedagogy of language</li> <li>Reading, speaking, reading of writing skills (L2)</li> <li>Reading, speaking, reading of writing skills (L2)</li> <li>Reading, speaking, reading of writing skills (L2)</li> </ul>
Desired Outcome		<ul style="list-style-type: none"> <li>Understand the concept of language pedagogy</li> <li>Appreciate the importance of language in communication</li> <li>Appreciate the importance of language in communication</li> </ul>
Teaching / Learning Method		Lecture / Discussion
Materials Needed		Printed text
Assignment / Follow Up		Language in Relation to
Lesson Duration		21 <sup>st</sup> January to 6 <sup>th</sup> February

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CO3	The students will be able to understand issues and challenges in the teaching and learning of social sciences such as preconception, misconception, lack of professional preparation, inadequate resources, students' apathy and curriculum outdatedness in the local context for teaching-learning of social sciences.
CO4	The students will be able to understand the principles of curriculum, the approaches and co-curriculum aspects of curriculum in enriching the teaching learning process.
CO5	The students will be able to understand various learning resources in social sciences including textbook, workbooks, libraries, laboratories, community and environmental resources and digital tools and recognize the essential qualities of an effective social Sciences teacher.

#### PO-PSO-CO Mapping Matrix Justification

CO Code	Mapped POs	Mapped Pos	Justification
CO1	PO1, PO3, PO4	PSO1, PSO2, PSO5	Establishes foundational disciplinary knowledge aligns with curriculum and policy frameworks and enhances critical thinking and curriculum awareness
CO2	PO1, PO2, PO5	PSO2, PSO3, PSO10	Incorporates educational psychology, effective teaching strategies, learner-centered and inclusive approaches and reflects educational policy relevance
CO3	PO4, PO5	PSO3, PSO5, PSO10	Encourages reflective teaching, awareness of inclusive and contextual teaching challenges, and curriculum design improvements
CO4	PO3, PO4	PSO5, PSO13	Focuses on curriculum development, enriches professional practice with integrated and experiential learning.
CO5	PO2, PO6	PSO6, PSO9	Promotes ICT and digital integration in teaching, highlights communication, collaboration, and resource utilization skills



ORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ( Jan - June 2025 )

Course Name: Pedagogy of Teaching Social Sciences - I

Subject Code: Course 701 (III)

Semester: 2nd

Name of Teacher: Kharyale Mogh

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Conceptual Framework	- Concept of Social sciences as distinguished from Social Studies - Aims & objectives of teaching Social sciences as per NCF-2005 and NEP-2020 - Core components of social sciences and their relationship - Behaviourism, cognitivism & constructivism	16
2	Perspective of Teaching Social sciences	- Bloom's Taxonomy - Socio-cultural context of learning - Critical pedagogy of social sciences	14
3	Issues and problems in Social sciences teaching-learning	- Preconceptions & Misconceptions of teaching - Professional Preparation of Teachers in Social sciences - Learning resources and facilities - Apathy towards the subject - Recent developments & obsolescence of curriculum	14
4	Social sciences Curriculum: Approaches & Aspects	- Principles of curriculum construction - Spiral, concentric, compilation, specialized, disciplinary and integrated/thematic approaches - Co-curricular aspects of curriculum	14
5	Learning Resources in Social sciences	- Social Sciences Textbooks & work-books - Libraries and Laboratories - Community and Environmental Resources - Social sciences teacher - qualitative & quantitative - Application of ICT in Social sciences	13

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H.P.  
16/1/25

16/1  
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(Dept. of Teacher Education)  
Chimkaidima - Nagaland

Signature  
Kharyale Mogh

ORMAT-2

Lesson Plan

Teacher: Kharyale Mogh

Semester: 2nd

Paper: Course 701 (III)

Unit's Lesson Topic Conceptual Framework	- Concept of Social sciences as distinguished from Social studies. - Aims and objectives of teaching social sciences as per NCF-2005 and NEP-2020. - Core components of social sciences - History, Political science, Economics and Geography and the inter-relationship between them.
Desired Outcome	The student will be able to understand the concept of social sciences as distinguished from social studies, explain the aims and objectives of teaching social sciences as outlined in NCF-2005 & NEP-2020, and identify the core components of social sciences and the inter-relationship between them.
Teaching / Learning Method	Lecture cum Discussion
Materials Needed	Printed material, articles
Assignment / Follow Up	class test
Lesson Duration	20th Jan - 5th Feb

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ORMAT-2

Lesson Plan

Teacher: Kharyale Mogh

Semester: 2nd

Paper: Course 701 (III)

Unit's Lesson Topic Perspective of Teaching Social sciences	- Behaviourism, cognitivism and constructivism-based units - Formulation of objectives based on Bloom's Taxonomy - Socio-cultural context of learning; social construction of knowledge in reference to Indian knowledge system and its relevance to social sciences teaching as per NEP-2020 - Critical pedagogy of social sciences teaching.
Desired Outcome	The student will be able to understand the major learning theories, apply Bloom's Taxonomy in framing learning objectives and critically analyse the socio-cultural context of learning with reference to the Indian knowledge system as per NEP-2020 and understand the relevance of critical pedagogy in teaching social sciences
Teaching / Learning Method	Lecture, Discussion, Presentation
Materials Needed	Printed material, articles
Assignment / Follow Up	- conduct class activity to frame/formulate objectives based on Bloom's Taxonomy. - Presentation
Lesson Duration	6th Feb - 21st Feb

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ORMAT-2

Lesson Plan

Teacher: Kharyale Mogh

Semester: 2nd

Paper: Course 701 (III)

Unit's Lesson Topic Issues and problems in Social sciences teaching-learning	- Pre conceptions and Misconceptions about social sciences in reference to the local context. - Professional Preparation of Teachers in social sciences - Issues and problems regarding Learning Resources & facilities of teaching social sciences - Apathy towards the subject - Recent developments and obsolescence of curriculum.
Desired Outcome	The students will be able to understand key issues and challenges in the teaching and learning of social sciences such as pre conception, misconceptions, lack of professional preparation, inadequate resources, student apathy and curriculum obsolescence in the local context for teaching-learning of social sciences.
Teaching / Learning Method	Lecture, Discussion, Assignment, Presentation
Materials Needed	Printed material, articles
Assignment / Follow Up	- Professional preparation of teachers in social sciences - Apathy towards the subject - Presentation
Lesson Duration	24 March - 7th March

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SMAT-2

Lesson Plan

Teacher: Khanyale Magh

Semester: 2nd

Paper: Course 7011

Unit/Lesson Topic Social Science Curriculum: Approaches and Aspects	<ul style="list-style-type: none"> <li>Principles of curriculum construction to social sciences</li> <li>Spiral, contrastive, correlation, specialized/disciplinary</li> <li>Integrated/Thematic Approaches</li> <li>Co-curricular aspects of curriculum - morning assembly, exhibition, social service club, field trips, surveys, Nature watch, social surveillance, community service, exchange programmes, etc.</li> </ul>
Desired Outcome	The student will be able to understand the principles of curriculum, the approaches and co-curricular aspects of curriculum in enriching the teaching learning process.
Teaching / Learning Method	Lecture, Discussion, Presentation
Materials Needed	Printed material, articles
Assignment / Follow Up	<ul style="list-style-type: none"> <li>club Activity: on Nature watch</li> <li>conduct a Nature watch and submission of field journal Report.</li> <li>Presentation</li> </ul>
Lesson Duration	16th March - 21st March

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SMAT-2

Lesson Plan

Teacher: Khanyale Magh

Semester: 2nd

Paper: Course 7011

Unit/Lesson Topic Learning Resources in Social Science	<ul style="list-style-type: none"> <li>Social Science textbook and work-book; necessary qualities and characteristics</li> <li>Social sciences libraries and Laboratories</li> <li>community &amp; environment resources</li> <li>Social science teacher - qualities &amp; characteristics</li> <li>Application of ICT in Social Science (OER, LMS, websites and blogs).</li> </ul>
Desired Outcome	The student will be able to understand various learning resources in social sciences including textbook, workbooks, libraries, laboratories, community & environmental resources and digital tools and recognize the essential qualities of an effective social science teacher.
Teaching / Learning Method	Lecture, Discussion, Assignment & Presentation
Materials Needed	Printed material, articles
Assignment / Follow Up	<ul style="list-style-type: none"> <li>Digital tools such as OER, LMS, websites and blogs</li> <li>Presentation</li> </ul>
Lesson Duration	22nd April - 2nd May

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# Maths

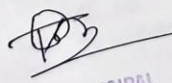
FORMAT – 1

## MOUNT MARY COLLEGE

General lesson plan for academic session - (January – June 2025)

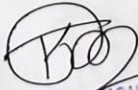
Course name : Pedagogy of teaching Mathematics – I  
 Subject code : 7(ii) iv  
 Semester : 2<sup>nd</sup> semester  
 Name of teacher : Alemtemjen Jamir

Unit	Chapter	Content/Topics	No. of classes required (Duration)
I	NATURE AND SCOPE OF MATHEMATICS	<ul style="list-style-type: none"> <li>Meaning, nature, scope and values of mathematics.</li> <li>Building blocks of mathematics: Mathematical propositions, Proofs &amp; Types of Proofs, Truth tables, Venn diagram, Quantifiers, Necessary and sufficient conditions, Theorem.</li> <li>Aesthetic sense in mathematics.</li> <li>Contributions of mathematicians (Indian &amp; Foreign): Aryabhata, Ramanujan, Euclid, Pythagoras.</li> </ul>	14 hours/19 periods
II	AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS	<ul style="list-style-type: none"> <li>General Aims of teaching mathematics.</li> <li>Objectives of teaching mathematics – Bloom's Taxonomy.</li> <li>Difference between Aims and Objectives.</li> <li>General objectives of teaching mathematics with special reference to NCF 2005 and NEP-2020</li> </ul>	12 hours/ 16 periods

  
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III	EXPLORING LEARNERS	<ul style="list-style-type: none"> <li>• Cultivating learner's intuition.</li> <li>• Encouraging learner for Probing Questions and Raising Queries.</li> <li>• Appreciating cooperative learning among peer-group.</li> <li>• Arousing and maintaining interest in mathematics for different learners.</li> </ul>	12 hours/16 periods
IV	SCHOOL MATHEMATICS CURRICULUM	<ul style="list-style-type: none"> <li>• Curriculum: Concept, Meaning and Objectives.</li> <li>• Principles for curriculum construction.</li> <li>• Curricular choices at different stages of school mathematics education.</li> <li>• Approaches to curriculum construction in school mathematics.</li> </ul>	13 hours/17 periods
V	APPROACHES, METHODS, AND STRATEGIES OF TEACHING MATHEMATICS	<ul style="list-style-type: none"> <li>• Different approaches of teaching: Behavioristic, Cognitive and Constructivist.</li> <li>• Methods of teaching Mathematics: Lecture cum demonstration method, Inductive-Deductive method, Analytic-Synthetic method, Heuristic method, Problem solving method, Project method, Laboratory Method.</li> <li>• Strategies of Teaching Mathematics: Drill work, Home assignment, Group learning, Self-regulated study, Supervised study, Brain storming.</li> </ul>	14 hours/19 periods

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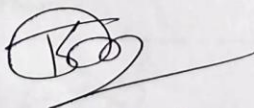
FORMAT – 2

### LESSON PLAN

Teacher : Alemtemjen Jamir  
Semester : 2<sup>nd</sup> semester (Jan to Jun 2025)  
Paper : Pedagogy of teaching mathematics – I

<b>Lesson Topic</b>	Meaning, Nature, Scope, Values Building Blocks of Mathematics Aesthetic Sense in Mathematics Contributions of Mathematicians Revision & Discussion
<b>Desired Outcomes</b>	Understand foundational concepts Identify elements of logic and structure Appreciate patterns and beauty Know key contributions of Indian & foreign scholars Integrate and reflect on learning
<b>Teaching/learning method</b>	Lecture, presentation, reflection, GD, problem-solving, activity, visual demonstration.
<b>Materials needed</b>	PPT, textbooks, charts, reference texts, etc.
<b>Assignment/follow-up</b>	Essay on different topics, book review on mathematicians, etc.
<b>Lesson duration</b>	14 hours

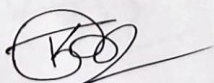
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<b>Lesson Topic</b>	General aims of teaching mathematics Bloom's taxonomy and objectives Difference between aims and objectives General objectives w.r.t. NCF & NEP Review
<b>Desired Outcomes</b>	Clarify educational purposes Frame objectives using taxonomy Distinguish between two concepts Connect to national goals
<b>Teaching/learning method</b>	Lecture, concept mapping, brainstorming, seminars, presentation, GD
<b>Materials needed</b>	PROJECTOR, NCF/NEP extracts, whiteboard, etc.
<b>Assignment/follow-up</b>	Frame 5 behavioural objectives, report writing on NEP/NCF, etc.
<b>Lesson duration</b>	12 hours

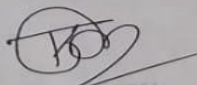
<b>Lesson Topic</b>	Learner's Intuition Probing Questions Peer group learning Interest in Math Aesthetic Activity
<b>Desired Outcomes</b>	Stimulate student intuition Develop questioning skills Promote cooperative learning Maintain motivation Promote creative application
<b>Teaching/learning method</b>	Lecture, demonstration, group work, group discussion, etc.
<b>Materials needed</b>	Math games, sample question bank, textbooks, etc.
<b>Assignment/follow-up</b>	Assignments on all the topics.
<b>Lesson duration</b>	12 hours.

  
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<b>Lesson Topic</b>	Curriculum concepts Principles of construction Curricular choices Approaches to construction Curriculum preparation
<b>Desired Outcomes</b>	Understand meaning and objectives Analyze guiding principles Differentiate levels and content Recognize various approaches
<b>Teaching/learning method</b>	Lecture, demonstration, brainstorming, group work.
<b>Materials needed</b>	Slides, projector, whiteboard, textbooks, etc
<b>Assignment/follow-up</b>	Prepare mini-curriculum
<b>Lesson duration</b>	13 hours

<b>Lesson Topic</b>	Teaching approaches Teaching methods Teaching strategies
<b>Desired Outcomes</b>	Compare educational approaches Apply various teaching methods Implement classroom strategies
<b>Teaching/learning method</b>	Comparative study, presentation, group learning, brainstorming, drill, etc
<b>Materials needed</b>	PPT, sample lessons, worksheets, etc.
<b>Assignment/follow-up</b>	Group presentation on different topics
<b>Lesson duration</b>	14 hours

  
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General Lesson Plan for the Academic Session (January,2025-June,2025)

Course Name: Pedagogy of Science-I

Subject Code: 7a(iii)

Semester: 2nd

Name of Teacher: Dr. Tarun Kumar Jana

Unit	Name of Unit	Contents/Topics	No. of Class Required (Duration)
I	NATURE AND SIGNIFICANCE OF SCIENCE	Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and NEP2020. Indian Knowledge system with special reference to science education.	18 Class
II	AIMS AND OBJECTIVES OF TEACHING SCIENCE	Meaning, Definition and Difference between Aims and Objectives. General Aims and Objectives of Teaching Science at the Elementary and Secondary Levels. Bloom's and Anderson's Taxonomy-Educational objectives and Instructional Objectives. Concept and Development of Scientific Attitude and Scientific Temper.	16 class
III	SCIENCE LEARNINGS AS A GENERATIVE PROCESS	From Behaviourism to Constructivism; Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development. ;Development of process skills in students-Basic and Advanced skills. Scientific method-Process, Advantages and limitations.	18 class
IV	ISSUES AND PROBLEMS IN TEACHING – LEARNING SCIENCE	Socio-cultural barriers-Misconceptions and superstitions in society. Problems related to- Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities; Administration; Recent issues and challenges.	16 class
V	DISCIPLINES IN SCIENCE	Branches of Science. Nature of Physics, chemistry and Biology. Issues and challenges in teaching Physics, chemistry and Biology. Group discussion on various aspects of science curriculum based on CBSE, NBSE and ICSE.	16 class

  
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Teacher: Dr. Tarun Kumar Jana

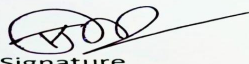
Semester: 2nd

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-I
	Definitions; Science as Product and Process; Values of studying Science as a school subject; Co-relation among disciplines of sciences; Landmarks in the history of science education; Science education as envisaged in NCF2005 and NEP2020. Indian Knowledge system with special reference to science education.
Desired Outcome	By the end of this unit, the learner will be able to: <b>Define science</b> and distinguish it as both a product and a process; <b>Recognize the educational values</b> of studying science in schools; <b>Establish interdisciplinary links</b> among branches of science. Identify key milestones in the history of science education; <b>Interpret the vision</b> of science education in NCF 2005 and NEP2020.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>18 periods in 3 week</b>

  
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Chümoukedima : Nagaland

Teacher: Dr. Tarun Kumar Jana

Semester: 2nd

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-II  Meaning, Definition and Difference between Aims and Objectives. General Aims and Objectives of Teaching Science at the Elementary and Secondary Levels. Bloom's and Anderson's Taxonomy-Educational objectives and Instructional Objectives. Concept and Development of Scientific Attitude and Scientific Temper.
Desired Outcome	By the end of this unit, the learner will be able to understand: General aims and objective of teaching science at elementary and secondary level and Development of Scientific Attitude and scientific temper; Bloom's and Anderson's Taxonomy; Educational objectives and Instructional Objectives.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 weeks</b>

  
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Chumoukedima : Nagaland

Teacher: Dr. Tarun Kumar Jana

Semester: 2nd

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-III
	From Behaviourism to Constructivism; Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development. ;Development of process skills in students-Basic and Advanced skills. Scientific method-Process, Advantages and limitations.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Explain the shift from Behaviourism to Constructivism</b> in science education; <b>Describe</b> Theory of Cognitive Constructivism-Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development; <b>Identify and differentiate basic and advanced process skills</b> in science learning; <b>Apply strategies to develop process skills</b> among students; <b>Describe the scientific method</b> , its steps, advantages, and limitations.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
	<b>18 periods in 3 weeks</b>

  
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Chümoukedima : Nagaland



Teacher: Dr. Tarun Kumar Jana

Semester: 2<sup>nd</sup>

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-IV
	Socio-cultural barriers-Misconceptions and superstitions in society. Problems related to- Professional Preparation of teachers; School curriculum at secondary level; Learning Resources and facilities; Administration; Recent issues and challenges.
Desired Outcome	After completing this unit, the student-teacher will be able to: <b>Identify and analyze socio-cultural barriers</b> such as misconceptions and superstitions affecting science learning. <b>Recognize challenges in the professional preparation of science teachers</b> and suggest improvements. <b>Evaluate issues related to the secondary school science curriculum</b> and recommend necessary reforms. <b>Assess the availability and effective use of learning resources and facilities</b> in science education.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 weeks</b>

  
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Teacher: Dr. Tarun Kumar Jana

Semester: 2<sup>nd</sup>

Paper Name: Pedagogy of Science-I

Paper No.: 7a(iii)

*Lesson Plan*

Lesson Topic	Unit-V
	Branches of Science. Nature of Physics, chemistry and Biology. Issues and challenges in teaching Physics, chemistry and Biology. Group discussion on various aspects of science curriculum based on CBSE, NBSE and ICSE.
Desired Outcome	After completing this unit, the student-teacher will be able to understand : Different branches of science; the nature of Physics, Chemistry and Biology; Issues and challenges in teaching physics, chemistry and biology; Various aspects of science curriculum based on CBSE, NBSE and ICSE.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 weeks</b>

  
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## Micro teaching

### COURSE OUTCOME (CO)

1. Designs and lesson plan for micro teaching incorporating 5 E model.
2. Demonstrate different teaching skills like skill of Introducing a lesson, Skill of reinforcement, skill of questioning, Skill of illustrating with example, skill of Stimulus variation, skill of using blackboard and Classroom management
3. Develop competency in selecting and handling appropriate Teaching support material.
4. Analyze their own and peer's teaching performance using feedback and observation.

### PO-PSO-CO MAPPING MATRIX

CO Code	Mapped POs	Mapped PSOs	Justification
CO1	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO13	Encourages pedagogical planning using modern instructional strategies like 5E model, which aligns with effective teaching practices and curriculum design.
CO2	PO2, PO4, PO6	PSO1, PSO4, PSO9, PSO13	Focuses on core micro-teaching skills essential for effective teaching, classroom engagement, and professional communication.
CO3	PO2, PO3	PSO1, PSO4, PSO6	Encourages integration of ICT and appropriate resources to enhance instruction and cater to various learning needs.
CO4	PO4, PO6	PSO7, PSO11, PSO13	Promotes reflective practice, peer learning, professional development, and ethical commitment through constructive feedback.

FORMAT-2

Lesson Plan

Jan - June 2025

Teacher... Ma'am Kainali & Miss Shukheli

Semester... 2nd

Paper... Internship [Micro Teaching Practice]

Lesson Topic	Micro Teaching is where a trainee teacher delivers a short lesson of 5-10 mins to a small group of peers or students, focusing on teaching skills in a controlled supportive environment allowing for feedback, reflection and improvement.
Desired Outcome	<ul style="list-style-type: none"><li>- Design lesson plan for Micro-teaching incorporating 5Es model</li><li>- Demonstrate different teaching skills</li><li>- Develop competencies in selecting and handling appropriate teaching support material.</li><li>- Analyse their own and peers teaching performance using feedback and observation.</li></ul>
Teaching / Learning Method	Experiential Learning/Method
Materials Needed	NCERT Textbook on Internship
Assignment / Follow Up	<ul style="list-style-type: none"><li>- Prepare Lesson Plan and TLM</li><li>- workshop on Teaching Skills.</li><li>- conduct Micro-Teaching.</li></ul>
Lesson Duration	

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4<sup>th</sup> Semester 2025

Course No	Title of the Paper	External	Internal	Total
Course 11	Optional Course (any one) i)Vocational /Work education ii)Guidance and Counselling iii)Health and Physical Education iv) Peace Education v)Fundamental of Horticulture & crop Production	70	30	100
Course12	Internship (Teaching Practice and Achievement Test)	200	100	300
	<b>Total</b>	<b>270</b>	<b>130</b>	<b>400</b>

**Course Title : Guidance and counselling**

**Course code 11(ii) [100 Marks] Jan-June 2025**

**Semester:4<sup>th</sup>**

**Course outcomes [CO]**

CO code	Course outcome Statement
CO1	The students will be able to explain the concept, need, nature and principles of guidance and counseling and understand the role of a teacher, parents, career masters, counselor for effective guidance and counseling program in school.
CO2	The students will be able to understand the concept, objectives and need for various types of guidance services and analyze its relevance in addressing the diverse needs of learners for effective academic, vocational and personal development.
CO3	The students will be able to explain the guidance services provided in schools-orientation, pupil information, counselling and occupational information services and evaluate their role in supporting students, academic, personal and career development.
CO4	The students will be able to explain the meaning and purpose of guidance services and understand the planning and organization of guidance services in schools.
CO5	The students will be able to understand various sources of collecting information, methods of classification and filling of information, apply effective techniques for dissemination of information and evaluate the role of State Vocational Bureau in supporting students career planning and development.

**PO- PSO-CO Mapping Matrix Justification**

Course Code	Mapped POs	Mapped POs	Justification
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CO1	PO1, PO4, PO5, PO6	PSO2, PSO3, PSO7, PSO8	Demonstrates foundational educational knowledge critical thinking and decision-making, ethical and collaborative roles of educators and relevance to guidance & counseling
CO2	PO1, PO3, PO5	PSO3, PSO8, PSO10	Shows understanding of learner diversity and inclusion and recognizes the educational and vocational development needs.
CO3	PO2, PO4, PO6	PSO5, PSO8, PSO9	Emphasizes teaching strategies and learner support systems, professional decision-making, career guidance relevance, and the leadership/collaborative role of educators
CO4	PO3, PO4	PSO5, PSO8, PSO13	Links to curriculum planning and implementation, practical school-based experiences, and organizational planning in real school contexts
CO5	PO2, PO6	PSO5, PSO8, PSO13	Relates to ICT integration in information handling continuous professional development and career counseling, and use of vocational services

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ( Jan - June 2025 )

Course Name: Guidance & counseling ( Jan - June 2025 )

Subject Code: course 11 (11)

Semester: 4th

Name of Teacher: Khanyale Magh

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	Guidance and counseling	- Concept of guidance & counseling - Need, nature, principles of guidance & counseling - Role of Teachers, parents, career masters and counselors.	16.
2.	Types of Guidance	- Vocational Guidance - Educational Guidance - Personal Guidance	9.
3.	Guidance Services in Schools	- orientation Service - pupil information Service - counseling Service - occupational information Service	15
4.	Organization of Guidance Service in Schools	- career Talks - career corner - career conference - career Exhibition	14
5.	Career Information	- Source of collecting information - classification and filing of information - Dissemination of information - Role of state vocational Bureau	14.

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16/1/25

Teacher: Khanyale Magh

Semester: 4th

Paper: Course 11 (11)

Unit I Guidance and counseling Lesson-Topic	- Concept of guidance and counseling - Need, nature, principles of guidance & counseling - Role of teachers, parents, career masters and counselors.
Desired Outcome	The student will be able to explain the concept, need, nature and principles of guidance & counseling and understand the role of a teachers, parents, career masters and counselors for effective guidance and counseling programme in school.
Teaching / Learning Method	Lecture, Discussion, Assignment.
Materials Needed	Printed material, articles
Assignment / Follow Up	Role of parents, teachers
Lesson Duration	20th Jan - 3rd Feb

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**Lesson Plan**

Teacher... Kharyale Magh  
 Semester... 4th  
 Paper... Course II (U)

Unit II Types of Guidance Lesson Topic	- Vocational Guidance - Educational Guidance - Personal Guidance.
Desired Outcome	The students will be able to understand the concept, objective and need for various types of guidance services and analyse their relevance in addressing the diverse needs of learners for effective academic, vocational & personal development.
Teaching / Learning Method	Lecture, Discussion, Presentation, Assignment
Materials Needed	Printed material, articles
✓ Assignment / Follow Up	- Educational Guidance. - Presentation
Lesson Duration	4th Feb - 14 Feb.

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**Lesson Plan**

Teacher... Kharyale Magh  
 Semester... 4th  
 Paper... Course II (U)

Unit III Guidance Service in School Lesson Topic	- orientation service - Pupil Information service - counseling service - occupational Information service.
Desired Outcome	The students will be able to explain the key guidance services provided in schools-orientation, pupil information, counseling and occupational information services and evaluate their role in supporting students' academic personal and career development.
Teaching / Learning Method	Lecture, Discussion, Assignment.
Materials Needed	Printed material, article.
✓ ✓ Assignment / Follow Up	- occupational Information service - orientation service - class test
Lesson Duration	17th Feb - 17th March

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FORMAT-2

Lesson Plan

Teacher... Khanyale Maph  
Semester... 4th  
Paper... Course II. (II)

Unit IV	<ul style="list-style-type: none"> <li>- career talk</li> <li>- career career</li> <li>- career conference</li> <li>- career exhibition</li> </ul>
Lesson Topic Organization of Guidance Services in schools.	
Desired Outcome	The students will be able to explain the meaning and purpose of Guidance Services in schools and understand the planning and organization of Guidance Services in schools.
Teaching / Learning Method	Lecture, Discussion, Presentation
Materials Needed	Printed material, articles
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- conduct and report on career exhibition.</li> <li>- presentation</li> </ul>
Lesson Duration	21st April - 29th April.

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FORMAT-2

Lesson Plan

Teacher... Khanyale Maph  
Semester... 4th  
Paper... Course II. (II)

Unit V	<ul style="list-style-type: none"> <li>- Source of collecting information.</li> <li>- classification and filing of information.</li> <li>- Dissemination of information</li> <li>- Role of state vocational Bureau</li> </ul>
Lesson Topic Career Information	
Desired Outcome	The students will be able to understand various sources of collecting information, method of classification and filing of information, apply effective techniques for dissemination of information and evaluate the role of state vocational Bureau in supporting students career planning & development.
Teaching / Learning Method	Lecture, Discussion, Assignment.
Materials Needed	Printed material, articles.
Assignment / Follow Up	<ul style="list-style-type: none"> <li>- Role of state vocational Bureau.</li> <li>- class test</li> </ul>
Lesson Duration	30th April - 9th May.

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## Course 11(iii)

### Health and Physical Education

#### Course Outcomes (Cos) of Health and Physical Education

Course Outcomes (Cos)	Course Outcome Statement
CO1	Upon completion of the course, students will be able to understand the fundamental concepts, principles, and objectives of health and physical education, recognizing its theoretical and practical significance in promoting holistic human development and lifelong wellness.
CO2	Students will be able to apply the knowledge of yoga as a holistic approach to achieving physical fitness, mental peace, and socio-moral development, understanding its role in fostering discipline, emotional stability, and integrated living.
CO3	Learners will gain an in-depth understanding of food and nutrition, including balanced diet planning, the physiological value of different food types, and awareness of the dangers associated with substance abuse such as alcohol, nicotine, and narcotics, thereby promoting healthy living habits.
CO4	Students will develop the ability to plan, organize, and manage physical education activities and events—such as school sports meets, team and house systems, and health and hygiene programmes—by applying sound principles of programme building and event coordination.
CO5	On successful completion, students will be capable of evaluating and assessing learners' performance in physical education, identifying issues and challenges in implementing health and physical education programmes in schools, and proposing effective solutions for their improvement.



## Mapping

CO Code	Course Outcome Statement	Mapped POs	Mapped PSOs	Justification
CO1	Understand fundamental concepts, principles, and objectives of health and physical education promoting holistic human development.	PO1, PO4, PO6	PSO1, PSO2, PSO8	This outcome builds theoretical knowledge of education (PO1), promotes professional growth (PO6), and develops understanding of educational foundations (PSO2) with vocational skill awareness (PSO8).
CO2	Apply knowledge of yoga for physical fitness, mental peace, and moral development.	PO2, PO5, PO6	PSO3, PSO6, PSO7	It integrates ICT-supported practice and wellness approaches (PO2), ensures social and emotional well-being (PO5), and fosters reflective ethical practice (PSO7).
CO3	Understand food, nutrition, and harmful effects of substance abuse to promote healthy living.	PO1, PO5, PO6	PSO2, PSO8, PSO10	This develops awareness of human health and inclusive well-being (PO5), links foundational education knowledge (PSO2), and encourages inclusive healthy practices (PSO10).
CO4	Plan and manage physical education activities and events in schools effectively.	PO2, PO3, PO4	PSO4, PSO5, PSO13	It connects planning and implementation skills (PO3), enhances pedagogical competence (PSO4), and supports school-based experiential learning (PSO13).
CO5	Evaluate learners' performance and identify challenges in implementing health and physical education programmes.	PO3, PO4, PO6	PSO5, PSO7, PSO11	It cultivates assessment and evaluation skills (PO3), encourages professional reflection (PO4), and supports continuous professional commitment (PSO11).

General Lesson Plan for the Academic Session (January,2025-June,2025)

Course Name: Health and Physical Education Subject Code: 11(iii)

Semester: 4<sup>th</sup>

Name of Teacher: Dr. Tarun Kumar Jana

Unit	Name of Unit	Contents/Topics	No. of Class Required (Duration)
I	CONCEPT OF PHYSICAL AND HEALTH EDUCATION	Meaning and Objectives of Physical Education and Health Education. Concept of General Health and Mental Health. Development and Status of Physical Education in India.	17 Class
II	INTRODUCTION TO YOGA AND PRACTICES	Meaning and Definition of Yoga. Yoga as a way to Healthy and Integrated Living. Yoga as a way to Socio-Moral Development of Man. Concept of Mental Health in Yoga. Approaches and Practices of Mental Health in Yoga.	16 class
III	FOOD AND NUTRITION FOR HEALTH	Types of Food and their Relative Efficiency. Balanced Diet. Dangers of the use of Alcohol and Nicotine, Narcotics and Drug Abuse. Health and Hygiene Programs in School	17 class
IV	PRINCIPLE OF PROGRAM BUILDING	Organization of Physical Education Programme in Secondary Schools. Competitions: their Role, Values and Limitations. Team and House Systems. Organization of Annual Sports Meet. Concept of First Aid and its Preparation	18 class
V	EVALUATION AND ASSESSMENT	Evaluation and Assessment of Students Performance in Physical Education. Issues and Problems in Organizing Physical Education and Health Programmes/ Events in Indian Schools.	16 class

  
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Teacher: Dr. Tarun Kumar Jana

Semester: 4<sup>th</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-I
	Meaning and Objectives of Physical Education and Health Education. Concept of General Health and Mental Health. Development and Status of Physical Education in India.
Desired Outcome	By the end of this unit, the learner will be able to: Students will understand the definitions, scope, and goals of physical and health education; grasp the holistic nature of health, including physical, mental, and social well-being; differentiate between general and mental health, understand factors affecting them, and recognize the importance of maintaining both for overall quality of life; gain knowledge about the historical evolution, current status, and institutional framework of physical education in India.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>17 periods in 3 week</b>

  
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Teacher: Dr. Tarun Kumar Jana

Semester: 4<sup>th</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-II  Meaning and Definition of Yoga. Yoga as a way to Healthy and Integrated Living. Yoga as a way to Socio-Moral Development of Man. Concept of Mental Health in Yoga. Approaches and Practices of Mental Health in Yoga.
Desired Outcome	By the end of this unit, the learner will be able to: Understand the origin, meaning, and classical definitions of Yoga; Realize Yoga as a holistic approach to physical, mental, and emotional well-being; Develop moral values through Yamas and Niyamas; Understand mental health as a balanced and peaceful state of mind; Learn and apply yogic techniques (asanas, pranayama, meditation) for mental well-being.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>

  
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Teacher: Dr. Tarun Kumar Jana

Semester: 4<sup>th</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-III
	Types of Food and their Relative Efficiency. Balanced Diet. Dangers of the use of Alcohol and Nicotine, Narcotics and Drug Abuse. Health and Hygiene Programs in School.
Desired Outcome	By the end of this unit, the learner will be able to: <b>Understand types of food and their relative efficiencies; Acquire knowledge on balanced diet; Understand dangers of the use of Alcohol, Nicotine, Narcotics and Drug abuse; Gain knowledge on Health and Hygiene programmes in School.</b>
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>17 periods in 3 week</b>

  
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Teacher: Dr. Tarun Kumar Jana

Semester: 4<sup>th</sup>



Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-IV
	Organization of Physical Education Programme in Secondary Schools. Competitions: their Role, Values and Limitations. Team and House Systems. Organization of Annual Sports Meet. Concept of First Aid and its Preparation
Desired Outcome	By the end of this unit, the learner will be able to: <b>Understand how to organize Physical Education Programme in Secondary School; Gain knowledge on Competition and their role, values and limitation; Understand Team and House systems; Acquire knowledge on organization of Annual Sports Meet; Understand concept of First Aid and its preparation.</b>
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>18 periods in 3 week</b>

  
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Teacher: Dr. Tarun Kumar Jana

Semester: 4<sup>th</sup>

Paper Name: Health and Physical Education

Paper No.: 11(iii)

*Lesson Plan*

Lesson Topic	Unit-V
	Evaluation and Assessment of Students Performance in Physical Education. Issues and Problems in Organizing Physical Education and Health Programmes/ Events in Indian Schools.
Desired Outcome	By the end of this unit, the learner will be able to: Evaluate and <b>Assess</b> Students Performance in Physical Education and able to solve issues and problems in organizing Physical Education and Health Programmes/ Events in Indian Schools.
Teaching/Learning Method	Following Lecture method, Discussion Method, Demonstration method, Inquiry- Based learning, Project method and use of technology.
Materials Needed	Whiteboard, Printed notes, Charts , PowerPoint Presentations (PPTs) and online resources.
Assignment/Follow Up	<b>Class test, Home work, Presentation, Revision, Remedial class, Previous year question paper discussion.</b>
Lesson Duration	<b>16 periods in 3 week</b>

  
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**Internship**

**Course Outcome**

**During this internship period in the school, the student teachers will-**

1. Apply pedagogical theories, subject knowledge and teaching methods in real classroom situation.

- 2.Design, organize, and deliver structured lessons using suitable teaching aids tailored to the students need.
- 3.Participate in school function and administrative task gaining holistic experience of the school in totality.
- 4.Create achievement test to assess Students learning outcome effectively.
- 5.Demonstrate a professional attitude, responsibility, punctuality and respect.
6. Discussion and reflection on the experience of the whole school internship period.

### **CO-PO-PSO Mapping MATRIX**

<b>CO Code</b>	<b>Mapped POs</b>	<b>Mapped PSOs</b>	<b>Justification</b>
CO1	PO1, PO2, PO3, PO4	PSO1, PSO2, PSO4, PSO13	Enables student-teachers to integrate theory with practical teaching for better learning outcomes.
CO2	PO2, PO3, PO4	PSO1, PSO4, PSO5, PSO6	Focuses on instructional planning and customization using ICT and pedagogy suited to diverse learners.
CO3	PO4, PO5, PO6	PSO8, PSO9, PSO13	Broadens understanding of the school ecosystem and fosters leadership and collaboration.
CO4	PO3, PO4	PSO5, PSO6, PSO13	Builds assessment literacy and data-based decision making to improve learning.
CO5	PO4, PO6	PSO7, PSO11, PSO13	Instills professional ethics and habits vital for teaching profession.
CO6	PO4, PO6	PSO7, PSO11, PSO13	Encourages self-evaluation and lifelong learning through reflective practice.

Jan - June 2025

FORMAT-2

Lesson Plan

Teacher: Miss. Ikimlale, Miss. Kharyale, Dr. Keko, Miss. Shukhuli, Ma'am Kaimali

Semester: 4th

Paper: Internship [Teaching Practice & Achievement Test]

Teaching practice & Achievement Test Lesson Topic	Student-Teachers work as a regular teacher and participate in all the school activities, prepare and teach minimum of 50 Lesson plan incorporating 52 model, develop achievement test of their respective pedagogy. - Post-Internship [Reflection & presentation]. - Final practice teaching [External Evaluation]
Desired Outcome	- Apply pedagogical theories, Subject knowledge and teaching methods in real classroom; Design, organize and deliver well structured lessons using suitable teaching aids, tailored to the students needs; Participate in school function and administrative tasks, gaining holistic experience of the school in totality; Create achievement Test to assess students learning outcomes effectively; Demonstrate a professional attitude, responsibility, punctuality and respect; Discussion and reflection on the experience of the whole school internship period.
Teaching / Learning Method	Activity.
Materials Needed	NCE RT Textbook on Internship
Assignment / Follow Up	- Assign students for 16 weeks for practice teaching - Reflective Journals and reports on the whole school Internship programme - Discussion among the student-Teachers followed by presentation on different aspects of Teaching experience and feedback after the internship.
Lesson Duration	

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