St. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

Accredited by NAAC at Grade 'A+' with CGPA 3.42 (Third Cycle)

Palayamkottai - 627 002

Affiliated to

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097

VIRTUE IS OUR STRONGEST SHIELD

SEMESTER I, II, III & IV

CURRICULUM FOR B.ED. PROGRAMME

2023 - 24

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SEMESTER I, II, III and IV

CURRICULUM FOR B.ED. PROGRAMME

2023-24

St. Ignatius College of Education (Autonomous)
Palayamkottai-627002
B.Ed. Curriculum - Semester I , II, III & IV

Programme Learning Outcomes (PLOs)
Prospective Teachers

PLO1	Recognize the significance of lifelong learning to cope with the changing trends in education
PLO2	Develop skills needed for an effective teaching-learning process.
PLO3	Promote interest in employing learning for holistic development of self.
PLO4	Communicate and comprehend innovative processes for curricular, co-curricular and extra-curricular activities in schooling.
PLO5	Apply the knowledge of content and pedagogy in different learning environments.
PLO6	Draw appropriate solutions through analytical thinking in real-life situations.
PLO7	Synthesize information and create knowledge about the diverse needs of the learners.
PLO8	Function effectively to disseminate the principles of education and contribute them to society.

Programme Specific Outcomes (PSOs)
Prospective Teachers

PSO1	Integrate information and communication technology (ICT) in the teaching-learning process
PSO2	Execute historical, philosophical and sociological principles of education
PSO3	Adapt the emerging trends in education for students with diverse needs
PSO4	Provide solutions to educational problems
PSO5	Develop innovative and improvised learning resources
PSO6	Attain the enduring values of peace, non-violence and harmony to revitalize human society
PSO7	Develop soft skills for effective communication
PSO8	Analyse the curriculum and select appropriate teaching strategies according to the need
PSO9	Engage in self -directed learning through the use of reflective practices
PSO10	Expand the horizon of knowledge by integrating technology in the process of planning and transaction of curriculum

S. NO.	At the end of B.Ed. Programme, the Prospective Teachers	PSO Addressed
1.	PLO1: Recognize the significance of lifelong learning to cope with the changing trends in education	1, 2, 3, 8, 9, 10
2.	PLO2: Develop skills needed for an effective teaching-learning process.	1, 5, 7, 10
3.	PLO3: Promote interest in employing learning for holistic development of self.	2, 6, 9
4.	PLO4: Communicate and comprehend innovative processes for curricular, co-curricular and extra-curricular activities in schooling.	1, 2, 3, 4, 5, 7, 8, 9, 10
5.	PLO5: Apply the knowledge of content and pedagogy in different learning environments.	1, 5, 7, 8, 10
6.	PLO6: Draw appropriate solutions through analytical thinking in real life situations.	4, 8, 9
7.	PLO7: Synthesize information and create knowledge about the diverse needs of the learners.	2, 8, 10
8.	PLO8: Function effectively to disseminate the principles of education and contribute them to society.	2, 3, 4, 5, 6, 7, 8, 9, 10

MAPPING OF PROGRAMME LEARNING OUTCOMES (PLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Programme Learning Outcomes (PLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
PLO1	✓	✓	✓					✓	✓	✓
PLO2	✓				✓		✓			✓
PLO3		✓				✓			✓	
PLO4	✓	✓	✓	✓	✓		✓	✓	✓	✓
PLO5	✓				✓		✓	✓		✓
PLO6				✓				✓	✓	
PLO7		✓						✓		✓
PLO8		✓	✓	✓	✓	✓	✓	✓	✓	✓

2. **Regulations**

a. **Eligibility for admission to the course**

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education provided she fulfills the following conditions:

1. The candidate should have passed the UG degree examination in the 10+2+3 stream, with the same main subject in part III, for which she is seeking admission to B.Ed. Programme. Bachelors in Engineering (or) technology with specialization in mathematics and science with 55% of marks or any other qualifications equivalent there to, are eligible for admission to the programme.

2. Candidates who have taken more than one main subject in part III (Double/Triple Major) of the Graduation, have to choose only one of the main subjects and apply for that optional only.

3. The admission criteria however shall be as per the norms prescribed by the University or the State Government.

   The basis of selection shall be in accordance with the statutory provisions of the University/Government of Tamilnadu in force at the time.

   i)   Reservation of seats

   Reservation stipulated by Government of Tamilnadu is followed. This rule of reservation is applicable to only 50 of the seats as per the Government order since the college is run by Religious Minority. One seat is reserved under the ex-service men quota and one for the differently abled.

   ii)   Duration

   The duration of B.Ed. Degree course of study is 2 years which comprises of 4 semesters. The total number of days of an academic year will be 200 working days inclusive of Practice Teaching and School/Community based activities and exclusive of Admission and Examination work. The course work will be for 2400 hours.

   The minimum attendance of student teacher is 85% for all course work and practicum, 100% for school internship

b) Programme content of the course

Course of Study

   a. Perspectives in Education (PE)

   b. Curriculum and Pedagogic Studies (CPS)

   c. Pedagogy of Language

   e. Electives

   f. EPC Course

   g. Teaching Competence

   h. Educational Practical.

a. Perspectives in Education (PE) for Semester I, II & IV

1. Principles and prospects of Educational Psychology

2. Education in Emerging Indian Society

3. Information and Communication technology in education

4. Psychology of Learners

5. Curriculum Development in the Knolwedge Era

6. Assessment of Learning

7. Gender School and Society

8. Inclusive Education

9. Languaguage Acrross the Curriculum

10. Educational Administration and Management

b. Curriculum and Pedagogy studies (CPS) for Semester I, II & IV

Each candidate may choose any one of the Pedagogy papers given below:

1. Pedagogy of   Biological Science

2. Pedagogy of Computer Science

3. Pedagogy of English

4. Pedagogy of History

5. Pedagogy of Mathematics

6. Pedagogy of Physical Science

7. Pedagogy of Tamil

c. Pedagogy of Language for Semester I, II

1. Pedagogy of Language – English / Tamil

d. Electives :

1. Constitutional Values Education

2. Environmental Education

3. Value Education

4. Physical and Health Education

5. Self Science Education

6. Guidance and Counselling

7. Human Rights Education

8. Education in the International Context

9. Disaster Management

e. EPC courses (Semester I, II and IV) (Courses on Enhancing Professional Capacities) compulsory for all students.

   1. Art and Craft
   2. Strengthening English Language Proficiency
   3. Physical Education and Yoga
   4. Soft Skill Enhancement
   5. Creative Crafts and Aesthetics
   6. Libraray and Information Science
   7. Early Childhood Care and Education
   8. Peace Education
   9. Semantic Web Tools in Education

f. Teaching Competence

   Observation of teaching sessions (Micro, Macro and peer observation).

The practical training will include:

i.   Six days of microteaching practice under simulated condition (3 skills in Curriculum and Pedagogic Studies and 3 skills in Pedagogy of Language – Tamil/English)

ii. Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators, peer observation and

practice teaching along with regular participation in the school routine during the first year.

The student teacher shall maintain the prescribed records for observation of lessons, criticism lessons and lesson plans during intensive teaching practice. The marks for teaching practice shall be based on the reports of the lessons taught in each optional subject. The records prepared and maintained by the teacher trainees will be assessed and valued by the faculty members of the college. Finally, practical examination will be conducted by the Board of Supervising Examiners appointed by the Principal and Controller of Examinations whose decision on the marks to be awarded will be the final.

g. **Educational Practicals**

i. Curriculum and Pedagogic studies (CPS), Pedagogy of Language

- Microteaching
- School – based teaching (Practice and Intensive teaching)
- Construction of tests (diagnostic and achievement) and interpretation of Scores through statistical analysis.
- Handling audio – visual equipments.
- Preparation and use of instructional aids.
- Visiting three different websites and Evaluation of any two of them.
- Preparation of Audio – Visual kit (Slides, Transparent sheets, Power Point Presentation)
- Reflective Record on Continuous and Comprehensive Evaluation
- Reflective record on Digital and Pedagogic tools

ii. **School and Community Based Activities**

- Extension and Community activity
- Socially Useful Productive Work Activities
- First Aid Training
- Organization of Non scholastic activities in schools
- Maintenance of Records and Registers in schools
- Assistive Technologies for special children

iii. **Project and Experiments**

- Action Research and Case Study (Individual and Institutional)
- Educational Psychology Experiments
    i. Span of visual attention (using Tachistoscope)
    ii. Memory (Rate Learning Vs Meaningful Learning)
    iii. Vocational Interest Inventory (Thurstone)
    iv. Bilateral Transfer of Learning (Mirror drawing apparatus)
    v. Assessment of Personality (Eysenck revised questionnaire)
- Science Experiments / Album
- Library Usage
- Project on identifying and analyzing the diverse needs of learners
- Environmental Education Project

iv. **Health and Hygiene**

- Physical and Health Education album
- Conducting three Physical Education practice teaching classes
- Participation in yoga and aerobics
- Participation in evening games
- Participation in intramural and extramural sports and games competitions.

v. **Cultural Activities**

- Taking part in Cultural Competitions organized by the institution and those organized by other Educational Institutions and N.G.O.s.

vi. **Field Experience**

- Special School Visits
- Arranging field trips in connection with CPS courses.

vii. **Personality Development Programmes**

   Seminars, Workshops and guest lectures on

- Stress Management
- Transactional Analysis
- Communication Skills Development

- Self - awareness and self - motivation
- Positive thinking
- Time Management
- Women Empowerment
- Emotional Intelligence
- Health Awareness Programme

Details of Educational Practicals

- ❖ Practice of microteaching: 3 skills in Curriculum and Pedagogic Studies and 3 Skills in Pedagogy of Language.
- ❖ School based teaching: Preparation of 40 Lesson Plans in Curriculum and Pedagogic Studies and 40 in Pedagogy of Language.
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Curriculum and Pedagogic studies and Pedagogy of Language
- ❖ Teaching aids: student teachers are asked to prepare different types of teaching aids related to the school subjects.
- ❖ Statistical analysis and interpretation: Test scores shall be recorded and analysed.
- ❖ Audio-Visual: Each student teachers shall be given training in operating all the available audio-visual apparatus such as slide projector, OHP, film – strips projector, computer, LCD Projector and smart board.
- ❖ Socially Useful Productive Work: The teacher trainee shall be given opportunity to prepare and participate in 10 socially useful productive works.
- ❖ Community Service: The College would organize extension and community service programmes.
- ❖ Action Research Project: The student teachers can choose any problem related to classroom situation as an Action Research Project and prepare a report.
- ❖ Case Study: The student teachers should make a detailed case study of a school and an individual student and submit reports.
- ❖ Psychological Experiments: The student teachers shall conduct 5 Psychology Experiments and maintain a record of them.

❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.

❖ Science student teachers shall conduct 5 experiments and maintain an album of them.

❖ Humanities student teachers shall prepare an album on any specific theme related to the CPS courses.

❖ All the student teachers should individually prepare an album on Assistive technologies for special children

❖ Reflective records should be prepared on CCE and Digital and Pedagogic tools

❖ Projects shall be conducted for identifying and analysing the diverse needs of learners

❖ Projects shall be conducted on issues relevant to Environmental Education

DISTRIBUTION OF CREDITS – B.ED. (2023-24)

First Semester

The programme consists of theory and component and practicum components.

Total Credits : 24

Sl.No.	Courses	Lecture	Tutorial	Practical	Total Hours	Credits
Courses in Perspectives in Education						
Course I	Principles and Prospects of Educational Psychology	40	15	20	75	3
Course II	Education in Emerging Indian Society	40	15	20	75	3
Course III	Information and Communication Technology in Education	40	15	20	75	3
Course IV	*Courses in Curriculum and Pedagogic studies* Teaching of Curriculum and Pedagogic studies	30	15	30	75	3
Course V	Pedagogy of Language Tamil /English	30	15	30	75	3
Course VI Course VI Course VI	*Electives (Any One)* Constitutional Values Education Environmental Education Value Education	40	15	20	75	3
	Courses on Enhancing Professional Capacities					
Course VII	Art and Craft – I	10	10	30	50	2
Course VIII	Strengthening English Language Proficiency – II	10	10	30	50	2
Course IX	Physical Education and Yoga – III	10	10	30	50	2
	Total				600	24

DISTRIBUTION OF CREDITS – B.ED. (2023-24)

Second Semester

The programme will consist of a theory component and a practicum component.

Total Credits : 24

Sl.No.	Course	Lecture	Tutorial	Practical	Total Hours	Credits
Course I	***Courses in Perspectives in Education*** Psychology of Learners	40	15	20	75	3
Course II	Curriculum Development in the Knowledge Era	40	15	20	75	3
Course III	Assessment of Learning	40	15	20	75	3
Course IV	***Courses in Curriculum and Pedagogic studies*** Teaching of Curriculum and Pedagogic studies	30	15	30	75	3
Course V	**Pedagogy of Language - Tamil/English**	30	15	30	75	3
Course VI	***Electives (Any One)*** Physical and Health Education Self-Science Education Guidance and Counselling	40	15	20	75	3
	Courses on Enhancing Professional Capacities (EPC)					
Course VII	Soft Skills Enhancement – IV	10	10	30	50	2
Course VIII	Creative Crafts and Aesthetics – V	10	10	30	50	2
Course IX	Library and Information Science - VI	10	10	30	50	2
	Total				**600**	**24**

	III Semester					
	Practical Activities					
S.No	**Components**	**Credits**	**L**	**T**	**P**	**Total**
	GROUP – A –TEACHING COMPETENCE					
1.	Teaching Competence	6	-	75	100	**350**
2.	Teaching Competence – Tamil/English	6	-	75	100	
	GROUP 'B' TEACHING BASED ACTIVITIES					
1.	Criticism Record	8	-	80	200	**280**
2.	Criticism Record –Tamil/ English					
3.	Observation Record					
4.	Observation Record – Tamil/ English					
5.	Micro Teaching Record					
6.	Micro teaching Record – Tamil/ English					
7.	Project on Identifying and Analyzing the Diverse Needs of Learners					
8.	Teaching Learning Materials					
9.	Teaching Learning Materials Pedagogy of Language - Tamil/English					
10.	Test and Measurement Record - CPS					
11.	Test and Measurement Record - PoL					
12.	Reflective Record on Continuous and Comprehensive Evaluation - CPS					
13.	Reflective Record on Digital and Pedagogic Tools					
14.	Website Analysis Report - CPS					
15.	Psychology Experiments					
16.	Action Research					
17.	Individual Case Study					
18.	Institutional Case Study					

	GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES					
1.	Art & Craft Record					
2.	S.U.P.W. Record					
3.	Reading and Reflecting on School Textbooks					
4.	Physical Education, Yoga & Health Education Record					
5.	Special School Visit Record	4	--	20	100	120
6.	Album on Assistive Technologies for Special Children					
7.	Report on Organization of Non-Scholastic Activities					
8.	Report on Maintenance of Records and Registers in Schools					
9.	Environmental Education Record					
10.	Green Initiative Project					
	Total	24	-	250	500	750

DISTRIBUTION OF CREDITS – B.Ed .(2023-24)

Fourth Semester

The programme will consist of a theory component and a practicum component.

Total Credits : 24

Sl.No	Courses	Lecture	Tutorial	Practical	Total Hours	Credits
Course I Course II Course III Course IV	***Courses in Perspectives in Education*** Gender, School and Society Inclusive Education Language Across the Curriculum Educational administration and Management	40 40 40 40	15 15 15 15	20 20 20 20	75 75 75 75	3 3 3 3
Course V	***Courses in Curriculum and Pedagogic studies*** Teaching of Curriculum and Pedagogic studies	30	15	30	75	3
Course VI Course VI Course VI	***Electives (Any One)*** Human Rights Education Education in the International Context Disaster Management	40	15	20	75	3
	Courses on Enhancing Professional Capacities					
Course VII	Early Childhood Care and Education - VII	10	10	30	50	2
Course VIII	Peace Education - VIII	10	10	30	50	2
Course IX	Semantic Web Tools – IX	10	10	30	50	2
	Total				**600**	**24**

B.Ed. SCHEME OF EXAMINATION (2023-24)

Theory – First Semester

Sl. No.	Course	Internal Marks	External Marks	Total Marks
1.	Principles and Prospects of Educational Psychology	40	60	100
2.	Education in Emerging Indian Society	40	60	100
3.	Information and Communication Technology in Education	40	60	100
4.	Curriculum and Pedagogic studies	40	60	100
5.	Pedagogy of Language -Tamil/English	40	60	100
6.	**Electives (Any One)** Constitutional Values Education Environmental Education Value Education	40	60	100
7.	**Enhancing Professional Capacities (EPC):** EPC I - Art and Craft EPC II - Strengthening English Language Proficiency EPC III - PhysicalEducation and Yoga	50 50 50	-	50 50 50
	Total			**750**

Examination (Theory)

Theory – Second Semester

Sl. No.	Course	Internal Marks	External Marks	Total Marks
1.	Psychology of Learners	40	60	100
2.	Curriculum Development in the Knowledge Era	40	60	100
3.	Assessment of Learning	40	60	100
4.	Curriculum and Pedagogic Studies	40	60	100
5.	Pedagogy of Language - Tamil/English	40	60	100
6.	**Electives (Any one)** Physical and Health Education Self - Science Education Guidance and Counselling	40	60	100
7.	**Enhancing Professional Capacities (EPC) :** EPC IV – Soft Skills Enhancement EPC V- Creative Crafts and Aesthetics EPC VI – Library and Information Science	50 50 50	-	50 50 50
Total				**750**

Sl. No	RECORDS	MARKS
	III Semester - Practical Activities	
	GROUP – A –TEACHING COMPETENCE	
1.	Teaching Competence	175
2.	Teaching Competence – Tamil/English	175
	Total	**350**
	GROUP – B –TEACHING BASED RECORDS	
1.	Criticism Record	10
2.	Criticism Record –Tamil/ English	10
3.	Observation Record	10
4.	Observation Record – Tamil/ English	10
5.	Micro Teaching Record	20
6.	Micro Teaching Record – Tamil/ English	20
7.	Project on Identifying and Analyzing the Diverse Needs of Learners	10
8.	Teaching Learning Materials	25
9.	Teaching Learning Materials Pedagogy of Language - Tamil/English	25
10.	Test and Measurement Record - CPS	25
11.	Test and Measurement Record - PoL	25
12.	Reflective Record on Continuous and Comprehensive Evaluation - CPS	10
13.	Reflective Record on Digital and Pedagogic Tools	10
14.	Website Analysis Report - CPS	10
15.	Psychology Experiments	20
16.	Action Research	20
17.	Individual Case Study	10
18.	Institutional Case Study	10
	Total	**280**

GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES		
1.	Art & Craft Record	20
2.	SUPW Record	10
3.	Reading and Reflecting on School Textbooks	10
4.	Physical Education, Yoga & Health Education Record	15
5.	Special School Visit Record	10
6.	Album on Assistive Technologies for Special Children	10
7.	Report on Organization of Non-Scholastic Activities	10
8.	Report on Maintenance of Records and Registers in Schools	10
9.	Environmental Education Record	10
10.	Green Initiative Project	15
	Total	**120**
(Group A -350 + Group B-280 + Group C -120 = 750) Grand Total		**750**

Theory – Fourth Semester

Sl. No	Course	Internal Marks	External Marks	Total Marks
1.	Gender, School and Society	40	60	100
2.	Inclusive Education	40	60	100
3.	Language Across the Curriculum	40	60	100
4.	Educational Administration and Management	40	60	100
5.	Curriculum and Pedagogic studies	40	60	100
6.	**Elective (Any One)** Human Rights Education Education in the International Context Disaster Management	40	60	100
7.	**Enhancing Professional Capacities (EPC) :** EPC VII - Early Childhood care and Education EPC VIII– Peace Education EPC IX – Semantic Web Tools in Education	 50 50 50	 - 	 50 50 50
			Total	**750**

Total for Theory   =   2250 Marks and

Total marks for Practical   =   750 Marks

Grand Total   =   3000 Marks

Passing minimum and Award of Class

For each theory paper, the minimum marks required to pass is 50% for the internal examination and 50% for external examination.

For practical activities also the required minimum to pass is 50%.

In practical, for every component the student should obtain 50% marks.

Class is awarded separately for theory and practical.

75% and above	-	Distinction
60% to < 75%	-	First Class
50% to < 60%	-	Second Class
Less than 50%	-	Reappear

SCHEME OF INTERNAL EXAMINATION

Internal Assessment for Theory - 3 credit courses.

The student teachers are evaluated according to their performance in

Internal Exam	:	20 Marks
Seminar	:	5 Marks
Assignment	:	5 Marks
Task Assessment	:	10 Marks
Total	**:**	**40 Marks**

➢ **Internal Examination for 40 Marks:- (for 3 credit courses)**

Time Duration: 1 hour 30 minutes

Sl. No.	Type of Question	No. of Questions	Marks	Total 40 Marks
1.	Objective type	5 (Compulsory)	1	5x1 = 5
2.	Short Answer (Maximum of 50 words for each question)	5 (Compulsory)	2	5x2 = 10
3.	Detail Answer (Maximum of 250 words for each question)	2 (Open Choice) 2 out of 4	5	2x5 = 10
4.	Essay (Maximum of 750 words for each question)	1 (Internal Choice)	15	1x15 = 15
	Total Marks			**40**

❖ **Enhancing Professional Capacities (EPC) courses**

Internal Assessment only

Internal Exam   : 20 marks

Task Assessment   : 15 marks

Practicum   : 15 marks

Total   : 50 marks

Scheme of Internal Exam (20 Marks) Maximum Time / Duration : 45 minutes				
Sl. No.	**Type of Question**	**No. of Questions**	**Marks**	**Total Marks**
1.	Objective type	5 (Compulsory)	1	5 x 1 = 5
2.	Short Answer (Maximum 50 words for each question)	5 (Compulsory)	2	5 x 2 = 10
3.	Detail Answer (Maximum of 250 words)	1 (Open choice) 1 out of 3	5	1 x 5 = 5
	Total Marks			**20**

SCHEME OF EXTERNAL EXAMINATION

External Evaluation (Theory) for 60 Marks: 3 Credit courses

Sl. No.	Type of Question	No. of Questions	Marks	Total Marks
	**Scheme of External Examination (60 Marks)** **Maximum Time Duration : 3 hours**			
1.	Objective type	5 (Compulsory)	1	5 x 1 = 5
2.	Short Answer (Maximum of 50 words for each question)	5 (Compulsory)	2	5 x 2 = 10
3.	Detail Answer (Maximum of 250 words for each question)	3 (Open choice) 3 out of 5	5	3 x 5 = 15
4.	Essay (Maximum of 750 words for each question)	2 (Internal choice)	15	2 x 15 = 30
	Total Marks			**60**

SEMESTER - I	Course Code
1. **PERSPECTIVES IN EDUCATION (PE)**	
1. Principles and Prospects of Educational Psychology	23FBPE1
2. Education in Emerging Indian Society	23FBPE2
3. Information and communication technology in education	23FBPE3
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – I	23FBCBS
2. Pedagogy of Computer Science – I	23FBCCS
3. Pedagogy of English – I	23FBCEN
4. Pedagogy of History – I	23FBCHY
5. Pedagogy of Mathematics – I	23FBCMA
6. Pedagogy of Physical Science – I	23FBCPS
7. Pedagogy of Tamil – I	23FBCTA
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language – English– I / Tamil – I	23FBPLE
	23FBPLT
ELECTIVES (Any One)	
1. Constitutional Values Education	23FBECV
2. Environmental Education	23FBEEE
3. Value Education	23FBEVE
EPC	
1. Art and Craft	23FBEAC
2. Strengthening English Language Proficiency	23FBELP
3. Physical Education and Yoga	23FBEPY
Value Added Courses	
Self-Study Courses	
Certificate Courses	
Skill Enhancement Courses	

CONTENTS	Course Code
PERSPECTIVES IN EDUCATION (PE)	
1. Psychology of Learners	23SBPE4
2. Curriculum Development in the Knowledge Era	23SBPE5
3. Assessment of Learning	23SBPE6
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – II	23SBCBS
2. Pedagogy of Computer Science – II	23SBCCS
3. Pedagogy of English – II	23SBCEN
4. Pedagogy of History – II	23SBCHY
5. Pedagogy of Mathematics – II	23SBCMA
6. Pedagogy of Physical Science – II	23SBCPS
7. Pedagogy of Tamil – II	23SBCTA
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language – English – II	23SBPLE
2. Pedagogy of Language – Tamil – II	23SBPLT
ELECTIVE (Any One)	
1. Physical and Health Education	23SBEPH
2. Self-Science Education	23SBESE
3. Guidance and Counselling	23SBEGC
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Soft Skills Enhancement	23SBESS
2. Creative Crafts and Aesthetics	23SBECA
3. Library and Information Science	23SBELS
Value - Added Courses **Self-Study Courses** **Certificate Courses**	

SEMESTER IV

Contents	Course Code
PERSPECTIVES IN EDUCATION (PE)	
1. Gender, School and Society	22LBPE7
2. Inclusive Education	22LBPE8
3. Language Across the Curriculum	22LBPE9
4. Educational Administration and Management	22LBPEX
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – IV	22LBCBS
2. Pedagogy of Computer Science – IV	22LBCCS
3. Pedagogy of English – IV	22LBCEN
4. . Pedagogy of History – IV	22LBCHY
5. . Pedagogy of Mathematics – IV	22LBCMA
6. . Pedagogy of Physical Science – IV	22LBCPS
7. Pedagogy of Tamil – IV	22LBCTA
ELECTIVE (Any One)	
1. Human Rights Education	22LBEHR
2. Education in the International Context	22LBEEEI
3. Disaster Management	22LBEDM
EPC	
1. Early Childhood Care and Education	22LBEEC
2. Peace Education	22LBEPE
3. Semantic Web Tools in Education	22LBESE
Value Added Courses **Self-Study Courses** **Certificate Courses**	

CONTENTS

SEMESTER I
PERSPECTIVES IN EDUCATION (PE) 1. Principles and Prospects of Educational Psychology 2. Education in Emerging Indian Society 3. Information and Communication Technology in Education
CURRICULUM AND PEDAGOGIC STUDIES (CPS) 1.   Pedagogy of Biological Science – I 2.   Pedagogy of Computer Science – I 3   Pedagogy of English – I 4.   Pedagogy of History – I 5.   Pedagogy of Mathematics – I 6.   Pedagogy of Physical Science – I 7.   Pedagogy of Tamil – I
PEDAGOGY OF LANGUAGE 1. Pedagogy of Language – English / Tamil
ELECTIVES (Any One) 1. Constitutional Values Education 2. Environmental Education 3. Value Education
EPC 1. Art and Craft 2. Strengthening English Language Proficiency 3. Physical Education and Yoga
Value Added Courses Self-Study Courses Certificate Course (Choice-Based Credit System) Skill Enhancement Courses

SEMESTER II
PERSPECTIVES IN EDUCATION (PE)
1. Psychology of Learners
2. Curriculum Development in the Knowledge Era
3. Assessment of Learning
CURRICULUM AND PEDAGOGIC STUDIES (CPS)
1. Pedagogy of Biological Science – II
2. Pedagogy of Computer Science – II
3. Pedagogy of English – II
4. . Pedagogy of History – II
5. . Pedagogy of Mathematics – II
6. . Pedagogy of Physical Science – II
7. . Pedagogy of Tamil – II
PEDAGOGY OF LANGUAGE
1. Pedagogy of Language – English – II
2. Pedagogy of Language – Tamil – II
ELECTIVES (Any One)
1. Physical and Health Education
2. Self Science Education
3. Guidance and Counselling
Enhancing Professional Capacities (EPC)
1. Soft Skills Enhancement
2. Creative Crafts and Aesthetics
3. Library and Information Science
Value - Added Courses.
Self Study Courses
Certificate Courses

SEMESTER III
INTERNSHIP
Value Added Courses Self-Study Courses

SEMESTER – IV
PERSPECTIVES IN EDUCATION (PE)
1. Gender, School and Society
2. Inclusive Education
3. Language Across the Curriculum
4. Educational Administration and Management
CURRICULUM AND PEDAGOGIC STUDIES (CPS)
1. Pedagogy of Biological Science – IV
2. Pedagogy of Computer Science – IV
3. Pedagogy of English – IV
4. . Pedagogy of History – IV
5. . Pedagogy of Mathematics – IV
6. . Pedagogy of Physical Science – IV
7. Pedagogy of Tamil – IV
ELECTIVES (Any One)
1. Human Rights Education
2. Education in the International Context
3. Disaster Management
EPC
1. Early Childhood Care and Education
2. Peace Education
3. Semantic Web Tools in Education
Value Added Courses
Self Study Courses
Certificate Courses

SEMESTER - I

PE - I- PRINCIPLES AND PROSPECTS OF EDUCATIONAL PSYCHOLOGY

Course Code: 23FBPE1
Credits :3

Total number of hours: 75 (L – 50; T – 10; P– 15)
Course Learning Outcomes (CLOs)
The student teacher

- recognizes knowledge of the concepts and principles of educational Psychology(L1)
- classifies theoretical perspectives of various stages of human development (L2)
- manipulates learning theories in constructivist learning. (L3)
- differentiates convergent and divergent thinking and analyses its significance in learning process. (L4)
- discriminates learners based on individual differences and support their educational needs. (L5)
- organizes learning activities for promoting creative culture in the classroom (L6)

Unit I - Educational Psychology   **(L–8; T–2; P–3)**

Psychology: meaning, definition and branches - Methods of Psychology: Introspection, Observation, Interview, Case-study and Experimental method - Educational psychology: meaning, definition, nature and scope – The learner, Learning Process, Learning Experience, Learning Environment, Teacher and Teaching - Significance of Educational Psychology for Teachers.

Task Assessment: Introspect yourself and submit a self-analysis report.

Unit II - Growth and Development   **(L–10; T–2; P–3)**

Growth and Development: meaning, concept, principles, stages, characteristics and factors– Interaction of Nature and Nurture – Concepts and Distinction among Growth, Development and Maturation - Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral – Phases of Development and Development tasks: Infancy, Childhood and Adolescence - Problems and needs of Adolescents.

Cognitive Development – Sensation and perception - Theories of development: Cognitive development (Piaget, Bruner), Emotional Development (Goleman), Significance of Emotional Intelligence, Moral development (Kohlberg), Psycho-social stages of development (Erikson).

Task Assessment: Allude to your personal successful ways and means of developingemotional intelligence.

Unit III – Learning   (L – 12; T – 2; P– 3)

Learning: nature and characteristics, Learning Curves, Factors influencing learning, Gagne's Hierarchy of learning - Behaviouristic and Cognitive Theories of Learning: Trial and Error, Conditioning - Classical and Operant, Learning by Insight, Vygotsky's social development theory, Bandura's Social Learning Theory- Constructivism -Transfer of learning.

Memory: Types of memory, effective methods of memorizing and remembering - Forgetting: causes of forgetting - curve of forgetting.

Task Assessment: Employ effective methods of memorization to a small group of school students and submit a reflective report on your results.

Unit- IV Individual Differences and Motivation   (L -9; T - 2; P – 3)

Individual Differences: meaning, nature – Major determinants - Interest, Attitude, Aptitude and Attention-Educational Implications.

Motivation: meaning, types – motivation cycle - Theories of motivation: Maslow's hierarchy of needs, McClelland's Achievement motivation – Rewards and Punishments- Teacher as a motivator.

Task Assessment: Discuss the role of rewards and punishment in motivation and submit the reflective report of your group.

Unit V – Intelligence and Creativity   (L-11; T - 2; P–3)

Intelligence: Concept and theories – Unifactor, Two factor, Triarchic, Multifactor, Group factor theories of intelligence, Guilford's structure of intellect, Gardner's MultipleIntelligence theory – IQ range and classification – Intelligence tests.

Creativity: meaning, definition, process - identification of a creative person–Promotion of creativity.

Task Assessment: Frame a plan of action which you would use to promote the creativity of your students and file the supporting materials.

Note: The students should select any three Task Assessments

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https://teach.com/what/teachers-change-lives/motivating-students/
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https://www.simplypsychology.org/constructivism.html
https://studiousguy.com/methods-in-psychology/

Principles and Prospects of Educational Psychology

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recognizes knowledge of the concepts and principles of educational Psychology (L1)	1, 3, 4	1,3, 4, 8
2	classifies theoretical perspectives of various stages of human development (L2)	1,3,4, 5,6,8	1,3, 4, 6,
3	manipulates learning theories in constructivist learning. (L3)	1, 2, 4, 6, 7, 8	1, 2, 3, 5, 6
4	differentiates convergent and divergent thinking and analyses its significance in learning process	1, 2, 3. 4. 5, 7, 8	1, 2, 3, 5, 7, 8
5	discriminates learners based on individual differences and support their educational needs. (L5)	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 4, 5, 8, 9
6	organizes learning activities for promoting creative culture in the classroom (L6)	2, 3, 4, 5,6, 7, 8	1, 3, 5, 6, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓	✓				
CLO2	✓		✓	✓	✓	✓	✓	
CLO3	✓	✓	✓	✓		✓	✓	✓
CLO4	✓	✓	✓	✓	✓		✓	✓
CLO5	✓	✓	✓	✓	✓		✓	✓
CLO6		✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓	✓				✓		
CLO2	✓		✓	✓		✓				
CLO3	✓	✓	✓		✓	✓				
CLO4	✓	✓	✓		✓		✓	✓		
CLO5	✓		✓	✓	✓			✓	✓	
CLO6	✓		✓		✓	✓		✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
PRINCIPLES AND PROSPECTS OF EDUCATIONAL PSYCHOLOGY

Time: 2.30 hrs.   **Max. Marks: 60**

Section – A   (5 X 1 = 5)
Answer all the following questions:-
1. Which one of the following is the oldest method for the study of behaviour ?(L1)
   a) Observation   b) Standardized tests
   c) Intelligence test   d) Introspection
2. According to Erickson's theory, the struggle during adolescence Is (L2)
   a) Intimacy vs. isolation   b) Initiative vs. guilt
   c) Identity vs. role confusion   d) None of these
3. According to Vygotsky, children learn _____ (L2)
   a) by maturation   b) when reinforcement is offered.
   c) by imitation   d) by interacting with adults and peers
4. According to Maslow's Hierarchy of Needs what is the first need that must be met? (L1)
   a) Physiological   b) safety   c) Belonging   d) Esteem
5. Who used the word IQ first? (L1)
   a) Thorndike   b) William Stern   c) Alfred Binet   d) Terman

Section - B   (5 X 2 = 10)
Answer all the following questions in about 50 words each:
1. How can educational psychology help teachers in classrooms? (L3)
2. Analyse the reflection of concrete operational stage in educational attainment of students. (L4)
3. Mention the factors influencing Learning. (L2)
4. Differentiate Aptitude and Attitude. (L4)
5. How will you promote creativity among school children? (L3)

Section - C   (3 X 5 = 15)
Answer any three of the following questions in about 250 words each:
1. Write a short note on scope of educational psychology. (L2)
2. What are the problems and needs of adolescence and how will you give guidance to them to overcome them? (L3)
3. Explain Thorndike's laws of learning. (L2)
4. Elucidate the determinants of Attention. (L5)
5. How could Triarchic Theory be implied in classroom teaching? (L3)

Section - D   (2 X 15 = 30)
Answer the following questions in about 750 words each:
16. a. Explain Erickson's psycho-social stages of development and how will you apply its knowledge in classroom teaching? (L3)

(OR)

    b. Define Constructivism. Explain the process of learning based on constructivistic approach. (L4)

PE – II- EDUCATION IN EMERGING INDIAN SOCIETY

Course Code: 23FBPE2

Credits : 3

Total number of hours: 75 (L – 40; T – 15; P – 20)
Course Learning Outcomes (CLOs)
The student teacher
- identifies the nature of philosophy and education (L1)
- differentiates philosophy of education and educational philosophy (L2)
- classifies different schools of philosophy (L3)
- discriminates the nature of education in pre and post-Independent India (L4)
- compares the contributions of Indian and Western philosophers (L5)
- familiarizes educational systems in different Indian states (L6)

Unit I : Prospects and Philosophical Bases of Education   (L - 8; T - 2; P– 2)

Education: Meaning, Definition, Aims, Function, Nature and Types (Formal, Non-Formal and Informal)-Agencies of Education: Family, Peer, School, Community and Mass Media-New Approach to Education-UNESCO's Four Pillars of Education.

Philosophy: Meaning, Definition, Concept, Scope. Branches of Philosophy-Philosophy of Education and Educational Philosophy–Interplay of Education and Philosophy.

Task Assessment: Differentiate the philosophy of education in the Vedic period and contemporary India

Unit II: Educational Implications of Schools of Philosophy   (L-8; T - 2; P– 5)

Schools of Philosophy–Idealism, Realism, Naturalism, Nyaya, Sankhya, Yoga, Pragmatism and Humanism-Educational Implications. Educational Thinkers: Plato, Rousseau, Dewey, Bertrand Russell, Vivekananda, Rabindranath Tagore, J.Krishnamurthy, Aurobindo, Dr.S.Radhakrishnan, Moulana Abulkalam Azad and their relevance to Modern Education.

Task Assessment: Conduct an elocution on different schools of philosophy

Unit III: Education in Pre- Independent Indian Society   (L-8; T - 3; P– 3)

A brief history of Education in India-Vedic Education, Buddhist Education and Islamic Education-Colonial Policy on Education-Oriental and Occidental controversy- Macaulay's Minute -Wood's Despatch–Basic Education.

Task Assessment: Prepare an e-content on Kothari Commission (1964 – 1966)

Unit IV: Education in Post-Independent Indian Society: **(L - 9; T - 3; P– 4)**

National Education Commissions: Mudaliar Commission (1954), Kothari Commission (1964-66): Dr.Radha Krishnan Commission–Justice Varma Commission - National Policy on Education (1986) – Navodhya Vidyalaya, Sainik Schools and Kendriya Vidyalaya-Right to Education (2009) and RUSA–National Educational Policy 2020 (NEP – 2020)

Task Assessment: Ethically analyze the salient features of NEP - 2020

Unit V : Secondary Education system **(L - 7; T - 3; P– 4)**

Norms and functional differences: Tamil Nadu, Kerala, New Delhi and Maharashtra-States-wise variation in educational structure–Boards of Secondary Education- CBSE: ICSE, CISE and CIE-Structure and Functions-Assessment and evaluation systems - Initiatives of Tamil Nadu state in School Education : Neighbourhood Schools, Illam Thedi Kalvi, Ennum Ezhuthum and Naan Mudhalvan.

Task Assessment : Compare and submit a report on the "Structure of Secondary Education System in any two states of India"

Note : The students should select any three Task Assessments

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Illam Thedi Kalvi

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Naan Mudhalvan

https://www.naanmudhalvan.tn.gov.in/landingGallery

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Ennum Ezhuthum

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Akkam Bakkam Schools

https://tneducationinfo.com/neighbourhood-school-system-in-tamil/

https://www.tribuneindia.com/news/archive/comment/case-for-neighbourhood-schools-479370

Education in Emerging Indian Society

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the nature of philosophy and education (L1)	1,6,8	2,3,4,5,8
2	differentiates philosophy of education and educational philosophy (L2)	1,3,5,6	2,3,4,6
3	classifies different schools of philosophy (L3)	2,4,5,6,8	2,3,5,8
4	discriminates the nature of education in pre and post Independent India (L4)	1,2,3,4,5,8	2,3,6,
5	compares the contributions of Indian and Western philosophers (L6)	1,2,3,5,6,8	1,2,3,4,8
6	familiarizes educational systems in different Indian states (L5)	3,4,5,6,7,8	1,2,3,4,5,6,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓					✓		✓
CLO2	✓		✓		✓	✓		
CLO3		✓		✓	✓	✓		✓
CLO4	✓	✓	✓	✓	✓			✓
CLO5	✓	✓	✓		✓	✓		✓
CLO6			✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓	✓	✓	✓			✓		
CLO2		✓	✓	✓		✓				
CLO3		✓	✓		✓			✓		
CLO4		✓	✓			✓				
CLO5	✓	✓	✓	✓				✓		
CLO6	✓	✓	✓	✓	✓	✓		✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
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B.ED. (I YEAR) - I SEMESTER MODEL QUESTION PAPER
EDUCATION IN EMERGING INDIAN SOCIETY

Time: 2.30 hrs.   Max. Marks: 60

Section – A   **(5 X 1 = 5)**

Answer all the following questions: -

1. Education refers to (L1)
   a. Formal Education   b. Non-formal Education
   c. Informal Education   d. All the above
2. Philosophy is the systematic study (L2)
   a. of ideas and issues   b. of religion
   c. of people   d. of countries
3. A reasonable and logical way of doing things is the view of (L2)
   a. Pragmatism   b. Naturalism.
   c. Idealism   d. Realism
4. Wood's Despatch recommended this at the primary school level. (L2)
   a. Vernacular   b. mother tongue
   c. English   d. Vernacular and English
5. What kind of teaching methods are suggested by naturalist? (L2)
   a. Observation and Experimentation
   b. Lecture Method
   c. Heuristic Method
   d. Discussion Method

Section - B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

6. What are the four pillars of Education? (L1)
7. Mention the branches of philosophy. (L3)
8. Write the names of any two naturalists. (L1)
9. What is Basic education? (L1)
10. What do you know about Right to Education? (L3)

Section - C   **(3 X 5 = 15)**

Answer any three of the following questions in about 250 words each:-

11. Differentiate instruction from teaching. (L4)
12. Explain Philosophy of Education and Educational Philosophy. (L2)
13. What is the new method of teaching introduced by pragmatist? Explain. (L2)
14. Write down the salient features of basic education. (L1)
15. Elucidate the special features of colonial policy on education. (L3)

Section - D   **(2 X 15 = 30)**

Answer the following questions in about 750 words each:-

16. a. Describe the interplay of education and philosophy. (L)

                              (OR)

    b. Enumerate the views of Dr.S.Rathakrishsan and his relevance to Modern Education.
       (L5)
17. a. Write a brief history of education in pre-independent India. (L2)

                              (OR)

b.What are the main features of Illam Thedi Kalvi Scheme? Elucidate the impact of this scheme in Tamil Nadu (L4)

PE– III– INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Course Code: 23FBPE3

Credits : 3

Total number of hours: 75 (L – 40; T – 15; P – 20)

Course Learning Outcomes (CLOs)

The student teacher

- recognizes the psychological principles of ICT enabled learning (L1)
- integrates ICT in teaching, learning and assessment (L2)
- applies AI as a Smart Learning Environment (L3)
- categorizes the applications of ICT in teaching, learning and assessment (L4)
- creates digital story for teaching the content (L6)
- follows digital ethics while accessing the digital space (L5)

Unit I : Concept of ICT   **(L-5; T-3; P-4)**

ICT in Education: Meaning, Concept, and Objectives-Psychological Principles of ICT Enabled Learning-Change in the role of Teacher/ e-tutors in Technology Enabled Learning-Empowerment of Learner by using ICT in Learning and Teaching-Educational Policies (UGC/AICTE) in using ICT in formal Education-Criteria for selecting ICT tool– Technical - instructional organizational – ethical

Task Assessment: Critically analyze the statement, "Technology will never replace great teachers, but technology in the hands of a great teacher can be transformational."

Unit II : ICT Integrated Pedagogy   **(L-5; T-3; P-3)**

Overview: Bloom's Digital Taxonomy–Instructional Design: Meaning, Concept, Principle, Steps–Models of Instructional Design: ADDIE Model–TPACK (Technological Pedagogical content knowledge)-Gagne's Nine Events of Instructions, Dick and Carey Model–Smart Pedagogy

Task Assessment : Develop digital content using any one model of Instructional Design in the perspectives of Bloom's Digital Taxonomy

Unit III : Artificial Intelligence (AI) in Education   **(L-10; T-3; P-5)**

Artificial Intelligence in Education (UNESCO)-History of AI–Foundations of AI: Smart Learning Environment: Virtual Reality, Augmented Reality, Classroom Robotics Applications of AI in Education: Task Automation, Personalized Learning, Universal Access, Smart Content Creation, Voice Assistant–: Incorporation of AI in

Education: Opportunities and Challenges–prospects of AI- Expert System in Education–Intelligent Computer Assisted Instruction–Application of Neural Network.

Task Assessment: Prepare and submit a personalized learning package for a topic from 9th Standard Text Book.

Unit IV: Web 3.0 in Education (L-10; T-4; P-5)

Web 3.0 (Semantic Web)–Implications of Web 3.0 in Education: Credentials, Social Life and Peer Learning, Decentralized Autonomous Organization (MOOC)--Customized Learning–Micro-Learning-Meta Learning–Ubiquitous Learning-Live Stream–Learning Management System–Cloud Computing in Classroom Technology: Engagement, Collaboration, Mobility, Real-time Assessment

Task Assessment: Practice any one micro skill among your peers through live stream and share the link

Unit V : Recent trends in Education (L-10; T-4; P-5)

Use of ICTs for administrative tasks in teaching and learning process : Record Keeping, Lesson Plan Development, Information Presentation–Internet Resources-Flipped classroom–Digital Storytelling-Virtual Classroom–Cyber Security–Intelligent information service modelling.

Task Assessment : Create your own Digital Story in your preferable content and post it into your blog based on digital ethics

Note : The students should select any three Task Assessments

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Information and Communication Technology in Education

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Recognizes the psychological principles of ICT enabled learning (L1)	1,5,7,8	1,3,5,7,8,10
2	Integrates ICT in teaching, learning and assessment(L2)	1,2, 5	1,5,7,8,10
3	Applies AI as a Smart Learning Environment (L3)	1, 2, 3, 5, 7	1,5,7,9,10
4	Categorizes the applications of ICT in teaching, learning and assessment (L4)	1, 2, 5, 7	1,2,5,7,8,9,10
5	Creates digital story for teaching the content (L6)	1, 2, 3, 4, 6	1,5,7,8,9,10
6	Follows digital ethics while access the digital space (L5)	1, 7, 8	1,4,5,6,7,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓				✓		✓	✓
CLO2	✓	✓			✓			
CLO3	✓	✓	✓		✓		✓	
CLO4	✓	✓			✓		✓	
CLO5	✓	✓	✓	✓		✓		
CLO6	✓						✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓		✓		✓	✓		✓
CLO2	✓				✓		✓	✓		✓
CLO3	✓				✓		✓	✓	✓	✓
CLO4	✓	✓			✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓	✓	✓
CLO6	✓			✓	✓	✓	✓			✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.ED. (I YEAR) - I SEMESTER MODEL QUESTION PAPER
INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Time: 2.30hrs.   Max. Marks: 60

SECTION-A   (5x1=5 marks)

Answer all the following questions :

1. Typically contain information about your visit to the webpage or record your login information.(L1)

    a. Cookies   b. Image   c. Firewall   d. Clipboard

2. Technology Enhanced Learning environment that can contribute to the fragmentation of the educational process to develop the principles of (L2)

    a. Smart Pedagogy   b. Critical Pedagogy

    c. Mobile Pedagogy   d. Creative Pedagogy

3. Artificial Intelligence is about_____.(L4)

    a. Playing a game on Computer   b. Making a machine Intelligent c. Programming on Machine with your Own Intelligence d. Putting your intelligence in Machine

4. Which statement does not best describe micro learning?

    a. Training reorganised into several short courses (L2)

    b. Focused, targeted information

    c. Every content piece is shorter than two minutes

    d. Actionable instruction for a specific behaviour

5. A flipped classroom is (L2)

    a. Teacher-centered   b. Student-centered

    c. Test-centered   d. Performance-centered

SECTION - B   (5x2=10 marks)

Answer all the following questions in about 50 words each:-

1. Write any two technological factors used in ICT (L1)

2. What are the factors to consider in selecting ICT tools? (L3)

3. State any two differences of Augmented Reality and Virtual Reality (L1)

4. Define TPACK. (L1)

5. Mention any two Record Keeping Tools (L3)

SECTION-C   (3x5=15marks)

Answer any One of the following questions in about 250 words each:- (L4)

1. How can technology-enabled learning changes the role of teachers? (L2)

2. Explain the Implications of Gagne's Nine Events of Instruction (L2)

3. Enumerate the Foundations of Artificial Intelligence in Education (L1)

4. Give details for the purpose of Learning Management System with suitable examples (L3)

5. Describe the impact of Intelligent information service modelling. (L2)

SECTION-D   **(2x15=30 marks)**

Answer the following questions in about 750 words each:-

1. (a) Describe the Psychological Principles of ICT Enabled Learning (L1)

   (OR)

   (b) Design Instructional Design based on ADDIE Model in your respective discipline (L2)

2. (a) Enlist the Application of AI in education with suitable illustrations (L2)

   (OR)

   (b) Discriminate the Implications of Web 3.0 in Teaching, Learning and Evaluation (L1)

PEDAGOGY OF BIOLOGICAL SCIENCE – I

Course Code : 23FBCBS
Credits :3

Total number of hours: 75 (L – 30; T – 15; P– 30)
Course Learning Outcomes (CLOs)
The student teacher
- describes the aims and objectives of teaching Biological Science (L1)
- distinguishes the skills of micro-teaching. (L2)
- executes the various instructional strategies for teaching Biological Science. (L3)
- integrates the principles for writing biological science lesson plans. (L4)
- reviews the content of the school syllabus related to biological science. (L5)
- creates an e-content for teaching Biological science. (L6)

Unit I : Aims and Objectives   (L-8, T-3; P-3)

Aims & Objectives of teaching Biological Science at different levels – Primary, Secondary and Higher Secondary–Benjamin Bloom's taxonomy, Anderson and Krathwohl's revised Bloom's taxonomy. Relationship of Biology with other branches of Science - Impact of Biological Science on modern communities-Values of teaching Biological Science.

Task Assessment: Discuss in group and submit a report on impact of Biological Science on modern communities

Unit II : Microteaching and Link Lesson   (L-4; T-3 P-10)

Microteaching–Meaning, Definition-Characteristics–Microcycle-Micro teaching skills: Introducing a Lesson–Explaining-Probing Questioning-Stimulus Variation–Reinforcement–Illustrating with Example–Using Blackboard–Achieving closure-Link Lesson–Macro Teaching

Task Assessment: Prepare and submit a report on your experience of practising microteaching skills and link lessons.

Unit III : Instructional Strategies   (L-7; T-3; P-5)

Lecture method–Lecture cum-demonstration method–Biographical method–Project method-Scientific method-Inductive and Deductive method–Laboratory Method–Heuristic Method-Active Learning Method (ALM) -Programmed Learning: Linear and Branching–Constructivist Learning–Social Emotional Learning-Team teaching-Seminar-Symposium-Panel discussion -Computer Assisted Instruction(CAI).

Task Assessment: Prepare and submit an e-content for a topic from standard IX Science textbook.

Unit IV : Planning for Teaching   (L-7; T-3; P-7)

Year Plan: Definition-Characteristics-Unit plan: Definition-Characteristics– Steps – Lesson plan: Definition–Components–Characteristics-Herbartian steps- Digital lesson plan.

Task Assessment: Prepare and submit a digital lesson plan for a topic from standard IX Science textbook.

Unit V : Content related to School Syllabus   (L-4; T-3; P-5)

Invertebrates–Vertebrates–Various modes of Reproduction in Animals: Asexual Reproduction, Sexual Reproduction–Fertilization-Viviparous Animals Oviparous Animals–Young ones to adults: Incomplete metamorphosis, Complete metamorphosis. Cell as a basic unit of life–Prokaryotic and Eukaryotic cell. Components of cell- Cell wall, Cell membrane, Nucleus, Mitochondria, Plastids, Ribosomes. Cell Division: Amitosis, Mitosis & Meiosis and their significance.

Task Assessment: Prepare and submit a concept map for vertebrates/ invertebrates

Note: The students should select any three Task Assessments

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Pedagogy of Biological science - I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the aims and objectives of teaching Biological Science (L1)	2, 4, 5	7, 8
2	distinguishes the skills of micro teaching (L2)	2, 3, 5	1, 2, 3, 7,9
3	executes the various instructional strategies for teaching Biological science(L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	integrates the principles for writing biological science lesson plan.(L4)	2, 4, 5, 7	5. 9
5	reviews the content of school syllabus related to biological science (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	creates an e-content for teaching Biological science (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4				✓					✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER Model Question Paper
PEDAGOGY OF BIOLOGICAL SCIENCE - I

Time: 2.30 hrs.   Max. Marks: 60

Section – A   (5 X 1 = 5)

Answer all the following questions:-

1. Which of the following is a centre point of a lesson plan (L4)
   a)principal b) teacher c) student d) none of the above

2.Micro teaching is based on ---------- operant conditioning(L1))
   a) Mc Donald   b) Flanders   c) Allen   d) Skinner

3.What describes a virtual classroom? (L2)
   a) Learners using technology in a classroom environment led by a tutor.
   b) A training course done using YouTube tutorials
   c) Online learning enrollment assessed through the webinars
   d) Online live learning course

4.According to --------- "A unit is as large a block of related subject matter as can be overviewed by the learner" (L3)
   a) Henry Morrison   b) Bossing   c) Preston   d) Elizabeth Berry

5.The demonstration method is known as the passive learning method because? (L2)
   a) No feedback mechanism is involved b) Students are the active role players
   c) Teacher-centered method.   d) All of the above

Section - B   (5 X 2 = 10)

Answer all the following questions in about 50 words each:-

6. Elucidate how biology is related to the environment. (L1)

7.Differentiate between learner centered teaching and teacher centered learning. (L5)

8. How can scientific method of teaching improve the qualities of learning?(L5)

9.Differntiate Incomplete metamorphosis and Complete metamorphosis. (L5)

10. Discuss the skill of stimulus variation with relevant examples (L1)

Section - C   (3 X 5 = 15)

Answer any three of the following questions in about 250 words each:-

11.Describe the impact of bio science on modern communities. (L1)

12.What is the need for link lesson in micro teaching? (L3)

13. Define 'Group Discussion' of teaching. Explain briefly the various steps involved in it (L4)

14.What do you mean by 'unit plan'? Explain the steps involved in developing a unit plan.(L4)

15.As a teacher how will you use programmed learning in your biology teaching. .(L6)

Section - D   (2 X 15 = 30)

Answer the following questions in about 750 words each:-

1. a) Discuss Bloom's taxonomy of educational objectives and its importance. (L2)

(OR)

   b) "Scientific method is essentially inductive - deductive in character"- discuss this statement. (L4)

   a) Choosing a topic from IX standard biology content develop a lesson plan indicating the different steps involved.(L3)

(OR)

   b) Describe reduction division and its significance. (L1)

PEDAGOGY OF COMPUTER SCIENCE – I

Course Code: 23FBCCS
Credits :3

Total number of hours: 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the aims and objectives of teaching Computer Science (L1)
- distinguishes the skills of micro teaching (L2)
- executes the various instructional strategies for teaching Computer Science(L3)
- integrates the principles for writing Computer Science lesson plan.(L4)
- reviews the content of school syllabus related to Computer Science (L5)
- creates an e-content for teaching Computer Science (L6)

Unit I : Aims and Objectives   **(L-8; T – 3; P-3)**

Aims and objectives of Teaching Computer Science at different levels: Primary, Secondary and Higher Secondary-Benjamin Bloom's taxonomy, Anderson and Krathwohl's revised Bloom's Taxonomy-Nature and scope of computer science– Values of teaching computer science.

Task Assessment: Discuss in group and submit a report on "Values of teaching Computer Science"

Unit II : Microteaching and Link Lesson   **(L-4; T – 3; P-10)**

Microteaching–Meaning, Definition-Characteristics–Cycle-Micro teaching skills: Introducing a Lesson–Explaining-Probing Questioning-Stimulus Variation–Reinforcement –Illustrating with Example–Using Blackboard–Achieving closure-Link Lesson – Macro Teaching

Task Assessment : Prepare a report on Your experience of practicing micro teaching skills and link lesson

Unit III : Instructional Strategies   **(L-7; T – 3; P-5)**

Lecture method -lecture-cum-demonstration - Heuristic method - project method –Inductive-deductive-Analytic method-Synthetic method-programmed learning : Linear -Branching-Constructivist Learning–Social Emotional Learning-Team teaching- Seminar- Symposium-Panel discussion- Computer Assisted Instruction.

Task Assessment: Prepare and submit an e-content for a topic from Standard XI Computer Science Text Book

Unit IV : Planning for Teaching   (L-7; T — 3; P-7)

Year Plan: Definition–Characteristics –Unit Plan: Definition–Characteristics-steps in unit plan -Lesson Plan: Definition– Components - Characteristics - Herbartian Steps --Digital lesson plan.

Task Assessment: Prepare a digital lesson for a topic from standard XI Computer Science Text book

Unit V: Content related to School Syllabus   (L-4; T — 3; P-5)

Generations of Computers-Number systems–Boolean Algebra - Concept of operating system–Working with Windows Operating System–algorithmic problem solving–Composition and decomposition – Iteration and recursion.

Task Assessment: Prepare and submit quiz online for a topic from XI Standard Computer Science textbook

 Note : The students should select any three Task Assessments

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Pedagogy of Computer Science - I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the aims and objectives of teaching Computer Science (L1)	2, 4, 5	7, 8
2	distinguishes the skills of micro teaching (L2)	2, 3, 5	1, 2, 3, 7,9
3	executes the various instructional strategies for teaching Computer Science(L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	integrates the principles for writing Computer Science lesson plan.(L4)	2, 4, 5, 7	5. 9
5	reviews the content of school syllabus related to Computer Science (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	creates an e-content for teaching Computer Science (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF COMPUTER SCIENCE - I

Time: 2.30 hrs.   **Max. Marks: 60**

Section – A   **(5 X 1 = 5)**

Answer all the following questions:-
1. In school system HOTS means (L4)
    a) High Order Training Skills   b) Hands on Training Skills
    c) Hands On Thinking Skills   d) Higher Order Thinking Skills
2. ADDIE model was first developed in which university? (L1)
        a) Texas   b) Cambridge
        c) Florida   d) Stanford
3. The standard duration of micro teaching cycle is -------- minutes. (L1)
        a) 20   b) 15   c) 40   d) 36
4. How many components are there in skill of probing questions? (L2)
        a) 5   b) 3   c) 4   d) 6
5. The octal number 176 is converted to hexadecimal as (L3)
        a) 7E   b) 6F   c) 5A   d) E7

Section - B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-
6. Define Micro Teaching. (L1)
7. List out the keywords for writing instructional objectives with respect to three domains of Blooms Taxonomy.(L2)
8. What do you mean by constructive approach of teaching?(L2)
9. Differentiate unit plan and year plan. (L2)
10. Write down a sample program for recursive call of statements. (L1)

Section - C   **(3 X 5 = 15)**

Answer any three of the following questions in about 250 words each:-
11. What are the aims and objectives of teaching computer science at various levels in school? (L1)
12. Draw the micro teaching cycle and explain the steps. (L2)
13. Explain the instructional design Model. (L1)
14. Discuss the Herbartian steps of a lesson plan.(L1)
15. What is operating system? Write the differences between (L2)
16. Windows and Linux? (L1)

Section - D   **(2 X 15 = 30)**

Answer the following questions in about 750 words each:-
17. a. Explain Anderson's Revised Bloom Taxonomy of educational objectives. (L1)
                                (OR)
   b. Why Skill of Stimulus Variation is important? Explain it with the components and the coding sheet of this skill.(L2)
18. a. Explain the Project method in detail. (L1)
                                (OR)
   b. Write a lesson plan for teaching the topic Polymorphism for students of standard XI.(L2)

PEDAGOGY OF ENGLISH – I

Course Code : 23FBCEN

Credits : 3

Total number of hours: 75 (L – 30; T – 15; P–30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the aims and objectives of teaching English (L1)
- distinguishes the skills of micro teaching (L2)
- executes the various instructional strategies for teaching English (L3)
- integrates the principles for writing English lesson plan.(L4)
- reviews the content of school syllabus related to English (L5)
- creates an e-content for teaching English (L6)

Unit I : Aims and objectives   **(L–8; T – 3; P– 3)**

Aims and objectives of teaching English at primary, secondary and higher secondary levels–Anderson and Krathwohl's Revised-Bloom Taxonomy of Instructional objectives- Cognitive, Affective and Psychomotor Domain–Four skills of English–Various strategies to develop listening, speaking, reading and writing skills.

Task Assessment : Prepare slides on English as a skill subject.

Unit II : Micro Teaching and Link Lesson   **(L–4; T – 3; P–10)**

Microteaching–Meaning, Definition-Characteristics –Cycle-Micro teaching skills: Introducing a Lesson–Explaining-Probing Questioning-Stimulus Variation–Reinforcement–Illustrating with Example –Using Blackboard –Achieving closure - Link Lesson - Macro Teaching

Task Assessment : Prepare a report on your experiences of practising Micro teaching skills and link lesson

Unit III : Instructional strategies   **(L–7; T – 3; P–5)**

Methods –Direct-Suggestopaedia-The Silent way-Audio-Lingual Method–Active Learning Method-Differences between translation and direct method–Approaches– Structural, Situational, Communicative, Eclectic and Interactive approaches – Differences between method and approach-Programmed Learning: Linear-Branching– Constructivist Learning–Social Emotional Learning- Team teaching-Seminar- Symposium-Panel discussion- Computer Assisted Instruction (CAI)

Task Assessment : Prepare and submit an e-content for a topic from standard IX English textbook

Unit IV : Planning for Teaching   (L–7; T–3; P-7)

Year Plan: Definition-Characteristics – Unit plan :Definition- Characteristics Steps – Lesson Plan: Definition, Components, Importance, Characteristics, Herbartian Steps – Teaching of Prose and Poetry : Need–Format of Lesson Plans–Differences - Digital Lesson plan.

Task Assessment : Prepare and submit a Digital lesson plan for a topic from Standard IX English Textbook

Unit V : Content related to school syllabus   (L–4; T – 3; P– 5)

Elements of English Language–Parts of speech–Sentence Structure-Concord-Rephrasing sentences -Question tags-Clauses and Sentences–Direct to Indirect speech – Gerund–Determiners–Linking words–Adverbs-Punctuation and Capitalization-Prefixes and Suffixes -The description of speech sounds, vowels and consonants–Classification of consonants, vowels and diphthongs-Phonetic symbols-Phonetic Transcription.

Task Assessment : Prepare a worksheet for grammatical exercise to make high school pupils understand certain grammatical concepts.

Note : The students should select any three Task Assessments

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Pedagogy of English - I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Describes the aims and objectives of teaching English (L1)	2, 4, 5	7, 8
2	Distinguishes the skills of Micro teaching (L2)	2, 3, 5	1, 2, 3, 7,9
3	Executes the various instructional strategies for teaching English (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	Integrates the principles for writing English lesson plan (L4)	2, 4, 5, 7	5. 9
5	Reviews the content of school syllabus related to English (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	Creates an e-content for teaching English (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH - I

Time: 2.30 hrs.   **Max. Marks: 60**

Section – A   **(5 X 1 = 5)**

Answer all the following questions:-

1. Knowing is to cognitive domain as --------- is to psycho-motor domain. (L2)
   (a) Feeling   (b) Acting
   (c) Neither (a) nor (b)   (d) Both (a) and (b)
2. How can you vary the stimuli? (L1)
   (a) By changing sensory focus   (b) By changing speech pattern
       (c) By showing different gestures   (d) All the above
3. Which, among the following, is not applicable to 'Direct Method'? (L3)
   (a) Teaching is done through English language
   (b) Mother-tongue is the language of instruction
   (c) Students are made to think in English
   (d) Both oral and written skills are evaluated.
4. The teacher should be emotional and should appeal to affective domain while teaching. (L1)
          (a) Prose   (b) Poem   (c) Grammar   (d) Supplementary
5. The number of vowel and consonant sounds in English are --------and -------- respectively. (L1)
   (a) 5 and 21   (b) 8 and 12   (c) 20 and 24   (d) 26 and 44

Section - B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

6. Write a short note on Anderson's Revised Bloom Taxonomy. (L1)
7. How do you link micro-skills of teaching? (L3)
8. Define Flipped learning. (L2)
9. Mention any four characteristics of an effective lesson plan.(L1)
10. Transcribe 'English', 'Teacher', 'College' and 'Education' phonetically. (L4)

Section – C   **(3 X 5 = 15)**

Answer any three of the following questions in about 250 words each:-

11. Briefly explain cognitive, affective and psycho-motor domains. (L1)
12. Explain the components in the micro skill of stimulus variation. (L2)
13. Why social emotional learning is essential for students (L2)
14. Describe the steps involved in the prose lesson plan. (L2)
15. As a teacher of English, how will you teach question tag among your students? (L3)

Section - D   **(2 X 15 = 30)**

Answer the following questions in about 750 words each:-

16. a) Suggest various strategies to develop Listening, Speaking and Writing skills of our students. (L5)

(OR)

b) Describe different approaches of Teaching English. (L2)

17. a) Write short notes on the following. (L1)
      (i)   Parts of Speech

    (ii)   Prefix and Suffix

    (iii)   Sentence and Clauses.

    (iv)   Capitalisation

<div align="center">(OR)</div>

b) Write a lesson plan for teaching the following poem in IX standard. (L3)

LEISURE

What is this life if, full of care, We have no time to stand and stare.

No time to stand beneath the boughs, And stare as long as sheep or cows.

No time to see, when woods we pass, Where squirrels hide their nuts in grass.

No time to see, in broad daylight, Streams full of stars, like skies at night.

    No time to turn at Beauty's glance, And watch her feet, how they can dance.

No time to wait till her mouth can Enrich that smile her eyes began.

    A poor life this is, if full of care, We have no time to stand and stare.

<div align="right">- William Henry Davies</div>

PEDAGOGY OF HISTORY – I

Course Code: 23FBCHY

Credits : 3

Total number of hours: 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the aims and objectives of teaching History (L1)
- distinguishes the skills of micro teaching (L2)
- executes the various instructional strategies for teaching History (L3)
- integrates the principles for writing History lesson plan.(L4)
- reviews the content of school syllabus related to History (L5)
- creates an e-content for teaching History (L6)

Unit I : Aims and Objectives   **(L–8; T–3; P– 3)**

Aims and objectives of teaching History at different levels: Primary - Secondary- Higher Secondary–Bloom's taxonomy of instructional objectives-Framing instructional objectives-Anderson and Krathwohl's Revised Bloom's Taxonomy, values of teaching History: Practical, social, Intellectual, Disciplinary and Cultural.

Task Assessment: Discuss in group and submit a report on "values of teaching History"

Unit II : Microteaching   and Link Lesson   **(L–4; T–3; P-10)**

Microteaching–Meaning, Definition-Characteristics –Cycle-Micro teaching skills: Introducing a Lesson–Explaining-Probing Questioning-Stimulus Variation Reinforcement –Illustrating with Example –Using Blackboard–Achieving closure - Link Lesson – Macro Teaching

Task Assessment : Prepare and submit a report on your experience of practicing micro teaching and link lesson

Unit III : Instructional Strategies   **(L–7; T–3; P-5)**

Lecture Method–Inductive method–Deductive method–Project method–Dramatization–Source Method–Biographical Method -Active Learning Method (ALM) – Programmed Learning: Linear–Branching - Constructivist Learning–Social Emotional Learning-Team teaching-Seminar-Symposium-Panel discussion-Computer Assisted Instruction (CAI)

Task Assessment : Prepare and submit an e-content for a topic from Standard IX Social Science Text Book

Unit IV : Planning for teaching   (L – 7; T – 3; P– 7)

Year Plan: Definition- Characteristics Unit plan : Definition- Characteristics Lesson plan: Definition - Components – Characteristics- - Herbartian steps - Digital lesson plan.

Task Assessment: Prepare and submit a Digital lesson plan for a topic from Standard IX Social Science Text Book

Unit V: Content related to School Syllabus   (L– 4; T – 3; P–5)

History : Indus Valley Civilization, Ancient Cities of Tamilagam, Great Thinkers and New Faiths, From Chiefdoms to Empires, Society and Culture in Ancient Tamizhagam: The Sangam Age, Later Cholas and Pandyas and The Delhi Sultanate-**Geography:** The Universe and Solar System, Land and Oceans, Resources, Asia and Europe, Globe, Understanding Disaster, Resources and Tourism - **Civics:** Understanding Diversity, Achieving Equality, The Constitution of India, Democracy, Equality and Political Parties - **Economics:** Economics-An Introduction, Production, Money, Savings and Investments.

Task Assessment: Draw a timeline of India showing The Age of Empires

Note : The students should select any three Task Assessments

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Pedagogy of History - I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the aims and objectives of teaching History (L1)	2, 4, 5	7, 8
2	distinguishes the skills of micro teaching (L2)	2, 3, 5	1, 2, 3, 7,9
3	executes the various instructional strategies for teaching History (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	integrates the principles for writing History lesson plan.(L4)	2, 4, 5, 7	5. 9
5	reviews the content of school syllabus related to History (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	creates an e-content for teaching History (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
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B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF HISTORY

Time: 2.30hrs.   Max. Marks: 60

Section - A   (5x1 = 5 Marks)
I. Answer all the following questions
1.The level of Blooms Taxonomy involves interpreting, exemplifying, summarizing and inferring meaning from written oral or graphic material is (CLO1, L1)
a. Remembering b. Understanding, c. Applying, d. Creating
2. He is the person first adopted Micro Teaching techniques (CLO2, L2)
a. Carlyle, b. John Dewey, c. Kilpatrick d. Dwight W. Allen
3. Personalized System of Instruction (PSI) is called as (CLO3, L1)
a. Programmed Learning, b. Computer Assisted Instruction c. Keller plan d. Self-pacing
4. The Herbartian steps of lesson plan was proposed by (CLO4,L2)
a. Francis Bacon b. Herbart Spencer c. John F. Herbartd. Jean Piaget
5. He designed teaching method in unit teaching (CLO5, L1)
a. Norman. A. Crowder, b. Dr. Morrison, c. Benjamin Bloom, d. Herbert

Section - B   (5x2 = 10 Marks)
II. Answer all the following questions in about 50 words each
6.What is Blooms Taxonomy? (CLO1, L1)
7.Write notes on Macro Teaching: - (CLO2, L2)
8. Describe is the role of teacher in project method? (CLO3,L2)
9.List out any five features of a good lesson plan (CLO4, L2)
10.Define democracy: -(CLO5, L1)

Section – C   (3x5 = 15 Marks)
Answer any three of the following questions in about 250 words each: -
11. Evaluate the aims and objectives of teaching History at different levels of education: - (CLO1, L5)
12. Describe the skill of stimulus variation: - (CLO2, L2)
13. Explain Lecture Method: -(CLO3,L1)
14.Elucidate Herbert's approach in lesson planning? (CLO4, L2)
15. Mention the salient features of Indus Valley Civilization (CLO5, L2)

Section - D (2x15 = 30 Marks)
Answer the following questions in about 750 words each: -
16. a. Explain year plan and list out its advantages and disadvantages. (CLO 4, L4)

(OR)

b. What is micro teaching? Evaluate the various steps of Micro Teaching Cycle: - (CLO2, L 5)

17. a. How would you elaborate the values of Teaching History? (CLO1, L6)

(OR)

b. Discuss Biographical method of teaching History: - (CLO3, L2)

PEDAGOGY OF MATHEMATICS – I

Course Code : 23FBCMA

Credits :3

Total number of hours: 75 (L – 30; T – 15; P– 30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the aims and objectives of teaching Mathematics (L1)
- distinguishes the skills of micro teaching (L2)
- executes the various instructional strategies for teaching Mathematics (L3)
- integrates the principles for writing Mathematics lesson plan. (L4)
- reviews the content of school syllabus related to Mathematics (L5)
- creates an e-content for teaching Mathematics (L6)

Unit I : Aims and Objectives (L-8, T-3; P-3)

Aims and objectives of teaching Mathematics at different levels: Primary-Secondary -Higher Secondary–Bloom's taxonomy of instructional objectives-Framing instructional objectives of teaching Mathematics in behavioural terms– Anderson and Krathwohl's revised Bloom's taxonomy–Characteristics of mathematics: logical sequence-structure- precision- abstractness-symbolism- Values of teaching Mathematics: practical – social – cultural – disciplinary - recreational.

Task Assessment: Discuss in group and submit a report on the values of teaching mathematics

Unit II : Microteaching and Link Lesson (L-4; T-3; P-10)

Microteaching–Meaning, Definition, Characteristics, Cycle-Micro teaching skills: Introducing a Lesson–Explaining-Probing Questioning-Stimulus Variation–Reinforcement–Illustrating with Example –Using Blackboard –Achieving closure - Link Lesson - Macro Teaching.

Task Assessment: Prepare and submit a report on your experience of practising micro teaching and link lessons

Unit III: Instructional Strategies (L-7; T-3; P-5)

Lecture cum demonstration method–Inductive method - Deductive method - Analytic Method-Synthetic method–Heuristic method- Problem posing and solving approach-Active Learning Method (ALM)–TIGER Method - 5E Model-Programmed Learning: Linear-Branching - Constructivist Learning – Social Emotional Learning- Team teaching- Seminar- Symposium-Panel discussion-Computer Assisted Instruction (CAI).

Task Assessment : Prepare and submit an e-content for a topic from Standard IX Mathematics Text Book

Unit IV : Planning for Teaching   **(L-7; T-3; P-7)**

Year Plan: Definition-Characteristics-Unit plan: Definition-Characteristics–Steps–Lesson plan: Definition–Components- Characteristics-Herbartian steps– Digital lesson plan

Task Assessment : Prepare and submit a Digital lesson plan for a topic from Standard IX Mathematics Text Book

 Unit V : Content related to School Syllabus   **(L-4; T-3; P-5)**

Ratio and Proportion: Direct Proportion – Inverse Proportion- Sets: Types of sets –Set operations– Representation using Venn diagram- Real numbers: Surds – Basic operations. Functions: Definition - Types - operations on function. Basic Algebra -Linear inequalities–Quadratic functions – Polynomial functions –Rational functions. Trigonometry-Trigonometric functions – Properties – Trigonometric identities– Trigonometric equations.

Task Assessment: Prepare and submit a report on applying Ratio and Proportion in everyday life.

 Note : The students should select any three Task Assessments

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Pedagogy of Mathematics - I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Describes the aims and objectives of teaching Mathematics (L1)	2, 4, 5	7, 8
2	Distinguishes the skills of Micro teaching (L2)	2, 3, 5	1, 2, 3, 7,9
3	Executes the various instructional strategies for teaching Mathematics (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	integrates the principles for writing Mathematics lesson plan (L4)	2, 4, 5, 7	5. 9
5	Reviews the content of school syllabus related to Mathematics (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	Creates an e-content for teaching Mathematics (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4				✓					✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
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B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF MATHEMATICS – I

Time: 2.30 hrs.   **Max. Marks: 60**

Section – A   **(5 X 1 = 5)**

Answer all the following questions:-

1. Identify the main source of instructional objectives (L4)

   a. The nature of the learner   b. societal requirements

   c. Aims of education   d. Opinions of subject experts

2. The duration of microteaching cycle is----------- (L1)

   a.30 minutes   b.25 minutes
   c. 40 minutes   d. 36 minutes

3. The learner-centred method is---------- (L5)

   a. Demonstration method   b. Problem solving method
   c. Synthetic method   d. Analytical method

4. The plan of an instructional unit is called---------------- (L2)

   a. Time plan   b. Year plan   c. Unit plan   d. Lesson plan

5. If B – A is B, then A∩B is ----------(L3)

   a. A   b. B   c. ∪   d. ∅

Section - B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

6. How does the cognitive domain of Anderson and Krathwohl's revised bloom's taxonomy of instructional objectives differ from Blooms taxonomy? (L4)

7. Define Macroteaching (L1)

8. List out the importance of social emotional learning(L2)

9. Write down the importance of Unit plan (L3)

10. Find the value of k for which the given system of equations kx+2y=3; 2x-3y=1 has a unique solution. (L5)

Section - C   **(3 X 5 = 15)**

Answer any three of the following questions in about 250 words each:-

11. Classify the aims of teaching mathematics   (L3)

12. Discuss the skill of stimulus variation with relevant examples. (L2)

13. Differentiate the analytic and synthetic method of teaching mathematics (L4)

14. How do you apply constructivist learning in the classroom? (L1)

15. If f: N→N is defined by f(x) = 2X –1, prove that f is one- one but not onto (L5)

Section - D   **(2 X 15 = 30)**

Answer the following questions in about 750 words each:-

16. a Critically analyse the Bloom's taxonomy of educational objectives   (L4),(L5)

                   (OR)

   b. Explain the skill of probing questioning with its components.
     Discuss the process of practising it through a suitable micro lesson plan. (L2), (L6)

17. a. What do you mean by programmed Learning? Explain the types with its application in Mathematics (L1), (L2), (L3)

(OR)

b. What is a lesson plan? Prepare a lesson plan for any topic from IX / XI standard mathematics textbook (L1), (L6)

PEDAGOGY OF PHYSICAL SCIENCE – I

Course Code :23FBCPS

Credits :3

Total number of hours: 75 (L – 30; T – 15; P– 30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the aims and objectives of teaching Physical Science (L1)
- distinguishes the skills of micro teaching (L2)
- executes the various instructional strategies for teaching Physical Science(L3)
- integrates the principles for writing Physical Science lesson plan.(L4)
- reviews the content of the school syllabus related to Physical Science (L5)
- creates an e-content for teaching Physical Science (L6)

Unit I : Aims and Objectives **(L-8; T-3; P-3)**

Aims and objectives of teaching Physical Science at different levels – Primary, Secondary and higher secondary-Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor domains - Framing Instructional Objectives of teaching Physical Science in behavioural terms – Krathwohl and Anderson's Revised Bloom's Taxonomy-Nature and Scope of Science : Meaning, Definition and Nature of Science (product and process)–A body of knowledge–A way of thinking–Contribution of scientists to nation–Values of Science Teaching-Maxims of teaching Science– Known to unknown, part to whole, concrete to abstract.

Task Assessment : Discuss in group and submit a report on the Maxims of teaching Physical Science

Unit II : Micro teaching and Link Lesson **(L-4; T-3; P-10)**

Microteaching–Meaning, Definition-Characteristics–Cycle-Micro teaching skills: Introducing a Lesson–Explaining-Probing Questioning-Stimulus Variation–Reinforcement –Illustrating with Example–Using Blackboard–Achieving closure- Link Lesson-Macro Teaching

Task Assessment : Prepare and submit a report on your experience of practicing micro teaching skills and link lesson

Unit III : Instructional strategies **(L-7; T-3; P-5)**

Lecture - Lecture cum Demonstration–Individual Practical -Assignment - Heuristic -Biographical–Active Learning Method–Inductive and deductive - Project method- Programmed Learning : Linear, Branching - Constructivist Learning –

Social Emotional Learning -Team teaching-Seminar- Symposium-Panel discussion-Computer Assisted Instruction(CAI)

Task Assessment : Prepare and submit an e-content material for a topic from standard IX Science Text book

Unit IV : Planning for Teaching   (L-7; T-3; P-7)

Year Plan: Definition- Characteristics -Unit plan: Definition- Characteristics– Steps – Lesson plan: Definition–Components- Characteristics-Herbartian steps- Digital lesson plan

Task Assessment : Prepare and submit a digital lesson plan for a topic from standard IX Science Text book

Unit V : Content related to School Syllabus   (L-4; T-3; P – 5)

Measurement-Force and Motion-Matter around us–Heat–Electricity–Air–Magnetism–Water–Chemistry in everyday life–Work, power, energy-Light-Universe and space science-Atomic structure-Sound-Universe-Periodic classification of elements-Chemical bonding-Acids bases and salts-Applied chemistry-Laws of Motion-Gravitation- Mechanical properties of solids and fluids-Thermodynamics-Oscillations and waves-Classification of elements- Chemical bonding and molecular structure- Equilibrium-Redox reaction-Hydrogen- S-block elements-P-block elements- Hydrocarbons

Task Assessment : Prepare any three models related to teaching of Physical Science

Note : The students should select any three Task Assessments

Physical Science Experiments

Student teachers do five experiments in Physical Science

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Pedagogy of Physical Science - I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Describes the aims and objectives of teaching Physical Science (L1)	2, 4, 5	7, 8
2	Distinguishes the skills of Micro teaching (L2)	2, 3, 5	1, 2, 3, 7,9
3	Executes the various instructional strategies for teaching Physical Science (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	Integrates the principles for writing Physical Science lesson plan (L4)	2, 4, 5, 7	5. 9
5	Reviews the content of school syllabus related to Physical Science (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	Creates an e-content for teaching Physical Science (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER EXAMINATION
PEDAGOGY OF PHYSICAL SCIENCE – I

Time: 2.30 hrs.   Max. Marks: 60

Section – A   (5 X 1 = 5)

Answer all the following questions: -

1. Which is the newly added objective in Revised Bloom's taxonomy? L1
   a) understanding   b) analyzing
   c) creating   d) evaluating
2. Writing the learner's response on the black board is a sub skill of   L2
   a) Non – verbal reinforcement   b) verbal reinforcement
   c) questioning skill   d) stimulus variation
3. Who developed Inductive approach in science teaching? L1
   a) Aristotle   b) Bruner   c) Gagne   d) Francis Bacon
4. Which of the following is the most appropriate in the preparation of a lesson plan? L2
   a) Techno – Pedagogical content knowledge
   b) Content knowledge
   c) Technological content knowledge
   d) Technological knowledge
5. Magnetism at the centre of a bar magnet is   **L1**
   a) Minimum   b) maximum   c) zero   d) none of the above

Section - B   (5 X 2 = 10)

Answer all the following questions in about 50 words each:

6. What is 'analysis' according the Bloom? L3
7. List the components of the skill of black board usage. L2
8. State the differences between symposium and panel discussion L4
9. Give the merits of Macroteaching.L1
10. Write any two differences between acids and bases. L2

Section - C   (3 X 5 = 15)

Answer any three of the following questions in about 250 words each: -

11. Explain the values of teaching science. L2
12. Write an episode by using the skill of explaining. L4
13. Enumerate the process of Constructivist teaching in science. L4
14. Explain the need for preparing lesson plans for classroom teaching of physical science. L3
15. State and prove the law of conservation of momentum. L1

Section - D   (2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Explain Bloom's taxonomy of instructional objectives. L2
                      (OR)
    b. "Micro teaching helps a teacher trainee to become an efficient teacher" – Discuss. L4
17. a. What is scientific method? With illustration explain the steps involved in it. L6
                      (OR)
    b. Explain the benefits of Integrating Social and Emotional Learning in physical science teaching. L4

தமிழ் கற்பித்தல் - I

Course Code : 23FBCTA

Credits :3

Total number of hours: 75 (L – 30; T – 15; P – 30)

பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

- தாய்மொழி கற்பித்தலின் நோக்கங்களை விவரிப்பர் (L1)
- பல்வேறு நுண்ணிலைக் கற்பித்தல் திறன்களை வேறுபடுத்துவர்(L2)
- தமிழ் கற்பித்தல் முறைகளை தனது கற்பித்தலில் செயல்படுத்துவர்(L3)
- பாடத்திட்டம் தயாரிக்கும் முறையை ஒருங்கிணைப்பர் (L4)
- தமிழ் பாடக் கருத்துக்களை மீள்பார்வை செய்வர் (L5)
- தமிழ் கற்பித்தலுக்கான மின்னணு பாடத்திட்டம் உருவாக்குவர் (L6)

அலகு 1: நோக்கங்கள் மற்றும் குறிக்கோள்கள்   (L –8; T – 3; P–3)

வெவ்வேறு நிலைகளில் தமிழ் பயிற்றுதலின் நோக்கங்களும் குறிக்கோள்களும் : தொடக்கநிலை, உயர்நிலை, மேல்நிலை-ப்ளுமின் கற்பித்தல் வகை தொகை-ஆன்டர்சன், க்ரத்துவார் என்பாரின் மறு பரிசீலிக்கப்பட்ட ப்ளுமின் கற்பித்தல் நோக்க வகைபாடு-நால்வகை திறன்கள் - கேட்டல், பேசுதல், படித்தல் மற்றும் எழுதுதல் திறன்களை வளர்க்கும் வழிமுறைகள்

பணி மதிப்பீடு : குழுவில் விவாதித்து தமிழ் கற்பித்தலில் நால்வகை திறன்களை வளர்க்கும் பயிற்சிகளை பற்றிய அறிக்கையை சமர்ப்பிக்க.

அலகு 2: நுண்ணிலைக் கற்பித்தல், இணைப்புக் கற்பித்தல்   (L – 4; T – 3; P–10)

நுண்ணிலைக் கற்பித்தல், விளக்கம்- படிகள்- சுழற்சி-நன்மைகள்-பயிற்சி பெறும் திறன்கள்- பாடம் தொடங்கும் திறன் விளக்குதல் திறன்-கிளர்வினா திறன்-பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்-வலுவூட்டிகளை பயன்படுத்தும் திறன்-எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன் -கரும்பலகையை பயன்படுத்தும் திறன்-பாடம் முடிக்கும் திறன்-இணைப்புப் பாடம்-பெருகக் கற்பித்தல்

பணி மதிப்பீடு: நுண்ணிலை கற்பித்தல் திறன் மற்றும் இணைப்புப் பாடத்தை பயிற்சி செய்த அனுபவம் பற்றிய அறிக்கையை தயாரிக்க

அலகு 3: கற்பிக்கும் முறைகள்   (L – 7; T – 3; P– 5)

மரபுவழி கற்பிக்கும் முறை-வகைகள்-விளையாட்டு முறை-நடிப்பு முறை-செயல்திட்ட முறை -செயல்வழி கற்றல் முறை-திட்டமிட்டு கற்றல் முறை-நேர்வழி, கிளைவழித் திட்டம்-குழு கற்பித்தல் முறை-கருத்தரங்கம்-குழு விவாதம்-பட்டிமன்றம்-கணினி துணையுடன் கற்றல்-கருத்துக் கட்டமைப்பு கற்றல் முறை-சமூக மனவெழுச்சி கற்றல் முறை

பணி மதிப்பீடு: ஒன்பதாம் வகுப்பு தமிழ் பாடப்புத்தகத்தில் ஏதாவதொரு தலைப்புக்கான மின் உள்ளடக்கத்தை தயார் செய்க.

அலகு 4: கற்பித்தல் திட்டமிடுதல்   (L – 7; T – 3; P– 7)

வருடப் பாடத்திட்டம்: வரையறை-பண்புகள் அலகு திட்டம்:வரையறை-பண்புகள்-படிநிலைகள்- பாடத்திட்டம்-வரையறை-பண்புகள்-உட்கூறுகள்-பயன்கள்-பாடத்திட்டம்

தயாரித்தலின் முக்கியத்துவம்-பாடத்திட்டம் தயாரிக்கும்போது ஆசிரியர் மனதில் கொள்ளத்தக்கன-ஹெர்பார்டின் படிநிலைகள்-மின்னணு பாடத்திட்டம்

பணி மதிப்பீடு: ஒன்பதாம் வகுப்பு தமிழ் பாடநூலில் ஏதாவதொரு பாடப்பகுதியில் மின்னணு பாடத்திட்டம் உருவாக்குக

அலகு 5 : பள்ளித் தமிழ்ப்பாடக் கருத்துக்கள் (L–4; T – 3; P– 5)

தமிழ் எழுத்துகளின் வகை தொகை-முதலெழுத்தும் சார்பெழுத்தும்-மொழி முதல் இறுதி எழுத்துக்கள்-இலக்கணம்-பொது-புறப்பொருள் இலக்கணம்-பா-வகை அலகிடுதல்-அணிகள்- சொலவடைகள்-குற்றியலுகரம், குற்றியலிகரம்-இலக்கிய வகைச் சொற்கள்-ஓரெழுத்து ஒருமொழி, பகுபதம், பகாபதம்.

பணி மதிப்பீடு: இலக்கண படத்தொகுப்பு தயாரிக்க

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

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தமிழ் - 7ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2019)

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பொதுத்தமிழ் - மேல்நிலைக்கல்வி முதலாமாண்டு, இரண்டாமாண்டு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2017)

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தமிழ் கற்பித்தல் - I

CLOs	பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்	PLO Addressed	PSO Addressed
1	தாய்மொழி கற்பித்தலின் நோக்கங்களை விவரிப்பர் (L1)	2, 4, 5	7, 8
2	பல்வேறு நுண்ணிலைக் கற்பித்தல் திறன்களை வேறுபடுத்துவர்(L2)	2, 3, 5	1, 2, 3, 7,9
3	தமிழ் கற்பித்தல் முறைகளை தனது கற்பித்தலில் செயல்படுத்துவர்(L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	பாடத்திட்டம் தயாரிக்கும் முறையை ஒருங்கிணைப்பர் (L4)	2, 4, 5, 7	5. 9
5	தமிழ் பாடக் கருத்துக்களை மீள்பார்வை செய்வர் (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	தமிழ் கற்பித்தலுக்கான மின்னணு பாடத்திட்டம் உருவாக்குவர் (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs) அடைவு வரைபடம்								
Course Learning Outcomes (CLOs) பாட விளைவு	**Programme Learning Outcomes (PLOs)** நிகழ்வின் பொது விளைவுகள்							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs) பாட விளைவு	**Programme Specific Outcomes(PSOs)** நிகழ்வின் சிறப்பு விளைவுகள்									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002
B.Ed. (I Year) I SEMESTER MODEL QUESTION PAPER

தமிழ் கற்பித்தல் - I

Time: 2.30 hrs.   **Max. Marks: 60**

<div align="center">பகுதி - அ   (5x1 = 5 Marks)</div>

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக.

1. மொழியின் அடிப்படைத் திறன்கள் (L1)
    அ) 4   ஆ) 9   இ) 13   ஈ) 12
2. மொழியியலாளர் கூறும் மெய்யெழுத்துக்களின் எண்ணிக்கை (L2)
        அ) 30   ஆ) 12   இ) 16   ஈ) 18
3. பல்வகைத் தூண்டல் திறனின் உட்கூறுகள் (L2)
        அ) 3   ஆ) 6   இ) 4   ஈ) 5
4. புளூமின் கற்பித்தல் நோக்க வகைப்பாடு எண்ணிக்கை (L2)
        அ) 3   ஆ) 4   இ) 2   ஈ) 5
5. முதலெழுத்துக்கள் எண்ணிக்கை (L2)
        அ) 30   ஆ) 12   இ) 18   ஈ) 216

<div align="center">பகுதி - ஆ   (5x2=10)</div>

கீழ்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்.

6. தாய்மொழிக் கற்பித்தலின் இன்றியமையாமையை எழுதுக. (L2)
7. நுண்ணிலை கற்பித்தல் சுழற்சியினை எழுதுக. (L3)
8. சார்பெழுத்துக்கள் யாவை? (L2)
9. பாடம் கற்பித்தல் திட்டம் எழுதுதலின் பயன்களை எழுதுக. (L2)
10. கருத்துக் கட்டமைப்பு கற்றல்முறையின் நன்மை தீமைகளை பட்டியலிடுக (L3)

<div align="center">பகுதி - இ   (3x5=15)</div>

கீழ்காணும் வினாக்கள் எவையேனும் மூன்று வினாக்களுக்கு 250 சொற்களில் விடையளிக்கவும்.

11. கேட்டல் திறனின் நோக்கங்களை எழுதுக. (L3)
12. சமூக மனவெழுச்சி கற்றல்முறையை விளக்குக (L4)
13. நடிப்பு முறையில் கற்பித்தல் மூலம் மாணவர்களிடத்தில் மொழித்திறன்களை எவ்வாறு வளர்ப்பாய்? (L5)
14. திருந்திய பேச்சின் பொருந்திய நல்லியல்புகளை பட்டியலிடுக. (L4)
15. வலுவூட்டல் திறன் விளக்கி அதன் உட்கூறுகளை எழுதுக. (L4)

<div align="center">பகுதி - ஈ   (2x15=30)</div>

கீழ்காணும் வினாவுக்கு 750 சொற்களில் விடையளிக்கவும்.

16. அ) தாய் மொழி பயிற்றுதலின் தலையாய நோக்கங்களை விவரிக்க (L3)
        (அல்லது)
    ஆ) செயல் திட்ட முறையின் படிநிலைகளை விவரித்து நன்மை தீமைகளை எழுதுக. (L3)
17. அ) பண்டைய பயிற்று முறைகளுக்கும் தற்கால பயிற்றுமுறைகளுக்கும் இடையே உள்ள வேறுபாட்டினை விவரி. (L4)
        (அல்லது)
    ஆ) ஒன்பதாம் வகுப்பிற்குப் பாடம் பயிற்றுதற்கான திட்டம் ஒன்று தயாரிக்க. (L6)

PEDAGOGY OF LANGUAGE – ENGLISH – I

Course Code: 23FBPLE

Credits: 3

Total number of hours: 75(L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- infers the rationale for learning English (L2).
- applies the skills of English in communication L3).
- demonstrates teaching of prose and poetry (L3).
- distinguishes teaching grammar from teaching composition (L5).
- practices the techniques of vocabulary acquisition(L5).
- imitates role play and scripts to develop speaking skill (L3).

Unit I : Place of English in India   **(L – 8 ; T – 2 ; P– 3)**

    The history of English Language in India-English as a second Language-Values and rationale for learning English-Qualities of a Teacher of English-Contribution of Linguistic and Psychological Principles to the teaching of English.

Task Assessment: Prepare a seminar for a topic given by the teacher.

Unit II : Language as a skill subject   **(L –4; T – 3 ; P– 10)**

    Teaching language as a skill - The Four Skills of English: Listening, Speaking, Reading, Writing (LSRW)-Learning of communication skills–Activities to improve communication skills - Barriers to effective communication -Assessing the four skills.

Task Assessment: Write any two conversation drills.

Unit III : Teaching Prose and Poetry   **(L – 7 ; T – 4 ; P– 5)**

    Prose: Meaning – Definition – Objectives – Poetry : Meaning – Definition – Objectives-Teaching of Prose and Poetry : Need–Format of Lesson Plans–Differences –Macro Lesson Plan-Digital lesson plan.

Task Assessment: Prepare and submit a digital lesson plan for any one of the topics from standard VII English Textbook

Unit IV : Teaching Grammar and Composition   **(L – 7 ; T – 3 ; P– 7)**

    Teaching grammar-Objectives - Formal vs Functional grammar - Deductive method and Inductive method–Parts of Speech – Gerund – Participle –

Question Tags – Differences between Phrase and Clause – Finite and Non Finite verbs - Teaching Composition-Types of composition–Pictorial-Guided–Information transfer and Picture composition–Free composition.

Task Assessment : Prepare a worksheet for grammatical exercise to make high school pupils understand certain grammatical concepts.

Unit V : Spoken Vocabulary and English Acquisition   (L – 4 ; T – 3 ; P– 5)
      Teaching of vocabulary-Active and Passive vocabulary-Content words and Structural words-Techniques to enhance spoken English-Types of drills-Repetition drills -Manipulation drills-Substitution tables .

Task Assessment: Prepare an Album with newspaper clippings to enhance vocabulary.

Note : The students should select any three Task Assessments
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Pedagogy of Language – English- I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Infers the rationale for learning English (L2)	5, 6	2, 8, 9. 10
2	Applies the skills of English in communication (L3)	1, 2, 3, 4, 8	5, 7, 8, 9
3	Demonstrates teaching of prose and poetry (L3)	1, 2, 4, 5, 8	1, 3, 5, 7, 8, 9
4	Distinguishes teaching grammar from teaching composition (L5)	2, 6	2, 3, 5, 8, 9, 10
5	Practices the techniques of vocabulary acquisition (L5)	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 6
6	Imitates role play and scripts to develop speaking skill (L3)	1, 2, 4, 5, 7, 8	3, 7, 8

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	**Programme Learning Outcomes (PLOs)**							
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1					✓	✓		
CLO2	✓	✓	✓	✓				✓
CLO3	✓	✓		✓	✓			✓
CLO4		✓				✓		
CLO5	✓	✓	✓	✓	✓		✓	
CLO6	✓	✓		✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	**Programme Specific Outcomes(PSOs)**									
	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**	**PSO9**	**PSO10**
CLO1		✓						✓	✓	✓
CLO2					✓		✓	✓	✓	
CLO3	✓		✓		✓		✓	✓	✓	
CLO4		✓	✓		✓			✓	✓	✓
CLO5	✓	✓	✓	✓		✓				
CLO6			✓				✓	✓		

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B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF LANGUAGE – ENGLISH I

Time: 2 hrs.   **Max. Marks: 45**

Section – A   **(5 X 1 = 5)**

Answer all the following questions:-

1. Which among the following is the contribution of psychological principles to the teaching of English? (L3)
      a) Theories of Learning,   b) Transfer of Learning
      c) Individual Differences   d) All the above.
2. Which among the following is not applicable to Skill subject (L4)
      a) Language and performance arts come under this category.
      b) Drill and practice are given more importance.
      c) The students are made to memorise the concept primarily.
      d) None of the above.
3. 'The best words in their best order' is the definition given for (L2)
   a) Composition   b) Grammar   c) Poetry   d) Prose
4. Match the following (L1)
      I.   Deductive Approach   -   (i) Controlled and Free
      II.   Composition   -   (ii) Rule driven learning
      III.   Composition Types   -   (iii) Example after rule
      IV.   Inductive Approach   -   (iv) Functional Grammar
                                    -    (v) Bringing ideas together.
   a) I-(iii),   II- (iv),   III- (i),   IV - (v)
   b) I- (ii),   II-(v),   III- (i),   IV- (iii)
          c) I - (iii), II- (i),   III- (iv),   IV - (ii)
          d) I - (iii), II- (v),   III- (i),   IV- (iii)
5. The student understands this type of vocabulary but hardly uses. (L3)
      a) Active vocabulary   b) Passive vocabulary,
      c) Both (a) and (b),   d) Neither (a) nor (b)

Section - B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

6. Why do we consider English as the second language in our state? (L3)
7. Mention any four barriers of effective communication. (L2)
8. What are the objectives of teaching prose? (L1)
9. Why do we teach grammar? (L3)
10. Differentiate 'content words' from 'structural words'(L4)

Section - C   **(2 X 5 = 10)**

Answer any TWO of the following questions in about 250 words each:-

11. What qualities, according to you, should an ideal English teacher possess? (L3)
12. Describe the four skills of English. (L2)
13. Bring out the differences between the teaching of prose and poetry in terms of objectives,
    steps, teacher's role, uses of mother –tongue and evaluation techniques. (L4)
14. Illustrate deductive and inductive methods of teaching grammar. (L2)

Section - D   **(2 X 10 = 20)**

Answer the following questions in about 750 words each:-

15. a) Trace the history of English language in India. (L1)

(OR)

  b) Describe some activities to improve the communicative skill in   English. (L2)

16. a) Discuss the types of composition. (L3)

(OR)

  b) Describe the types of drills used in English classes. (L2)

மொழிக் கற்பித்தல் - தமிழ் - I

Course Code : 23FBPLT

Credits :3

Total number of hours: 75 (L–30; T–15; P–30)

பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

- மொழியின் சிறப்புகளை விவரிப்பர் (L1)
- சொற்களஞ்சியத்தை வளர்க்கும் வழிமுறைகளைப் பயன்படுத்துவர் (L2)
- செய்யுள் மற்றும் உரைநடை பாடத்தைக் கற்பித்தலில் செயல்படுத்துவர் (L3)
- இலக்கணம் கற்பிக்கும் முறைகளை கற்பித்தலில் பயன்படுத்துவர் (L3)
- கட்டுரை கற்பிப்பதை துணைப்பாடம் கற்பிப்பதில் இருந்து வேறுபடுத்துவர் (L5)
- கட்டுரை எழுதுவதின் பல்வேறு வளர்ச்சி நிலைகளை பயன்படுத்துவர் (L3)

அலகு 1: மொழியின் சிறப்புகள் (L–8; T–2 ; P–3)

மொழியின் அமைப்பு-மொழியின் பண்புகள்-மொழி வளர்ச்சி-மொழி வளர்ச்சிக் கொள்கை- மொழியின் தொன்மை-மொழியின் தோற்றம்- மொழியின் தோற்றக் கொள்கை- தாய்மொழியின் கிளை மொழிகள்-மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு-சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல்- மொழியும் சமூக சூழ்நிலையும்- மொழியும் பொருளாதாரமும்.

பணி மதிப்பீடு: தமிழ்மொழியின் சிறப்பு பற்றி கட்டுரை வழங்குக

அலகு 2: உரைநடைக் கற்பித்தல் (L–4 ; T –3; P– 10)

உரைநடை-கற்பித்தலின் நோக்கங்கள்-உரைநடையின் வகைகள்-கற்பிக்கும் முறை- சொற்களஞ்சியம்-சொற்களஞ்சிய வகைகள்-சொற்களஞ்சியத்தை வளர்க்கும் வழிமுறைகள்.

பணி மதிப்பீடு: சொற்களஞ்சிய படத்தொகுப்பு உருவாக்குக.

அலகு 3: செய்யுள் கற்பித்தல் (L–7 ; T–4 ; P–5)

செய்யுள், கற்பித்தலின் நோக்கங்கள்-செய்யுள் கற்பிக்கும் முறை-செய்யுள் பாடத்தை கற்பிக்கத் தொடங்கும் முறை-செய்யுள் மற்றும் உரைநடை பாடங்களை கற்பிப்பதில் உள்ள வேற்றுமை-செய்யுள், உரைநடை வேறுபாடு.

பணி மதிப்பீடு: செய்யுள், உரைநடை பாடங்களைக் கற்பிப்பதில் உள்ள வேறுபாடுகளை அட்டவணைப்படுத்துக

அலகு 4 : இலக்கணம் கற்பித்தல் (L–7 ; T–3 ; P– 7)

இலக்கணம்-கற்பித்தலின் நோக்கங்கள்-வகைகள்-இலக்கணம் கற்பிக்கும் முறைகள்- விளையாட்டு முறை-இணைத்துக் கற்பிக்கும் முறை-நிரல்வழிக் கற்பிக்கும் முறை-விதிவரும் முறை-விதிவிளக்கு முறை -இருமுறைகளுக்கும் இடையேயுள்ள வேறுபாடுகள்-இலக்கணம் கற்பதில் எதிர்கொள்ளும் சவால்கள்-இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ள வேண்டிய வழிமுறைகள்-இலக்கணம் கற்பதில் மாணவர் செய்யும் பிழைகள்- பிழைகளைக் களையும் முறைகள்

பணி மதிப்பீடு: இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள் பற்றி கட்டுரை வரைக.

அலகு 5: கட்டுரை, துணைப்பாடம் கற்பித்தல் (L–4 ; T–3 ; P-5)

கட்டுரை-கற்பித்தலின் நோக்கங்கள்-கட்டுரையின் வகைகள்-கட்டுரையின் வளர்ச்சி நிலைகள் -குறிப்புகளையொட்டிக் கட்டுரை எழுதுதல்-வழிகாட்டுதலையொட்டிக் கட்டுரை எழுதுதல்- சொந்தமாக கட்டுரை எழுதுதல்-கட்டுரைத் திருத்தும் போது மொழி ஆசிரியர் மேற்கொள்ள வேண்டிய வழிமுறைகள்-துணைப்பாடம் கற்பித்தலின் நோக்கங்கள்-கற்பிக்கும் முறை-துணைப்பாடம் கற்பித்தலின் மூலம் மாணவர்கள் பெறும் பயிற்சிகள்.

பணி மதிப்பீடு: அடுக்குத் தொடர், இரட்டைக்கிளவி, பழமொழிகளைத் தொடர்களில் அமைக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

பார்வை நூல்கள்

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வளநூல், ஆசிரியர் கல்விப் பட்டயப்பயிற்சி, தமிழ்மொழிக் கல்வி, சவிதா பதிப்பகம்

மீனாட்சி சுந்தரம் .அ (2010) தமிழ் கற்பித்தல் பொதுத்தமிழ், காவ்யமாலா பதிப்பகம்,

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https://diksha.gov.in

Pedagogy of Language – Tamil- I

CLOs	பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்	PLO Addressed	PSO Addressed
1	மொழியின் சிறப்புகளை விவரிப்பர் (L1)	1, 2, 3, 4, 5, 7, 8	1,2,5,6,7,8,10
2	சொற்களஞ்சியத்தை வளர்க்கும் வழிமுறைகளைப் பயன்படுத்துவர் (L2)	1, 2, 4, 5, 8	1,3, 4, 5, 7, 8,9, 10
3	செய்யுள் மற்றும் உரைநடை பாடத்தைக் கற்பித்தலில் செயல்படுத்துவர் (L3)	2, 4, 5, 6	1, 2, 3, 5, 7, 8, 10
4	இலக்கணம் கற்பிக்கும் முறைகளை கற்பித்தலில் பயன்படுத்துவர் (L3)	1, 4, 5, 6, 7, 8	1, 5, 7, 8, 10
5	கட்டுரை கற்பிப்பதை துணைப்பாடம் கற்பிப்பதில் இருந்து வேறுபடுத்துவர் (L5)	2, 6, 8	5, 6, 7, 8, 9, 10
6	கட்டுரை எழுதுவதின் பல்வேறு வளர்ச்சி நிலைகளை பயன்படுத்துவர் (L3)	1, 2, 4, 5, 6, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs) அடைவு வரைபடம்								
Course Learning Outcomes (CLOs) பாடவிளைவு	**Programme Learning Outcomes (PLOs)** நிகழ்வின் பொது விளைவுகள்							
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	✓	✓	✓	✓	✓		✓	✓
CLO2	✓	✓		✓	✓			✓
CLO3		✓		✓	✓	✓		
CLO4	✓			✓	✓	✓	✓	✓
CLO5		✓				✓		✓
CLO6	✓	✓		✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs) அடைவு வரைபடம்										
Course Learning Outcomes (CLOs) பாடவிளைவு	**Programme Specific Outcomes(PSOs)** நிகழ்வின் சிறப்பு விளைவுகள்									
	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**	**PSO9**	**PSO10**
CLO1	✓	✓			✓	✓	✓	✓		✓
CLO2	✓		✓	✓	✓		✓	✓	✓	✓
CLO3	✓	✓	✓		✓		✓	✓		✓
CLO4	✓				✓		✓	✓	✓	✓
CLO5					✓	✓	✓	✓	✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002
B.Ed. (I Year) I SEMESTER MODEL QUESTION PAPER
மொழிக் கற்பித்தல் - தமிழ் I

Time: 2.30 hrs.   **Max. Marks: 60**

பகுதி - அ   **(5x1 = 5 Marks)**

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

1. எண்ணத்தை வெளியிடும் கருவி (L2)
   அ) மொழி   ஆ) நடத்தை   இ) எழுத்து   ஈ) பேச்சு

2. தமிழும் வடமொழியும் கலந்து அமையும் மொழி நடை (L2)
   அ) நன்னடை   ஆ) அடுக்கு நடை   இ) மணிப்பிரவாள நடை
   ஈ) செய்யுள் நடை

3. புதிய சொற்களைப் பேச்சிலும் எழுத்திலும் உபயோகிப்பது (L2)
   அ) சொற்களஞ்சியம   ஆ) பயன்படுத்தும் சொற்களஞ்சியம
   இ) அறிந்த சொற்களஞ்சியம   ஈ) சொற்களஞ்சியப் பெருக்கம்

4. இலக்கணம் கற்பிக்க சிறந்த முறை(L1)
   அ) விளையாட்டு முறை   ஆ) விதிவரு முறை   இ) விதிவிளக்க முறை
        ஈ) விரிவுரை முறை

5. உயர் நிலைக்கருத்தினை உணர்த்தும் மொழிப்பாடம் (L4)
   அ) உரைநடை   ஆ) இலக்கணம்   இ) செய்யுள்   ஈ) துணைப்பாடம்

பகுதி - ஆ   **(5x2=10 Marks)**

கீழ்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

6. மொழியின் அமைப்பு யாது? (L3)
7. அடுக்கு மொழிநடை என்றால் என்ன? (L2)
8. செய்யுள் கற்பித்தலின் நோக்கங்கள் யாவை? (L3)
9. இலக்கணம் பாடம் கற்பதில் மாணவர்கள் செய்யும் பிழைகளை பட்டியலிடுக (L3)
10. கட்டுரையைத் திருத்தும் போது ஆசிரியர் மேற்கொள்ள வேண்டிய
    வழிமுறைகள் யாவை? (L4)

பகுதி - இ   **(2x5=10 Marks)**

கீழ்காணும் வினாக்கள் எவையேனும் இரண்டு வினாவிற்கு 250 சொற்களில்
விடையளிக்கவும்:-

11. மொழி வளர்ச்சிக் கோட்பாட்டை விளக்குக. (L4)
12. உரைநடை கற்பிக்கும் முறைகளை எழுதுக. (L4)
13. இலக்கணம் கறிபித்தலை இனிமையாக்க ஆசிரியர் மேற்கொள்ள வேண்டிய
    வழிமுறைகளைக் கூறு. (L4)
14. துணைப்பாடம் கற்பித்தலின் மூலம் மாணவர்கள் பெறும் பயிற்சிகள் யாவை? (L3)

பகுதி - ஈ   **(2x10=20 Marks)**

கீழ்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்.

15. அ) செய்யுள் மற்றும் உரைநடை பாடம் கற்பித்தல் நோக்கங்களும் முறைகளும்,
    வேறுபடும்
    விதத்தினை விவரி. (L5)

(அல்லது)

    ஆ) தமிழ்மொழியின் கிளைமொழிகள் பற்றி கட்டுரை வரைக. (L4)

16. அ) சொற்களஞ்சியம் பெருக்கும் வழிமுறைகளை தக்க சான்றுகளுடன் விளக்குக.
    (L4)

(அல்லது)

    ஆ) கட்டுரையின் வகைகளையும் அதன் வளர்ச்சி நிலைகளையும் விவரிக்க. (L5)

ELECTIVE –I- CONSTITUTIONAL VALUES EDUCATION

Course code: 23FBECV
Credits :3

Total number of hours: 75 (L – 30; T – 15; P – 30)
Course Learning Outcomes (CLOs)
The student teacher

- recalls the salient features of Indian Constitution. (L1)
- explains the nature of Indian society (L2)
- illustrates fundamental rights and duties. (L3)
- analyzes the impact of constitutional provisions for women and child protection.(L4)
- evaluates the importance of legislative acts for child protection .(L5)
- organizes programmes for educating children on constitutional rights. (L6)

Unit I : Introduction   **(L–6; T–3; P-4)**

Historical perspective–Preamble-Fundamental rights and duties–Directive principles of state policy–constitutional amendments-salient features of Indian constitution - Distribution of power: Union list, State list and Concurrent list.

Task Assessment: Prepare and submit a booklet on "Preamble of Constitution of India".

Unit II : Indian Society and Constitutional Values   **(L–6; T–4; P–7)**

Nature of Indian Society: Social life, unity in diversity, human dignity, equality and equity-Violation and Contradiction: Predetermination, Discrimination, Offensive behaviors–Constitutional Rights for conserving social values-Constitutional Values: Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom and Fraternity.

Task Assessment: Introduce the salient features of Indian society to a group of school children for 10 days and submit your reflective journal.

Unit III : Constitutional Provisions for Women and Children   **(L–7; T–4; P–5)**

Constitutional Provisions for Children - for ensuring elementary education: Article 21A and 45 -for ensuring safety: Article 24 and 39(e), for ensuring equal opportunities: Article 39(f) -Rights to Children as equal citizens of India: Article 14, 15, 21, 23, Article 29, 46, and 47 -Constitutional Provisions for Women- against discrimination: Article 15(1), 15(3), and 16 (2) - against abuse and exploitation: Article 23 (1), 39(e) and 42 - women empowerment: Article 243 D (3), 243 T (3) and 243 T (4)

Task Assessment: Prepare an E- content on "Rights to Children as equal citizens of India".

Unit IV : Legislative Enactments   (L– 7; T – 3; P–6)

Child Labor (Prohibition & Regulation) Act, 1986, Juvenile Justice (Care & Protection of Children) Act, 2000, 2006 and 2015, Prohibition of Child Marriage Act, 2006 and 2013, Right to Education (RTE) Act 2009 The Protection of Children from Sexual Offences (POCSO) Act, 2012, Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act (POSH Act).

Task Assessment: Prepare and present a poster highlighting the salient features of RTE 2009.

Unit V : Strategies for Dissemination   (L – 5; T –3; P– 10)

Curricular and Co-curricular Strategies: Inclusion in curriculum - Seminars and workshops - Awareness campaign - Group discussion and Debate - Student parliament -Printed manual and Pamphlets - Street play - Role play –Drama– Tableau - Expert talk, Digital media- Constitutional Values Education for Children – Teachers responsibility.

Task Assessment: Design a plan to educate children about constitutional values

Note : The students should select any three Task Assessments

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Elective: I- Constitutional Values Education

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	Cognitive level
1	explains the salient features of Indian Constitution. (L1)	1, 4, 5	1,2, 4, 5
2	recalls the nature of Indian society (L2)	1, 3, 5	1,2, 4, 5, 6
3	illustrates fundamental rights and duties. (L3)	2, 3,4, 5, 6, 7, 8	1, 4, 5, 6, 8
4	analyzes the impact of constitutional provisions for women and child protection.(L4)	2, 3,4, 5, 7	1, 2, 4, 5, 9
5	evaluates the importance of legislative acts for child protection .(L5)	1, 2, 5, 6, 7, 8	1, 2, 4, 5, 8, 9
6	organizes programmes for educating children on constitutional rights. (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 6, 8, 9, 10

COURSE MAPPING

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓		✓			✓
CLO2	✓		✓		✓			✓
CLO3	✓	✓	✓		✓			✓
CLO4	✓		✓		✓	✓		✓
CLO5	✓		✓		✓	✓		✓
CLO6		✓	✓	✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓				✓	✓				✓
CLO2		✓				✓				✓
CLO3		✓				✓				✓
CLO4		✓		✓		✓				✓
CLO5		✓		✓		✓				✓
CLO6	✓		✓		✓	✓	✓	✓	✓	✓

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B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
ELECTIVE: CONSTITUTIONAL VALUES EDUCATION

Time: 2.30 hrs.   **Max. Marks: 60**
                              Section – A   **(5 X 1 = 5)**

Answer all the following questions:-

1. Equity refers to (L2)
   a) treat everyone equally   b) treat women equally
        c) uplifting weaker section   d) all the above
2. Education comes under (L1)
   a) Union List   b) State List
        c) Concurrent List   d) Central List
3. Protection of life and personal liberty is given under (L1)
        a) Article 15
        b) Article 21
        c) Article 14
        d) Article 23
4. **POSH act has been enacted for** (L1)
        a) Sexual harassment of women
        b) Harassment of women at workplace
        c) The Prevention of Sexual Harassment of women at Workplace
        d) Prevention of sexual harassment
5. Student parliament comes under (L1)
        a) Curricular activities   b) Co-curricular activities
     c) Extracurricular activities   d) all the above

                              Section - B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

6. What is called as offensive behaviors? (L1)
7. Describe the preamble of Indian constitution (L2).
8. What is the main idea of the article 39(f)? (L4)
9. List out the provisions of Juvenile justice Act 2015? (L1)
10. Mention the Articles of Indian constitution which stresses women empowerment (L3)

                              Section - C   **(3 X 5 = 15)**

Answer any three of the following questions in about 250 words each:-

11. Explain the different types of discrimination? (L1)
12. Write a brief on the salient features of Indian constitution (L3)
13. Explain the POCSO Act of 2009? (L2)
14. Identify the role of teachers in inculcation of constitutional values among the students (L2)
15. How will you conduct debate in your classroom? Write the steps (L5).

Section - D   **(2 X 15 = 30)**

Answer the following questions in about 750 words each:-

16.   a. Explain the Directive principles on state policy of Indian constitution (L2)

(OR)

       b. Describe the nature of Indian society (L1)

17.   a. How will you disseminate constitutional values through awareness campaigns? Give a plan of action (L6)

(OR)

   b. Discuss Right to education Act 2009 and list out its advantages and disadvantages (L4)

ELECTIVE –II- ENVIRONMENTAL EDUCATION

Course Code :23FBEEE

Credits :3

Total number of hours 75 (L – 40; T – 15; P– 20)
Course Learning Outcomes (CLOs)
The student teacher

- describes the importance of environmental education (L1)
- understands the challenges of environmental conservation and regeneration (L2)
- interprets various teaching strategies for environmental education (L3)
- identifies various environmental protection activities for sustainable development (L4)
- integrates the way of protecting and management of environment (L5)
- analyzes the various renewable energy resources (L6)

Unit I: Environmental Education   **(L-10, T-3; P-3)**

Environment: Meaning, need and importance. Components: Atmosphere, Hydrosphere and Lithosphere-Environmental Education: Meaning, objectives, scope, nature, guiding principles, evolution and development.

Task Assessment: Prepare a booklet on Evolution of Environmental Education.

Unit II : Environmental Problems and Protection   **(L-6; T-3; P-7)**

Environmental pollution and its consequences: Overpopulation, Waste Disposal, Ocean Acidification, Loss of Biodiversity, Ozone depletion, Public Health issues - ways of protecting, preserving and restoring environment.

Task Assessment: Visit to a local area and document environmental assets river/ pond/ forest/ mountain

Unit III : Environmental Policies   **(L-9; T-3; P-4)**

Environment Laws: Environment Protection Act, Wildlife Protection Act, Forest Conservation Act-Mitigation Strategies-Green Audit-National Sustainable Development Strategies (NSDS)-National Action Plan on Climate change - Swatch Bharat Mission.

International Agreements: Montreal Protocol, Rio Summit, Paris Agreement, International Solar Alliance and UNESCO Sustainable development.

Task Assessment: Prepare a report on Green Audit of your campus

Unit IV : Environmental Management Practices **(L-9; T-3; P-3)**

Transition to renewable Energy Resources: Solar energy, Wind energy, Hydro energy, Tidal energy, Geothermal energy and Biomass energy-E-Waste Management - Vermicomposting- Organic farming-3 R's of waste management: Reduce, Reuse, Recycle.

Task Assessment: Visit a vermicomposting unit and report it.

Unit V : Environmental Education and Curriculum Development **(L-6; T-3; P-3)**

Teaching learning strategies-Planning of environmental education in School–College–University-Curriculum development in environmental education-Evaluation techniques in environmental education-Role of ICT in environmental education-Eco club: Meaning, characteristics and importance.

Task Assessment: Prepare a report of Brainstorming session on "ICT in Environmental Education"

Note : The students should select any three Task Assessments

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Elective II – Environmental Education

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the importance of environmental education (L1)	1, 3, 5	1,2, 4, 5
2	understands the challenges of environmental conservation and regeneration (L2)	1,2,4, 5,6,8	1,2, 4, 5, 6
3	interprets various teaching strategies for environmental education (L3)	1, 2, 4, 5, 7, 8	1, 4, 5, 6, 8
4	identifies various environmental protection activities for sustainable development (L4)	1, 3, 4. 5, 6, 7, 8	1, 2, 4, 5, 9
5	integrates the way of protecting and management of environment(L5)	1, 3, 4, 5, 6, 7, 8	1, 2, 4, 5, 8, 9
6	analyses the various renewable energy resources (L6)	1, 2, 3, 4, 5,6, 7, 8	1, 4, 5, 6, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓		✓			
CLO2	✓	✓		✓	✓	✓		✓
CLO3	✓	✓		✓	✓		✓	✓
CLO4	✓		✓	✓	✓	✓	✓	✓
CLO5	✓		✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO 2	PSO3	PSO 4	PSO 5	PSO 6	PSO 7	PSO8	PSO9	PSO10
CLO1	✓	✓		✓	✓					
CLO2	✓	✓		✓	✓	✓				
CLO3	✓	✓		✓	✓	✓		✓		
CLO4	✓	✓		✓	✓				✓	
CLO5	✓	✓		✓	✓			✓	✓	
CLO6	✓			✓	✓	✓		✓	✓	✓

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B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
ELECTIVE - ENVIRONMENTAL EDUCATION

Time: 2.30 hrs.   **Max. Marks: 60**

Section - A   **(5 X 1 = 5)**

Choose the best answers

1. The solid outer part of the Earth is (L1)
   a) Hydrosphere   b) Lithosphere   c) Atmosphere   d) Ozone
2. Ocean acidification is due to absorption of _____ by seawater (L2)
   a) O_3 b) O_2 c) CO_2 d) N_2
3. Utilization of limited natural resources wisely and with intelligence (L4)
   a) sustainable development   b) exploitation
   c) maximum usage   d) all of these
4. The plan of planting trees along railway line, roadsides and rivers are called (L2)
   a)forest cover   b) deforestation   c) social forestry   d)farming
5. Montreal protocol, an international agreement for (L1)
   a) pollution   b) ozone depletion c) forest conservation   d)   resource management

Section- B   **(5 X 2 = 10)**

Answer all the following in questions in about 50 words each:-

6. What is the role of Ecology in economic development? (L1)
7. Brief note on causes for ozone depletion. (L3)
8. List down the objectives of environmental education at secondary school level (L4)
9. What is Green Audit? (L2)
10. How could we use Hydroenergy as an alternate source of energy? (L6)

Section - C   **(3 X 5 = 15)**

Answer any four of the following questions in about 250 words each:-

11. Portray the importance of environmental education (L6)
12. Describe the major constraints in implementing environmental education at school level. (L5)
13. Write down the NCERT suggestion about environmental education (L2)
14. Why do we conserve the environment? (L3)
15. Short note on environmental protection act of India (L1)

Section - D   **(2 X 15 = 30)**

Answer the following in questions in about 750 words each:-

16. a) Write an essay on Components of environment. (L2)

(OR)

   b) As a teacher, suggest effective teaching approach for environmental education. (L6)

17. a) Recommend strategy for sustainable development of natural resources. (L5)

(OR)

   b) Describe the role of International agreements in protecting environment. (L3)

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ELECTIVE –III - VALUE EDUCATION

Course Code : 23FBEVE
Credits :3

Total number of hours 75 (L – 40; T – 15; P– 20)
Course Learning Outcomes (CLOs)
The student teacher

- relates value education as an integral part of Education (L1)
- categorizes the values for Holistic development (L2)
- integrates the strategies to the regular classroom practice (L4)
- incorporates the approaches in curricular and co-curricular activities (L5)
- applies the mindfulness techniques in daily life activities (L3)
- creates the self-reflecting gratitude journal (L6)

Unit I: Introduction to Value System   (L-6; T-4; P-7)

Values: Concept, Definition and Need - Relevance to Modern Society – Sources: Culture, Constitution, Literature, Religion, and Education – Value Education: Meaning, Definition, and Objectives - Value Based Education: as an Integral part of NEP 2020

Task Assessment : Prepare and submit report on " values system in digital media".

Unit II: Value Education for Holistic Development   (L-6; T-4; P-7)

Classification of Values: Personal, Social, Constitutional, Professional, Aesthetic, and Universal Human Values - Constitutional Values: Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom and Fraternity - Social Values: Compassion, Co-operation - Professional Values: Knowledge Thirst, Commitment, Regularity, Dignity - Personal Values: Honesty, Tolerance, Generosity, Accountability, Perseverance, Self-Control- Universal Human Values (NEP 2020): Truth, Peace, Non-Violence, Love, and Righteous Conduct

Task Assessment : Share anecdotes of eminent personalities demonstrating any three of your preferable values

Unit III: Value Education: Strategies and Approaches   (L-7; T-3; P-5)

Strategies: Curricular and Co-curricular: Seminar, Storytelling, Role-play, Drama, Tableau, Awareness Campaign, Debate, Think tank, e-Content – Approaches: Evocation, Inculcation, Awareness, Moral Reasoning, Analysis, Value Clarification-Commitment and the Union Approach

Task Assessment : Draw a plan of action with your preferential strategy to instil values in your students

Unit IV : Therapeutic Measures for building values (L-7; T-3; P-6)

Self-Perception – Subconscious Mind – Positive Thinking – Rewire the Mind – Emotional Stability – Mindfulness – Effort and Concentration - Object of Focus: Breath, Body, Sound - STOP technique: Stop, Take a Breath, Observe, Proceed - Working with body sensations: Body Scan - Forgiveness Meditation – Deep Listening of Inner Wisdom - Journaling Gratitude

Task Assessment: Practice Mindfulness Technique, write gratitude journal for a month and submit (L6)

Unit V: Inculcating Values (L-5; T-3; P-10)

Formal and Informal Agencies – Social Agencies: Family, School, Religion, Peer group, Media – National Resource Centre for Value Education – Role of Teachers and their social responsibilities

Task Assessment : Submit a reflective report on the impact of social media on the value system of "Digital Natives".

Note : The students should select any three Task Assessments

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Elective – III   Value Education

CLOs	At the end of the course, the Prospective Teacher	P LO Addressed	PSO Addressed
1	Relates value education as an integral part of Education (L1)	1,3,8	2,6,9
2	Categorizes the values for Holistic development (L2)	1,2,3,4,7, 8	2,3,9,10
3	Integrates the strategies to the regular classroom practice L4)	2,4,5,6,7	1,3,5,8, 9,10
4	Incorporates the approaches in curricular and co-curricular activities (L5)	1,2,4,5,6,7,8	1,2,3,5,7,8,9,10
5	Applies the mindfulness techniques in daily life activities L3)	1,6,8	4,6,8,10
6	Creates the self-reflecting gratitude journal (L6)	1,2,3,5,6,7,8	4,5,7,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓					✓
CLO2	✓	✓	✓	✓			✓	✓
CLO3		✓		✓	✓	✓	✓	
CLO4	✓	✓		✓	✓	✓	✓	✓
CLO5	✓					✓		✓
CLO6	✓	✓	✓		✓	✓	✓	

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓				✓			✓	
CLO2		✓	✓						✓	✓
CLO3	✓		✓		✓			✓	✓	✓
CLO4	✓	✓	✓		✓		✓	✓	✓	✓
CLO5				✓		✓		✓		✓
CLO6				✓	✓		✓		✓	✓

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B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
ELECTIVE – VALUE EDUCATION

Time: 2.30 hrs.   Max. Marks: 60
Section –A   (5x1 = 5 Marks)
Answer all the questions:-
1. What should be done to develop moral values in students? (L2)
   a. Encourage moral value related works
   b. Behave yourself as role model
   c. Display stories based on moral values
   d. Organise lectures on moral values
2. Which of the following statements best describe value education? (L3)
   A. It is a course in moral science
   B. It talks about reward and punishments for one's own actions
   C. Students observe and imitate adult behaviours, particularly that of their parents
   D. Students investigate and explore their own inner self
   E. It encourages students to fix their place in their life
   Choose the correct answer from the options given below:
   a. A, B, and C only
   b. B, C, and D only
   c. C, D, and E only
   d. A, D, and E only
3. In the context of value education, which of the following stages will be considered a relatively advanced stage? (L4)
   a. Value collection through imitation
   b. Value assessment through inner evaluation
   c. Value clarification through exposure
   d. Value consolidation through integration
4. When practicing mindfulness, what is the best advice for a beginner? (L5)
   a. Note all of the sensations you experience
   b. Listen to loud rock music on some headphones
   c. Try your hardest to relax
   d. Practice mindfulness after a heavy meal
5. Identify from the following, features which describe most appropriately the Indian Values (L6)
   A. Emphasis on Individual ambition
   B. Emphasis on collectivism
   C. Emphasis on social progress
   D. Emphasis on social stability
   E. Emphasis on unity in diversity
         a. A, B, and C only
         b. B, C, and D only
         c. C, D and E only
         d. B, D and E only

Section – B   **(5X2=10 Marks)**

Answer all the following questions in about 50 words each:-
6. Define Value Education (L1)
7. List any two professional values with suitable live examples? (L3)
8. Name any two approaches to build values through co-curricular activities? (L4)
9. Define Self Perception (L2)
10. Enlist any two social agencies to inculcate values? (L5)

Section – C   **(3X5=15 Marks)**

Answer any THREE of the following questions in about 250 words each:-
11. Explain the Value Based Education as an Integral part of NEP 2020 (L5)
12. How do you develop personal values among your students and explain (L4)
13. Describe the strategies to cultivate values through curricular activities (L6)
14. Expand the STOP technique and explain in detail (L5)
15. Write short note on National Resource Centre for Value Education? (L3)

Section – D   **(2X15=15 Marks)**

Answer the following questions in about 750 words:-
16. (a) Derive the sources of Value system and explain in detail (L3)
        (Or)
    (b) Suggest the ways to cultivate Universal Human Values among the Gen Z learners (L4)

17. (a) Explain the following:
        (i) Subconscious Mind (ii) Positive Thinking (iii) Rewire the Mind (L5)

            (Or)
(b) Determine the Roles and responsibilities of teachers for cultivating the values among the millennial learners. **(L6)**

EPC - ART AND CRAFT – I

Course Code : 23FBEAC

Credits : 2

Total number of hours – 50 (L- 20 ; T-10 ; P- 20)

Course Learning Outcomes (CLO)

The student teacher

- retrieves artistic cognizance (L1)
- extrapolates the hidden beauty and aesthetics in our culture and fine arts (L2)
- interprets the application different art forms in teaching learning (L3)
- employs the skill of using various tools and materials with precision in artistic expression (L4)
- relates artistic talent with Social Sense (L5)
- integrates creative arts for healthy classroom climate (L6)

Unit I : Arts and Crafts – Concepts   **(L – 4; T – 2; P– 4)**

Meaning – Need and Importance of Arts in school curriculum –General objectives of Art Education

Unit II : Writing Skills   **(L – 4; T – 2; P– 4)**

Italic Writing – Chart writing – Training in Tamil Hand Writing – Various formation of writing – Types of the joiners .

Unit III : Teaching Learning Materials   **(L – 4; T – 2; P– 4)**

Collage – Colours – Primary colours – Secondary Colours – Tertiary Colours – complementary colours – Warm colours - Cool colours – Monochromatic colours

Unit IV : Creative Art   **(L – 4; T – 2; P– 3)**

Drawing – Drawing Materials - Kolam –Rangoli - Paintings – Water Colour Painting – Fabric painting

Unit V : SUPW   **(L – 4; T – 1; P– 4)**

History of SUPW – Simple tailoring – Organdy flower stocking cloth flower – Shining Ribbon Flower – Paper Bag – Variety of Wire Bag.

Task Assessment (Any two)   **(T-1;P-1)**

1. Prepare any one Pencil Drawing.
2. Prepare any five artificial flowers.
3. Prepare envelopes of three different sizes.

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EPC – I - Art and Craft

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	retrieves artistic cognizance (L1)	1, 3, 5, 7	5, 8, 9
2	extrapolates the hidden beauty and aesthetics in our culture and fine arts (L2)	1, 2, 6, 8	2, 4, 8, 10
3	interprets the application different art forms in teaching learning (L3)	1, 2, 5, 7	3, 5, 9
4	employs the skill of using various tools and materials with precision in artistic expression (L4)	2, 4, 7, 8	5, 8, 9
5	relates artistic talent with Social Sense (L5)	1,2, 3	2, 6, 8, 9, 10
6	integrates creative arts for healthy classroom climate (L6)	2, 4, 5, 7	3, 7, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓		✓		✓	
CLO2	✓	✓				✓		✓
CLO3	✓	✓			✓		✓	
CLO4		✓		✓			✓	✓
CLO5	✓	✓	✓					
CLO6		✓		✓	✓		✓	

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1					✓			✓	✓	
CLO2		✓		✓				✓		✓
CLO3			✓		✓				✓	
CLO4					✓			✓	✓	
CLO5		✓				✓		✓	✓	✓
CLO6			✓				✓			✓

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EPC – I - ART AND CRAFT

Time: 1 hr   **Max. Marks: 20**

Section - A   **(5 X 1 = 5)**

Answer all the following questions.

1. --------- invented the colour wheel.
2. American colour council announced --------- number of colours.
3. ----------, ---------, ---------- colours are the primary colours.
4. Top joiners letters are ---------.
5. --------- letters are clock wise letters.

Section - B   **(5X2=10 Marks)**
Answer all the following questions in about 50 words each.

6. What are the different types of collages?
7. What are the cold and contrast colours?
8. What are the materials requires for drawing?
9. Explain the different eye level with the picture?
10. What are the Single stroke letters and Double stroke letters?
    தனிக்கோடு (Single stroke) எழுத்துக்கள், இரட்டிப்பு கோடு (Double stroke) எழுத்துக்கள் யாவை?

Section - C   **(1X5=5 Marks)**
Answer the following question in about 200 words.

11. Draw any five free hand design.
12. What are the materials required to make Organdie Rose? Explain how they are made?
13. Explain about the need and importance of Arts in School curriculum.

EPC – II - STRENGTHENING ENGLISH LANGUAGE PROFICIENCY [SEMESTER –I]

Course Code: 23FBELP
Credits :2

Total number of hours – 50 (L- 10; T-10; P- 30)

Course Learning Outcomes (CLOs)

The student teacher

- equips knowledge about nature and importance of language (L1)
- communicates effectively in an English speaking environment (L3)
- applies personal and professional communicative skills (L4)
- suggests activities for developing LSRW skills in the classroom (L4)
- develops academic reading skills (L4)
- creates strategies to practice and learn language functions. (L6)

Unit I : Nature and Importance of Language   **(L - 2; T - 2; P – 4)**

Language: Meaning, Definition, Characteristics, Nature and Scope – Significance of Language in human life.

Unit II : Learning a Language: A Process of Habit Formation   **(L - 2; T - 2; P – 3)**

Language a performance skill - Skill and Habit: Meaning - Habit formation and language learning – Difficulties faced by Second language learners to learn English – Language skills for subject learning.

Unit III : Interpersonal and communicative Skills   **(L - 3; T - 2; P – 3)**

Interpersonal skills: Meaning, Definition, Importance and Types - Development of Interpersonal skills - Soft skills- Communication: Meaning, Definition, Components and Barriers.

Unit IV : Study skills   **(L - 2; T - 1; P – 5)**

Study skills: Meaning and Importance – Dictionary skills - Note making - Information Transfer -Interpretation of data.

Unit V : Language Functions : LSRW Skills   **(L - 1; T - 1; P – 10)**

Greetings – Expressing one's opinion – Enquiring and giving information – Apologizing – Appreciating – Asking and Giving directions – Story narration – Describing events.

Task Assessments (Any Two)   **(T—1, P-1)**

1. Discuss any five communication activities for students at high school level.
2. Conduct mock interview sessions in your classroom.

3. Construct a structured summary of any book you read.

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EPC II – Strengthening English Language Proficiency

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Equips knowledge about nature and importance of language. (L1)	2, 6,7	1, 3, 4, 5
2	Communicates effectively in an English speaking environment. (L3)	1,2, 3, 5	1, 4, 5, 6, 7
3	Applies personal and professional communicative skills. (L2)	1, 2, 4, 5, 7, 8	1, 3, 4, 5, 7, 8
4	Suggests activities for developing LSRW skills in the classroom. (L4)	1, 2, 3, 4. 5, 7, 8	1, 3, 4, 5, 7, 9
5	Formulates strategies to develop academic reading skills. (L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8, 9
6	Prepares activities to practice and learn language functions. (L5)	2, 3, 4, 5, 7, 8	1, 4, 5, 6, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓	✓				✓	
CLO2	✓	✓	✓		✓			
CLO3	✓	✓		✓	✓		✓	✓
CLO4	✓	✓	✓	✓	✓		✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6		✓	✓	✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes (PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓	✓	✓					
CLO2	✓			✓	✓	✓	✓			
CLO3	✓		✓	✓	✓		✓	✓	✓	
CLO4	✓		✓	✓	✓		✓		✓	
CLO5	✓	✓	✓	✓	✓			✓	✓	
CLO6	✓			✓	✓	✓		✓	✓	✓

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EPC –III - STRENGTHENING ENGLISH LANGUAGE PROFICIENCY

Time: 1 hr   **Max. Marks: 20**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. Smallest unit of meaning in a language is
   a. syntax   b. morpheme   c. phoneme   d. pragamatics
2. The system of language functions through sounds, words and
   a. communication   b. structure   c.skill   d.ideas
3. The new behavior becomes automatic to be a process of
   a. concept formation   b. habit formation   c. habit interference   d. skill formation
4. Note making is one of the
   a. study skills   b. dictionary skills   c. reference skills   d. memory skills
5. Interpersonal communication
   a. Entails communication with another person
   b. Denotes communication within one's self that necessarily involves the processes of thinking and feeling
   c. Involves a process in which individuals connect with themselves either consciously or subconsciously
   d. All of the above

Section - B   **5 X 2 =10**

II. Answer all the following questions in about 50 words each:

6. What do you mean by study skills in English? (L3)
7. What are the components of soft skills? (L3)
8. Point out any four significant characteristics of language in human life. (L4)
9. Give the types of interpersonal skills. (L2)
10. Distinguish 'habit' from 'skill'. (L4)

Section - C   **1 X 5 = 5**

III. Answer any ONE of the following questions (250 words):

11. Write a narration of a recent incident that impressed you on morals and values in your life. (L6)
                              or
12. Describe the strategies a teacher could imply in classroom to overcome the difficulties faced by the learners of English. (L5)

EPC – III - PHYSICAL EDUCATION AND YOGA

Course Code: 23FBEPY

Credits :2

Total number of hours – 50 (L- 10; T-10; P- 30)

Course Learning Outcomes (CLOs)

The student teacher

- defines the meaning of physical education and yoga. (L1)
- identifies the significance of yoga. (L2)
- applies the therapeutic values of yoga in life situation (L4)
- compares the role of physical education and yoga in holistic development. (L2)
- integrates Yoga and meditation in school education. (L5)
- performs various asanas perfectly and to know the benefits. (L3)

Unit I : Nature of Physical Education   **(L - 2; T - 2; P – 4)**

Meaning of Physical Education, Definition, Aim and objectives of Physical Education, Indoor games and outdoor games - Types of Exercise - Aerobic exercise – Anaerobic Exercise

Unit II : Nature of Yoga Education   **(L - 2; T - 2; P – 3)**

Meaning of Yoga, Historical development of Yoga – Vedic Period – Pre Classical Period – Classical Period – Yoga in medieval times – yoga in modern times - Types of Yoga – Bhakti yoga - Jnana yoga – Raja yoga – Karma yoga

Unit III: Physical Education and Yoga for Overall development

(L - 3; T - 2; P – 3)

Recreation – Need for Recreation – Levels of Recreation - Posture – Common Postural deformities – Kyphosis – Lordosis – Scoliosis – Knock Knee – Bow leg – Flat foot - Yoga and mental health - Eight limbs of yoga.

Unit IV: Physical Education and Yoga Programme in Secondary Schools

(L - 2; T - 1; P – 5)

Lesson plan – Types, values - General Lesson Plan - Physical Education activities in Secondary Schools and their importance – Methods of teaching physical activities.

Unit V : Hatha Yogic Practices   **(L - 1; T - 1; P – 10)**

Guidelines for the practice of asanas - Surya Namaskar - Different position of Asanas - Standing position Asanas – Sitting position asanas – Supine position Asanas – Prone position Asanas –

Task Assessment (Any two)   **(T – 1, P-1)**

1. Suggest some ways to motivate children to play physical activities. (outdoor games)
2. Prepare a booklet to depict various positions of Asanas.
3. Prepare three Yoga lesson plans.

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EPC – III Physical Education and Yoga

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Defines the meaning of physical education and yoga. (L1)	1, 2, 3, 4	2,3, 6
2	Identifies the significance of yoga.(L2)	1, 2, 3, 4	2,3,4,6,8,9
3	Applies the therapeutic values of yoga in life situation (L4)	1, 2, 3,4, 6, 7, 8	3,4,5,6,8,9,10
4	Compares the role of physical education and yoga in holistic development.(L2)	1,2, 3, 4, 6, 7	2,3,4,6,7,10
5	integrates Yoga and meditation in school education.(L5)	1, 2, 5, 6, 7, 8	1,3,4,5,6,7,9,10
6	Performs various asanas perfectly and to know the benefits. (L3)	2, 3, 4, 5, 6, 7, 8	3,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓				
CLO2	✓	✓	✓					
CLO3	✓	✓	✓	✓		✓	✓	✓
CLO4	✓	✓	✓	✓			✓	
CLO5	✓	✓			✓	✓	✓	✓
CLO6		✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓			✓				
CLO2		✓	✓	✓		✓		✓	✓	
CLO3			✓	✓	✓	✓		✓	✓	✓
CLO4		✓	✓	✓		✓	✓			✓
CLO5	✓		✓	✓	✓	✓	✓		✓	✓
CLO6			✓		✓	✓	✓	✓	✓	✓

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EPC –III - PHYSICAL EDUCATION AND YOGA

Time: 1 hr   **Max. Marks: 20**

Section - A   (5x1 = 5 Marks)

Answer all the following questions: -

1. Yoga means ---------. (L1)
   a) Meditation   b) Prayer   c) Union   d) Exercise
2. In running, 100 meters dash is a ---------- activity. (L1)
   a) Aerobic   b) Endurance
   c) Strength   d) Anaerobic
3. Bhujangasana is done in -------- position. (L1)
   a) Supine   b) Standing
   c) Prone   d) Sitting
4. Physical Education leads to ---------- development. (L1)
   a) Wholesome   b) Spiritual
   c) Physical   d) Social
5. Physical exercises improve (L1)
   a) Fat   b) Fitness
   c) Knowledge   d) Height
   ;

Section - B   **(5x2 = 10 Marks)**

Answer all the following questions in about 50 words each: -

6. Why do we categorize certain games under indoor games? (L6)
7. List down few methods of teaching physical activities. (L1)
8. Define Pranayama. (L1)
9. What is the main idea of yoga? (L2)
10. How does yoga help in stress management? (L4)

Section - C   **(1x5 = 5 Marks)**

Answer any one of the following questions in about 250 words each: -

11. What are the eight limbs of yoga? (L2)
12. What are the objectives of Physical Education? (L2)
13. Explain the various methods of teaching physical activities in
    schools. (L4)

Value Added Courses	
1.	Communicative English
2.	Social Etiquette
3.	Computer Fundamental and PC Software
Certificate Courses (CBCS)	
1.	Fabric Painting
2.	Presentation Skills
Certificate Course (Compulsory)	
1.	ICM Mission for Women Empowerment
Self-Study Courses	
1.	SWAYAM / NPTEL Course (Online)
2.	TET Preparatory Course – Phase I (Online)
3.	Traditional Cuisine (Offline)
4.	Enhancing Students Linguistic Competence (Offline)
5.	Organic Gardening for Beginners (Offline)
Skill Enhancement Courses (CBCS)	
1.	Hindi
2.	French
3.	Aari Work
Skill Enhancement Courses (Compulsory)	
1.	Aerobics
2.	Bharathanatyam

SEMESTER – II

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PE - IV - PSYCHOLOGY OF LEARNERS

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Course Code: 23SBPE4

Credits: 3

Number of Hours: 75 (L – 40; T – 15; P– 20)

Course Learning Outcomes (CLOs)

The student teacher

- identifies the psychological perspective of information processing and complex cognitive processes. (L1)
- exemplifies the essential features of integrated personality. (L2)
- interprets the needs of exceptional children and the educational provisions to meet their needs (L3)
- analyses classroom and school as a group (L4)
- integrates the principles of group dynamics for being teachers and leaders (L5)
- reviews behaviour for the promotion of mental health of the learners (L6)

Unit I : Information Processing and Complex Cognitive Processes

(L – 9; T – 3; P – 4)

Concepts: Meaning, Nature and Types – Concept formation- Concept Maps– Thinking: meaning, nature, kinds - Convergent Thinking, Divergent Thinking and Lateral thinking - Characteristics of learners - Learning styles: David Kolb & Flemings VAK model - Reasoning and Problem Solving: Educational Implications.

Task Assessment: Maintain a reflective journal to identify your learning style and discuss in groups how your preference influences your learning experiences.

Unit II : Personality Development **(L - 8; T -3; P–4)**

Personality: Meaning, Definition, and Approaches – Characteristics - Major determinants of Personality - Theories of personality : Allport, Eysenck, Cattell,Freud, Adler, Jung, Carl Rogers - Assessment of Personality: Projective and Non-Projective techniques - Integrated Personality - Role of teachers in shaping personality of students.

Task Assessment: Identify an integrated personality and justify your choice, with the support of his /her biography.

Unit III : Education of Exceptional Children **(L – 8; T – 3; P– 4)**

Exceptional Children: meaning, characteristics, types, needs and challenges - Gifted children - Underachievers - Learning Disability - Children with special needs: Mentally and Physically challenged - Remedial measures and Educational provisions for Exceptional children: Specialized approaches and Assistive technology.

Task Assessment: Evaluate the provisions available in a school nearby, which includes teaching strategies and resources, to meet the unique needs of exceptional children.

Unit IV : Group Dynamics   (L –7; T – 3; P– 4)

Groups: Meaning, Types – School as a group –Classroom as a group – Group interaction – Group mind– Group behaviour: characteristics, factors influencing group behaviour - Sociometry- Leadership: characteristics, traits and types – Teachers as leaders - Educational implications

Task Assessment: Prepare a classroom Sociogram and present a reflective report.

Unit V : Mental Health   (L - 8; T - 3; P– 4)

Concept of Mental health and Hygiene – Conflict and Frustration – Adjustment and Maladjustment– Defense Mechanisms: Identification, Rationalization, Compensation, Projection, Aggression, Regression, Repression, Reaction formation, Withdrawal, Sublimation – Juvenile Delinquency: prevention and curative measures- Stress and Stress coping behaviour - Role of teachers in the Promotion of Mental health of learners.

Task Assessment: Participate in a brainstorming session and explore the role of defense mechanisms in coping with life's challenges, promoting self-awareness and emotional well-being.

Note : The students should select any three of the given five Task Assessments.

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PSYCHOLOGY OF LEARNERS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the psychological perspective of information processing and complex cognitive processes. (L1)	1, 3, 4	1,3, 4, 8
2	exemplifies the essential features of integrated personality. (L2)	1,3,4, 5,6,8	1,3, 4, 6,
3	interprets the needs of exceptional children and the educational provisions to meet their needs (L3)	1, 2, 4, 6, 7, 8	1, 2, 3, 5, 6
4	analyses classroom and school as a group (L4)	1, 2, 3, 4. 5, 7, 8	1, 2, 3, 5, 7, 8
5	integrates the principles of group dynamics for being teachers and leaders (L5)	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 4, 5, 8, 9
6	reviews behaviour for the promotion of mental health of the learners (L6)	2, 3, 4, 5,6, 7, 8	1, 3, 5, 6, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓	✓			✓	
CLO2	✓		✓	✓	✓	✓	✓	
CLO3	✓	✓		✓		✓	✓	✓
CLO4	✓	✓	✓	✓	✓		✓	✓
CLO5	✓	✓	✓	✓	✓		✓	✓
CLO6		✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓	✓				✓		
CLO2	✓		✓	✓		✓				
CLO3	✓	✓	✓		✓	✓			✓	
CLO4	✓	✓	✓		✓		✓	✓		
CLO5	✓		✓	✓	✓			✓	✓	
CLO6	✓		✓		✓	✓		✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002
B.ED. II SEMESTER MODEL QUESTION PAPER
PSYCHOLOGY OF LEARNERS

Time: 3 hrs.   **Max. Marks: 60**

Section – A (5x1 = 5 Marks)

Answer all the following questions:-

1. The external factor that can influence a learner's readiness to learn is _____. (CLO1, L2)
a. Prior knowledge b. Motivation c. Socio-economic status d. Cognitive abilities
2. The root word of the term "Personality" is the Latin word ---------------------------- (CLO2, L1)
a. Personnel b. Persona c. Personage d) Personnalite
3. The leader who use their authority to impose the ways of working and often make decisions without consulting their team is a ------. (CLO5, L2)
a. Democratic leader b. Autocratic leader c. Participative leader d. Laissez faire leader
4. The social group based on rules and regulation _____ (CLO4, L2)
a. Formal group b. Informal group c. Both a and b d. None of the above
5. Illegal or antisocial behaviour committed by young individuals who are typically under the age of 18 is described as _____. (CLO6, L1)
a. Adult delinquency b. Youth crime c. Juvenile delinquency d. Adolescent misconduct

Section – B (5x2 = 10 Marks)

Answer all the following questions in about 50 words each:-

6. State the types of Concepts. (CLO1, L1)
7. Define: Personality.(CLO2, L1)
8. Who are Under Achievers?(CLO3, L2)
9. Write your understanding on the concept of Sociometry. (CLO5, L2)
10. What is the role of Adjustment in an individual's mental health? (CLO6, L3)

Section - C (3x5 = 15 Marks)

Answer any three of the following questions in about 250 words each:-

11. Illustrate Divergent, Convergent and Lateral Thinking with suitable examples. (CLO1, L3)
12. Identify the major determinants of Personality and categorize them. (CLO2, L4)
13. Discuss about "Assistive Technology for the education of visually challenged children". (CLO3, L3)
14. Analyze the factors influencing Group Behaviour. (CLO5, L4)
15. Appraise the role of teachers in the Promotion of Mental Health of the learners. (CLO6, L5)

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16 a. Compare: David Kolb's and Fleming's models of learning styles. (CLO1, L4)
(OR)
b. Write an essay on Assessment of Personality and compare the different methods. (CLO2, L4)
17. a. What are the essential traits of a Leader? Illustrate the different types of Leadership from the history of the world and justify your point of view. (CLO5, L5)
(OR)

b. Illustrate different types of defence mechanisms with suitable examples and mention its significance in maintaining a person's mental health. (CLO6, L3)

PE - V – CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA

Course Code :23SBPE5
Credits: 3

Number of Hours: 75 (L – 40; T – 15; P – 20)
Course Learning Outcomes (CLOs)

The student teacher

- states the concept, meaning, sources of knowledge and methods of knowledge management (L1)
- identifies herself with the current issues and challenges of knowledge explosion (L2)
- defines the impact of modern technology in education (L2)
- analyzes the trends in learning environment and its impact on education (L4)
- explains the meaning, definition, scope, and types of curriculum (L2)
- applies her role in the process of curriculum development (L3)

Unit I : Concept of Knowledge   (L - 8; T - 3; P – 4)

Knowledge - Meaning, Concept, Importance, Nature, Sources and Types - Methods of acquiring knowledge: Appeal to authority, Appeal to Tradition, Appeal to Senses, Inductive and Deductive methods, Appeal to Experiences, Intuition, Concentration and Meditation, Observation and related Processes, Problem Solving.   Changing concepts of Education: Difference among information, knowledge, belief and opinion.

Task Assessment : Prepare a report on "Sources of acquiring knowledge"

Unit II : Current Issues and Challenges   (L - 8; T - 3; P – 4)

Knowledge explosion: Causes and issues related to knowledge explosion, Knowledge Economy: Meaning, Characteristics, Elements, Four pillars of Indian Economy, Knowledge Economy and Human Capital - Knowledge Management: Meaning, Components: Acquisition, Storage, Dissemination, Application– Methodologies: Knowledge Mapping, Knowledge Harvesting, Taxonomy Design, Sense Making Sessions, Pro tip and Q & A Documentation - National Knowledge Commission (2005).

Task Assessment: Critically comment on the statement – "Thirst of Knowledge is being lost due to knowledge explosion" and submit a report.

Unit III : Emerging Trends in Learning Environment and its Impact on Education

(L - 8; T -3; P – 4)

Global trends: Liberalization: Meaning, Objectives, Impact on Education - Globalization: Meaning, Objectives, Characteristics, Impact on Education –

Privatization: Meaning, Objectives, Privatization of Education, Problems and Consequences - Public Private Partnership (PPP) - Digital Education Transformation: Lifelong learning -, Quantity verses Quality in education. Global Village: Paradigm shift

Task Assessment : Conduct a seminar on "Digital Divide is a hurdle to meet the challenges of the knowledge era" and submit a report.

Unit IV :Concept of Curriculum (L - 8; T - 3; P – 5)

Curriculum - Meaning, Definition, Scope and dimensions and types. Learner centered, Teacher centered and Skill Based Curriculum. Need for Curriculum in School - Difference between curriculum and syllabus, Determinants of Curriculum in the knowledge era – Social, Political, Cultural, Geographical, Economic diversity and Technological possibilities.

Task Assessment : Enlist the challenges to be considered in constructing a child centered curriculum and submit a report.

Unit V : Curriculum Development and Evaluation and Implementation

(L - 8; T - 2; P – 5)

Curriculum Development - Principles and Process - Role of Teachers in Curriculum Development- Curriculum Evaluation - Need, Importance, Sources and Methods– Restructuring curriculum – NCF(2022) -Curriculum Implementation: Factors influencing Curriculum Implementation, Strategies for effective implementation

Task Assessment : Brainstorming session on "Essentiality to restructure the 9th standard curriculum with respect to millennial education"

Note : The students should select any three of the given five Task Assessments.

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CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	sates the concept, meaning, sources of knowledge and methods of knowledge management (L1)	1,5,7,8	1,3,5,7,8,10
2	identifies herself with the current issues and challenges of knowledge explosion (L2)	1,2, 5	1,5,7,8,10
3	defines the impact of modern technology in education (L2)	1, 2, 3, 5, 7	1,5,7,9,10
4	analyzes the trends in learning environment and its impact on education (L4)	1, 2, 5, 7	1,2,5,7,8,9,10
5	explains the meaning, definition, scope, and types of curriculum (L2)	1, 2, 3, 4, 6	1,5,7,8,9,10
6	applies her role in the process of curriculum development (L3)	1, 7, 8	1,4,5,6,7,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓				✓		✓	✓
CLO2	✓	✓			✓			
CLO3	✓	✓	✓		✓		✓	
CLO4	✓	✓			✓		✓	
CLO5	✓	✓	✓	✓	✓	✓		
CLO6	✓						✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓		✓		✓	✓		✓
CLO2	✓				✓		✓	✓		✓
CLO3	✓				✓		✓		✓	✓
CLO4	✓	✓			✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓	✓	✓
CLO6	✓			✓	✓	✓	✓	✓		✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
B.ED. IV SEMESTER MODEL QUESTION PAPER
CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   (5x1 = 5 Marks)

Answer all the following questions: -

1. Something is logically impossible if ------ (CLO4, L2)
    a. It violates a law of science
    b. It violates a principle of logic
    c. It cannot be tested
    d. It is difficult to understand
2. The set of processes developed in an organization to create, gather, store, transfer, and apply knowledge, best describes ------- (CLO6, L2)
    a. Organizational learnings
    b. Knowledge management
    c. Organizational memory
    d. Knowledge assets
3. Development of a learner is linked to----- (CLO5, L2)
    a. Effective development
    b. Cognitive development
    c. Psychomotor development
    d. Sensorimotor development
4. Curriculum effectiveness is determined by ----- (CLO3, L2)
    a. Community cooperation
    b. Teacher competence
    c. Student interest
    d. Quality of supervision
5. The part of the curriculum designed to meet the needs of all students is ----- (CLO4, L1)
    a. General education
    b. Specialized education
    c. The extra-curriculum
    d. The program of studies

Section - B   (5 X 2 = 10 Marks)

Answer all the following questions in about 50 words each: -

6. List the sources of knowledge. (CLO1, L1)
7. Bring out the causes of 'Knowledge Explosion'. (CLO2, L2)
8. Give your perspective on the concept of Liberalization in Education. (CLO6, L6)
9. In a transacting world, what are the different forms of truth. (CLO4, L4)
10. Mention the principles of curriculum development. (CLO5, L2)

Section - C   (3 X 5 = 15 Marks)

Answer any <u>three</u> of the following questions in about 250 words each:-

11. Differentiate Opinion from Belief. (CLO4, L4)
12. Enlist the importance of Knowledge Economy. (CLO5, L2)
13. Describe the impact of the three important moments of human history on education. (CLO6, L4)
14. How does Curriculum vary from syllabus?. (CLO4, L4)
15. Explain the role of teachers in curriculum development. (CLO4, L3)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each: -

16. a) How do you acquire knowledge from various sources? (CLO6, L3)

(OR)

b) Give a detailed answer on National Knowledge Commission, 2005 (CLO2, L2)

17. a) "Educational quality is enhanced through Technology and Media" – Evaluate this statement (CLO4, L5)

(OR)

Bring out the merits and demerits of life centered curriculum. (CLO6, L4)

PE - VI – ASSESSMENT OF LEARNING

Course Code: 23SBPE6
Credits: 3

Number of Hours: 75 (L – 40; T – 15; P – 20)
Course Learning Outcomes (CLOs)
The student teacher

- assesses the learning outcome with respect to Bloom's revised taxonomy (L2)
- distinguishes test, measurement, assessment and evaluation and its implementation (L4)
- adopts the assessment reforms in NEP 2020 in their assessment practices (L3)
- knows the different assessment agencies to assess the quality (L2)
- selects the suitable assessment tools and techniques while administering the assessment (L5)
- designs the apt evaluation scheme based on the efficiency of the learners (L6)

Unit I : Essentials of Assessment   **(L-8; T-3; P-4)**

Test, Measurement, Assessment, and Evaluation – Assessment of/for/as learning - Assessment: Definition, Purposes, General Principles – Assessment and the Instructional Process– Planning and Implementing Classroom Assessment: Planning (Phase I) , Implementing (Phase II), Responding to the results (Phase III) – Types of Assessment Procedures: Formative and Summative, Diagnostic and Remedial, Criterion-Referenced and Norm-Referenced, Evidence Based and Performance-Based.

Task Assessment: From your past school experiences, list examples of assessment practices. For each example, describe how the action or situation should have been handled.

Unit II: Learning Outcomes and Assessment   **(L-8; T-3; P-4)**

Learning to Learn: constructive cognitive change – Instructional Objectives as Learning Outcomes: Desired by all – Understanding of Learning, Learning Outcome, and Curriculum – Assessment Approaches based on Bloom's Revised Taxonomy – Assessing the Intended Learning Outcomes – Learning Targets and Outcome Targets – Knowledge, skills, attitudes and dispositions.

Task Assessment: Write a lesson plan with learning outcomes based on revised Bloom's Taxonomy with respect to cognitive domain in your discipline.

Unit III: Historical and Contemporary Perspectives on Assessment

             (L-8; T-3; P-4)

Evolution of Assessment in the Pre-Independent and Post Independent Era – National Curriculum Framework & Assessment – Assessment Reforms in New

Education Policy 2020: Features of Assessment, Transforming the Culture of Assessment, 360 Degree Assessment – National Assessment Center (NAC) – Performance, Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) – National Testing Agency- National Board of Accreditation (NBA) – National Assessment & Accreditation Council (NAAC)

Task Assessment: Create 360 degree Multi-dimensional Report Card for the 9th Grade Learners based on the New Education Policy 2020

Unit IV: Assessment Tools and Techniques   (L-8; T-3; P-4)

Tools: Focused Listing, Memory Matrix, Minute Paper, Categorising Grid, Word Journal, Concept Maps, Problem Recognition Tasks, Documented Problem Solutions, Audio-Videotaped Protocols, Human Tableau or Class Modeling, Project, Classroom Opinion Polls, Everyday Ethical Dilemmas, Focused Autobiographical Sketches, Productive Study-Time Logs, Group Work Techniques: Wikis and Blogs – Techniques: Rubrics and Rubric Development, Authentic Assessment, Performance Assessment, Quiz Development, Portfolio Assessment, Reflective Assessment, Self-Assessment, Collaborative Peer Assessment.

Task Assessment: Develop grading rubrics for 15 points on any one of your preferable assessment techniques

Unit V : Statistics in Measurement and Evaluation   (L-8; T-3; P-4)

Statistical Treatment of Data: Frequency Distribution, Measures of Central Tendency - Measures of Variability - Coefficient of Correlation by Rank Differences and Product Moment Methods, Graphic Representation of Data, Percentile and Percentile Rank – Data Interpretation: Reliability – Validity- Scales of Measurement-Norms, Standards, Cut-off Scores, Feedback and Reporting - Trends in Evaluation: Grading, Credit System, Cumulative Record Card, ICT in Evaluation.

Task Assessment: Collect and tabulate data on how Non-Detention Policy is evaluated in different states. Write your reflections in the table format.

Note: The students should select any three of the given five Task Assessments.

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ASSESSMENT OF LEARNING

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1 .	acquires the knowledge to assess the learning outcome with respect to bloom's revised taxonomy (L2)	1,5,7,8	1,3,5,7,8,10
2.	differentiates test, measurement, assessment and evaluation and its implementation (L4)	1,2, 5	1,5,7,8,10
3.	integrates the assessment reforms in NEP 2020 in their assessment practices (L3)	1, 2, 3, 5, 7	1,5,7,9,10
4.	gets awareness about the different assessment agencies to assess the quality (L2)	1, 2, 5, 7	1,2,5,7,8,9,10
5.	determines the appropriate assessment approaches and techniques while administering the assessment (L5)	1, 2, 3, 4, 6	1,5,7,8,9,10
6.	creates the apt evaluation scheme based on the efficiency of the learners (L6)	1, 7, 8	1,4,5,6,7,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓				✓		✓	✓
CLO2	✓	✓			✓			
CLO3	✓	✓	✓		✓		✓	
CLO4	✓	✓			✓		✓	
CLO5	✓	✓	✓	✓		✓		
CLO6	✓							✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1			✓		✓		✓	✓		✓
CLO2	✓				✓		✓	✓		✓
CLO3	✓				✓		✓		✓	✓
CLO4	✓	✓			✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓	✓	✓
CLO6	✓			✓	✓	✓	✓			✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ASSESSMENT OF LEARNING

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions: -

1. The physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidence that shows learning progress and academic accomplishment over a long period of time is ------ (CLO2, L2)
    a. Presentation b. Debate c. Portfolio d. Project

2. "Students go to school to learn, not to take tests. In addition, tests cannot be used to indicate a student's absolute level of learning. All tests can do is rank students in order of achievement, and this relative ranking is influenced by guessing, bluffing, and the subjective opinions of the teacher doing the scoring. The teacher-learning process would benefit if we did away with tests and depended on student self-evaluation."

The propositions most essential to the final conclusion is ----- (CLO5, L2)

 a. Effective self-evaluation does not require the use of tests.

 b. Tests place students in rank order only.

 c. Test scores are influenced by factors other than achievement.

 d. Students do not go to school to take tests.

3. 360-degree multidimensional report card will reflect in great detail the progress as well as the uniqueness of each student. It will cover all domains of learning. The odd option among the following is …. (CLO 3, L2)

 a. Intuitive b. cognitive c. emotive d. psychomotor

4. Good practice of making student's portfolios is ----- (CLO2, L2)
    A. Selecting work to be included in the portfolio on the basis of a specific reason
    B. Selecting all items of work of a student to be put in portfolio
    C. Making child select her/his work to be put in portfolio
    D. Collecting range of student's work over a period of time
    a. A, B, and C
    b. A and D
    c. A, B, and D
    d. A, C and D

5. A teacher notes down the weight of each student in the class. In this case, the level of measurement used is ------ (CLO1, L2)

 a. Ordinal

 b. Nominal

 c. Interval

 d. Ratio

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. How did Bloom classify learning outcomes? (CLO2, L2)

7. List out three main purposes of performance assessment? (CLO1, L2)

8. Compare and contrast the two types of measurement (CLO3, L4)

9. Differentiate between formative and summative assessment (CLO2, L4)

10. How is cognitive learning defined? (CLO5, L2)

Section - C   **(3 X 5 = 15 Marks)**

Answer any <u>three</u> of the following questions in about 250 words each:-

11. Discuss the importance of measurement scales. You may give your argument with reference to various measurement scales (CLO5, L5)

12. How are the learning outcomes of the cognitive domain classified? Discuss in detail (CLO2, L4)

13. Describe the techniques that help to stimulate divergent thinking (CLO3, L3)

14. Explain some of the major trends in examinations seen in recent times (CLO2, L3)

15. How does correlation analysis help us in examining? (CLO5,L3)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. Illustrate with the help of an example, how measures of central tendency is calculated (CLO3, L3)

(or)

In the grading system, how are grades in scholastic areas decided? (CLO2, L2)

17. Analyze how using performance assessment can help you observe and document the students' behavior and skills in a specific task or role-play (CLO5, L4)

(or)

Discuss how the concept of assessment has evolved from the Vedic period to the present day in India (CLO5, L6)

PEDAGOGY OF BIOLOGICAL SCIENCE– II

Course Code: 23SBCBS
Credits: 3

Total number of hours: 75 (L – 40; T – 15; P– 20)

Course Learning Outcomes(CLOs)

The student teacher

- describes the principles of curriculum construction (L1)
- interprets the use of technology in teaching biological science (L2)
- applies the laboratory safety guidelines in organizing and maintaininga Biological Science Laboratory (L3)
- identifies the suitable evaluation techniques and statistical skills to interpret the test results (L4)
- analyzes the content related to Biological Science school syllabus (L5)
- creates appropriate audio-visual teaching aids for effective teaching of Biological Science (L6)

Unit I – Biological Science Curriculum Construction and Transaction

(L-8; T-2; P-2)

Biological Science curriculum – Concept – Principles for designing Bio – Science Curriculum – Defects in the present curriculum. Biological Science Curriculum Studies (BSCS), Nuffield Science Teaching Project –National Talent Search Scheme – Modern trends in biological science curriculum construction. Text books – Need and importance, qualities of a good textbook - Evaluation of Science text book

Task Assessment: Critically analyse Standard IX / XI Science Text Book

Unit II - Technology in teaching Biological science.   **(L-10; T—4; P-3)**

Dale's cone of experience – Importance of Audio - Visual aids, selection and use of Audio – Visual materials-Improvised aids–Online resources and open educational resources in teaching biology –Utilization of e-resources in science class room–– Use of internet in Biology learning, Power Point Presentation. Models of Teaching – Bruner's Concept attainment model. Joseph Jackson Schwab's scientific inquiry model - Intelligent Tutoring system – e- Pathshala, DIKSHA

Task Assessment: Prepare a booklet on Online resources / open educational resources in teaching biology

Unit III – Biological Science Laboratory   (L-10; T-2; P-5)

Biology laboratory – Planning, Structure and design of Biology laboratory- Laboratory rules – Guidelines for the teacher to follow in the laboratory, rules to be followed by the students - Laboratory accidents and remedies – Laboratory safety measures – Laboratory Indent - Laboratory Registers and laboratory manuals- Virtual biology laboratory – Virtual experiments and Simulations.

Task Assessment : Prepare a report on planning and conducting experiments in biological laboratory.

Unit IV - Evaluation and Action Research.   (L-6 ;T—4 ; P-3)

Diagnostic testing and remedial teaching, construction of an achievement test - Oral, Written and Performance tests - Different types of test items – objective type, short answer type, essay type. Preparing blue print for achievement test - Action Research – Characteristics, steps, advantages in action research.

Task Assessment : Construct an achievement test for a topic from IX Standard Science text book.

Unit V – Content related to School Syllabus   (L-6; T—4; P-4)

Morphology of flowering Plants – Parts of a Flowering Plant : Root system, Region of a typical root, Types of Root System, Functions of roots – Root Modification :Modification of Taproot, Modification of adventitious roots – Shoot system : Modification of Stem : Aerial modifications, Sub- aerial modifications, Underground modification – Leaf : Parts of a leaf, Venation, Phyllotaxy, Leaf modification – Immunology – Innate immunity – acquired Immunity – Antigen – Antibody – Vaccination and Immunization – Immuno deficiency diseases – Autoimmune diseases

Task Assessment : Prepare a podcast for the Morphology of flowering plants / Immunology

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF BIOLOGICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the principles of curriculum construction (L1)	2, 4, 5	7, 8
2	interprets the use of technology in teaching biological science (L2)	2, 3, 5	1, 2, 3, 7,9
3	applies the laboratory safety guidelines in organizing and maintaining a Biological Science Laboratory (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	identifies the suitable evaluation techniques and statistical skills to interpret the test results (L4)	2, 4, 5, 7	5. 9
5	analyzes the content related to Biological Science school syllabus (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	creates appropriate audio-visual teaching aids for effective teaching of Biological Science (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF BIOLOGICAL SCIENCE - II

Time: 2.30 hrs.   Max. Marks: 60
Section - A   (5x1 = 5 Marks)
Answer all the following questions:-

1. Biological Sciences Curriculum Study is framed in --- (CLO1, L1)
   a) 1964   b) 1954   c) 1958   d) 1968
2. Combination of online interactions, educational materials and traditional class room method is called --------. (CLO2, L2)
   a) distance learning   b) synchronous learning
   c) flipped learning   d) blended learning
3. The true statement among the following, regarding vaccination is----- (CLO3,L3)
   a) Vaccination is a method of active immunisation
   b) Vaccination is a method of passive immunisation
   c) vaccination is a method of artificial passive immunisation
   d) vaccination is a method of natural passive immunisation
4. Gases exchange is connected with -----------.(CLO2,L2)
   a) Avicennia   b) Cuscuta   c) Colocasia   d) Nepenthis
5. Pollination by bats is called as_____(CLO2,L2)
   a) Ornithophily   b) Entomophily
   c) Malacophily   d) Cheiropterophily

Section - B   (5 X 2 = 10 Marks)
Answer all the following questions in about 50 words each:-

6. Point out any four defects in the present curriculum (CLO2,L4)
7. Why are improvised aids used in teaching learning process?(CLO3,L3)
8. Differentiate alternate phyllotaxy from whorled phyllotaxy with suitable examples (CLO4,L4)
9. Write the methods to control crop diseases caused by parasitic plants (CLO3, L2).
10. What is meant by modification of root? What type of modification of root is found in mangrove trees? (CLO4,L2)

Section - C   (3 X 5 = 15 Marks)
Answer any <u>three</u> of the following questions in about 250 words each:-

11. How National talent search scheme identify, nurture and form a young scientist? Explain its significance and the role of teacher.(CLO4,L4)
12. Describe Bruner's concept attainment model with suitable example. (CLO2,L2)
13. Explain the possible laboratory accidents and the safety measures to overcome them.(CLO4,L3)
14. Write about the advantages and limitations of objective type questions. (CLO2,L2)
15. Differentiate macro nutrients and micro nutrients. Explain the uses of both nutrients (CLO4,L4).

Section - D　　　　　　　　　　**(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a) Define: Curriculum. Explain the principles for designing Biological science curriculum with suitable example.(CLO3,L2)

<center>(OR)</center>

   b) Describe Edgar Dales' cone of experience and its application in teaching of Biological science.(CLO3,L3)

17. a) Differentiate Real Biology laboratory and virtual Biology laboratory. Analyze and evaluate the advantages and limitations of them. (CLO5,L5)

<center>(OR)</center>

   b) Explain the steps in construction of an   achievement test.(CLO2,L2)

PEDAGOGY OF COMPUTER SCIENCE – II

Course Code :23SBCCS
Credits :3

Number of Hours: 75 (L – 30; T – 15; P – 30)
Course Learning Outcomes (CLOs)
The student teacher

- states the principle of Curriculum construction in computer Science (L1)
- understands the role of Technology used in teaching computer science (L2)
- develops the skill of Organizing and maintaining a computer science laboratory (L3)
- acquires the knowledge of different evaluation techniques in computer science (L4)
- analyses the Computer Science content of the school syllabus (L5)
- categorizes the various information system used in educational system (L6)

Unit I: Computer Science Curriculum and Transaction   (L-6; T-3;P-6)

Curriculum – Meaning and Definition– Major objectives – Needs and Importance - Principles of curriculum construction – Criteria of selection of content. Curriculum development for computer science –Approaches to Curriculum construction- Process of Curriculum Evaluation- Modern trends in computer science curriculum construction. Textbooks – Need and importance, qualities of a good textbook - Evaluation of Computer Science textbook

Task Assessment: Critically analyse Standard XI Computer Science Textbook

Unit II : Technology in Teaching Computer Science   (L-6; T—3; P-6)

Instructional aids-importance and use of instructional aids – Guiding principles for the effective use of audio visual aids – classification of audio visual aids - The Edgar Dale's Cone of Experience - Development of Script writing for Video Programme – Management Information System and Educational Planning - Teaching Computer Science through online -Intelligent Tutoring system – e-Pathshala, DIKSHA

Task Assessment: Identify and prepare a topic from Std XI book and develop a Video script on the same topic and upload in our departmental YouTube channel.

Unit III : Computer Science Laboratory   (L-6; T—3;P-6)

Computer Science Laboratory – Creating and sharing the norms to be maintained by students for the computer lab – Care to be provided and precautions to be undertaken while working with the hardware – Students using computer in a group – Stock Registers.

Task Assessment: List out latest Audio-Visual Aids used in Teaching-Learning process.

Unit IV : Evaluation and Action Research   (L-6; T – 3; P-6)

Evaluation – need and importance - characteristics of a good test in computer science– Types of Evaluation: Diagnostic, Formative, Summative - Achievement test in computer science – Different types of test items: objective type, short answer type, Essay type - Blue Print for achievement test - Steps, Characteristics and advantages.

Task Assessment: Write a report on analyse the types of evaluation

Unit V : Content related to School Syllabus   (L-6; T – 3; P-6)

Digital Logic Gates: Introduction, Working Principle - Types of Logic Gates: AND Gate, OR Gate, NOT Gate, NOR Gate, NAND Gate Bubbled AND Gate, Bubbled OR Gate, XOR Gate XNOR Gate, Universal of NAND and NOR Gates.

Overview of C++: Introduction, Basic Data Types, Variables. Basic statement: Input /Output Statements, Declaration Statement, Assignment Statements, Control Structures, Structure of C++ Program, Program development **-** Function C++ Enhancements **:** Introduction**,** Function Prototyping Calling Function, Parameters passing in functions, Returning Values, Inline Functions , Scope rules of variables. Theoretical concepts of operating system – Java Script Operators and Expressions, Python and CSV files.

Task Assessment: Using the Logic converter construct the truth table for basic Logic gates

Note: The students should select any three of the given five Task Assessments.

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PEDAGOGY OF COMPUTER SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	states the principle of Curriculum construction in computer Science (L1)	2, 4, 5	7, 8
2	understands the role of Technology used in teaching computer science (L2)	2, 3, 5	1, 2, 3, 7,9
3	develops the skill of Organizing and maintaining a computer science laboratory (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	acquires the knowledge of different evaluation techniques in computer science (L4)	2, 4, 5, 7	5. 9
5	analyses the content of the school syllabus (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	categorizes the various information system used in educational system (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002
B.ED. II SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF COMPUTER SCIENCE

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. Teaching and learning combine to make ----- (CLO1,L1)
    a) Instruction   b) Curriculum   c) Syllabus d) Course
2. The use of teaching aids is justified on the grounds of ------ (CLO2,L2)
a) Attracting students attention in the class
b) Minimizing students indiscipline in the class
c) Optimising learning outcomes of students
d) Effective management of student learning tasks
3. The output of the following C++ program is ----- (CLO3,L3)

```
#include<stdio.h>  (L3)
 int main(int argc, char const *argv[ ])
 {
    char a = 'a';
        printf("%d\n",         (int)sizeof(a));
            return 0;
 }
```

    a) 0   b) 4   c) 1   d) Compiler error
4. The process of evaluation starts from ….. (CLO4,L2)
    a) Objectives   b) Learning activities
c) Teaching activities   d) Blue print
5. The problem identification referred to in Diagnostic test is …… (CLO5,L2).
    a) General   b) Specific
c) Structural   d) Relational

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. Define Curriculum. Write down the principles of curriculum construction. (CLO1,L2)
7. List out the guiding principles for the effective use of audio visual aids. (CLO2,L2)
8. How will you take care of the hardware in the computer science laboratory? (CLO3,L3)
9. Write down the characteristics of a good test in computer science (CLO4,L2).
10. Give the truth table for XOR and XNOR gates. (CLO5,L3)

Section - C   **(3 X 5 = 15 Marks)**

Answer any <u>three</u> of the following questions in about 250 words each:-

11. What are the criteria used for the selection of content for computer science? (CLO1,L2)
12. Why do we use Edgar Dale's cone of experience for using the varied teaching aids? (CLO2,L4)
13. How do you prepare and maintain stock registers for the computer sciencelaboratory?((CLO3,L3)
14. Describe the different types of test items used for evaluation. (CLO4,L2)
15. Explain Inline function with suitable example. (CLO5,L3)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a) What are the various approaches to curriculum construction? Compare and contrast. (CLO1,L4)

                (OR)

    b) Explain the classification of audio-visual aids with appropriate examples. (CLO2,L3)

17. a) Evaluate the steps of action research in detail and justify its importance. (CLO4,L5)

                (OR)

  b) Which logic gates are called Universal gates? Why do you call them as universalgates? (CLO5, L4)

PEDAGOGY OF ENGLISH – II

Course Code: 23SBCEN

Credits: 3

Number of Hours: 75 (L – 30; T – 15; P– 30)

Course Learning Outcomes (CLOs)

The student teacher

- extrapolates the principles of selection and organization of curriculum construction. (L2)
- adapts to the different technology in teaching English (L4)
- develops the skills of teaching reading and writing (L6)
- applies the skill of evaluation techniques in assessment of English (L3)
- interprets the knowledge of grammatical terminology and the phonological system in English (L3)
- implements the principles of selecting vocabulary in writing composition. (L2)

Unit I : Curriculum of English at Secondary Level and its Transaction

(L – 6; T – 3; P – 6)

Principles of selection of Curriculum - Principles of organization of Curriculum - Methods of Curriculum Construction – Limitation of the existing Curriculum - The syllabi of Std. XI and Std. XII English textbooks - Book review- Suggestions for the improvement of textbooks in English

Task Assessment: Analyse standard IX/XI English textbook

Unit II: Technology in Teaching English   **(L – 6; T – 3; P – 6)**

Audio visual aids - Types - Characteristics - Importance – Uses - Overhead projector -Edger Dale's Cone of Experience-Language Laboratory - Computer Assisted language learning –Digital literacy for English learners - Teaching English through online –Digital Presentation - Identifying websites - Smart board – Interactive White board – Recent innovations – Blogs – Podcasts - Web Quests - Blended and Interactive learning of English- e- Pathshala, DIKSHA

Task Assessment: Prepare and submit a digital presentation for a topic of your choice

Unit III : Teaching of Reading and Writing Skills   **(L – 6; T – 3; P – 6)**

Teaching of Reading - Objectives - Characteristics - Importance - Types - Methods - Comparison between Intensive and Extensive Reading - Causes of Retardation in Reading English - Suggestions for teaching effective Reading - Teaching of poetry- Appreciation of poetry - Teaching of Writing –Objectives and Characteristics of Good Writing – Importance and methods of Writing–

Composition – Types of Composition – Stages of writing guided and free composition- Suggestions for effective teaching of composition.

Task Assessment: Prepare an album with newspaper clippings to enhance vocabulary related skills.

Unit IV: Evaluation and Action Research (L – 6; T – 3; P – 6)

Evaluation: Need and Importance - Characteristics of a Good language test – Types of test - Diagnostic test – Achievement test- Remedial Teaching - Construction of an Achievement test - Action Research – Characteristics– Steps and Benefits.

Task Assessment: Construct an Achievement test in English

Unit V: Content related to School Syllabus (L – 6; T – 3; P – 6)

Verb –Infinitives – Sentence Types - Phrases and Clauses – Pronouns – Five Sentence pattern – The Syllable: Strong and Weak - Degrees of Comparison – Conditional clause – Relative pronouns – Punctuations – Common Errors – Accents and Dialects - The speech mechanism – The different speech organs and their roles– Figures of speech- Consonant Cluster – Phonetic Transcription –

Task Assessment: Prepare an online worksheet for teaching grammar in English related to school syllabus.

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	extrapolates the principles of selection and organization of curriculum construction	2,3,7,8	1,2,3,4,5,7,8,9,10
2	adapts to the different technology in teaching English (L4)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	develops the skills of teaching reading and writing (L6)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	applies the skill of evaluation techniques in assessment of English (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	interprets the knowledge of grammatical terminology and the phonological system in English (L3)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	implements the principles of selecting vocabulary in writing composition. (L2)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓	✓				✓	✓
CLO2	✓	✓		✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	✓
CLO6	✓	✓		✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO2	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO6	✓		✓	✓	✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   (5x1 = 5 Marks)

Answer all the following questions:-

1. Curriculum influences a learner's……….. (CLO1, L2)
   a. behaviour b. personality c. action d. attitude
2. Use of technology for higher education is based on the presumption of………..(CLO2,L2)
   a. enriching curriculum based instruction   b.replacing curriculum in the long run
   c. everyone have the access to technology   d. other means of instructions getting outdated
3. Looking at the time table and telling the break time is the example of………….
   (CLO3,L1)
   a. skimming b. scanning c. intensive reading d. extensive reading
4. The strategy used by the teacher to overcome the difficulties of the learner is…………
   (CLO4,L1)
   a. action research b. remedial teaching c. test d. evaluation
5. The degree of force with which sound or syllable of a word is uttered is called…………(CLO5,L1)
   a) stress b)intonation c) pause d) rhythm

Section - B   (5 X 2 = 10 Marks)

Answer all the following questions in about 50 words each:-

6. State any four principles of construction of curriculum. (CLO1, L2)
7. How does blended learning connect the pupil and the teacher? (CLO2, L3)
8. Point out the need for supplementary reader. (CLO3, L2).
9. Evaluation is a continuous process – why? (CLO4, L4)
10. Share your ideas about basic sentence structure in English language. (CLO5, L3)

Section - C   (3 X 5 = 15 Marks)

Answer any <u>three</u> of the following questions in about 250 words each:-

11. "Textbooks have a significant impact in teaching-learning process" – Elucidate. (CLO1, L5)
12. Enumerate the importance of web quests in Education. (CLO2, L4)
13. Explain the three models of teaching 'reading'. (CLO3, L2)
14. Give your suggestion to improve writing skills. (CLO4, L6)
15. Illuminate the scope and objectives of action research. (CLO4, L3)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a. Suggest techniques and measures for improved teaching-learning strategiesof second language learning through technology. (CLO2, L6)

(OR)

b. Describe in detail the recent innovations in Teaching English. (CLO2, L3)

17. a. Expound the steps involved in constructing an objective type test. (CLO4, L5)

(OR)

b. Explain about speech organs and their functions. (CLO5, L2)

PEDAGOGY OF HISTORY- II

Course Code: 23SBCHY

Credits: 3

Number of Hours: 75 (L – 40; T – 15; P – 20)

Course Learning Outcomes (CLOs)

The student teacher

- describes the theories and principles of school curriculum construction (L1)
- summarizes the technological tools of teaching history (L2)
- classifies the various techniques for learning History (L3)
- analyses the process of evaluation (L4)
- evaluates the steps of action research (L5)
- constructs timeline for teaching history (L6)

Unit I : School History Curriculum Construction and Transaction (L – 6; T –3; P – 6)

Curriculum – meaning and definition - Principles of curriculum designing - Organization of content: chronological, concentric, topical, spiral, progressive, regressive and unit approaches - Correlation: principles, types, uses- Correlation of history with Geography, political science, civics, Economics and literature. Textbook – Need and importance, qualities, Evaluation.

Task Assessment : Critically analyze Standard IX Social Science Textbook

Unit II : Technology in Teaching History   (L – 6; T – 3 ; P– 6)

Need and importance - Edgar Dale's Cone of Experience - Audio visual aids - Meaning, characteristics, importance and uses – E-readers - Digital tools - Interactive power point, ChronoZoom, Sutori, Mentimeter, Padlet, Socrative and my Histro - Blog - e- Pathshala, DIKSHA

Task Assessment : Create an interactive power point for any one History topic at Secondary/ Higher Secondary level.

Unit III : Techniques of History Learning   (L – 6; T – 3; P – 6)

Assignment: characteristics, importance and steps- Drill: procedure, merits and demerits – Review: process and advantages - Notes Taking: preparation, principles and benefits - Work books: types, advantages and limitations -Concept mapping - mind map- Collaborative learning: meaning, definition, types and uses - PQ4R - Leitner System - Gamification.

Task Assessment: Make a concept map by using a digital tool.

Unit IV : Evaluation and Action Research (L – 6; T –3; P – 6)

Concept and purpose of evaluation, Types of evaluation – Diagnostic, Formative, Summative, Achievement test in history – Oral, Written and performance tests. Different types of test items – objective type, short answer type, essay type - Action Research – importance, characteristics, steps and benefits.

Task Assessment : Construct an achievement test in History for middle stage or secondary stage learners

Unit V : Content Related to School Syllabus (L – 6; T –3; P – 6)

The Mughal Empire – The Marathas – The Coming of the Europeans – Effects of British rule – Rise of Nationalism in India – Gandhian Phase – Last phase of Indian National Movement- World War I - Rise of Fascism and Nazism – World War II.

Task Assessment : Draw a time line chart for any two topics from the content related to school syllabus.

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF HISTORY

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	describes the theories and principles of school curriculum construction (L1)	2,3,7,8	1,2,3,4,5,7,8,9,10
2	summarizes the technological tools of teaching history (L2)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	classifies the various techniques for learning History (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	analyses the process of evaluation (L4)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	appraises the steps of action research (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	constructs timeline for teaching history (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓	✓				✓	✓
CLO2	✓	✓		✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	✓
CLO6	✓	✓		✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO2	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO6	✓		✓	✓	✓	✓	✓	✓	✓	✓

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MODEL QUESTION PAPER
PEDAGOGY OF HISTORY

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. Industrial Revolution started in ------ (CLO6, L1)
a) Germany b) America c) England d) Japan
2. Unit Plan is related to------ (CLO1, L2)
a) Lesson Plan b) Curriculum
c) Objectives d) Evaluation
3. Expansion of LCD is ------ (CLO2,L1)
a) Liquid Crystal Display b) Liquid Clarity Display
c) Lens Clarity Display d) Lens Crystal Display
4. The evaluation process used to identify learning deficiency is ----- (CLO4, L1)
a) Achievement Test b) Summative c) Continuous d) Diagnostic
5. The community resource among the following is ---- (CLO2, L1)
a) Computer b) internet c) newspapers d) Monuments

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. Define the term curriculum. (CLO1,L1)
7. Describe magnetic board. (CLO2, L2)
8. What is Numismatics? (CLO2, L1)
9. Write the importance of Action Research? (CLO5,L2)
10. What are the principles of Din-i-Ilahi? (CLO6, L1)

Section - C   **(3 X 5 = 15 Marks)**

Answer any <u>three</u> of the following questions in about 250 words each:-

11. Explain the characteristics of good test. (CLO4, L4)
12. Elucidate the chronological approach of curriculum designing? (CLO1,L2)
13. Discuss the uses of time line for teaching History. (CLO2, L4)
14. Learning resources are essential for teaching History. Why? (CLO4, L4)
15. Examine the importance of Quit India Movement. (CLO6, L5)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a. Compare the different theories of curriculum construction. (CLO1,L4)
(OR)
   b. What are print resources? Evaluate the various types of print resources. (CLO2,L 5)
17. a. How would you elaborate the reason for World War I? (CLO6,L6)
(OR)
   b. Elaborate the different types of test items with suitable examples. (CLO4,L3)

PEDAGOGY OF MATHEMATICS – II

Course Code :23SBCMA

Credits: 3

Number of Hours: 75 (L– 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the principles of curriculum construction in Mathematics (L1)
- exemplifies the various technologies for teaching Mathematics (L2)
- employs the various techniques of teaching Mathematics (L3)
- identifies the suitable evaluation techniques in Mathematics (L4)
- reviews the content of school syllabus related to Mathematics (L5)
- prepares instructional aids for effective teaching of Mathematics (L6)

Unit I : School Mathematics Curriculum Construction and Transaction

(L-6; T – 3; P-6)

Curriculum – Definition, Mathematics Curriculum – Major objectives - Principles of curriculum construction – Guidelines for selecting the topics in Mathematics Curriculum – Characteristics of modern Mathematics Curriculum – Place of problems in Mathematics Curriculum – Characteristics of a good problem in mathematics Mathematics Textbook – Need, importance, qualities and Evaluation.

Task Assessment : Critically analyse Standard IX / XI Mathematics Textbook

Unit II : Technology in Teaching Mathematics (L-6;T – 3; P-6)

Instructional aids -Improvised aids and Intelligent Tutoring System (ITS) – Applications in Mathematics Education: Blog, e- Pathshala, DIKSHA, GeoGebra and IXL – Tools in Mathematics Education: Desmos, Near Pod, Quiz Let, Illustrative Mathematics , Math Planet.

Task Assessment: Prepare any five Instructional aids for teaching a mathematical concept

Unit III : Techniques of Teaching Mathematics (L-6;T – 3; P-6)

Concept and meaning – Drill work in mathematics – advantages and limitations. Home work – Objectives – Principles - Oral work in mathematics – Importance - Written work in mathematics – Advantages - Self-study in mathematics – Importance- Supervised study in mathematics – Forms of supervised study - Experiential learning and collaborative learning.

Task Assessment : Present a report on effective implementation of Experiential Learning in teaching of any mathematical topic

Unit IV - Evaluation and Action Research   **(L-6;T — 3; P-6)**

      Evaluation - Definition – Oral, written and performance tests - Different types of test items – Objective type, short answer type, essay type - Diagnostic test and achievement test in mathematics –-Action research – Steps in action research.

Task Assessment: Construct an achievement test in Mathematics for middle stage or secondary stage learners

Unit V: Content related to School Syllabus   **(L-6; T-3; P-6)**

      Life mathematics - Profit, loss, simple interest and compound interest**.** Measurement and mensuration - Area of a triangle, surface area, volume of cube and cuboids. Vector algebra - Definition and properties of a scalar product - Definition and properties of a vector product – Product of three vectors. Complex numbers - Definition – Complex number system – Conjugate – Modulus – Roots of a complex number.

Task Assessment: Prepare a Booklet on the application of Measurement and Mensuration in everyday life

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF MATHEMATICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the principles of curriculum construction in Mathematics (L1)	2,3,7,8	1,2,3,4,5,7,8,9,10
2	exemplifies the various technologies for teaching Mathematics (L2)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	employs the various techniques of teaching Mathematics (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	identifies the suitable evaluation techniques in Mathematics (L4)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	reviews the content of school syllabus related to Mathematics (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	prepares instructional aids for effective teaching of Mathematics (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓	✓				✓	✓
CLO2	✓	✓		✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	✓
CLO6	✓	✓		✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO2	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO6	✓		✓	✓	✓	✓	✓	✓	✓	✓

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF MATHEMATICS

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   (5x1 = 5 Marks)

Answer all the following questions:-

1. The school mathematics curriculum should be --------.(CLO1, L2)
   a. student-centred   b. activity-centred
   c. community-centred   d. teacher -centred
2. Personalised learning experience to the school students is provided by -----.(CLO2, L1)
   a. IXL   b. DIKSHA   c. GeoGebra   d. e- Pathshala
3. A technique used for teaching mathematics is --------.(CLO3, L2)
   a. problem solving   b. laboratory work
   c. supervised study   d. use of teaching aids
4. A test that is used to identify the learning difficulties is ---------.(CLO4, L2)
   a. oral test   b. written test
   c. achievement test   d. diagnostic test
5. If $|z| = 1$, then the value of $\frac{1+z}{1-\bar{z}}$ is _____ (CLO5, L3)
   a. z   b. $\bar{z}$
   c. 1/z   d. 1

Section - B   (5 X 2 = 10 Marks)

Answer all the following questions in about 50 words each:-

6. Define curriculum. (CLO1, L1)
7. List out the importance of the Blog. (CLO2, L4)
8. Suggest any four steps to make Mathematics homework more effective. (CLO3, L6)
9. Classify the different types of test items (CLO4, L4)
10. The dimensions of a fish tank are 3.5m×2.4m× 1.7m. How many liters of water it can hold? (CLO5, L3)

Section - C   (3 X 5 = 15 Marks)

Answer any _three_ of the following questions in about 250 words each:-

11. Discuss the characteristics of a good problem in mathematics. (CLO1, L4)
12. Explain the use of instructional modules for teaching mathematics. (CLO6,L3)
13. How will you implement brain storming technique for teaching a mathematical concept? (CLO3, L6)
14. Compare and contrast diagnostic and achievement tests in mathematics (CLO4, L4)
15. As a mathematics teacher, how would you explain the types of polynomials to students?
    (CL05, L6)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a) Explain the principles of curriculum construction. (CLO1, L2)

(OR)

   b) How can technology be effectively utilized for teaching mathematics? Discuss the role of

   various media in mathematics education with illustrations. (CLO2, L3)

17.   a) Elaborate the various techniques of teaching mathematics. (CLO3, L2)

(OR)

   b) What is an achievement test? Construct an achievement test in mathematics for 25 marks secondary school students. (CLO4, L6)

PEDAGOGY OF PHYSICAL SCIENCE - II

Course Code : 23SBCPS

Credits :3

Number of Hours: 75 (L – 30; T – 15; P– 30)

Course Learning Outcomes (CLOs)

The student teacher

- generalizes the principles and organization of curriculum construction (L2)
- Identifies recent trends in teaching physical science (L1)
- constructs the Audio – Visual Aids for teaching Physical Science (L6)
- promotes the laboratory skills to school environment (L3)
- discriminates appropriate evaluation techniques to assess the progress of pupils (L5)
- relates the knowledge of the content in Physical Science to the present context (L4)

Unit I : Curriculum Construction and Transaction   (L-6; T-3; P-6)

Curriculum – meaning and definitions - Principles of curriculum construction – Selection and organization of Science content - curriculum improvement project**s** in India NCERT, UNICEF and UNESCO planning mission - curriculum improvement projects in Abroad (PSSC and CHEM study)- - Textbooks – Need and importance, qualities of a good textbook - Evaluation of Science textbook

Task Assessment: Critically analyse Standard IX / XI Science Textbook

Unit II : Technology in Teaching Physical Science   (L-6; T-3; P-6)

Need and use of instructional aids in Teaching Science –Edger dale cone of experience- Visual and AV aids, chart – Digital Presentation - Working models –- Low Cost Teaching Aids - Improvised apparatus - Phet Applications – Crocodile Clips – Livewire - Intelligent Tutoring system – e- Pathshala, DIKSHA

Task Assessment: Prepare Multimedia presentation on anyone Physical Science Content

Unit III : Physical Science Laboratory and its Organization   (L-6; T-3; P-6)

Planning of Physical Science laboratory – Structure and design – Location and accommodation of amenities – Administration of Practical work – Grouping of pupils, instruction to pupils, Discipline in the laboratory - Preparation of Indent - Accidents and first aids-storage of chemicals – care and maintenance of apparatus – Stock Registers – Laboratory manuals – Instruction cards- Virtual Physical Science laboratory

Task Assessment: Perform any two virtual Physical Science experiments and give the report.

Unit IV: Evaluation and Action Research   (L-6;T-3; P-6)

Evaluation – need and importance - Diagnostic test and Remedial teaching - construction of an achievement test - Oral, Written and Performance tests - Different types of test items – objective type, short answer type and essay type - Preparing blue print for achievement test – Interpretation of test Scores - Action Research – Meaning –Definition- Importance, characteristics, steps in Action research advantages and disadvantages.

Task Assessment: Prepare a blue-print for achievement test on any five topics in Physical Science.

Unit V : Content related to School Syllabus   (L-6;T-3;P-6)

Electricity and Heat – Light and Sound -- Carbon and its Compounds – Magnetic Effect of Electric Current and Light- Chemical Reaction –Chemical Bonding – Periodic classification of elements - Electromagnetic Induction and Alternating current – Electromagnetic Waves and Wave Optics –Dual nature of Radiation and Matter – Semiconductor Devices and their Applications – Communication Systems - Co-ordination Compounds – Chemical Kinetics-II - Surface Chemistry.

Task Assessment: Make five Science Kits related to the content of Physical Science.

Note: The students should select any three of the given five Task Assessments.

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PEDAGOGY OF PHYSICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	generalizes the principles and organization of curriculum construction (L2)	1,2,3,4,5,	,2,3,4,,6,7,8,9,10
2	identifies recent trends in teaching physical science (L1)	1,2,3,4,5,	1,3,4,5,7,8,9,10
3	constructs the Audio – Visual Aids for teaching Physical Science (L6)	1,2,3,4,5,6,7,	1,2,3,4,5,6,7,8,9,10
4	promotes the laboratory skills to school environment (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	discriminates appropriate evaluation techniques to assess the progress of pupils (L5)	1,2,3,4,5,6,7,	1,2,3,4,5,6,7,8,9,10
6	relates the knowledge of the content in Physical Science to the present context (L4)	1,2,3,4,5,6,7,	1,2,3,4,5,8,9,

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓			
CLO2	✓	✓	✓	✓	✓			
CLO3	✓	✓	✓	✓	✓	✓	✓	
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓		✓	✓	✓		✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓			✓	✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF PHYSICAL SCIENCE

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   (5x1 = 5 Marks)
Answer all the following questions:-
1. The father of Modern Media is …..CLO2 L1
   a Edgar dale   b. Skinner   c. Thorndike   d. Crowder
2. Among the following, the one which is not a visual aid is ….. CLO3 (L2)
   a) Slides   b) Films   c) Black board   d) Charts
3. When a chemical splashes in the eye, rinse for ----------.CLO4 (L2)
   a) 10 sec   b) 30 sec   c) 5 min   d) 15 min
4. The order register does not include ….. CLO4 L2
   a. Name of the company   b. Articles Received
   c. Order Data   d. Details of broken item
5. The least resistance obtained by using $2\,\Omega$, $4\,\Omega$, $1\,\Omega$ and $100\,\Omega$ is CLO6 (L1)
   a. $< 100\,\Omega$ b.$< 4\,\Omega$ c. $< 1\,\Omega$ d. $> 2\,\Omega$

Section - B   (5 X 2 = 10 Marks)
Answer all the following questions in about 50 words each:-
6. Define: Curriculum. CLO1(L1)
7. List out any three audio-visual aids for teaching physical science. CLO2 (L2)
8. What are the uses of practical work? CLO4(L3)
9. Create a blue print for 9th Std Physical science content. CLO (L5)
10. Give the uses of concave mirrors.CLO6 (L3)

Section - C   (3 X 5 = 15 Marks)
Answer any <u>three</u> of the following questions in about 250 words each:-
11. Analyze the qualities of good textbook . CLO1 (L4)
12. Elucidate the important features of intelligence tutoring system. CLO3 (L2)
13. How will you plan and conduct practical work in the laboratory? CLO4 (L6)
14. What are the various steps involved in the construction of a Diagnostic test? CLO5 (L2)
15. Describe the construction of Daniel Cell. CLO6 (L2)

Section - D   (2 X 15 = 30 Marks)
Answer the following questions in about 750 words each:-
16. a. Explain the various curriculum improvement projects in India. CLO1(L2)

(OR)

  b. Illustrate the Edgar Dale's cone of experience and it implications in science teaching.CLO2(L3)

17. a. How could you store and maintain science apparatus and different chemicals in the science laboratory? CLO4(L3)

(OR)

  b. How does Action Research improve students learning in Physical Science.(CLO5 L5)

<div align="center">

தமிழ் கற்பித்தல் - II

</div>

Course Code: 23SBCTA

Credits : 3

Number of Hours: 75 (L – 30; T – 15; P– 30)

பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

- கலைத்திட்ட வடிவமைத்தலின் தேர்ந்தெடுத்தல் மற்றும் ஒருங்கிணைத்தல் கோட்பாடுகளைக் கண்டறிவர் (L2)

- மொழியியல் சார் கோட்பாடுகள், ஒலி உச்சரிப்புகளை உய்த்துணர்வர் (L2)

- பல்வேறு உத்திகளைப் பயன்படுத்தி தமிழ்மொழி திறன்களை மதிப்பிடுவர் (L3)

- தமிழ் கற்பித்தலில் பல்வேறு தொழில்நுட்பங்களை பயன்படுத்துவர் (L4)

- இலக்கணப் பதங்களையும் விதிகளையும் புரிந்து பயன்படுத்துவர் (L4)

- தமிழ் மெய்நிகர் நூலகத்தை இணைய வழியாக பார்வையிட்டு தமிழ்மொழிக் கற்பித்தலுக்குப் பயன்படுத்துவர் (L5)

அலகு 1 : பள்ளிக் கல்வியில் கலைத்திட்ட உருவாக்கமும் பரிமாற்றமும் (L –6; T –3 ; P–6)

கலைத்திட்டம்-வரையறை- நோக்கங்கள்- பயன்கள் - கலைத்திட்டத்தின் வகைகள்- கலைத்திட்டக் கோட்பாடு - பாடநூல் - பாடநூலின் நல்லியல்புகள் - ஆறாம் வகுப்பு முதல் பதினொன்றாம் வகுப்பு தமிழ்ப்பாட நூல்கள் - பாடநூல் மீள்பார்வை - கல்வியின் நோக்கங்கள்- தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ள தொடர்பினைக் காணல் - கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம்.

பணி மதிப்பீடு: ஒன்பது, பதினொன்றாம் வகுப்பு தமிழ் பாடநூல்களை பகுப்பாய்வு செய்க

அலகு 2 :தமிழ் கற்பித்தலில் தொழில்நுட்பம்   (L – 6 ; T – 3 ; P – 6)

கற்பித்தல் துணைக்கருவிகள் - பயன்கள் - காட்சிக்கருவிகள்- கேள்விக்கருவிகள்- காட்சிக்கேள்விக் கருவிகள்- எட்கர் டேல் அனுபவக் கூம்பு - இடைவினை வெண்மென் பலகை - இயங்கும் மாதிரி -இணையவழியாக தமிழ் கற்பிக்க பயன்படும் தற்கால புதுமைகள் - வலைப்பதிவுகள் - வலையொளிகள் - பல்வேறு தமிழ் வலைதளங்கள் -தீஷா செயலி - தமிழ் இணைய மின்னூலகம் - தமிழ்மொழிக் கற்பவர்களுக்கான எண்ணிலக்கக் கருவிகள்

பணி மதிப்பீடு: தமிழ் இணைய மின்னூலகத்தை இணைய வழியாகப் பார்வையிட்டு அறிக்கை சமர்ப்பிக்க.

அலகு 3 : மொழியியல்   (L – 6; T – 3 ; P– 6)

ஒலி மொழியாதல்- தமிழ்மொழியின் பிறப்பு - உயிர், மெய்யொலிகளின் பிறப்பு - பேச்சு உறுப்புகளும் அதன் செயல்பாடுகளும்- தமிழ்மொழியின் அமைப்பு - அடைப்பொலி - உரசொலி - மூக்கொலி - ஆடொலி - மருங்கொலி - ஒலியன்கள்- ஒலியன்களைக் கண்டறியும் கொள்கைகள்.

பணி மதிப்பீடு: பேச்சுறுப்புகளின் படம் வரைந்து பாகங்களைக் குறிக்க.

அலகு 4 : மதிப்பீடு, செயல் ஆராய்ச்சி   (L – 6 ; T –3 ; P – 6)

மதிப்பீடு - முக்கியத்துவம்- மதிப்பீட்டின் வகைகள் - வளரும்நிலை மதிப்பீடு - இறுதிநிலை மதிப்பீடு – உள் மதிப்பீடு – வெளி மதிப்பீடு – தரநிலை மதிப்பீடு – தொடர் மற்றும் முழுமையான மதிப்பீடு - தகுதிநிலை மதிப்பீடு – தேர்வு – நல்ல தேர்வின்

இன்றியமையாதக் கூறுகள் - வினா வகைகள் - புறவய வினா - வகைகள் - தயாரிக்கும் படிநிலைகள் - வினாக்களைப் பகுப்பாய்வு செய்தல் - தேர்வின் வகைகள்- மொழிவல்லமைத் தேர்வு – புறவயத்தேர்வு – குறையறித்தேர்வு மற்றும் குறைகளையும் கற்பித்தல்- அடைவுத்தேர்வு - வகைகள்- அடைவுத்தேர்வின் படிநிலைகள்- வினாத்தாள் வடிவமைப்பு. - செயல் ஆராய்ச்சி - படிகள் - பண்புகள் - பயன்கள்

பணி மதிப்பீடு: வினாத்தாள் வடிவமைப்பு மூலம் ஒர் அலகிற்கு அடைவுத்தேர்வு வினாத்தாள் தயாரிக்க.

அலகு 5 : பள்ளி தமிழ்ப்பாடக் கருத்துகள்   (L – 6 ; T – 3; P –6)

எழுத்து – சொல் - வினா வகை - விடை வகை - ஒரு பொருட்பன்மொழி – உவம உருபுகள் - புணர்ச்சி – பொருளிலக்கணம் - அகப்பொருள் - புறப்பொருள் - மெய்ம்மயக்கம் - பகுபத உறுப்புகள் - படைபாக்க உத்திகள் - கலைச் சொல்லாக்கம் - ஆக்கப் பெயர்கள் - நிறுத்தற்குறிகள்

பணி மதிப்பீடு: இலக்கண படத்தொகுப்பு தயாரிக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

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தமிழ் கற்பித்தல்

CLOs	பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்	PLO Addressed	PSO Addressed
1	கலைத்திட்ட வடிவமைத்தலின் தேர்ந்தெடுத்தல் மற்றும் ஒருங்கிணைத்தல் கோட்பாடுகளைக் கண்டறிவர் (L2)	1,2,4,5,6,7,8,	1,2,3,5,6,8,9
2	மொழியியல் சார் கோட்பாடுகள், ஒலி உச்சரிப்புகளை உய்த்துணர்வர் (L2)	2,3,5,6,7,8	1,2,4,5,7,9
3	பல்வேறு உத்திகளைப் பயன்படுத்தி தமிழ்மொழி திறன்களை மதிப்பிடுவர் (L3)	2,5,6	1,3,5,7,8
4	தமிழ் கற்பித்தலில் பல்வேறு தொழில்நுட்பங்களை பயன்படுத்துவர் (L4)	1,2,5,6,7,8	1,3,5,7, 10
5	இலக்கணப் பதங்களையும் விதிகளையும் புரிந்து பயன்படுத்துவர் (L4)	1,2,3,4,5,6,7	1,2,3,4,5,7,8
6	தமிழ் மெய்நிகர் நூலகத்தை இணையவழியாக பார்வையிட்டு தமிழ்மொழிக் கற்பித்தலுக்குப் பயன்படுத்துவர் (L5)	2,3,4,5,7,8	1,2,3,5,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)
அடைவு வரைபடம்

Course Learning Outcomes (CLOs) பாட விளைவு	Programme Learning Outcomes (PLOs) நிகழ்வின் பொது விளைவுகள்							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓		✓	✓	✓	✓	✓
CLO2		✓	✓		✓	✓	✓	✓
CLO3		✓			✓	✓		
CLO4		✓			✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓		
CLO6	✓	✓	✓	✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs) பாட விளைவு	Programme Specific Outcomes[(PSOs) நிகழ்வின் சிறப்பு விளைவுகள்									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓		✓	✓		✓	✓	
CLO2	✓	✓		✓	✓		✓		✓	
CLO3	✓		✓		✓		✓	✓		
CLO4	✓		✓		✓		✓			✓
CLO5	✓	✓	✓	✓	✓		✓	✓		
CLO6	✓	✓	✓		✓		✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER

தமிழ் கற்பித்தல்

Time: 3.00 hrs.   **Max. Marks: 60**

பகுதி - அ   (5x1=5Marks)

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

1. கலைத்திட்டம் என்பதன் பொருள் ---- (CLO1, L1)

   அ) ஓடுதளம்   ஆ) பயிற்சிக்களம்   இ)பட்டறை   ஈ)பணி அனுபவம்

2. தமிழ் இணையப் பல்கலைக்கழகம் உள்ள இடம் ---- (CLO2, L1)

   அ) மதுரை   ஆ) சென்னை   இ) விழுப்புரம்   ஈ)தஞ்சாவூர்

3. இலக்கிய வகைச் சொற்களில் ஒன்று ---- (CLO5, L2)

   அ) திரிசொல்   ஆ) பெயர்ச்சொல்

   இ) வினைச்சொல்   ஈ) உரிச்சொல்

4. மொழித்திறனை அளவிட நடத்தப்படும் தேர்வு ---- (CLO4, L1)

   அ) குறையறித் தேர்வு   ஆ) அடைவுத்தேர்வு

   இ) மொழிவல்லமைத் தேர்வு   ஈ) பருவத்தேர்வு

5. விடையின் வேறுபெயர் ………. (CLO5, L2)

   அ) செப்பு   ஆ) காரணம்   இ) வழக்கு   ஈ) நிலை

பகுதி-ஆ   (5 X 2=10 Marks)

கீழ்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

6. கலைத்திட்டம் - வரையறுக்க. (CLO1, L1)

7. கற்பித்தலில் துணைக்கருவிகளின் பயன்கள் யாவை? (CLO2, L3)

8. உயிரெழுத்துக்களின் பிறப்புப் பற்றி எழுதுக. (CLO3, L2)

9. குறையறி சோதனை என்றால் என்ன? (CLO4, L2)

10. நல்லதேர்வின் நற்பண்புகள் யாவை? (CLO4, L4)

பகுதி-இ   (3 x 5=15 Marks)

கீழ்காணும் வினாக்களில் எவையேனும் மூன்று வினாக்களுக்கு 250 சொற்களில் விடையளிக்கவும்:-

11. கலைத்திட்ட கோட்பாடுகளை எழுதுக. (CLO1, L2)

12. தமிழ் இணையமின் நூலகம் பற்றிய கருத்துக்களை சீர்தூக்கி காண்க. (CLO2, L5)

13. ஒலியன்களைக் கண்டறியும் கொள்கைகளை ஆராயவும். (CLO3, L4)

14. மதிப்பீட்டின் வகைகள் யாவை? (CLO4, L2)

15. புணர்ச்சியின் வகைகளை ஏற்ற எடுத்துக்காட்டுடன் விளக்குக. (CLO5, L3)

பகுதி-ஈ   (2x15=30 Marks)

கீழ்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்:-

16. அ. பள்ளி கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் பற்றி விவரிக்க. (CLO1, L4)

    (அல்லது)

    ஆ. தமிழ் கற்பித்தலில் தற்கால தொழில்நுட்பத்தின் பங்கு விளக்குக. (CLO2, L3)

17. அ. மதிப்பீட்டின் முக்கியத்துவத்தைக் கூறி,நல்ல தேர்வின் நல்லியல்புகளை பட்டியலிடுக. (CLO4, L3)

    (அல்லது)

    ஆ. ஏதேனும் மூன்று அணிவகைகளைச் சான்றுகள் தந்து விளக்குக. (CLO5, L3)

PEDAGOGY OF LANGUAGE – ENGLISH- II

Course Code: 23SBPLE

Credits: 3

Number of Hours – 75 (L- 30; T-15;P-30)

Course Learning Outcomes (CLOs)

The student teacher

- categorizes the micro teaching skills in teaching English (L2)
- Gets mastery of the various methods and approaches in teaching English (L3)
- Practices correct pronunciation in spoken English (L5)
- discriminates listening for perception and comprehension (L4)
- identifies types of English Reader (L1)
- develops the aptitude of teaching English using various resources (L6)

Unit I : Aims, objectives and teaching skills   **(L – 8; T – 2 ; P – 3)**

         Aim of teaching English at the Secondary Level- General and specific Instructional objectives- Micro teaching- Principles- Skill of Explanation and Illustrating with examples- Stimulus variation- Lesson plan – Need and format.

Task Assessment : Prepare and submit an episode on any one of the micro skills

Unit II : Methods and Approaches   **(L – 4; T – 3; P– 10)**

         Direct Method –Play way Method –Active learning Method – Total Physical Response - Approach – Structural - Situational – Communicative –

Task Assessment : Compare and contrast the characteristics features of methods and approaches

Unit III : Pronunciation and Spoken English   **(L–7; T–4; P–5)**

         Pronunciation - Vowels, Consonants and Diphthongs - Difficulties in Learning Pronunciation - Spoken English - Dialogues, Debates, Role Play, Storytelling, Narration and Description.

Task Assessment : Critically analyse and submit the speaking activities given in the textbooks of classes VI and X

Unit IV : Listening Comprehension   **(L –7; T–3 ; P – 7)**   Listening for perception - Listening Comprehension- The three phases of listening – Listening material – Listening to specific information for general

understanding –Dictation – following a route – listening to a telephone call– listening to TV commentaries and instructions.

Task Assessment : Analyse and submit any three activities to develop the listening skill

Unit V : Resources of Teaching English   (L – 4; T – 3; P – 5)

Programmed Learning – Principles of Programmed Learning –Remedial English course – The English Reader - Types of English Reader – The supplementary Reader – Criteria for the selection of the reader.

Task Assessment : Critically analyse and submit the reading activities given in the textbooks of standard VI and X

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF LANGUAGE ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	categorizes the micro teaching skills in teaching English (L2)	1,2,3,4,5,7,8	1,2,5,7,9,10
2	Gets mastery of the various methods and approaches in teaching English (L3)	1,2,3,4,5,7,8	1,2,5,6,7, 9,10
3	Practices correct pronunciation in spoken English (L5)	1,2,3,4,5,7,8	1,3,4,5,8,9
4	discriminates listening for perception and comprehension (L4)	2,5,6,7,8	1,5,7,8,9,10
5	identifies types of English Reader (L1)	1,5,6,8	1, 5, 8, 9 ,7
6	develops the aptitude of teaching English using various resources (L6)	1,2,3,5,6,8	3,4,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓		✓	✓
CLO2	✓	✓	✓	✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓
CLO4		✓			✓	✓	✓	✓
CLO5	✓				✓	✓		✓
CLO6	✓	✓	✓		✓	✓		✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓				✓		✓	✓	✓	
CLO2	✓	✓			✓	✓	✓		✓	✓
CLO3	✓		✓	✓	✓			✓	✓	
CLO4	✓				✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓		
CLO6			✓	✓			✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF LANGUAGE ENGLISH

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. One of the characteristics of micro-teaching is ----- (CLO1, L2)
   (a) The student-teacher uses all the skills during teaching.
   (b) The student-teacher takes a lesson for a period of 45 minutes
   (c) It is one of the teaching methods to be followed in the macro-teaching class as it is.
   (d) The re-teach-session gives the student teachers the necessary practice for mastering the concerned sub skills.

2. Among the following, the one which is not the direct method is ----- (CLO2, L2)
   (a) Teaching is done through English language
   (b) Mother-tongue is the language of instruction
   (c) Students are made to think in English
   (d) Both oral and written skills are evaluated.

3. The number of vowel and consonant sounds in English are _____and _____ (CLO3, L1)
   (a) 5 and 21   (b) 8 and 12   (c) 20 and 24   (d) 26 and 44

4. Taking down from auditory memory is _____. (CLO4, L2)
   (a) Spelling   (b) Dictation   (c) Punctuation   (d) Preposition

5. One of the principles of programmed learning is ------ (CLO6, L1)
   (a) Large Step   (b) Self Pace
   (c) Digital Media   (d) Teacher-centered learning

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. Differentiate General Instructional Objectives from Specific Instructional Objectives. (CLO1, L4)

7. Mention any four advantages of play way method. (CLO2, L2)

8. Define diphthongs. (CLO3, L1)

9. Illustrate 'Listening for Perception' and 'Listening for Comprehension'. (CLO4, L3)

10. Evaluaate the purpose of teaching supplementary reader? (CLO5, L5)

Section - C   **(3 X 5 = 15 Marks)**

Answer any <u>three</u> of the following questions in about 250 words each:-

11. Explain how the 'Skill of Stimulus Variation' supports an English teacher to teach the concept in real classroom. (CLO1, L4)

12. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning – Justify (CLO2, L5)

13. Why is the learning of English pronunciation difficult for a second language learner? (CLO3, L3)

14. Elucidate the three phases of listening with examples. (CLO4, L3)

15. How will you organize Remedial English Course? Write a plan of action. (CLO6, L6)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. (a) Discuss the aims of teaching English at secondary level. (CLO1, L2)

(OR)

(b) Describe the salient features of structural-situational approach of teaching English. (CLO2, L4)

17. (a) Illustrate five techniques to develop 'Speaking of English- skill' of your students. (CLO3, L3)

(OR)

(b) Mention the criteria you would bear in mind while selecting an English reader? (CLO5, L5)

மொழி கற்பித்தல் - தமிழ்

Course Code :23SBPLT

Credits : 3

Number of Hours – 75 (L- 30; T-15; P-30)

பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

- தமிழ் கற்பித்தலில் நுண்ணிலைக் கற்பித்தல் திறன்களை வேறுபடுத்துவர் (L2)
- கற்பித்தல் அணுகுமுறைகளைக் கொண்டு பாடம் கற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுவர் (L6)
- திருத்தமாக பேசும் முறைகளை அறிந்து மதிப்பீடு செய்வர் (L5)
- தமிழ் கற்பித்தலில் பல்வேறு கற்பித்தல் உத்திகளையும் முறைகளையும் பயன்படுத்துவர் (L4)
- படித்தலின் பல்வேறு வகைகளை அடையாளம் காணுவர் (L1)
- நல்ல கையெழுத்தின் பண்புகளை அறிந்து திறனை மேம்படுத்துவர் (L4)

அலகு 1 : நுண்ணிலைக் கற்பித்தல், கற்பித்தல் நோக்கங்கள்

(L–8; T – 2; P– 3)

நுண்ணிலைக் கற்பித்தல்- விளக்கம்- படிகள்- சுழற்சி - நன்மைகள்- பயிற்சி பெறும் திறன்கள்- விளக்குதல் திறன்- பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்- எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன் - கற்பித்தல் நோக்கங்கள்- பொது மற்றும் சிறப்பு நோக்கங்கள்- பாடத்திட்டம் - விளக்கம்- பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் - பாடத்திட்டம் தயாரிக்கும் போது ஆசிரியர் மனதில் கொள்ளத்தக்கன - பாடத்திட்டம், கற்பித்தல் திட்டம் - வேறுபாடு - பாடத்திட்ட படிவம் தயாரித்தல்- செய்யுள்- உரைநடை - இலக்கணம்- துணைப்பாடம் - கட்டுரை.

பணி மதிப்பீடு: ஏதாவதோர் உயர்நிலை தமிழ்ப் பாடப்பகுதியில் பாடத்திட்டம் தயாரிக்க.

அலகு 2 : தமிழ் கற்பிக்கும் முறைகள்

(L–4 ; T–3 ; P – 10)

மாண்டிசோரி முறை - விளக்கம்- சிறப்பியல்புகள்- கலப்பு முறைக் கற்றல் - விளக்கம் - வகைகள் - சிறப்பியல்புகள் - கிண்டர் கார்டன் முறை - விளக்கம் - சிறப்பியல்புகள் - வார்தா முறை – விளக்கம் - சிறப்பியல்புகள் - மின் கற்றல் முறை -விளக்கம் - சிறப்பியல்புகள் - காணொலிக் காட்சிவழிக் கற்றல் - விளக்கம் - சிறப்பியல்புகள்

பணி மதிப்பீடு: வார்தா கல்விமுறையின் மொழி பயன்களை தொகுத்து கட்டுரை வரைக

அலகு 3 : கேட்டல், பேசுதல் திறன்கள்

(L–7 ; T–4 ; P– 5)

கேட்டல் திறன்- விளக்கம்- நோக்கங்கள்- கேட்டலின் நிலைகள்- கேட்டல் திறனைப் பாதிக்கும் காரணிகள் - அகக்காரணிகள், புறக்காரணிகள்-கேட்டல் திறனின் வகைகள்- கேட்டல் திறனை வளர்க்கும் பயிற்சிகள்- பேசுதல் திறன்- விளக்கம்- நோக்கங்கள்- திருந்திய பேச்சின் நல்லியல்புகள் - திருத்தமில்லா பேச்சில் தென்படும் குறைகள் - குறைகளைக் களையும் முறைகள் - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல்

பணி மதிப்பீடு:-நா நெகிழ், நா பிறழ் பயிற்சித் தொகுப்பு தயாரிக்க.

அலகு 4 : படித்தல் திறன் **(L – 7; T–3 ; P– 7)**

படித்தல் திறன்- விளக்கம்- நோக்கங்கள்- படிக்கக் கற்பிக்கும் முறைகள் - எழுத்துமுறை படிப்பு - சொல்முறை படிப்பு - சொற்றொடர் முறை படிப்பு - படித்தலின் வகைகள்-வாய்விட்டுப் படித்தல்- வாய்க்குட்படித்தல் - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு- படித்தல் திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல்

பணி மதிப்பீடு: ஏதாவது இரண்டு இணைய தளங்களைப் பகுப்பாய்வு செய்க.

அலகு 5: எழுதுதல் திறன் **(L – 4 ; T–3; P– 5)**

எழுதுதல் திறன்- விளக்கம்- நோக்கங்கள்- எழுதக் கற்பிக்கும் முறைகள்- வரியொற்றி எழுதுதல்- பார்த்து எழுதுதல்- சொல்வது எழுதுதல்- எழுது கருவியைப் பிடிக்கும் முறை - நல்ல கையெழுத்தின் இயல்புகள்- எழுதுதல் திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல்

பணி மதிப்பீடு:-கையெழுத்துப் பிரதி தயாரிக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று பணிமதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

பார்வை நூல்கள்

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பழநிவேலு .ஞா (2006).*செந்தமிழ் கற்பிக்கும் முறைகள்,* அய்யா நிலையம்,

பிரபாகரன் .உ (2010).*பொதுத்தமிழ்,* சம்யுக்தா பதிப்பகம், நாமக்கல் தமிழ்நாட்டுப் பாடநூல்கழகம்,

துரை மணிகண்டன், வானதி த (2016) தமிழ்க் கணினி இணையப் பயன்பாடுகள், கமலினி பதிப்பகம்

தண்டபாணி .சு (2012).*தமிழ் கற்பித்தல்,* மீனா பதிப்பகம்

கோமனவல்லி.சி (2016) கல்வியியல் தமிழ் கற்பிக்கும் முறைகள் பாலிமேத் பதிப்பகம்

கோவிந்தராசன்.மு (1990).*நற்றமிழ் பயிற்றலின் நோக்கங்களும் முறைகளும்,* சரஸ்வதி பதிப்பகம்

பெரியண்ணன் கோ. (2016) தமிழ்மொழி கற்பித்தலில் புதிய அணுகுமுறைகள், வனிதா பதிப்பகம்

வேணுகோபால் .இ.பா (2006).*பைந்தமிழ்கற்பித்தல்,*சாந்தா பதிப்பகம்

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வளநூல், ஆசிரியர் கல்விப்பட்டயப்பயிற்சி, தமிழ்மொழிக் கல்வி, சவிதா பதிப்பகம்

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மொழிக்கற்பித்தல் - தமிழ்

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	தமிழ் கற்பித்தலில் நுண்ணிலைக் கற்பித்தல் திறன்களை வேறுபடுத்துவர் (L2)	1,2,3,4,5,7,8	1,2,5,7,9,10
2	கற்பித்தல் அணுகுமுறைகளைக் கொண்டு பாடம் கற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுவர் (L6)	1,2,3,4,5,7,8	1,2,5,6,7, 9,10
3	திருத்தமாக பேசும் முறைகளை அறிந்து மதிப்பீடு செய்வர் (L5)	1,2,3,4,5,7,8	1,3,4,5,8,9
4	தமிழ் கற்பித்தலில் பல்வேறு கற்பித்தல் உத்திகளையும் முறைகளையும் பயன்படுத்துவர் (L4)	2,5,6,7,8	1,5,7,8,9,10
5	படித்தலின் பல்வேறு வகைகளை அடையாளம் காணுவர் (L1)	1,5,6,8	1, 5, 8, 9 ,7
6	நல்ல கையெழுத்தின் பண்புகளை அறிந்து திறனை மேம்படுத்துவர் (L4)	1,2,3,5,6,8	3,4,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs) அடைவு வரைபடம்								
Course Learning Outcomes (CLOs) பாடவிளைவு	Programme Learning Outcomes (PLOs) நிகழ்வின் பொது விளைவுகள்							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓		✓	✓
CLO2	✓	✓	✓	✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓
CLO4		✓			✓	✓	✓	✓
CLO5	✓				✓	✓		✓
CLO6	✓	✓	✓		✓	✓		✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs) பாடவிளைவு	Programme Specific Outcomes(PSOs) நிகழ்வின் சிறப்பு விளைவுகள்									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓				✓		✓	✓	✓	
CLO2	✓	✓			✓	✓	✓		✓	✓
CLO3	✓		✓	✓	✓			✓	✓	
CLO4	✓				✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓		
CLO6			✓	✓			✓	✓	✓	✓

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PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER

மொழிக் கற்பித்தல் - தமிழ் - II

Time: 3.00 hrs.   **Max. Marks: 60**

பகுதி - அ   (5x1 = 5 Marks)

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

1. நுண்ணிலை கற்பித்தல் என்னும் சொல்லை முதன் முதலில் பயன்படுத்தியவர் --- (CLO1 L1)
   அ) பாசி   ஆ) ஆலன்   இ) ஸ்டான்போர்டு   ஈ) அசெசன்

2. நேர்வழித் திட்டமிடலைக் கண்டறிந்தவர்------ (CLO2, L1)
   அ) ஸ்கின்னர்   ஆ) கிரௌடர்   இ) ஸ்பென்சர்   ஈ) மாண்டிசோரி

3. ஒலியலைகளைப் பற்றிய விழிப்புணர்வு ------ (CLO3, L2)
   அ) கேட்டல்   ஆ) உற்றுக்கேட்டல்
   இ) செவிமடுத்தல்   ஈ) நுட்பமாகக் கேட்டல்

4. ஒரு நிமிடத்திற்குள் பார்த்து படிக்கக் கூடிய சொற்களின் எண்ணிக்கை ------ (CLO4, L1)
   அ) 100 - 130 ஆ) 140 - 150 இ) 160 - 175   ஈ) 250 – 300

5. ஒலி வடிவங்களைக் வரிவடிவங்களாகக் வெளியிடுவது ----------.(CLO5, L2)
   அ) எழுத்து   ஆ) சைகை
   இ) ஒலி   ஈ) பேச்சு

பகுதி - ஆ   (5X2=10 Marks)

கீழ்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

6. நுண்ணிலை கற்பித்தல் - வரையறு. (CLO1, L1)

7. திட்டமிட்டு கற்றலின் சிறப்பியல்புகளை எழுதுக. (CLO2, L2)

8. பள்ளிகளில் கேட்டல் திறனை வளர்க்கும் செயல்பாடுகள் யாவை? (CLO3, L2)

9. சொல்வதை எழுதுவதால் ஏற்படும் நன்மைகள் யாவை? (CLO5, L4)

10. வாய்விட்டு படித்தல் கற்றல் திறனை மேம்படுத்த உதவுமா – உம் கூற்றை நியாயப்படுத்துக.(CLO4, L5)

பகுதி - இ   (3X5=15 Marks)

கீழ்காணும் வினாக்களில் எவையேனும் மூன்று வினாக்களுக்கு 250 சொற்களில் விடையளிக்கவும்:-

11. பல்வகை தூண்டல் திறனின் உட்திறன்களை விளக்குக. (CLO1, L2)

12. கலப்புமுறை கற்றலின் வகைகள் யாவை? (CLO2, L2)

13. திருத்தமில்லா பேச்சில் காணப்படும் குறைகளைக் களையும் முறைகளை எழுதுக. (CLO3, L3)

14. அகன்றபடிப்பு, ஆழ்ந்த படிப்பிற்குள்ள வேறுபாடுகளை எழுதுக.(CLO4, L4)

15. நல்ல கையெழுத்தின் நல்லியல்புகள் யாவை? (CLO5, L2)

பகுதி - ஈ   (2X15=30 Marks)

கீழ்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்:-

16. அ. திருந்திய பேச்சின் நல்லியல்புகளைப் பட்டியலிட்டு
      விரித்தெழுதுக. (CLO3, L4)

                                (அல்லது)

      ஆ. படிக்க கற்பிக்கும் முறைகளை விவரித்தெழுதுக. (CLO4, L2)

17.   அ. செய்யுள் பாடப்பகுதிக்குப் பாடத்திட்டம் ஒன்று எழுதுக. (CLO1, L6)

                                  (அல்லது)

      ஆ. எழுத கற்பிக்கும் முறைகளை விளக்குக.(CLO5, L3)

ELECTIVE - PHYSICAL AND HEALTH EDUCATION

Course Code: 23SBEPH

Credits : 3

Number of Hours 75 (L-40; T-15; P-20)

Course Learning Outcomes

The student teacher

- describes the origin and development of Olympic games. (L1)
- applies the knowledge to organize Physical activities and tournaments. (L1)
- revises the concepts of Health Education. (L5)
- analyzes the causes of malnutrition and vitamin deficiency diseases. (L4)
- applies knowledge of injuries and to provide first aid during emergencies. (L3)
- realizes the importance of recreation in daily life. (L3)

Unit I : Nature of Physical Education   **(L – 6; T – 4 ; P – 7)**

Physical Fitness- Meaning, Definition, Components and Benefits of Physical Fitness, Factors influencing Physical Fitness - Origin and Development of Ancient and Modern Olympics - Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games.

Task Assessment: Prepare a report on "Indian Participation in Olympic Games".

Unit II : Physical Education and Recreation   **(L-6;T-3;P-7)**

Recreation – Meaning, Definition, objectives; Levels of Recreation, Importance of Methods and materials in the teaching of Recreation – Aquatic activities, Art & Craft, Calisthenics, Camping, Dance, Drama and Outdoor Activities.

Task Assessment: Prepare a booklet depicting various recreational activities indicating levels of recreation.

Unit III : Organizing Physical Activities and Tournaments   **(L-7; T-3; P – 4)**

Intramural and Extramural Competitions - Intramural competition committee, Tournaments - Types of Tournaments, Single knock out tournament – Merits and Demerits, Method of drawing fixtures for single knock out tournament, Athletic meet –– Pre meet work, Meet work and Post meet work.

Task Assessment: Prepare a report on "Sports Meet" with the details of Pre Meet, Meet and Post Meet works.

Unit IV : Concept of Health Education (L–5 ; T – 4; P – 11)

Health Education - Meaning, Definition - Personal Hygiene - Health Services in Schools - Communicable diseases: Malaria, Typhoid, Cholera, Dengue and HIV/AIDS: Causes, Symptoms and Prevention, Food - Meaning, Constituents of food, Deficiency Diseases, Malnutrition - Balanced diet

Task Assessment: Analyze the measures taken by the model school to protect the health and hygiene of the students.

Unit V – Safety Education and First Aid (L– 9 ; T – 5 ; P – 4)

Safety measures in Play fields, Road, School and Home - First Aid: Road, Water, Fire accidents and Snake bite - Principles of first aid, First aid equipment, first aid to Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

Task Assessment: Prepare an awareness video on Road Safety/First Aid to any injury to create awareness among School Children

Note : The students should select any three of the given five Task Assessments.

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PHYSICAL AND HEALTH EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the origin and development of Olympic games. (L1)	1, 2, 3, 4,5,7,8	1,2,3, 6
2	applies the knowledge to organize Physical Education activities and tournaments. (L4)	1, 2, 3, 4,5	1,2,3,4,5,9
3	revises the concepts of Health Education. (L5)	1, 2, 3,4, 6, 7, 8	3,4,5,6,8,9
4	analyzes the causes of malnutrition and vitamin deficiency diseases. (L4)	1,2, 3, 4, 6, 7	3,4,5,6,8,9
5	applies the knowledge of injuries and to provide first aid during emergencies. (L3)	1, 2, 5, 6, 7, 8	3,4,5,6,8,9,10
6	ealizes the importance recreation in daily life. (L3)	2, 3, 4, 5, 6, 7, 8	3,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓		✓	✓
CLO2	✓	✓	✓	✓	✓			
CLO3	✓	✓	✓	✓		✓	✓	✓
CLO4	✓	✓	✓	✓		✓	✓	
CLO5	✓	✓			✓	✓	✓	✓
CLO6		✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓			✓				
CLO2	✓	✓	✓	✓	✓				✓	
CLO3			✓	✓	✓	✓		✓	✓	
CLO4			✓	✓	✓	✓		✓	✓	
CLO5			✓	✓	✓	✓		✓	✓	✓
CLO6			✓		✓	✓	✓	✓	✓	✓

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI - 627 002.
I B.Ed - II Semester Examination
ELECTIVE - PHYSICAL AND HEALTH EDUCATION

Marks: 60   **Time: 3 hrs**

Part - A

Answer all the questions:-   **(5x1=5 marks)**

1. The Olympic motto is _____, _____, _____ (CLO1,L1)

a) Altius, Citius, Fortius   b) Altius, Citrus, Fortius

c) Citius, Altius, Fortius   d) Altius, Fortius, Citius

2. The distance of marathon run is _____ (CLO1,L2)

a) 24.263 kilometers   b) 42.263 kilometers

c) 24.363 kilometers   d) 42.363 kilometers

3. Extramural competition is the _____? (CLO2,L1)

a) competition between the colleges   b) competition between the Students

c) competition within the college   d) competition within the classroom

4. Single knock out tournament is _____ (CLO2,L1)

a) single pulling out tournament   b) single window tournament

c) single bye match   d) single elimination tournament

5. The food which is rich in fibre is _____(CLO4, L1)

a) Grians   b) Leafy vegetables

c) Green Vegetables   d) fish

Part - B

Answer all the questions:-   **53x2=10 marks)**

6. Define Extramural competition (CLO2,L1)

7. write any two merits of intramural competitions (CLO2, L2)

8. What is olympic motto? (CLO1, L1)

9. List down the levels of Recreation? (CLO5,L2)

10. What are the constituents of food? (CLO4, L1)

Part - C

Answer any three of the following questions:-   **(3x5=15 marks)**

11. Write the differences between ancient and modern olympic games? (CLO1, L4)

12. Explain the components of health related physical fitness. (CLO2, L3)

13. Draw a fixture for 10 teams in a single knock out tournament. (CLO2, L6)

14. Evaluate the factors affecting good health? (CLO4, L3)

15. Describe the history of Ancient Olympic games? CLO1, (L1)

Part - D

Answer all the questions:- **(2x15=30 marks)**

16) a. Origin and development of modern olympic games - explain in detail. *(CLO1, L2)*

(or)

b. Explain the three different stages of sports meet work. *(CLO2, L2)*

17. Write about sports injuries and their first aid? (CLO5, L2)

(or)

b) Illustrate the causes and symptoms of communicable diseases (CLO3, L3)

ELECTIVE - SELF SCIENCE EDUCATION

Course Code : 23SBESE

Credits :3

Number of Hours: 75 (L – 40; T – 15; P – 20)

Course Learning Outcomes (CLOs)

The student teacher

- identifies their own potential (L3)
- recognizes the significance of Intrapersonal Awareness (L1)
- develops the capacity to establish harmony within a group and methods of conflict resolution (L2)
- acquaints with the knowledge of emotional intelligence and its importance to personal and professional success (L4)
- comprehends the role of teacher (L2)
- systematizes programmes on Emotional Self Awareness. (L6)

Unit 1 : Self and Self Identity   (L-8; T-2; P-2)

Concept of Self and Self Identity, Self-Esteem, Aspects of Development of the Inner Self, Forms of self-expression: Personal constructs, Social Constructs Communication Skills - Self and Identity: Adult-Child gaps

Task assessment : Reflections on critical moments in finding self identity

Unit 2: Intrapersonal Awareness   (L-10, T-4; P-3)

Emotional Self Awareness – Introduction, Meaning and Definition, Emotional Self-awareness and Success, development of emotional self-awareness -Stress Tolerance: Stress - Meaning and definition, Factors responsible for inducing stress, Development of stress Tolerance -Assertiveness, Self –actualisation and Optimism- concept, meaning and importance

Task assessment : Organize a brain storming session on stress tolerance

Unit 3 : Social Interaction and Group Influence   (L-10; T-2; P-5)

Social Bonds, Group Formation, Co-operation & Competition- - Conflict Management- meaning, definition, concept, stages- pre-negotiation stage, negotiation stage, post negotiation stage, conflict management and success- Methods of Conflict Resolutions and Group and Social Harmony

Task assessment : Prepare a report of various ways you will adopt in your class to promote social interaction among the students.

Unit 4 :   Nature of Group formation   **(L-6; T-3; P-5)**

Functions of Group: Role, Status, Norms and Cohesiveness - Impact of Groups on Individual performance: Social facilitation and social loafing - Group Conflict – Decision making by Groups

Task assessment :   Submit a report of the activity based on personal and social identity formation

Unit 5: Role of Teacher in Developing Understanding of Self among Learners
(L-6; T-4; P-5)

Reflecting on one's own childhood and adolescent years of growing-up - Facilitating development of awareness about identity among learners -Developing skills of effective listening, accepting, positive regard as a facilitator

Task assessment :   Analyze the role of teacher in finding out talents of the classroom

Note : The students should select any three of the given five Task Assessments.

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SELF SCIENCE EDUCATION

S.No	Course Learning Outcomes	PLO	PSO
1	identifies their own potential L3	1,2,4,5,7,8	1,2,3,4,5,6,8,9
2	recognizes the significance of Intrapersonal Awareness L1	1,2,3,4,5,7,8	1,2,3,4,5,8,9,10
3	develops the capacity to establish harmony within a group and methods of conflict resolution L2	1,2,3,4,5,7,8	1,2,3,4,5,6,8,9,10
4	acquaints with the knowledge of emotional intelligence and its importance to personal and professional success L4	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
5	comprehends the role of teacher L2	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
6	systematizes programmes on Emotional Self Awareness. L6	1,2,3,5,7,8	1,2,3,4,5,8,9,10

COURSE MAPPING

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes	PROGRAMME LEARNING OUTCOMES (PLOs)							
CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓		✓	✓		✓	✓
CLO2	✓	✓	✓	✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓		✓		✓	✓

COURSE MAPPING

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC LEARNING OUTCOMES (PLOs)										
Course Learning Outcomes	PROGRAMME SPECIFIC LEARNING OUTCOMES (PLOs)									
CLO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PS09	PS10
CLO1	✓	✓	✓	✓	✓	✓		✓	✓	
CLO2	✓	✓	✓	✓	✓			✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓		✓	✓	✓
CLO4	✓	✓	✓	✓	✓			✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓		✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE - SELF SCIENCE EDUCATION

Time: 3.00 hrs.   **Max.   Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. The symptom of positive self-esteem is …. (CLO1, L1)
   (a) Recognizing your own strengths and accepting your own weaknesses
   (b) Hating yourself
   (c) Being unable to trust others
   (d) Thinking others are better than you

2. Learning to deal with different stressors is ….. CLO2 L2
   (a) Coping skills
   (b) Empathy
   (c) Critical thinking
   (d) Decision making

3. The best conflict management style is ….. CLO3 L2
   (a).The avoiding style
   (b).The problem-solving style
   (c).The collaborative style
   d. The smoothing style

4. Productivity and cohesiveness in groups are interconnected as ----- CLO4 L2
   (a) As productivity increases, cohesiveness likely decreases
   (b) As cohesiveness increases, productivity likely decreases
   (c) . As cohesiveness decreases, productivity likely increases
   (d) . Productivity and cohesiveness neither increases nor decreases

5. Teachers play an important role in ------ CLO5 L1
   (a) nurturing a student's sense of dignity and self-worth.
   (b)Help them to identify the positive people in their life
   (c) Concentrate on strengths and weakness.
   (d) acts as facilitator

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. Mention the forms of self-expression CLO1 L2
7. Write down the factors responsible for inducing stress CLO2 L2
8. What are the stages of negotiation? CLO3 L1
9. Why is social loafing needed for group formation ? CLO4 L4
10. Define Cohesiveness? CLO4 L1

Section - C   **(3 X 5 = 15 Marks)**

Answer any <u>three</u> of the following questions in about 250 words each:-

11. Discuss about the integrated components of self and identity? CLO1 L2
12. Explain the importance of Optimism?CLO2 L2
13. Describe the Methods of Conflict Resolutions? CLO3 L2
14. Explain the Impact of Groups on Individual performance through Social facilitation? CLO4 L4
15. Role of Teacher in Developing Understanding of Self among Learners is important – Justify ? CLO5 L5

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. .a. Explain in detail about the aspects of development of the inner self, forms of self-expression?   CLO1 L3

Or

 b. Describe the effects of Emotional Self-awareness and Success, development of emotional self-awareness in Intrapersonal Awareness of an individual ? CLO2 L3

17. .a. Explain the role of negotiation in social interaction? Discuss the methods of Conflict Resolutions? CLO3 L2

Or

 b. Teacher acts as facilitator in reflecting childhood and adolescent years of growing-up and facilitating development of awareness about identity among learners – Justify CLO5 L5

ELECTIVE – GUIDANCE AND COUNSELLING

Course Code :23SBEGC

Number of Hours :75 (L – 40; T – 15; P – 20)   Credits : 3

Course Learning Outcomes (CLOs)

The student teacher

- identifies the need and importance of guidance and counselling in schools (L1)
- distinguishes the sources of occupational information and modes of dissemination (L2)
- classifies the types and theories of counseling (L3)
- analyzes the role of guidance personnel in school and organize guidance programme in schools (L4)
- reviews knowledge about counseling process, the skills used and various tests and techniques (L5)
- integrates the various types of guidance service provided in schools (L6)

Unit I - Introduction to Guidance and Counselling   (L– 8; T – 2 ; P – 2)

Guidance & Counselling: Meaning, Need, Purpose, Principles, steps, Importance and Scope –– Difference between Guidance and Counselling - Guidance and Counselling in Education - Organising school guidance programme.

Task Assessment : Prepare a report on Guidance services imparted to school students

Unit II - Types and Techniques of Guidance   (L-10; T-4; P-3)

Types of guidance: Educational, Vocational and Personal - Individual and group guidance – Techniques of group guidance –Career Master – Career talk – Career bulletin – Career Corner – Career Conference – Guidance on Media Ethics.

Task Assessment : Write an evaluative report on vocational guidance.

Unit III – Types and Theories of Counselling   (L-10; T-2; P-5)

Counselling : Aims and objectives – Types of Counselling : Directive, Nondirective, Eclectic and Marital Counselling - Theories of Counselling: Theory of self (Rogers) and Rational Emotive Bahavioural Theraphy (Albert Ellis)

Task Assessment : Identify a child with need for personal counselling. List down the factors responsible for abnormal behaviour. Suggest some measures to be adopted as a teacher to rehabilitate the child?

Unit IV - Counselling Process and Skills   (L-6; T-3; P-5)

Steps in Counselling - Counselling stages– Counselling Skills – Attending Skills, Responding Skills, Listening Skills, Skills of Personalizing and Initiating. Qualities of a Counseller – Role of Teachers as counseller and professional ethics associated.

Task Assessment : Enact a counselling session in groups prepare a report to improve your skills as a counsellor.

Unit V - Counselling Tools, Techniques and Guidance to students with special needs   (L-6; T-4; P-5)

Counsellig Tools and Techniques: Sociometric tests, interest inventories, aptitude tests, anecdotal record, and Dealing with problems: lying, stealing, speech disorders, alcoholism and drug – addiction, addiction to media, gender related problems and learning problems: Dyslexia, Dyscalculia and Dysgraphia.

Task Assessment : Prepare a mind map on "Learning Disabilities"

Note : The students should select any three of the given five Task Assessments.

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GUIDANCE AND COUNSELLING

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the need and importance of guidance and counselling in schools (L1)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
2	distinguishes the sources of occupational information and modes of dissemination (L2)	1,3,4,6,7,8	1,2,3,4,5,6,7,8,9,10
3	classifies the types and theories of counseling (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
4	analyzes the role of guidance personnel in school and organize guidance programme in schools (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	reviews knowledge about counseling process, the skills used and various tests and techniques (L5)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
6	integrates the various types of guidance service provided in schools (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO 3	PLO 4	PLO5	PLO6	PLO 7	PLO8
CLO1	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓		✓	✓		✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
GUIDANCE AND COUNSELLING

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. Vocational guidance is given at the --------- school level. (CLO1,L1)
    a) Primary   b) Secondary   c) Pre-primary   d) Middle
2. Albert Ellis REBT theory was developed in ----------.(CLO2,L1)
    a) 1940   b) 1950   c) 1960   d) 1970
3. The counsellor must maintain ----------. (CLO3, L2)
    a) distance   b) confidence   c) testing   d) counselling group
4. In counselling initially -------- is very important.(CLO4, L2)
    a) follow up   b) testing   c) discussion   d) building relationship .
5. Learning difficulties can be determined by --------. (CLO5,L2)
    a) analysis   b) testing   c) evaluation   d) guidance

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. What do you mean by guidance? (CLO1, L2)
7. List out the types of guidance. (CLO2, L2)
8. Interpret the objectives of counselling?(CLO3, L3)
9. Identify the skills required for a counsellor.(CLO4, L4)
10. Employ your understanding of lying to find out the causes behind. (CLO5, L3)

Section - C   **(3 X 5 = 15 Marks)**

Answer any <u>three</u> of the following questions in about 250 words each:-

11. Explain the steps in Guidance.(CLO1, L4)
12. Analyze the techniques adopted in group guidance. (CLO2, L4)
13. Differentiate: Directive and Non-directive counselling. (CLO3, L2)
14. What do you infer from Rogers theory? (CLO3, L3)
15. Review the tests used for assessing Intelligence. (CLO5, L5)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a) Illustrate the various skills essential for counselling.(CLO4, L3)
                 (OR)
    b) Evaluate the professional ethics of a counsellor. (CLO2, L5)

17. a) Explain the importance of guidance and counselling in education? Describe the process of organising school guidance pogrammes? (CLO1, L2)

(OR)

b) Suggest strategies for dealing with learning problems. (CLO5, L3)

EPC IV - SOFT SKILLS ENHANCEMENT

Course Code: 23SBESS

Credits: 2

Number of Hours – 50 (L-10; T-10; P-30)
Course Learning Outcomes (CLOs)
The Student teacher

- knows about the various aspects of soft skills and learn ways to develop personality (L1)
- enhances the learner's soft skills by giving adequate exposure in LSRW and sub skills. (L3)
- develops attributes that enhance an individual's interactions, earning power and job performance.(L5)
- trains in interview skills, group discussions and presentation skills (L6)
- understand the importance and type of communication in personal and professional environment. (L4)
- Learns about leadership ,team building, decision making and stress management (L4)

Unit I : Understanding Self   **(L-2; T-2; P-4)**

Introduction to Soft skills-Self discovery-Importance of knowing yourself-Developing positive attitude-Improving perceptions- Forming values.

Task assessment : Role of yoga and meditation in developing Positive attitude. Prepare a report on your own experience.

Unit II : Interpersonal Skills   (L-2; T-2; P-3)

Developing interpersonal relationship-Importance of interpersonal skills-Team building-group dynamics- Leadership and Team Building -Net working-Improving work relationship

Task assessment : Analyse the areas of your weak interpersonal skills and write a report for overcoming the same.

Unit –III : Communication Skills   **(L-3; T-2; P-3)**

Communication : Meaning and significance -Principles of communication-importance of Listening, Speaking, Reading, Writing skills in communication - e-mails -e mail etiquette

Task assessment : Using LSRW skills ,construct a detailed summary of a book.

Unit IV : Interview Skills (L-2; T-2; P-6)

Job Interviews: Introduction, Importance of Resume, Types of Interviews, Preparatory Steps for Job Interviews, Interview Skill Tips,Group Discussion: Introduction, Types of Group Discussions- Importance of Group Discussions.

Task assessment : Conduct a Mock interview in your classroom

Unit V :Time and stress management skills (L-1; T-1; P-10)

Introduction-The 80:20 rule-Sense of time management- Five steps to successful Time management - Time management matrix- Stress management: Introduction-meaning- kinds of stress -sources of stress - effects of stress -stress management tips**.**

Task assessment : Prepare a Time management matrix for your day routine.

Note : The students should select any two of the given five Task Assessments.

Practicum
1. Conduct a Mock interview in your classroom
2. Critically analyse yourself using SWOT analysis.
3. Conduct group discussion on "Dialogue and conversation have similar strategies-Is it Agreeable".
4. Discuss about "Importance of Soft skills".
5. Select a book review from any leading newspaper or a magazine/journal and analyze it from the point of view of book review.
6. Skit on "Relationship between a leader and his team"-Conduct in your classroom.

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https://www.acumentoday.in/lsrw-way-of-language-learning-listening-speaking-reading-writing/

SOFT SKILLS ENHANCEMENT

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	develops communicative competence among the Students . (L3)	1, 2,4	3, 4, 5,7
2	enhances the learner's soft skills by giving adequate exposure in LSRW and sub skills. (L4)	1, 2,3, 4, 5	3, 4, 5,9
3	enables learners to put the life skills into practice with confidence.(L4)	1, 2, 3, 4,6, 8	1, 3, 5, 7
4	develops attributes that enhance an individual's interactions, earning power and job performance.(L5)	1, 2, 3, 6,7, 8	1, 2, 3, 4, 5, 7, 9
5	prepares them to deal with the external world in a collaborative manner, communicate effectively, take initiative, solve problems.(L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7,8, 9
6	trains the students in interview skills, group discussions and presentation skills, and enhance employability skills in students(L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓		✓				
CLO2	✓	✓	✓	✓	✓			
CLO3	✓		✓		✓		✓	
CLO4	✓		✓	✓	✓		✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	ProgrammeSpecific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1			✓	✓	✓		✓			
CLO2			✓	✓	✓				✓	
CLO3	✓	✓	✓		✓		✓			
CLO4	✓	✓	✓	✓	✓		✓		✓	
CLO5	✓	✓	✓	✓	✓		✓	✓	✓	
CLO6	✓	✓	✓		✓		✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EPC - SOFT SKILLS ENHANCEMENT

Time: 45 mins.   **Max. Marks: 20**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions.

1. The kind of communication, "Talking with yourself", is called as _____ . (CLO1, L1)
   a. Formal   b.Informal   **c. Intrapersonal**   d. Interpersonal

2. Visual perception as well as mental decoding of the symbols make reading a ----- (CLO2, L2)
   a. cognitive process   b. behavioural process   c. reasoning process
   d.decoding process

3.'Main intention is to seek certain information' is appreciated in ---- (CLO2, L2)
   a.emphathetic listening   b.appreciative listening   c.evaluative listening
   d.dialogic listening

4.Interpersonal communication can be called as ----- (CLO3, L1)
   a. mass communication   b .face to face public communication
   c.dyadic communication   d .virtual reality

5.Successful strategy for an interview is   (CLO4, L2)
   a.Personal rapport b. Good eye contact   c. Clear idea of the key point
   d. Good communication

Section - B   **(5X2=10 Marks)**

Answer all the following questions in about 50 words each.

6.What do you understand by soft skills? (CLO1, L2)

7.List any five factors that can destroy team spirit. (CLO4, L3)

8.Mention the functions of communication. (CLO5, L2)

9.What are the benefits of effective listening? (CLO2, L1)10. Why is it important to keep updating one's knowledge and skill? (CLO1, L4)

Section - C   **(1X5=5 Marks)**

Answer any ONE of the following questions in about 250 words.

11.What are the main causes of stress? How can you reduce or avoid stress? Suggest your own ways. (CLO6, L6)

12. Appraise the predominant features of Group Discussion? (CLO4, L5)

13. Identify the characteristics found in a good listener. (CLO2, L4)

EPC – V - CREATIVE CRAFTS AND AESTHETICS

Course Code: 23SBECA

Credits: 2

Number of hours – 50 (L-10; T-10; P-30)
Course Learning Outcomes (CLOs)

The student teacher

- recognize skills and knowledge about the various aspects of art education (L1)
- contribute knowledge in performing arts utilizes leisure tie profitably and usefully (L2)
- constructs aesthetic skill and appreciation towards art form (L3)
- designs educational instructional aids and creative works (L4)

Unit I : Arts and Crafts – Types   **(L-2; T-2; P-5)**

Types of Arts -Different Aspects of Art Education – Importance of Music and Drama in Education

Task Assessment : Draw and Submit pictures using water colour

Unit II : Performing Arts   **(L-2; T-2; P-7)**

Music – Definition – Types of Music – Sapta Swaras – Types of Ragas – Types of Indian Classical Music - Taala – Laya –Sruthi – Classification of Songs –Rhythmic Movements –Kinds of Dance – Drama – Mono Act.

Task Assessment : Prepare and enact a drama on a social theme (Team Work).

Unit III : Educational Instructional Aids   **(L-2; T-1; P-5)**

Black Board Sketches – Free Hand Drawing – Black Board Writing – 3D Letters.

Task Assessment : Do free hand drawing using pencil and water colour

Unit IV : Creative Art   **(L-2; T-2; P-6)**

Emboss Painting – Glass Painting – Origami – Spray Painting – Print Making

Task Assessment : Prepare a poster on any one social issue.

Unit V : SUPW : Aesthetic Values   **(L-2;T-3;   P-7)**

Doll Making – Jewellery Making – Ice stick Flower vase – Woollen work – Cushion – Crepe paper flower

Task Assessment : Prepare any two artificial jewellery using clay.

Note : The students should select any two of the given five Task Assessments.

Practicum

Make creative Craft Booklet
1. Origami
2. 3 D Letters
3. Free Hand Drawing
4. Stick figures

References

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Nirmala C. Mistry. (1995). *Embroidery designs*. Naveent Publications (India) Limited.

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http://www.youtube.com/watch?v=SsZ5uSe3fEc&t = 7s

http://youtu.be/QimxZ0n3E8E

CREATIVE CRAFTS AND AESTHETICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recognize skills and knowledge about the various aspects of art education (L1)	1,3,4	1,3,4,8
2	contribute knowledge in performing arts utilizes leisure tie profitably and usefully (L2)	1,3,4,5,6,8	1,3,4,6
3	constructs aesthetic skill and appreciation towards art form (L3)	1,2,4,5,8	1,3,5,7,8,9
4	designs educational instructional aids and creative works (L4)	1,6,8	2,3,4,5,6

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓	✓				
CLO2	✓		✓	✓	✓	✓		✓
CLO3	✓	✓		✓	✓			✓
CLO4	✓					✓		✓
CLO5	✓	✓	✓	✓		✓		

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓	✓				✓		
CLO2	✓		✓	✓		✓				
CLO3	✓		✓		✓		✓	✓	✓	
CLO4		✓	✓	✓	✓	✓				
CLO5	✓				✓			✓	✓	✓

EPC-VI - LIBRARY AND INFORMATION SCIENCE

Course Code: 23SBELS

Credits: 2

Number of Hours-50(L-10; T-10: P-30)

Course Learning Outcomes(CLOs)

The student teacher

- states the importance of library in the field of education(L1)
- classifies the documentary and non-documentary sources(L2)
- interprets the various functions of library(L3)
- identifies the different types of e-resources available in the field of education(L4)
- collects the learning resources using library networks(L6)
- utilizes the IT facilities available in the college (L3)

Unit I: Library and Information Society **(L-2; T-2; P -4)**

Library: Definition Brief History of library-S.R.Ranganathan-Father of Library Science-Five laws of library science-Types of libraries-National, Public, Academic and special libraries.

Task Assessment: Prepare attractive postures for promoting reading.

Unit II: Information Sources **(L-2; T-2; P -3)**

Definition of information Sources-Types of reference sources- Documentary sources- Primary, secondary and tertiary sources-Non Documentary Sources-Electronic/Web sources-e-books-e-journals.

Task Assessment: Read any book/e-book related to education and submit a review about it.

Unit III Information Services **(L-2; T-2; P-6)**

Reference Service – Current Awareness Service – SDI – Documentation - Reprographic – Interlibrary Loan – Bibliographic Service

Task Assessment: Visit a central library or Public library and write a report about its services and functions.

Unit IV: Library Management System **(L-3; T -2; P -7)**

Structure and Functions of Library-Different Sections of Library-Classification-Cataloguing-Preservation and conservation of information materials.

Task Assessment: Prepare and submit a report of the reading and writing activities done throughout the course

Unit V : ICT in Libraries **(L-1; T-2; P-10)**

   Need and Importance of Library Automation – Library Softwares – KOHA Software –OPAC (Online Public Access Catalogue) – RFID (Radio Frequency Identification) Technology in Libraries – Library Networks– DELNET–INFLIBNET–UGC N–LIST Consortium - NDLI National Digital Library of India)

Task Assessment: Collect and Submit a report about an e-book and an e-journal using DELNET and N-List Consortium

Note: The students should select any two of the given five Task Assessments.

Practicum:

1. Access and submit any e- book and e-journal Using DELNET (Developing Library Network)
2. Access and submit any e- book and e-journal Using INFLIBNET (Information and Library Network).
3. Read e- Newspapers using DELNET (Developing Library Network) and submit a report about it

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LIBRARY AND INFORMATION SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	states the importance of library in the field of education(L1)	1,3,4	1,3,4,8
2	classifies the documentary and non-documentary sources(L2)	1,3,4,5,6,8	1,3,4,6
3	interprets the various functions of library(L3)	1,2,4,5,8	1,3,5,7,8,9
4	identifies the different types of e-resources available in the field of education(L4)	1,6,8	2,3,4,5,6
5	collects the learning resources using library networks(L6)	1,2,3,4,6	1,5,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓	✓				
CLO2	✓		✓	✓	✓	✓		✓
CLO3	✓	✓		✓	✓			✓
CLO4	✓					✓		✓
CLO5	✓	✓	✓	✓		✓		

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓	✓				✓		
CLO2	✓		✓	✓		✓				
CLO3	✓		✓		✓		✓	✓	✓	
CLO4		✓	✓	✓	✓	✓				
CLO5	✓				✓			✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EPC - LIBRARY AND INFORMATION SCIENCE

Time: 45 mins.   **Max. Marks: 20**

Section - A   (5x1 = 5 Marks)
Answer all the following questions.
1. Father of Library Science is (CLO 1, L1)
   a) S.R.Ranganathan   b) Henry Fayal
   c) Melvil Dewey   d) Srinivasa Reddy
2. Documentary sources are divided into ……… parts (CLO 2, L2)
   a) 2   b) 3   c) 4   d) 5
3. Identify the Primary source of information in the following. (CLO 2, L2)
   a) Bibliography   b) Patent
   c) Dictionary   d) Directory
4. INFLIBNET is located at. (CLO 5, L5)
   a) Lucknow   b) Allahabad
   c) Gujarat   d) Hyderabad
5. The classification number for Education is (CLO 3, L3)
   a) T   b) E   c) D   d) N

Section - B   (5X2=10 Marks)
Answer all the following questions in about 50 words each.

6. Write the definition of Library. (CLO 1, L1)
7. What are different Sections of the library? (CLO 3, L3)
8. Define Primary Sources. Give some examples. (CLO 2, L2)
9. Draw the structure of the library? (CLO 3, L3)
10. Expand the following.(CLO 5 L5)
    a) UGC
    b) INFLIBNET
    c) DELNET
    d) NISSAT

Section - C   (1X5=5 Marks)
Answer any ONE of the following questions in about 250 words.
11. Explain the implications of any two laws of Library Science?(CLO 1, L1)
12. Write the services provided by INFLIBNET.(CLO 5, L5)
13. Describe information sources. (CLO 2, L2)

Value Added Courses

1. Yoga for Daily Life

2. E- content Development

3. Activity Based Learning

Self-Study Courses

1. Tet Preparatory Course – Phase II

2. Data Communication and Networking

3. Story Telling and Dramatization

Certificate Course (CBCS)

1. Digital Pedagogy

2. Visual Media as a Teaching Tool

3. First Aid and Emergency Care

Certificate Course (Online) Compulsory

ICT integrated Teaching, Learning and Assessment

SEMESTER-III

Internship

Internship

Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators, peer observation and practice teaching along with regular participation in the school routine during the first year.

Internship Activities

❖ Practice of microteaching: 3 skills in Curriculum and Pedagogic Studies and 3 Skills in Pedagogy of Language.

❖ School based teaching: Preparation of 40 Lesson Plans in Curriculum and Pedagogic studies and 40 in Pedagogy of Language.

❖ Construction of tests: Diagnostic and achievement tests are constructed for Curriculum and Pedagogic studies and Pedagogy of Language

❖ Teaching aids: student teachers are asked to prepare different types of teaching aids related to the school subjects.

❖ Statistical analysis and interpretation: Test scores shall be recorded and analysed.

❖ Audio-Visual: Each student teachers shall be given training in operating all the available audio-visual apparatus such as slide projector, OHP, film – strips projector, computer, LCD Projector and smart board.

❖ Socially Useful Productive Work: The teacher trainee shall be given opportunity to prepare and participate in 10 socially useful productive works.

❖ Community Service: The College would organize extension and community service programmes.

❖ Action Research Project: The student teachers can choose any problem related to classroom situation as an Action Research Project and prepare a report.

❖ Case Study: The student teachers should make a detailed case study of a school and an individual student and submit reports.

❖ Psychological Experiments: The student teachers shall conduct 5 Psychology Experiments and maintain a record of them.

❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.

- ❖ Science student teachers shall conduct 5 experiments and maintain an album of them.

- ❖ Humanities student teachers shall prepare an album on any specific theme related to the CPS courses.

- ❖ All the student teachers should individually prepare an album on Assistive technologies for special children

- ❖ Reflective records should be prepared on CCE and Digital and Pedagogic tools

- ❖ Projects shall be conducted for identifying and analysing the diverse needs of learners

- ❖ Projects shall be conducted on issues relevant to Environmental Education

Practical Activities

S.No.	RECORDS	MARKS
	GROUP – A –TEACHING COMPETENCE	
1.	Teaching Competence	175
2.	Teaching Competence – Tamil/English	175
	Total	**350**
	GROUP – B –TEACHING BASED RECORDS	
1.	Criticism Record	10
2.	Criticism Record –Tamil/ English	10
3.	Observation Record	10
4.	Observation Record – Tamil/ English	10
5.	Micro Teaching Record	20
6.	Micro Teaching Record – Tamil/ English	20
7.	Project on Identifying and Analyzing the Diverse Needs of Learners	10
8.	Teaching Learning Materials	25
9.	Teaching Learning Materials Pedagogy of Language - Tamil/English	25
10.	Test and Measurement Record - CPS	25
11.	Test and Measurement Record - PoL	25
12.	Reflective Record on Continuous and Comprehensive Evaluation - CPS	10
13.	Reflective Record on Digital and Pedagogic Tools	10
14.	Website Analysis Report - CPS	10
15.	Psychology Experiments	20
16.	Action Research	20
17.	Individual Case Study	10
18.	Institutional Case Study	10
	Total	**280**

	GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES	
11.	Art & Craft Record	20
12.	S.U.P.W. Record	10
13.	Reading and Reflecting on School Text Books	10
14.	Physical Education, Yoga & Health Education Record	15
15.	Special School visit Record	10
16.	Album on Assistive Technologies for Special Children	10
17.	Report on Organization of Non-Scholastic Activities	10
18.	Report on Maintenance of Records and Registers in Schools	10
19.	Environmental Education Record	10
20.	Green Initiative Project	15
	Total	**120**
(Group A 350 + Group B 280 + Group C 120 = 750)		
	Grand Total	**750**

Value Added Courses (Online)

1. Content Knowledge for Competitive Exam

2. Women Empowerment

Self-Study Courses

1. SWAYAM / MOOC (Online)
2. TET Preparatory Course - Phase III (Online)
3. Social Skills (Offline)
4. Mind Your Mind (Offline)

Extra Credit Course:

Adult Literacy Programme NILP (New India Literacy Programme)

SEMESTER-IV

PE–VII– GENDER, SCHOOL AND SOCIETY

Course Code : 22LBPE7

Credits: 3

Number of hours: 75 (L – 40; T – 15; P – 20)

Course Learning Outcomes (CLOs)

The Student Teacher

- recognizes the basic principles of sociology (L1)
- identifies the agents of socialization (L2)
- examines the role of school in social systems (L3)
- relates the concept of gender as a social construct (L4)
- criticizes gender-based issues in the Indian context (L5)
- formulates plan to prevent sexual harassment and abuse in schools (L6)

Unit I - Sociology and Education   (L - 8; T - 3; P – 4)

Educational sociology: Meaning, Nature and Scope - Relationship between education and sociology – social groups - Social stratification, social mobility, social change and their consequences.

Task Assessment: Prepare and present a poster on "gender inequality".

Unit II - Social Agencies and their role in Socialization   (L - 8; T - 3; P – 4)

Agents of Socialization: Family, School, Peer Group, Religion, Community, Mass media and Technology - Education as a social system, social process and process of social progress – Culture: Meaning, Nature, Cultural lag, Conservation, Development and Transmission.

Task Assessment: Debate on the topic "Effectiveness of Socialization rests on: the family system or school system" and submit a reflective report.

Unit III – Concept of Gender   (L -8; T - 3; P – 4)

Key Concepts: Gender, sex, sexuality, patriarchy, masculinity, feminism and gender selection - Types of Gender – LGBTQ+ - Gender bias, gender stereotyping and empowerment- Equity and equality in relation with caste, class, religion, ethnicity, disability and region – Transgender: epistemology and rights for social inclusion.

Task Assessment: Prepare a visual presentation on "Portrayal of Trans people in

Social Media" and express your views as a critic.

Unit IV -Gender Studies   **(L -8; T -3; P – 4)**

Role of school in modern society – Paradigm shift from women's studies to Gender studies - Social Learning Theory, Conflict Theory of Gender and Gender Schema Theory – Implications in the Indian context.

Task Assessment: Analyze and discuss in group about "Depiction of women in Tamil literature".

Unit V - Gender issues in school and society   **(L - 8; T – 3; P – 4)**

Gender Identity - Schooling of Girls: Inequalities and resistances - issues of access, retention and exclusion - Sexual harassment and abuse - Impact of media and virtual space - Discrimination of gender in school activities – Protective measures and Legal Policies

Task Assessment: Prepare an action plan for creating awareness of 'Prevention of Sexual Harassment and abuse in schools'

Note: The students should select any three of the given five Task Assessments.

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https://www.academia.edu/1249657/The_Routledge_international_handbook_of_the_sociology_of_education

GENDER, SCHOOL AND SOCIETY

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recalls the basic principles of sociology (L1)	1, 3, 4	1,3, 4, 8
2	identifies the agents of socialization (L2)	1,3,4, 6,8	1,3, 4, 6,
3	examines the concept of system and role of school in social systems (L3)	1, 2, 4, 6, 7, 8	1, 2, 3, 6
4	relates the concept of gender as a social construct (L4)	1, 2, 3. 4. 5,	1, 2, 3, 5, 7, 8
5	criticizes gender-based issues in the Indian context (L5)	1, 2, 5, 6, 7, 8	1, 3, 4, 5, 9
6	formulates plan to prevent sexual harassment and abuse in schools (L6)	2, 3, 4, 5,6, 7, 8	1, 3, 5, 6, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓	✓				
CLO2	✓		✓	✓		✓		✓
CLO3	✓	✓		✓		✓	✓	✓
CLO4	✓	✓	✓	✓	✓			
CLO5	✓	✓			✓	✓	✓	✓
CLO6		✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓	✓				✓		
CLO2	✓		✓	✓		✓				
CLO3	✓	✓	✓			✓			✓	
CLO4	✓	✓	✓				✓	✓		
CLO5	✓		✓	✓	✓				✓	
CLO6	✓		✓		✓	✓			✓	✓

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MODEL QUESTION PAPER
PE – VII – GENDER, SCHOOL AND SOCIETY

Time: 3 hrs.   **Max. Marks: 60**

Section – A (5 X 1 = 5)

Answer all the following questions:-

1. Two or more people who share a common identity is known as ----   (CLO1,L1)

a) social unity   b) social system

c) social process   d) social groups

2. The way a group of people learn and pass ideas and customs is known as ------ (CLO1, L1)

a) cultural transmission   b) cultural by

c) cultural lapse   d) cultural adoption

3. The patterned network of relationship constituting a coherent whole in a society is ---- (CLO2, L1)

a) social process   b) social system

c) social cohesion   d) social network

4. The over generalizations about the characteristics of an entire group based on gender is ----(CLO4, L1)

a) Gender stereo type   b) Gender discrimination

c) Gender Bias   d) Gender inequality

5. The process of learning to behave in a way that is acceptable to society is ----- (CLO3, L2)

a) social learning   b) social behavior

c) social mixing   d) socialization

Section - B   (5 X 2 = 10)

Answer all the following questions in about 50 words each:-

6. What is meant by social mobility? (CLO1, L2)

7. Why do we call education as a social system? (CLO3, L4)

8. What is patriarchy? (CLO4, L2)

9. Identify any two qualities of masculinity. (CLO4, L4)

10. What is the impact of gender selection? (CLO5, L2)

Section - C   (3 X 5 = 15)

Answer any three of the following questions in about 250 words each:-

11. Illustrate the relationship between education and sociology. (CLO1, L3)

12. Classify the different types of social groups?(CLO2, L4)

13. Why do we call education as a process of social progress?(CLO3, L5)

14. Differentiate: gender and sex.(CLO4, L2)

15. Evaluate the activities of the school and conclude how they discriminate students on the basis of their gender.(CLO5, L5)

Section - D (2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) Illustrate with examples, the causes and consequences of social change.(CLO1, L3)

<div align="center">(OR)</div>

b) Compare the agents of socialization and evaluate their impact in the society.(CLO2, L5)

17. a) As a teacher, how will you promote gender equality in your classroom practices – Create an action plan.(CLO6, L6)

<div align="center">(OR)</div>

b) What do you consider as the causes for sexual harassment of women in India? Suggest ways to overcome this?(CLO5, L6)

PE– VIII - INCLUSIVE EDUCATION
Course Code : 22LBPE8
Credits: 3

Number of Hours: 75 (L – 75; T – 15; P – 20)
Course Learning Outcomes (CLOs)
 The student teacher

- sensitises the needs and challenges of Inclusive Education (L2)
- recognises the national and international focus on inclusive education
- adopts the right classroom techniques for successful inclusion (L3)
- categorises the different physical and mental illness for good health and wellbeing(L4)
- determines the appropriate usage of assistive devices in Inclusive education (L5)
- creates the appropriate classroom ambience among the learners for sustainability (L6)

Unit I : Inclusive Education – An Introduction   (L-8; T-2; P-2)

Meaning - Definition - Concept - Rationale for inclusion - Classification of children with special needs – Challenges on Inclusive Education - Importance - Advantages of Inclusion - Components of successful Inclusion – Continuum of education services for students with disabilities.

Task Assessment: Explore ergonomic design for inclusion based on the classification of children with special needs and submit a detail report

Unit II : National and International Focus on Inclusive Education

(L-8; T-2; P-5)

National Focus: Constitutional Obligations for Education of Diverse Groups - National Policy on Education (1986, 1992) - Rehabilitation Council of India Act 1992 - Persons with Disabilities Act, 1995 - National Policy for PWD (2006) - National Curriculum Framework (NCF 2005, 2009) – Samagra Shiksha 2018 (Integrated Scheme for School Education) – RUSA – NEP 2020 – International Focus: United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) – Sustainable Development Goals (SDG's)

Task Assessment: Collect the e-news regarding 'NEP 2020: Inclusive Education', create a digital document with the source URL and submit

Unit III :Classroom Management in Inclusive Education (L – 8; T – 3; P – 3)

Concept - Principles – Classroom Components – Determinants of Classroom Management – Universal Design for Learning (UDL) - Teacher's Role– Learner's Participation - Key Teacher Intervention – Facilitating Interaction: whole class

work, pair work and group work – Establishing and maintaining appropriate behaviour

Task Assessment: Watch any three short films on inclusive education in YouTube, create playlist, share your channel and submit your reflective report

Unit IV : Physical and Mental Wellness (L–9;T–4;P–5)

Physical and Mental Wellness: Meaning, Definition, Importance - Facilitating Physical and Mental Wellness in Inclusive Classrooms - Strategies to promote Mental Wellness: Increase Mental Wellness - Enhance coping and problem solving skills -Enhance empathy and respect for diversity - Strategies to promote physical wellness: Promoting Healthy Behaviors- Physical Education and Physical Activity- Healthy and Supportive School Environments

Task Assessment : Prepare a report on Promoting Healthy Behaviours in Special Schools

Unit V : Assistive Technologies in Inclusive Education (L – 7; T – 5; P – 5)

Assistive Technology: Meaning, Definition, Types & Guidelines for Inclusive education – Assistive Technology and Classroom Applications- Availability and Accessibility of Technology- Socio-Economic benefits of Assistive Technology- The Future of Education - Impact of Assistive Technology in daily life for Inclusive education.

Task Assessment : Access the link https://aicte-india.org/AT, explore the webpage "The ICT Opportunity for a Disability Inclusive Development Framework". Submit a report on it based on your understanding.

Note : The students should select any three of the given five Task Assessments.

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INCLUSIVE EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	sensitises the needs and challenges of Inclusive Education (L2)	1,5,7,8	1,3,5,7,8,10
2	recognises the national and international focus on inclusive education (L2)	1,2, 5	1,5,7,8,10
3	adopts the right classroom techniques for successful inclusion (L3)	1, 2, 3, 5, 7	1,5,7,9,10
4	categorises the different physical and mental illness for good health and wellbeing (L4)	1, 2, 5, 7	1,2,5,7,8,9,10
5	determines the appropriate usage of assistive devices in Inclusive education (L5)	1, 2, 3, 4, 6	1,5,7,8,9,10
6	creates the appropriate classroom ambience among the learners for sustainability (L6)	1, 7, 8	1,4,5,6,7,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓				✓		✓	✓
CLO2	✓	✓			✓			
CLO3	✓	✓	✓		✓		✓	
CLO4	✓	✓			✓		✓	
CLO5	✓	✓	✓	✓		✓		
CLO6	✓						✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓		✓		✓	✓		✓
CLO2	✓				✓		✓	✓		✓
CLO3	✓				✓		✓		✓	✓
CLO4	✓	✓			✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓	✓	✓
CLO6	✓			✓	✓	✓	✓			✓

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MODEL QUESTION PAPER IV SEMESTER
INCLUSIVE EDUCATION

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. Education of children with special needs should be provided ----- (CLO2, L2)
    a. along with other normal children
    b. by methods developed for special children in special Schools
    c. in special school
    d. by special teachers in special schools

2. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion and ——————————— (CLO3, L1)
    a. disparity   b. discrimination
    c. inequality   d. equality

3. The three main principles of UDL are _____ (CLO1, L1)
    a. Consultation, Persistence, Reflection
    b. Engagement, Representation, Action & Expression
    c. Identification, Participation, Expression & Communication
    d. Demonstration, Familiarisation, Association & Connection

4. Psychological homeostasis has four main component processes called _____ (CLO3, L1)
    a. well-being, motivation, emotion, action
    b. well-being, planned behaviour, emotion, action
    c. well-being, cognitive appraisal, emotion, action
    d. well-being, self-efficacy, emotion, action

5. The importance of assistive technology is _____ (CLO4, L4)
    a. it produces feelings of independence and self-accomplishment in disabled students.
    b. it ensures that disabled students will rank near the top of their class academically.
    c. it ensures that disabled students establish emotional bonds with their classmates.
    d. it ensures that disabled students will advance beyond their peers academically.

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. Sketch out the continuum of education services for students with disabilities (CLO2, L2)
7. Explain the teacher's role for successful inclusion (CLO3, L3)
8. What is meant by 'SDG3 Good Health and Wellbeing' (CLO2, L2)
9. Define Universal Design Learning (CLO1, L1)
10. Enumerate the aids and assistive devices recommended by National Thrust (CLO2, L2)

Section - C   **(3 X 5 = 15 Marks)**

Answer any three of the following questions in about 250 words each:-

11. Explain the classification of children with special needs (CLO2, L2)
12. Expand UNCRPD and explain its functions (CLO2, L2)
13. How will you facilitate interaction among the learners during inclusion (CLO3, L6)
14. Categorise the mental disorders of children listed in DSM-5 (CLO4, L4)
15. Describe AICTE's assistive technology for learning (CLO4, L3)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a Explain the continuum of education services for students with disabilities. (CLO2, L2)

(OR)

b. Critically analyse and provide evidences for successful inclusion with respect to NEP 2020 (CLO5, L4)

17. a. Suggest ways in your perspective, to establish and maintain appropriate behaviour among the learners in a inclusive classroom? (CLO5, L6)

(OR)

Appraise the ways and means to assure learning among the inclusive learners with the help of assistive devices (CLO5, L5)

PE – IX - LANGUAGE ACROSS THE CURRICULUM

Course Code : 22LBPE9
Credits : 3

Number of hours: 75 (L – 40; T – 15; P – 20)

Course Learning Outcomes (CLOs)

The student teacher

- identifies the need for understanding language background of the learner (L1)
- states the importance of first and second language on culture (L2)
- identifies the language diversity in the classroom (L3)
- suggests activities for developing LSRW skills in the classroom (L4)
- formulates strategies to develop communication skills at the school level (L6)
- prepares various activities for assessing the language skills (L5)

Unit I – Functions of Language in Society   (L-8; T-2; P-2)

Language: Meaning, Concept and Functions – Understanding of home language and school language understanding the language background of the learner – Ways and means to develop communication skills at schools – Language and culture – relation of language with culture.

Task Assessment : Write an evaluative report on the significance of language in society

Unit II – Language Diversity in Classrooms   (L-8; T-2; P-5)

Acquisition : First language and second language – Significance of teaching first and second language – Using first and second language in classroom – Barriers in using language and strategies to overcome them – Difference between first language and second language – Understanding the use of multilingualism in classroom- Challenges of teaching language in multi cultural classroom.

Task Assessment : Discuss and submit a short note on "Language as a tool for enhancing diversity in multicultural classrooms".

Unit III Activities for developing LSRW Skills   (L-8; T-3; P-3)

Activities for developing listening skills – Dictation – Listening Radio and Television News – Commentaries – Listening to instructions : Activities for developing speaking skills – Conversation – Group discussion – Debate – Interview – Extempore Speech : Activities for developing reading skills- Methods of teaching Reading for Beginners – Alphabet – Phonetic – Word phrase - Sentence method and Eclectic method - Activities for developing writing skills – Developing

mechanical skills, grammatical skill, judgment skill and discourse skill -   Utilizing virtual space for developing LSRW skills .

Task Assessment : Analyse and submit any three activities to develop speaking skills

Unit IV Teaching as communication   (L-9; T-4; P-5)

Communication, meaning and concept – Elements of communication – Types of communication – Verbal and Non verbal communication, Formal and Informal communication –- Basic qualification of a teacher and importance of language skill .

Task Assessment : Prepare and submit a slide presentation with animation for any one topic given above.

Unit V – Language assessment in curriculum of school subjects

(L-7; T-3; P-5)

Language Testing : Forms, Importance Assessment : Definition, Types, Principles and Classroom practice – Tools : Quizes, Projects test – Testing auditory comprehension – Computer Assisted Language Learning (CALL) – Computer Assisted Language Assessment (CALA)

Task Assessment : Prepare and submit conversation drills based on school content.

Note : The students should select any three of the given five Task Assessments.

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LANGUAGE ACROSS THE CURRICULUM

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the need for understanding language background of the learner (L1)	1, 3, 5	3, 4, 7
2	states the importance of first and second language on culture (L2	1, 3, 5, 6	3, 4, 5, 7
3	identifies the language diversity in the classroom (L3)	1, 2, 3, 6, 7, 8	1, 3, 4, 5, 7
4	suggests activities for developing LSRW skills in the classroom (L4)	1, 2, 3. 4, 5, 7, 8	1, 3, 4, 5, 7, 8, 9
5	formulates strategies to develop communication skills at the school level (L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8, 9
6	prepares various activities for assessing the language skills (L5)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✔		✔		✔			
CLO2	✔		✔		✔	✔		
CLO3	✔	✔	✔			✔	✔	✔
CLO4	✔	✔	✔	✔	✔		✔	✔
CLO5	✔	✔	✔	✔	✔	✔	✔	✔
CLO6	✔	✔	✔	✔	✔	✔	✔	✔

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	ProgrammeSpecific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1			✔	✔			✔			
CLO2			✔	✔	✔		✔			
CLO3	✔		✔	✔	✔		✔			
CLO4	✔		✔	✔	✔		✔	✔	✔	
CLO5	✔	✔	✔	✔	✔			✔	✔	
CLO6	✔	✔	✔		✔	✔	✔	✔	✔	✔

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
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MODEL QUESTION PAPER
PE – IX – LANGUAGE ACROSS THE CURRICULUM

Time: 3 hrs.   **Max. Marks: 60**
Section – A   **(10 X 1 = 10)**
Answer all the following questions:-
1. What among the following is not applicable to language? (CLO1) (L2)
    a. It is a form and means of communication
    b.It is expressed through a system of arbitrary and vocal symbols.
    c. All living beings, in creation, are bestowed with the power of using the language.
    d.It is a habit formation process.
2. Learning a --------- language is in some measure repeating an old experience. (CLO2) (L1)
a. First b. Second c. Foreign d.None of the above.
3. Extempore Speech is an activity mainly to develop----------. (CLO4) (L4)
a. Listening   b. Speaking   c. Reading   d. Writing
4. What among the following doesn't come under mechanical skill of writing? (CLO4) (L5)
    a. Hand writing   b. Grammar   c. Punctuation   d. Spelling.
5. --------- is a form of game or mind sport in which players attempt to answer questions correctly. (CLO4) (L5)
a. Debate   b. Listening to radio talk   c. Project   d. Quiz.

Section - B   **(5 X 2 = 10)**
Answer all the following questions in about 50 words each:-
   6. Differentiate home language from school language. (CLO1) (L4)
   7. What do you mean by 'multi-lingualism'? (CLO3) (L1)
   8. Write a short note on debate and interview. (CLO4) (L2)
   9. Why should language skills be an essential qualification of teachers? (CLO6) (L5)
   10. Define Assessment . (CLO6) (L1)

Section - C   **(3 X 5 = 15)**
Answer any <u>three</u> of the following questions in about 250 words each:-
   11. When do you use the first and the second language in your classrooms? (CLO2) (L4)
   12. Illustrate any four activities for developing listening skills. (CLO6) (L6)
   13. Write a note on discourse skills of writing. (CLO6) (L2)
   14. Suggest the suitable activities to be undertaken during in service programme to develop language skills of the teachers. (CLO 6) (L6)
   15. Evaluate 'Computer Assisted Language Learning' as effective method of Language learning. (CLO 6) (L5)

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Section - D   (2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Bring out the difference between the learning of the first language and the second language. (L4)

(or)

b. Describe how can a language teacher develop the communication skills of the students and suggest a suitable pedagogy. (L6)

17. a. Discuss different methods of teaching reading to the beginners. (L4)

(or)

b. Critically analyse the methods of assessing language skills inour school curriculum. Suggest suitable modifications. (L5)

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Code : 22LBPEX

Credits : 3

Number of Hours: 75 (L – 40; T – 15; P – 20)

Course Learning Outcomes (CLOs)

The student teacher

- recognizes the conceptual basis of educational administration and management (L1)
- distinguishes effective management approaches (L2)
- applies the theories and approaches of educational management and administration to various educational contexts.(L3)
- develops the skills and competencies of planning, organizing, staffing, directing, coordinating, controlling, and evaluating educational activities.(L5)
- compares the different theories of leadership (L4)
- familiarizes the roles and functions of academic support structures in India. (L6)

Unit: I Conceptual Basis of Administration and Management

(L – 7; T – 3; P –3)

Educational Administration: Meaning, Nature, Aims and Objectives, Principles, Characteristics and Challenges - Educational Management: Meaning, Scope, Objectives, Needs, Importance and Characteristics - Modern Management - Features of a well-managed Organization – Comparison between Administration and Management.

Task Assessment: Based on your internship experience, identify the administrative challenges of your school.

Unit: II Trends in Administration and Management **(L – 8; T – 3; P – 5)**

Changing Concepts of Educational Administration - Efficiency versus Human relations Controversy - Factors influencing the system of Educational Administration - Process of Educational Management, Management at different levels: Elementary, Secondary and Higher Education - SWOC Analysis for Improving Quality of Administrative Management - Issues in Educational Administration.

Task Assessment: Analyze the issues in administration of educational institutions faced by the administrator in the present scenario and submit the report on it.

Unit: III Theories and Approaches of Administrative Management

(L – 9; T – 3; P – 3)

Basic Aspects of Administrative Theory: Planning, Organizing, Commanding, Coordinating and Controlling. Types of Theories: Scientific Management Theory, Classical Theory, Bureaucratic Theory and Human Relations Theory. Approaches: Behavioral Approach and System Approach, Man Power Approach, Cost Benefit Approach and Social Demand Approach.

Task Assessment: Organize brainstorming session and find the approach for effective management.

Unit IV: Administration as a process (L – 7; T – 4; P – 6)

Types of Administration – Basic functions - Administrative Structure - Process of administration: Meaning, stages, steps, merits and challenges - Meeting the Psychological needs of Employees - Decision Making: Nature, Division of Work, Centralization and Decentralization Action, Merits and Limitations. Organizational Compliance - Organizational Development-Program Evaluation and Review Technique (PERT) .

Task Assessment: Conduct a group discussion on Program Evaluation and Review Technique (PERT) and prepare a report of it.

Unit V: Leadership and administration (L – 9; T – 4; P – 5)

Meaning and Nature - Theories of leadership: Trait Theory, Type Theory, Behavioral Theory, Group Theory and Path Goal theory – Leadership Styles – Measurements of Leadership - Role and qualities of the Administrator – Role and functions of Academic Support Structures: NUEPA,NCERT, SCERT, SIEMAT, DIETs.

Task Assessment: Use any one Leadership Assessment Tool and assess the leadership style you have possessed.

Note: The students should select any three of the given five Task Assessments.

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Educational Administration and Management

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	understands the meaning, scope, objectives, and principles of educational management. (L2)	1,5	2, 3
2	recalls the meaning, scope, objectives, and principles of educational administration. (L1)	1, 5	2, 3
3	applies the theories and approaches of educational management and administration to various educational contexts. (L3)	5, 7, 8	1, 3, 9
4	develops the skills and competencies of planning, organizing, staffing, directing, coordinating, controlling, and evaluating educational activities. (L4)	1, 2, 3, 7	3,4,8,9, 10
5	demonstrates the leadership styles and qualities required for effective educational management and administration. (L5)	4, 5	3, 4, 5, 6
6	identifies the roles and functions of various academic support structures in India and their contribution to educational quality. (L6)	1, 4, 6, 8	3, 6, 7, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓				✓			
CLO2	✓				✓			
CLO3					✓		✓	✓
CLO4	✓	✓	✓				✓	
CLO5				✓	✓			
CLO6	✓			✓		✓		✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓	✓							
CLO2		✓	✓							
CLO3	✓		✓						✓	
CLO4			✓	✓				✓	✓	✓
CLO5			✓	✓	✓	✓				
CLO6			✓			✓	✓	✓	✓	✓

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MODEL QUESTION PAPER
EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Time: 3.00 hrs.   Max. Marks: 60
Answer all the questions:-   **(5x1 = 5)**
1. Bureaucratic management follows the principle of _____ (CLO1, L1)
A.   rationality   B.   objectivity   C.   consistency   D. accuracy
2. Principles of management explain how managers should _____ (CLO2, L2)
A. organize and interact with staff   B.lead the staff   C.   govern the staff
D. govern the students
3. An appropriate use of means and resources for realizing specific objectives is known as _____(CLO2, L1)
A. Planning   B.   Management   C. Finance   D.Development
4. In Team Leadership Model the leader follows _____ (CLO3, L2)
A. Directive Approach   B.   Passive Approach C.   Extrinsic   Motivation   Approach   D.   Intrinsic Motivation
5. _____ is the basis for PERT analysis. (CLO5 L1)
          A. An optimistic time   b. pessimistic period of time c. The date that is most likely
          B. Analytical View

Section – B   **(5X2=10)**
II Answer the following questions in about 50 words each:-

6. What are the necessary qualities of a modern educational administrator? (CLO1, L1)
7. What are factors influencing the system of Educational Administration (CLO2, L3)
8. What is the approach to administrative theory? (CLO3, L1)
9. Discuss the measures you would take as a head of the school to enrol and retain children in the school. (CLO5,L4)
10. Analyse the elements influence the leadership style, based on Trait theory (CLO5, L4)

Section – C   **(3 x 5 = 15 Marks)**
III Answer any three of the following questions in about 250 words:-

11. Explain the principles of Educational administration (CLO1, L3)
12. Justify: "Administrative Management theory tries to find a rational way to design an organization as a whole" (CLO3, L6)
13 Elucidate the essential elements of Organizational Compliance (CLO4, L5) Explain

14. Describe the major functions of State Institutes of Educational Technology (SIETs). (CLO5, L4)
15. Enumerate the functions of the PERT. (CLO5, L5)

Section - D   **(2 X 15 = 30)**
Answer the following questions in about 750 words each:-

16. a. Bring out the difference between 'administration' and 'management' of educational institution and explain the management process in detail. (CO1, L4)

<div align="center">or</div>

b. As a school principal, suggest strategies / innovations you will introduce for the effective management of your institution. (CLO5, L6)

17. a. Discuss SWOC Analysis for Improving Quality of Administrative Management. Cite examples to support your answer. (CLO2, L5)

<div align="center">or</div>

b. Elaborately discuss on theories of leadership and leadership styles. (CLO5, L2)

PEDAGOGY OF BIOLOGICAL SCIENCE - IV

Course Code : 22LBCBS

Credits : 3

Number of Hours – 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- recognizes the professional norms and ethics needed for Biology teacher (L3)
- integrates the resources available in teaching of Biological Science (L5)
- identifies the avenues for educating children with special needs (L4)
- describes the recent trends in Biological Science (L1)
- explains the strategies to conserve natural resources (L2)
- creates e-content on Ecopark (L6)

Unit I : Professional Development of Biological Science Teacher   (L-10; T—2; -5)

Biology teacher – Qualities of science Teacher: Academic and Professional qualification- Special qualities needed for a Biology teacher – Biology teachers diary-Profession training – Pre-service training - need, advantages and means of in-service training. Creativity– the process of creativity, developing creativity among children school -Identification of children with scientific hobbies, advantages of scientific hobbies, ways and means of developing scientific skills.

Task Assessment : Present a report on your scientific hobbies.

Unit II : Resources   (L-6; T—2; P-4)

Library–Journals in biological science education - E-Resources – e–journals – e-books – internet resources - Co-curricular activities-Museum– Science club – Objectives, Organization and activities – Aquarium – School Garden – Eco park-Fieldtrips.

Task Assessment : Write a report on a webinar organized in your science club

Unit III : Provision for Individual differences.   (L-6; T—3; P-4)

Need and Identification of Gifted students, Characteristics of gifted students, Problems of gifted children, Avenues for gifted students – Slow learners in Biology – Identification of slow learners, Characteristics of slow learners, Teachers duty towards gifted students.

Task Assessment : Prepare a digital slides on avenues for gifted students

Unit IV : Learning Biological Science through ICT   **(L-10; T — 5; P-4)**

ICT – Definition, Meaning – Guiding principles for effective teaching and learning through ICT - Web-based learning – Synchronous – Asynchronous – Mobile learning – Blended learning – Virtual Reality - flipped classroom - Interactive white board – blogs .

Task Assessment : Prepare a podcast on Blended Learning

Unit V -: Recent trends in Biological science   **(L-8; T — 3;   P-3)**

Recent trends in Biological Science – Bio-technology: Definition, scope, branches and importance, Applications of Bio-technology - Bio-informatics - Definition, Applications of Bio-informatics - Bioremediation- Biopiracy- Bioethics - Hybridization in Plants and Animals – Animal Husbandry – Aquaponics – Hydroponics - Lac culture – Prawn culture - Poultry Farming – Pisciculture – Aquaculture – Apiculture.

Task Assessment : Analyses any two websites for Recent trends in biology and write a report on it

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF BIOLOGICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the recent trends in Biological Science (L1)	2, 4, 5	7, 8
2	explains the strategies to conserve natural resources (L2)	2, 3, 5	1, 2, 3, 7,9
3	recognizes the professional norms and ethics needed for Biology teacher (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	identifies the avenues for educating children with special needs (L4)	2, 4, 5, 7	5. 9
5	integrates the resources available in teaching of Biological Science (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	creates e-content on Ecopark (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO 3	PLO 4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

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MODEL QUESTION PAPER
PEDAGOGY OF BIOLOGICAL SCIENCE - IV

Time: 3.00 hrs.   **Max. Marks: 60**
                                           Section – A   **(5 X 1 = 5)**
Answer all the following questions:-

1. Which bacterium is used in the production of insulin by genetic engineering? (CLO3,L3)
    a) Saccharomyces   b) Rhizobium
     c) Escherichia   d) Mycobacterium

 2. What is the IQ level of a gifted children --------(CLO2, L2)

     a.80-90   b.115-129   c.95-110   d.90-110

3. The Golden Rice variety is rich in_____ (CLO1,L1)
   a. Vitamin C   b. B-carotene and ferritin   c. Biotin   d. Lysine
4.The close observation of specimens and models available in _____ (CLO3,L3)
   a.   Science library b. science museum c. science textbooks d. Aquarium
5.Bright child is not superior to companions in (CLO3,L3)

   b) skills with words   b) skills in numbers   c) manipulative skills
    d) skills in drawing

                                         Section - B   **(5 X 2 = 10)**
 Answer all the following questions in about 50 words each:-

6.Define Bioinformatics (CLO1,L1)
7.Write the uses of flipped classroom in teaching biological science (CLO2,L2)
8. Mention the uses of in-service training in the professional development of biology(L5)
9.How a school garden can help in inculcating scientific attitude in pupils? (CLO5,L5)
 10.As a teacher how will you handle gifted children? (CLO6,L6)

                                         Section - C   **(4 X 5 = 20)**
 Answer any four of the following questions in about 250 words each:-

11.   Describe the applications of bioinformatics. (CLO1,L1)
12.   Write about the applications of Biotechnology in industrial field (CLO5,L5)
13.   Explain how the children with scientific hobbies are identified. (CLO5,L5)
14.   What guidelines would you follow in organising a field trip? (CLO3,L3)
15.   Mention few problems faced by gifted children, write few avenues for them (CLO4,L4).

Section - D   **(2 X 15 = 30)**

Answer the following questions in about 750 words each:-

16. a) Discuss the present trends in genetic engineering in the field of medicine and Agriculture. (CLO3,L3)

(OR)

b) Describe in brief about the academic and professional qualities of the biology teacher (CLO4,L4)

17. a) Explain the role of scientific hobbies in the development of scientific skills in Biology (CLO5,L5)

(OR)

b) Explain how you will identify the slow learners in your classroom write the ways and means to increase their learning skill?(CLO4,L4)

PEDAGOGY OF COMPUTER SCIENCE - IV

Course Code : 22LBCCS

Credits : 3

Number of Hours – 75 (L – 30; T – 15; P – 30)

Course Leaning Outcomes (CLOs)

The student teacher

- realizes the specific quality needed for a computer science teacher (L4)
- develops the ability to use a resources in computer science (L3)
- identifies the individual differences among students in computer science (L1)
- specifies the knowledge about Computer network (L6)
- recognizes the latest trends used in computer science (L1)
- constructs the knowledge in developing Podcast (L6)

Unit I : Professional Development of Computer Science Teacher

(L-8; T—2; P-2)

Qualities of a computer science teacher – opportunities of in-service Professional Development for computer science teachers – Evaluation of teachers: Evaluation by pupils, self–evaluation – Basic strategies for professional development of Computer Science teacher – Role of reflective practices in professional development

Task Assessment : Create a podcast and share it on podcasting site.

Unit : II Resources in Computer Science **(L-10; T—4;P-3)**

Field trip - Computer Science Club: Objectives, organization and Activities - Value of the computer science library – E-resources: E-content – E-library – Open online educational resources in Computer science.

Task Assessment: Prepare and submit a report on uses of e-library in education

Unit : III Provision for Individual Differences **(L-10; T—2;P-5)**

Slow learner – Characteristics of slow learners,– Remedial Teaching Strategies - Gifted children – Identification of the gifted children – Role of teacher in educating Slow learners and Gifted children – Classroom Techniques for slow learners –

Task Assessment : Design and submit cover pages for magazines, Books (Minimum one design).

Unit IV: Network and Communication **(L-6; T—3; P-5)**

Network: - Introduction, Benefits of Network, Types of Network - Internet:– Internet protocols – Cloud Based Collaboration and Communication tools - safely browsing the Web – E-Mail – Accessibility and Retrieval of

Information – Viruses: categories of viruses, protection systems – Implementation of Software Package

Task Assessment: Visit a BSNL Regional Office and write a report on Data Transmission process

Unit V : Recent Trends in Computer Science   **(L-6; T — 3; P-5)**

Internet Enhancing Teaching learning process - Virtual lab - Web based learning - Computer in teaching learning process – Instructional Resource centre for Educational Technology - Educational Benefits of multimedia Tools-Analysis of Big-data- Interactive White Board – Digital Classroom – Flat Panel display-5G Network Technology - Artificial Intelligence Powered Learning Environment

Task Assessment: Prepare and submit a report on your experience to access the Artificial Intelligence Powered Learning Environment

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF COMPUTER SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	realizes the specific quality needed for a computer science teacher (L3)	2, 4, 5	7, 8
2	develops the ability to use a resources in computer science (L2)	2, 3, 5	1, 2, 3, 7,9
3	identifies the individual differences among students in computer science (L4)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	specifies the knowledge about Computer network (L5)	2, 4, 5, 7	5. 9
5	recognizes the latest trends used in computer science (L1)	1, 2, 5, 6, 7, 8	4, 9. 10
6	constructs the knowledge in developing Podcast (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1							✓	✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓	✓		✓	✓		✓
CLO4					✓				✓	
CLO5				✓					✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

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B.ED. IV SEMESTER MODEL QUESTION

PEDAGOGY OF COMPUTER SCIENCE -IV

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. The computer science teacher should have ----(CLO1,L1)
   a) Creativity   b) critical thinking
   c) technology skill   d) All of them

2. In-service training is a ----------. (CLO1,L1)
   a) informal process   b) limited process
   c) time dependent   d) continuous process

3. The E-Content video format must be in------- --.(CLO2,L2)
   a) .mp3   b) .MPEG4   c) .mkv   d) .flv

4. E-library is a collection of-------- --. (CLO2,L1)
   a) Text   b) text and images
   c) text, images and videos   d) text, images, audios and videos

5. Among the following, the character which does not represent a gifted child is ----- (CLO3,L2)
   a) Low IQ level   b) High IQ level
   c) Seek out challenges   d) High on self-efficacy

Section – B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

6. What is self-evaluation of teachers? (CLO1, L2)
7. Write any four advantages of conducting a field trip. (CLO2,L1)
8. Who are called slow learners? (CLO3,L2)
9. Identify the steps in browsing websites. (CLO4,L4)
10. Give any four benefits of multimedia tools in computer science. (CLO5,L3)

Section – C   **(3 X 5 = 15)**

Answer any four of the following questions in about 250 words each:-

11. Reveal the qualities of a computer science textbook. , (CLO2,L2)
12. Discuss the need for a computer science club in secondary school. How do you organizesuch a club? (CLO,L6)
13. Describe the remedial measures for slow learners. (CLO3,L3)
14. What is virus? Elucidate the various types of computer virus. (CLO5,L2)
15. Elucidate the various technologies used in virtual reality. (CLO4,L4)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16.   a. Explain the steps to access any one open online educational resource for teaching computer science(CLO2,L2)

(OR)

  b. How can the evaluation of teachers help in their professional development? (CLO2,L4)

17.   a. Differentiate the characteristics of slow learners and gifted Children. Evaluate the classroom techniques adopted for teaching them. (CLO3,L5)

(OR)

  b. Explain digital classroom? How will you utilize Digital classroom in your Teaching Learning process.(CLO5,L6)

PEDAGOGY OF ENGLISH - IV

Course Code : 22LBCEN

Credits: 3

Number of Hours – 75 (L – 30; T – 15; P – 30)
Course Learning Outcomes (CLOs)
The student teacher

- synthesizes and disseminates the information pertaining to professional competency of an English Teacher (L6)
- categorizes the purpose of English in accordance with different context.(L4)
- implements the techniques of listening and speaking skills of English. (L2)
- identifies individual differences among learners of English (L1)
- compares the knowledge of reference and study skills in reading English (L5)
- explains the fundamentals of linguistics (L2)

Unit I: Professional Competency of an English Teacher (L -6; T – 3; P – 5)

Professional Association for English Teachers – ELT Programmes for quality improvement - Participation in conference, seminar and workshops - Journals of English Education – Using ICT and Internet for Professional Development.
Task Assessment: Enlist the programmes for quality improvement of English teachers

Unit II : Teaching of Listening and Speaking Skills (L – 10; T – 4; P – 3)

Listening Skill: Meaning - Three phases – Material - Activities: Dictation-Telephone Commentaries - Jigsaw listening. Speaking Skill: Techniques - Tasks - Topic based discussion class - Improving oral fluency – Dramatization- Story telling-Situational Conversation – Language Laboratory and Multimedia Resources.
Task Assessment: Prepare and submit any three play way activities to enhance listening and speaking skills.

Unit III : Provision for Individual Differences (L – 10; T – 2; P – 5)

Gifted Learners : Identification– Characteristics– Enrichment programmes. Slow learners: Identification– Characteristics– Classroom techniques – Remedial Teaching Strategies.
Task Assessment : Write and submit the enrichment programmes for slow learners

Unit IV: Reference, Study Skills and Reading Techniques   **(L – 6; T – 4; P – 5)**

Dictionary skills: Resources in a good dictionary - Study skills: Note-making and note-taking - Summarizing – Paraphrasing – Reference skills: Library – Thesaurus - Encyclopedia – Bibliography - Annotated Bibliography - Reading Techniques: SQ3R-Reading styles - Levels of Reading - Strategies to develop Reading.

Task Assessment: Practice and submit any three comprehension exercises

Unit V : Meaning and Scope of Linguistics   **(L – 8; T – 2; P – 2)**

History, Meaning and scope of Linguistics-Language acquisition –- Morphology - Syntax – Semantics and Pragmatics. English for Global Purpose - English for Academic purpose- English for Occupational purpose - English for Specific purpose - Translation: Importance and need – Translation as a creative activity.

Task Assessment: Write a seminar on a topic given by the teacher

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	explains the fundamentals of linguistics	2, 4, 5	4, 5, 7, 8, 9, 10
2	categorizes the purpose of English in accordance with different context	2, 4, 5, 7, 8	3, 4, 7, 8, 10
3	implements the techniques of listening and speaking skills of English. (L2)	1, 2, 4, 5 ,7	1, 3, 5, 7, 8, 9, 10
4	identifies individual differences among learners of English (L1)	1,2,5, 6, 7, 8	3, 4, 5, 8, 9, 10
5	compares the knowledge of reference and study skills in reading English (L5)	1, 2, 4, 5, 6, 7	1, 2, 5, 7, 8, 10
6	Synthesizes and disseminates the information pertaining to professional competency of an English Teacher (L6)	1,2, 3,4,5,6,7,8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓		✓	✓		✓	✓
CLO3	✓	✓		✓	✓		✓	
CLO4	✓	✓		✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1				✓	✓		✓	✓	✓	✓
CLO2			✓	✓			✓	✓		✓
CLO3	✓		✓		✓		✓	✓	✓	✓
CLO4			✓	✓	✓			✓	✓	✓
CLO5	✓	✓			✓		✓	✓		✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH

Time: 3.00 hrs.   **Max. Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. Linguistics means ----------. (CLO1, L1)
    a. the study of language   b. the study of grammar
    c. the study of spelling   d. the study of vocabulary
2. Morphology is the study of ----------. (CLO1, L1)
    a. grammar   b. the forms of things
    c. language skills   d. word formation and structures
3. Jigsaw listening is ----------.(CLO2, L2)
    a. information gap exercise   b. group listening
    c. individual listening   d. listening together
4. Oral fluency means ----------. (CLO2, L2)
    a. ability to speak correctly   b. ability to speak continuously
    c. ability to speak without mistakes   d. ability to speak perfectly
5. Remedial teaching is given after the ----------. (CLO3, L2)
    a. achievement test   b. diagnostic test
    c. talent test   d. slip test

Section - B   **(5 X 2 = 10 Marks)**
Answer all the following questions in about 50 words each:-
6. Comment on ESP. (CLO1, L4)
7. Mention the phases of Listening skill (CLO2, L2)
8. Write any two enrichment programme for gifted learners.(CLO3, L1)
9. Suggest any four uses of Thesaurus.(CLO4, L2)
10. State SQ3R methods of reading. (CLO4, L2)

Section - C   **(3 X 5 = 15 Marks)**
Answer any three of the following questions in about 250 words each:-
11. How do you differentiate Semantics from Pragmatics (CLO1, L3)
12. As a teacher of English, how could you identify gifted learners in your English classroom? (CLO2, L4)
13. If you want to develop your linguistic skills, what kind of learning resources will you refer? (CLO4, L3)
14. List out the activities of English Teacher Association? (CLO5, L2)
15. Mention some of the strategies to develop the reading skill of learners (CLO4, L3)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a. What is Remedial Teaching? How is it useful for students in English learning?

(CLO3, L5)

(OR)

b. A student in a English classroom was found to be a late-bloomer. What sort of remedial measures could you provide to achieve success of the student? (CLO2, L6)

17. a. Elucidate the characteristics of slow learners in English. Write the classroom techniques you would formulate for slow learners in English. (CLO3, L6)

(OR)

b. Discuss the quality improvement programmes for English teachers? Analyze the advantages of Association for English Teachers. (CLO5, L4)

PEDAGOGY OF HISTORY- IV

Course Code:

22LBCHY

Credits: 3

Number of Hours – 75 (L – 30; T – 15; P– 30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the qualities of a history teacher (L1)
- categorizes the various resources in history (L2)
- executes the provisions for gifted and slow learners (L3)
- integrates ICT in teaching of History (L4)
- explains the steps of historical research (L5)
- compiles the information about archaeological excavations in Tamil Nadu (L6)

Unit I: Professional Development of History Teacher   **L – 8; T – 2; P – 2)**

Qualities of a History Teacher – Academic, Personal, Professional and Social – Professional development –Pre-service and In- service training - Participation in academic programmes- Online courses -Professional Associations for History Teachers – Objectives and activities

Task Assessment: Complete any one online course in history and submit the certificate

Unit II: Resources   **(L – 10; T – 4; P– 3)**

Journals in History Education - autobiographies and biographies - History club –History library - Field trips – Excursions - Museum- Monuments – Numismatics - Archives – E-resources –E-library- History websites: Know India, BBC, The National Archives of India, and On This Day.

Task Assessment: Collect the old and new coins of different countries.

Unit III: Provision for Individual Differences   **(L – 10; T – 2; P–5)**

Individual differences: meaning and causes of individual differences in learning History - Gifted and slow learners – characteristics - strength and difficulties in learning - Enrichment programmes for gifted and remedial measures for slow learners.

Task Assessment: Write a report about your experience on special school visit.

Unit IV: Learning History through ICT (L – 6; T – 3; P – 5)

ICT – Meaning, Definition, and Principles – Internet enhancing learning and teaching – Web based learning –Mobile learning – E-Learning – Blended Learning – Interactive White Board– ICT and Inquiry Learning.

Task Assessment: Practice blended learning in your classroom and report your experience

Unit V: Recent Trends in History (L – 6; T – 4; P – 5)

Archaeology - Modern Archaeology – New technology in Archaeology- Recent archaeological excavations in Tamil Nadu (Keeladi, Adichanallur, Sivakalai, Korkai, Kodumanal, Mayiladumparai, Gangaikondacholapuram and Maligaimedu) – Museology - Virtual Museum –Importance of virtual museums for modern education **Task Assessment:** Visit a virtual museum and submit a report of your personal experience

Note: The students should select any three of the given five Task Assessments.

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PEDAGOGY OF HISTORY

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	describes the qualities of a history teacher (L1)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	categorizes the various resources in history (L2)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	executes the provisions for gifted and slow learners (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	integrates ICT in teaching of History (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	apprises the steps of historical research (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	compiles the information about archeological excavations in Tamil Nadu (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓	✓				✓	✓
CLO2	✓	✓		✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	✓
CLO6	✓	✓		✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓	✓		✓	✓	✓
CLO2	✓	✓		✓	✓	✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓		✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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MODEL QUESTION PAPER
PEDAGOGY OF HISTORY

Time: 3.00 hrs.   **Max.   Marks: 60**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions: -

1. 'The Historian' is a ----- (CLO2, L1)
 a) Book of events b) History Novel c) History Book d) History Journal
2. The moral conduct that governs a profession is------ (CLO1, L1)
 a) professional ethics b) professional growth c) professional management d) professional skill
3. When you touch the SMART Board with your finger, it is the same as ---- (CLO4, L2)
a) Using an eraser b) Turning off the computer c) A left-mouse-button click d)Turning on the SMART Board
 4. The right order of doing historical research is ----- (CLO5, L2)
 1. Isolate the problem, 2. Collect Source Materials, 3. Evaluate Source Material, 4. Formulate Hypotheses, 5. Report and Interpret Findings
(a) 1,4,2,3,5 (b)2,1,3,4,5 (c) 1,2,3,4,5 (d) 3,1,2,4,5
5. The community resource among the following is ----- (CLO2, L3)
a) Textbook b) Public library c) School library d) school play ground

Section - B   **(5 X 2 = 10 Marks)**

 Answer all the following questions in about 50 words each: -

4. List the human qualities of a history teacher? Give an example. (CLO1, L3)
5. How do archaeologists make use of LiDAR technology? (CLO6, L2)
6. Describe the objectives of a history club? (CLO2, L2)
7. How would you identify a gifted student in your classroom? (CLO 3, L3)
8. Define the term – ICT. (CLO4, L1)

Section - C   **(3 X 5 = 15 Marks)**

Answer any three of the following questions in about 250 words each:-

9. What would happen if pre service and in service training are given to a history teacher? (CLO1, L4)
10. Elaborate the characteristics of a slow learner? (CLO3,L2)
11. Analyze the advantages and disadvantages of web-based learning. (CLO4, L4)
12. Participation in the conferences and workshops enhance the professional development of a history teacher – Justify. (CLO1, L5)
13. Evaluate the significance of research in history. (CLO5, L5)

Section - D (2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

14. a) Discuss in detail the professional ethics of a history teacher. (CLO1,L4)

(OR)

b) Explain the recent archaeological excavations conducted in Tamilnadu. (CLO6, L2)

15. a) How will you identify slow learners? Explain the remedial measures for slow learners. (CLO3, L3)

(OR)

b) Illustrate the steps of a historical research and describe the problems faced by a researcher in history. (CLO6,L4)

PEDAGOGY OF MATHEMATICS - IV

Course Code : 22LBCMA

Credits: 3

Number of Hours – 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- identifies the range of activities for a Mathematics teacher (L1)
- interprets the various learning resources in Mathematics (L2)
- examines the provision for individual differences in Mathematics (L3)
- integrates the principles of ICT for teaching Mathematics (L4)
- reviews recent trends in Mathematics education (L5)
- organizes mathematics club meetings (L6)

Unit I : Professional Development of Mathematics Teachers (L-8; T—2; P-2)

Qualities of a mathematics teacher – In service training - school activities - administrative duties - community activities – Mathematics Teachers Association - Participation in seminars/ conferences / workshops - Mathematics Teacher as a Researcher

Task Assessment : Write a one page analytical report on any mathematics article.

Unit II : Resources (L-10; T—4; P-3)

Work books – Need and characteristics - Mathematics library – Functions, books and materials for mathematics library - Mathematics club – Functions, activities - Mathematics laboratory – Materials, instruments and equipments for mathematics laboratory, Field trips – Advantages - Mathematical websites– Handling hurdles in utilization of resources.

Task Assessment : Identify and prepare a list of Mathematical Websites.

Unit III : Provision for Individual Differences (L-10; T—2;P-5)

Identification of the gifted in mathematics - Characteristics of the mathematically gifted – Enrichment programme for the gifted - Slow learners in mathematics – Characteristics of slow learners in mathematics – Classroom techniques for slow learners - Disability in Mathematics: Dyscalculia, remedies- Developing speed, accuracy and interest in mathematics.

Task Assessment : Prepare a video on an enrichment programme for the gifted children in Mathematics.

Unit IV : Mathematics for all through ICT (L- 6; T-3; P-5)

Guiding principles for effective teaching and learning through ICT - Web-based learning – Synchronous – Asynchronous – Advantages and limitations –

Virtual learning – Advantages and limitations – Mobile learning – The values of mobile learning and limitations - Blended learning – Advantages and limitations. Game Based Learning (GBL) - Web Quest Learning- Tele conferencing, flipped classroom –Enhancing mathematics learning through ICT across mathematics curriculum.

Task Assessment : Prepare a report on teaching any mathematical concept through blended learning.

Unit V : Recent Trends in Mathematics Education   **(L-6; T-3; P-5)**

Industrial Mathematics – Robotics – Space Research - Cryptography– computational and acoustics and electromagnetics - Data Mining – Neuroscience – Materials Science – Tribology – Data Science and Machine Learning

Task Assessment : Discuss in group and present a report on "Recent Trends in Mathematics Education"

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF MATHEMATICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the range of activities for a Mathematics teacher (L1)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	interprets the various learning resources in Mathematics (L2)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	examines the provision for individual differences in Mathematics (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	integrates the principles of ICT for teaching Mathematics (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	reviews recent trends in Mathematics education (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	organizes mathematics club meetings (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	**Programme Learning Outcomes (PLOs)**							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓	✓		✓
CLO2	✓	✓		✓	✓	✓	✓	
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	**Programme Specific Outcomes(PSOs)**									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF MATHEMATICS

Time: 3.00 hrs.   **Max. Marks: 60**

<div align="center">Section - A   (5x1 = 5 Marks)</div>

Answer all the following questions:-

1. Identify the one which need not be included in the professional quality of a mathematics teacher ------------ (CLO1, L4)
   a. To experiment well   b. Knowledge of self
   c. Developing new trends   d. Satisfactory knowledge of social matter
2. The administrative duties of mathematics teacher is ------------.(CLO1, L2)
   a. Filling records of students   b. Allotting work assignments
   c. Delivering public programs   d. Maintaining personal accounts
3. A drawing instrument that can be kept in a mathematics laboratory is --------.(CLO3, L2)
   a. Clinometer   b. Measuring Jar
   c. Ruler   d. Graduated cylinder
4. Learning disability in Mathematics is called as -------- (CLO4, L2)
   a. Dyslexia   b. Dysgraphia
   c. Dyspraxia   d. Dyscalculia
5. The type of learning where the combination of two or more instructional methods occur is ---------- (CLO5, L4)
   a. Web-based learning   b. Virtual learning
   c. Mobile learning   d. Blended learning

<div align="center">Section - B   (5 X 2 = 10 Marks)</div>

Answer all the following questions in about 50 words each:-

6. Write the importance of Journals in Mathematics Education. (CLO1, L6)
7. State the role of workbook in teaching mathematics. (CLO2, L1)
8. How will you identify the gifted children in your classroom? CLO3, (L4)
9. How can you effectively use mobile learning in mathematics? (CLO4, L3)
10. Classify the types of Data mining? (CLO5, L2)

<div align="center">Section - C   (3 X 5 = 15 Marks)</div>

Answer any three of the following questions in about 250 words each:-

11. Discuss the professional qualities required for a mathematics teacher. (CLO1, L2)
12. How will you establish a mathematics library in your school? (CLO2, L6)
13. Write the purpose of neuroscience in mathematics (CLO5, L4)
14. How will you help the students with Dyscalculia to overcome their learning difficulties? (CLO3, L3)
15. Explain the components of tribology. (CLO5, L1)

Section - D   **(2 X 15 = 30 Marks)**

Answer the following questions in about 750 words each:-

16. a) Explain the need for a mathematics club in a school. How do you organize such a club? Describe the activities that could be introduced in such clubs? (CLO2, L2)

(OR)

   b) How do you identify slow learners in a mathematics class?
Suggest appropriate remedies for the problems faced by the slow learners in learning mathematics. (CLO3, L6)

17. a) Suggest some of the ways by which students can develop speed, accuracy and interest in mathematics.(CLO3,L6)

(OR)

   b) How can ICT be used as an effective tool to improve learning of mathematics? Explain.(CLO4, L2)

PEDAGOGY OF PHYSICAL SCIENCE - IV

Course Code : 22LBCPS

Credits : 3

Number of Hours – 75 (L –30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- generalizes the qualities, responsibilities and professional development of the Physical Science teacher (L2)
- lists out the association for Physical Science teacher (L1)
- utilizes the resources of Physical Science for teaching learning process (L3)
- identifies the individual differences among students (L4)
- builds the ability to use ICT resources to explore Physical Science (L6)
- reviews the recent researches in Physical Science Education (L5)

Unit I : Physical Science Teacher   **(L-10; T-2; P-2)**

Physical Science teacher – Qualities of Physical Science Teacher - Academic and professional qualifications – responsibilities – Professional development – Pre-service training - In-service training –Summer institutes, reflective practices in professional development - Associations for physical science teacher.

Task Assessment : Give a list of Associations for Physical Science and review any one of the activity you wish.

Unit II : Resources for Physical Science   **(L-6; T-4; P-4)**

Reading materials–Online Resources -e-library-e-journals Library – Journals-Science club : Objectives, organization and activities of Science club– Science exhibitions-Science fairs- Virtual field trips – Science museums

Task Assessment : Write a Report on virtual field trips organized in your club

Unit III : Provision for Individual differences   **(L-6; T-2; P-5)**

Identification of the gifted in Physical Science – Strengths and problems of the gifted - Enrichment programmes for the gifted – Identification of slow learners in physical science – problems of slow learners – Remedial measures for slow learners.

Task Assessment : Discuss and report the enrichment activities that can be given for gifted learners

Unit IV : Physical Science through ICT   **(L-8;T-3; P-5)**

ICT – Definition, Meaning – Guiding principles for effective teaching and learning through ICT -- Web-based learning – Synchronous – Asynchronous –

Mobile learning – Blended learning – Virtual Reality - flipped classroom – Interactive white board – blogs.

Task Assessment : Develop an e-content presentatation for any Physical Science topic.

Unit V : Recent trends in Physical Science (L-10;T-4;P-4)

Nano technology- Earth Science Today– Cryogenic Techniques and manned Space - Fiber optics – current trends in Astro Physics - Chandrayan Mission - Medical Physics - Geo Physics – Bio Physics and Bio Chemistry -

Task Assessment : Develop your own blog

Note : The students should select any three of the given five Task Assessments.

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PEDAGOGY OF PHYSICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	generalizes the qualities, responsibilities and professional development of the Physical Science teacher (L2)	1,2,3,4,5,8	,2,3,4,,6,7,8,9,10
2	. lists out the association for Physical Science teacher (L1)	1,2,3,4,5, 8	1,3,4,5,7,8,9,10
3	. utilizes the resources of Physical Science for teaching learning process (L3)	1,2,3,4,5,,7,8	1,2,3,4,5,6,7,8,9,10
4	. identifies the individual differences among students (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	builds the ability to use ICT resources to explore Physical Science (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
6	reviews the recent researches in Physical Science Education (L5)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓			✓
CLO2	✓	✓	✓	✓	✓			✓
CLO3	✓	✓	✓	✓	✓		✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓		✓	✓	✓		✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓			✓	✓	

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MODEL QUESTION PAPER
PEDAGOGY OF PHYSICAL SCIENCE

Time: 3.00 hrs.   Max. Marks: 60
Section - A   **(5x1 = 5 Marks)**

Answer all the following questions:-

1. Among the following, the general quality that need not be present in a teacher is ------.
   (CLO1, L2)
   a) Effective Personality   b) Self-confidence
   c) Knowledge of Other Subjects   d) Patience

2. To orient the teachers in the development in different fields of science as well as in the
   newer approaches to teaching is the purpose of ----   (CLO1, L1)
   a) Unitary Institute   b) Sequential Institutes
   c) Special Institutes   d) Project Technology Institutes

3. Planning, Distribution of Work, Execution and Judging are the procedure for the
   organization of ……(CLO2, L1)
   a) Science Club   b) Science Exhibition   c) Science Museum   d) Field Trip

4. A common trait of slow learners is…..(CLO4, L2)
   a) Directly involved in teaching-learning process
   b) Feeling inferior in academic matters
   c) Get involved when teachers give home work
   d) Participate in all field work

5. The type of learning which allows participants to complete training in their own time
   through web based training is ….. (CLO5, L1)
   a. Blended Learning   b. Synchronous Learning
   c. Asynchronous Learning   d. Distance learning

Section - B   **(5 X 2 = 10 Marks)**

Answer all the following questions in about 50 words each:-

6. Mention the special qualities of a physical science teacher.(CLO1, L2)
7. Write down the learning characteristics of slow learners? (CLO4, L2)
8. Justify the relevance of mobile learning in the present day context. (CLO5, L5)
9. How does online resources help in learning? (CLO5, L3)
10. Write down the cryogenic techniques used in Chandrayan. (CLO6, L1)

Section - C   **(3 X 5 = 15 Marks)**

Answer any three of the following questions in about 250 words each:-

11. Write about In-Service Training of Science teachers. (CLO1, L2)
12. Formulate some enrichment programmes for the gifted students in your science
    classroom.(CLO3, L6)
13. Critically analyze the challenges for the implementation of flipped classroom?
    (CLO4, L4)
14. What is field trip? Discuss the steps involved in planning a field trip? (CLO3, L2)
15. List down the applications of Nano technology? (CLO6, L3)

Section - D   (2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) As a science teacher, how will you organize a science club in your school. Enlist the activities that can be conducted by the science club. (CLO2, L6)

(OR)

b) How will you identify slow learners in your class and what are the remedial measures you will adapt for the development of slow learners. (CLO4,L4)

17. a) Explain blended learning with its types. Discuss its merits and challenges.(CLO5, L2)

(OR)

b) Discuss the pros and cons of utilizing online resources in learning physical science (CLO5, L4)

தமிழ் கற்பித்தல்

Course Code : 22LBCTA
Credits: 3

Number of Hours – 75 (L – 30; T – 15; P – 30)

பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

* மொழியாசிரியரின் பண்புகளை மீட்டறிவர் (L2)
* தமிழ்மொழி கற்பித்தலின் பல்வேறு வளங்களை அறிந்து பயன்படுத்துவர் (L3)
* தமிழ்நாட்டின் தொல்லியல் அகழ்வாராய்ச்சிப் பற்றிய செய்திகளை தொகுப்பர் (L6)
* தமிழ் மொழியின் வளர்ச்சி நிலைகளை உய்த்துணர்வர் (L4)
* மொழிக் கற்பித்தலில் தனியாள் வேறுபாட்டை இனம் கண்டறிந்து கற்றலுக்கு வழிகாட்டுவர் (L2)
* மொழியாசிரியரின் கற்பித்தல் திறன்களை மேம்படுத்தும் வழிமுறைகளை உய்த்துணர்வர் (L4)

அலகு 1 : மொழி ஆசிரியரின் பண்புநலன்கள் (L –8; T –2; P – 2)

மொழி ஆசிரியரின் பண்புநலன்கள்- பொதுப்பண்புகள்- சிறப்புப்பண்புகள்- கல்விநிலை - மொழிப்பற்று - ஆழ்ந்த புலமை - சகிப்புத்தன்மை – நடுநிலைமை – உளவியல் அறிஞர் - பல்துறை அறிவு – பலமொழி அறிவு – நகைச்சுவை உணர்வு – நடிப்புத்திறன் - நட்புணர்வு - பணிமீது பற்றுடைமை – சிறந்த இலக்கணப் புலமை – பாடம் சார்ந்த செயல்களில் ஈடுபாடு – அனைத்து ஆசிரியர்களுடன் நட்பு பாராட்டுதல்- நன்னூல் கூறும் ஆசிரியரின் பண்புநலன்கள்

பணி மதிப்பீடு: ஆசிரியரின் பண்புநலன்கள் பற்றி நன்னூலார் கூறும் கருத்துகளை தொகுக்க

அலகு 2 : தமிழ்மொழி வளங்கள் (L – 10 ; T – 4; P – 3)

தமிழ் பாடநூல்- தமிழ் அகராதிகள்- தமிழ் நூலகம் - தமிழ் பாடநூலகத்திற்குத் தேவைப்படும் நூல்கள்- தமிழ் இலக்கிய மன்றம்- மொழிபயிற்றாய்வுக்கூடம் - தமிழ் மெய் இணையப் பல்கலைக்கழகம் - தமிழ் வலைதளங்கள் - சமுதாய வளங்கள் - களப்பயணம், நாட்டுப்புறக் கலைஞர்கள் -இலக்கிய வளங்கள் -பத்துப்பாட்டு, எட்டுத்தொகை, பதினெண்கீழ்க்கணக்கு நூல்கள், காப்பியங்கள் - இதிகாசங்கள் - கலைக்களஞ்சியம் - அபிதான சிந்தாமணி - உரை நூல்- தமிழ்லெக்சின் (தமிழ் சொற்களஞ்சிய பொதுப்பார்வை நூல்) – இலக்கண வளங்கள் - அகத்தியம், தொல்காப்பியம், நேமிநாதம், தொன்னூல் விளக்கம் - புறப்பொருள் வெண்பாமாலை - ஆய்வுக்கட்டுரைகள் - தமிழ் இணையக் கல்விக்கழகம் - அகழ்வாராய்ச்சிகள்

பணி மதிப்பீடு: தமிழகத்தில் அகழ்வாராய்ச்சி மேற்கொள்ளப்பட்ட இடங்கள் பற்றிய செய்திகளை சேகரித்து அறிக்கை சமர்ப்பிக்க.

அலகு 3 : தமிழ்மொழியின் வளர்ச்சி நிலை (L –10 ; T– 2 ; P –5)

கணினியில் தமிழ் - அறிவியல் தமிழ்- பல்லூடகத் தமிழ் கற்பித்தலும்- மொழிபெயர்ப்பு - மொழி வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு - மொழிபெயர்ப்பின் வகைகள்- சொல்லுக்குசொல் மொழிபெயர்ப்பு - மூலநூல் மொழிபெயர்ப்பு - தழுவல்- சுருக்க மொழிபெயர்ப்பு- விரிவான மொழிபெயர்ப்பு – சரியான மொழிபெயர்ப்பு - கோட்பாடுகள்- சிக்கல்கள்- மொழிபெயர்ப்பின்போது கவனத்தில் கொள்ள வேண்டியன.

பணி மதிப்பீடு:- தமிழ்மொழி வளர்ச்சியில் இணையத்தின் பங்களிப்பை ஒப்படைவாக சமர்ப்பிக்க

அலகு 4 : மொழிப்பாடத்தில் தனியாள் வேறுபாட்டை இனங்காணுதல்

(L – 6; T – 3; P – 5)

மொழிப்பாடம் கற்பதில் மாணவர்களை அடையாளம் காணுதல் - மீத்திறன் - சராசரி – மெதுவாகக் கற்கும் மாணவர்கள் - மீத்திறன் மாணவர்களுக்கான வளமை திட்டங்கள் - மெதுவாகக் கற்போரை ஊக்கப்படுத்தும் வகுப்பறை உத்திகள் - தமிழ்ப்பாடம் கற்கும்போது எதிர்கொள்ளும் இடர்பாடுகள் - சொற்பிழைகள் - மயங்கொலி எழுத்துகளை ஒலிப்பதில் குறைபாடுகள் – சந்திப்பிழைகள் - ஒற்றுப்பிழைகள் - வாக்கியப் பிழைகள் - குறைதீர் முன்னேற்ற செயல்பாடுகள்.

பணி மதிப்பீடு: மீத்திற மாணவர்களுக்கான வளமைத் திட்டங்களை சேகரிக்க.

அலகு 5 : மொழியாசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள்

(L – 6 ; T – 4 ; P – 5)

புத்தாக்கப் பயிற்சிகள்- தகவல் தொழில்நுட்பப் பயிற்சிகள்- இணையதளம் மூலம் தமிழ்மொழி சார்ந்த செய்திகளைச் சேகரித்தல்- மொழி சார்ந்த அண்மைச் செய்திகளை உடனுக்குடன் அறிந்து கொள்ளுதல்- பயிற்சிப் பட்டறை- புத்தறிவு பயிற்சி – பணியிடைப் பயிற்சி - கருத்தரங்கு - தேசியக் கருத்தரங்கு. சர்வதேச கருத்தரங்கு- இணைய வழி தேசிய, பன்னாட்டுக் கருத்தரங்கு, பயிலரங்கு- ஆய்விதழ்கள்- தமிழாசிரியர் சங்கம்

பணி மதிப்பீடு: ஆசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள் பற்றி கட்டுரை வரைக.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

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தமிழ் கற்பித்தல்

CLOs	பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள	PLO Addressed	PSO Addressed
1	மொழியாசிரியரின் பண்புகளை மீட்டறிவர் (L2)	2, 3, 4, 5, 6, 7	3, 4, 5, 7, 8, 9
2	தமிழ்மொழி கற்பித்தலின் பல்வேறு வளங்களை அறிந்து பயன்படுத்துவர் (L3)	1, 2, 4, 5, 6	1, 3, 5, 7, 8, 9, 10
3	தமிழ்நாட்டின் தொல்லியல் அகழ்வாராய்ச்சிப் பற்றிய செய்திகளை தொகுப்பர் (L6)		
4	தமிழ் மொழியின் வளர்ச்சி நிலைகள் உயத்துணர்வர்	1, 2, 3, 5, 8	4, 5, 6, 7, 8, 9, 10
5	மொழிக் கற்பித்தலில் தனியாள் வேறுபாட்டை இனம் கண்டறிந்து கற்றலுக்கு வழிகாட்டுவர் (L2)	2, 3, 4, 5, 6, 8	1, 4, 5, 6, 7
6	மொழியாசிரியரின் கற்பித்தல் திறன்களை மேம்படுத்தும் வழிமுறைகளை உய்த்துணர்வர் (L1)	2, 4, 5, 6, 7	3, 5, 7, 8, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs) அடைவு வரைபடம்								
Course Learning Outcomes (CLOs) பாட விளைவு	Programme Learning Outcomes (PLOs) நிகழ்வின் பொது விளைவுகள்							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓		✓		✓
CLO2	✓	✓	✓	✓	✓		✓	✓
CLO3		✓			✓	✓		✓
CLO4	✓	✓		✓	✓	✓		
CLO5		✓	✓	✓	✓	✓	✓	✓
CLO6	✓		✓	✓		✓		✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs) பாட விளைவு	Programme Specific Outcomes(PSOs) நிகழ்வின் சிறப்பு விளைவுகள்									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓			✓	✓		✓	✓	✓	
CLO2	✓	✓	✓		✓		✓	✓	✓	
CLO3	✓	✓	✓		✓		✓	✓	✓	
CLO4	✓	✓	✓		✓		✓	✓		
CLO5	✓	✓	✓	✓	✓	✓	✓	✓		
CLO6	✓				✓		✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
தமிழ் கற்பித்தல்

Time: 3.00 hrs.   **Max. Marks: 60**

<div align="center">பகுதி - அ</div>   (5 X 1 = 5)

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக.

1. மொழிபயிற்றாய்வு கூடத்தில் ஆணையிடும் கருவி ----------. (CLO2, L1)

   அ) கருவறை கருவி   ஆ) முதன்மை நாடா

   இ) நுண்ணொலி கருவி   ஈ) தலையணி கருவி

2. நன்னூல் வலியுறுத்தும் ஆசிரியரின் பண்பு நலன்களுக்கு எடுத்துக்காட்டாக கூறுவது…..
   (CLO1, L1)

   அ) மலர்   ஆ) பருத்திக் குண்டிகை   இ) முடத்திற்கு   ஈ)
   மடல்களையுடைய பனை மரம்

3. புத்தமித்திரர் எழுதிய இலக்கண நூல் ----------. (CLO2, L1)

   அ) தண்டி   ஆ) நன்னூல்   இ) வீரசோழியம்   ஈ) தொன்னூல்

4. குட்டித் தொல்காப்பியம் என்று அழைக்கப்படும் இலக்கண நூல் ----------. (CLO2, L1)

   அ) வீரசோழியம்   ஆ) அகத்தியம்   இ) தொன்னூல் விளக்கம்

   ஈ) புறப்பொருள் வெண்பாமாலை

5. ஒரு படைப்பை சற்று மாற்றி மற்றொன்றை உருவாக்குதல் ----------. (CLO3, L2)

   அ) மூலநூல் மொழிபெயர்ப்பு   ஆ) சுருக்க மொழிபெயர்ப்பு

   இ) தழுவல்   ஈ) விரிவான மொழிபெயர்ப்பு

<div align="center">பகுதி - ஆ</div>   (5 X 2 = 10)

கீழ்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்.

6. மீத்திறன் மாணவர்களுக்கான வளமைத் திட்டங்களை எழுதுக. (CLO4, L3)
7. தமிழ் வலைதளங்களின் பெயர்களை எழுதுக.(CLO2, L1)
8. அறிவியல் தமிழ் மொழி வளர்ச்சியில் அறிவியல் தமிழின் பங்கு யாது? (CLO3, L2)
9. தமிழ்மொழிக்கு பயன்படும் அகராதிகளை வகைப்படுத்துக. (CLO2, L2)
10. மயங்கொலி பிழை என்றால் என்ன? (CLO4, L2)

<div align="center">பகுதி - இ</div>   (3 X 5 = 15)

கீழ்காணும் வினாக்கள் எவையேனும் நான்கு வினாக்களுக்கு 250 சொற்களில் விடையளிக்கவும்.

11. மொழிபெயர்ப்பின் போது கவனத்தில் கொள்ளத்தக்கன யாவை. (CLO3, L2)
12. மொழிபயிற்றாய்வு கூடத்தின் அமைப்பை விவரிக்க. (CLO2, L1)
13. தமிழ் பாடம் கற்கும்போது எதிர் கொள்ளும் சவால்களை பட்டியலிடுக (CLO4, L4)
14. இலக்கிய மன்றத்தின் அமைப்பு, செயல்பாடுகளை விளக்குக. (CLO2, L3)
15. தமிழ் இணையக் கல்விக்கழகத்தின் குறிக்கோள்களை எழுதுக. (CLO2, L2)

<div align="center">பகுதி - ஈ</div>   (2 X 15 = 30)

கீழ்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்.

16.   அ. மொழியாசிரியரின் பண்பு நலன்களைப் பட்டியலிட்டு விரித்தெழுதுக.(CLO1, L2)
       <div align="center">அல்லது</div>
       ஆ. தமிழ்மொழியை வளர்க்கும் மூலங்கள் பற்றி ஆய்க. (CLO2, L4)

17.   அ. மொழிபெயர்ப்பு என்றால் என்ன? அதன் வகைகளை விரித்தெழுதுக. (CLO3, L2)
       <div align="center">அல்லது</div>

ஆ. மொழியாசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகளை விளக்குக.(CLO5, L4)

ELECTIVE -HUMAN RIGHTS EDUCATION

Course Code : 22LBEHR

Credit : 3

Number of Hours – 75 (L – 40; T – 15; P – 20)
Course Learning Outcomes (CLOs)
The student teacher

- recognizes the norms and values of human rights (L1)
- develops analytical skills to question and appraise Human Rights policies and practices at national and international levels (L6)
- explores the substantive knowledge of policies concerning Human Rights Education (L3)
- identifies potential roles for oneself in the promotion of Human Rights Education (L4)
- develops awareness and conviction to values for improving the quality of life (L6)
- realizes the roles of various state and non-state agencies in the promotion and enforcement for Human Rights (L2)

Unit-1 Basic Concepts of Human Rights   **(L-6, T-4; P-7)**

Human Rights: Meaning, Definition, Nature, Importance-Origin and Development of Human Rights- Classification of Human Rights: Civil, Political, Economic and Cultural rights

Task Assessment: Prepare a chart on origin and development of human rights

Unit-2 Human Rights–The International Perspective   **(L-6; T-3; P-7)**

International human rights: UNO–Universal Declaration of Human Rights (UDHR)–International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR)-Human Right Declarations–Role of United Nation Commissions-United Nations Convention on the Rights of the Child (CRC or UNCRC)-Conventions on the Protection of the Rights of Migrant Workers and Disabled.

Task Assessment: Prepare an action plan for protection of disabled through inculcating human values

Unit-3 Human Rights in India   **(L-7; T-3; P-5)**

The Constitution of India–Fundamental Rights–Right to Life and Liberty–Directive Principles of State Policy–Fundamental Duties–Individual and Group Rights–Other facets of Human Rights–Measures for Protection of Human Rights in

India.

Task Assessment: Conduct group discussion on measures for protection of human rights in India

Unit-4 Human Rights and Enforcement Mechanism   (L-7; T-3; P-6)

Constitutional remedies –Public Interest Litigation (PIL) - Human Rights Act, 1993 – Supreme Court (Act 32) And High Courts (Act 226)-National Human Rights Commission – State Human Rights Commissions– Commission of Women, children, Minority, SC/ST-Constitution of Human Right Courts- Constitutional provisions for children: Article 21A and 14, 15, 21, 23 and 45 – Constitutional Provisions for women: Article 23(1), 39(e), 243 D (3) and 243 T (4)

Task Assessment: Prepare and submit a report on National and State human rights commissions

Unit-5 Strategies of teaching Human Rights   (L-5; T-4; P-10)

Seminar, Debate, Street Play, Role play, Brain storming, Quiz, Group Discussion, Questioning, Buzz session- Activities based on: picture, drawings, cartoons and comics- Cooperative learning-Training teachers for Human Rights Education-Role of media, educational Institutions and NGOs an Human Rights.

Task Assessment: Conduct brain storming session on "Role of Media on and human rights education"

Note : The students should select any three of the given five Task Assessments.

References

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ELECTIVE: HUMAN RIGHTS EDUCATION

CLOs	At the end of the course, the Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	recognizes the norms and values of human rights (L1)	3,5,8	2,7,8
2	develops analytical skills to question and appraise Human Rights policies and practices at national and international levels (L6)	2,3,4,6,8	1,2,3,7,9
3	explores the substantive knowledge of policies concerning Human Rights Education (L3)	3,7,8	1,2,4,6,9
4	identifies potential roles for oneself in the promotion of Human Rights Education (L4)	1,2,3,5,6	3,9
5	develops awareness and conviction to values for improving the quality of life (L6)	1,2,4,6,8	3,4,9
6	realizes the roles of various state and non-state agencies the promotion and enforcement for Human Rights (L5)	2,3,5,6	4,5,9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		✓					✓	✓
CLO2			✓				✓	✓
CLO3	✓	✓	✓		✓	✓		
CLO4	✓	✓	✓		✓	✓		
CLO5	✓	✓		✓		✓		✓
CLO6		✓	✓		✓	✓		

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓	✓	✓	✓			✓		
CLO2	✓	✓	✓				✓		✓	
CLO3	✓	✓	✓	✓		✓			✓	
CLO4			✓						✓	
CLO5			✓	✓					✓	
CLO6				✓	✓				✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE- HUMAN RIGHTS EDUCATION

Time: 3.00 hrs.   **Max. Marks: 60**
                              Section - A   **(5x1 = 5 Marks)**
Answer all the following questions:-

1. In international human rights law, the important role is played by ------. (CLO5, L2)
   a. Economic summit
   b. World War
   c. The United Nations
   d. Commissions
2. The first chairman of the commission on human rights is ------- (CLO6, L1)
   a. Thomas Jefferson
   b. Thomas Paine
   c. Eleanor Roosevelt
   d. Walter Rooswalt
3. The protection of Human Rights Act in India was enacted in the year ------(CLO1, L1)
   a. 1993
   b. 1994
   c. 1995
   d. 1996
4. Directive principles of state policy are borrowed from _____ (CLO3, L1)
   a. American constitution
   b. British constitution
   c. French constitution
   d. Irish constitution

5. **The headquarters of the National Human Rights Commission located in _____** (CLO4, L1)
   a. Delhi
   b. Mumbai
   c. Ahmedabad
   d. Kolkata

                              Section - B   **(5 X 2 = 10 Marks)**
Answer all the following questions in about 50 words each:-

6. What do you mean by human rights? (CLO1, L2)
7. What is cultural right? (CLO3, L2)
8. Expand ICESCR. (CLO1, L1)
9. Who is a disabled person? (CLO1, L2)
10. List out any four fundamental rights. (CLO6, L1)

Section - C (3 X 5 = 15 Marks)

Answer any <u>three</u> of the following questions in about 250 words each:-

11. Summarize the development of human rights education. (CLO4, L2)
12. Describe the fundamental duties given in the Indian Constitution. (CLO5, L2)
13. Classify human rights. (CLO1, L2)
14. How does the constitution support migrant workers? (CLO5, L4)
15. Evaluate the provisions for protection of human rights in India. (CLO6, L5)

Section - D (2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Elaborately explain the international perspective of human rights. (CLO3, L4)

OR

b) Write an essay on directive principles of state policy. (CLO2, L2)

17. a) Design an action plan for teaching human rights through different strategies. (CLO6, L6)

OR

b) "Media plays an important role on human rights education"-Justify. (CLO5, L5)

ELECTIVE –EDUCATION IN THE INTERNATIONAL CONTEXT

Course Code : 22LBEEI
Credits: 3

Number of Hours 75 (L – 40; T – 15; P– 20)
Course Learning Outcomes (CLOs)
 The student teacher
- develops intercultural understanding and global approach to teaching. (L1)
- compares   the curriculum of schools affiliated to different boards. (L3)
- Inculcates universal values and International mindedness. (L2)
- adopts new methodologies for providing learning experiences. (L4)
- gains deeper insight through experiential learning provided in the classroom (L5)
- organizes international conferences on different themes (L6)

Unit I – International education – An Introduction   (L-6; T-4; P-7)
        International Education -meaning –definition-Need and importance- need for International education in India - Comparison of Indian and International Education-Internationalization of Higher Education.

Task Assessment: Prepare a detailed comparative report of Indian and International Education

Unit 2 – International Curriculum   (L-6, T-3; P-7)
        International Baccalaureate Organization (IBO) and Cambridge International Examination (CIE) : Vision-Mission -Aims – Objectives. Curriculum Framework of IBO and CIE - Affiliation/Authorization - Licensing - Policies pertaining to Academic Honesty - Language Assessment - SEN (Special Educational Needs).

Task Assessment: Design a curricular frame work on Indian Education Boards

Unit 3: Understanding Diverse learners in the global context   (L-7 T-3; P-5)
        Diversity & Cultural Awareness in the Classroom- Career Path & Opportunities- Community Partnerships & Programs- Student Teaching and Field Experiences- Value orientation in the global context.

Task Assessment: Prepare an e-content on international value education

Unit 4 Innovative Learning Strategies   (L-7; T-4; P-5)

Dialogue based learning - Problem based learning -Theatre based learning - Process Drama - Student Engagement Activities: Collaborative learning—Constructivism - Co-operative - Gallery walk - Field visits - Independent study - portfolio development - journals - learning logs - cognitive organizers - literature response.

Task Assessment : Prepare a booklet on anyone of the Innovative Learning Strategies.

Unit 5 : Comparative Perspectives of International Education System
                                                    (L-5; T-4; P-10)

International Education System : School system – Functioning of Various Boards of School system – Norms and Standards – Assessment systems of USA – UK – Finland system of education – Comparative Perspectives.

Task Assessment: Prepare a report on International Curriculum Development

Note : The students should select any three of the given five Task Assessments.

References:

Majibur Rahman M.D. (2014). *Cultural contexts in English Language Learning and Teaching*, Yking Books.

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https://nscpolteksby.ac.id/ebook/files/Ebook/Business%20Administration/Emerging%20themes%20in%20international%20management%20of%20human%20res

https://www.liveabout.com/process-drama-strategy-teacher-in-role-2713006

https://www.tedlearning.co.uk/what-is-theatre-based-learning/

https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/

EDUCATION IN THE INTERNATIONAL CONTEXT

S.No	Course Learning Outcomes	PLO	PSO
1	develops intercultural understanding and global approach to teaching. (L1)	1,2,4,5,7,8	1,2,3,4,5,6,8,9
2	compares the curriculum of schools affiliated to different boards. (L3)	1,2,3,4,5,7,8	1,2,3,4,5,8,9,10
3	Inculcates universal values and International mindedness. (L2)	1,2,3,4,5,7,8	1,2,3,4,5,6,8,9,10
4	adopts new methodologies for providing learning experiences. (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
5	gains deeper insight through experiential learning provided in the classroom(L5)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
6	organizes international conferences on different themes (L6)	1,2,3,5,7,8	1,2,3,4,5,8,9,10

COURSE MAPPING

Course Learning Outcomes	MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)							
CLO	**PLO1**	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	✓	✓		✓	✓		✓	✓
CLO2	✓	✓	✓	✓	✓		✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓		✓		✓	✓

COURSE MAPPING

Course Learning Outcomes	MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC LEARNING OUTCOMES (PLOs)									
CLO	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**	**PS09**	**PS10**
CLO1	✓	✓	✓	✓	✓	✓		✓	✓	
CLO2	✓	✓	✓	✓	✓			✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓		✓	✓	✓
CLO4	✓	✓	✓	✓	✓			✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓		✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
SEMESTER MODEL QUESTION PAPER
ELECTIVE - EDUCATION IN THE INTERNATIONAL CONTEX

Time: 3.00 hrs.   Max. Marks: 60

Section – A   **(5 X 1 = 5)**

Answer all the following questions:-

1. PYP of IB is designed for students aged CLO2 L1
   a. **3 to 12**. b 3 t0 10 c 3 to 5 d. 3 to 9

2. Assessment has important roles: CLO2 L2

a. to prove what a student has learnt

b. to improve a student's understanding and skills.

c. lifelong passport for study and work

d. integrate grading and learning

3. Career Path development of International education through: CLO4 L1

a. Placement of interested students into universities abroad,

b. Offers career choice counselling based on interest, perceived individual financial and
     skills ability

c. gateway for exploration of diverse cultures

d **a faster transition into career-relevant employment**

4. --------- is a classroom-based active learning strategy where students are encouraged to
     promote higher-order thinking, interaction and cooperative learning CLO5 L2

a. Dialogue based learning

b. Problem based learning

c. Theatre based learning

d. **Gallery walk**

5. What change in Education is necessitated by Globalization? CLO3 L1

(a) **Equality of Educational Opportunities**   (b) Modernization of Education

(c) Vertical Mobility   (d) Cultural Diffusion

Section - B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

1. Why international education is needed for India**? CLO1 L3**
2. What are the procedures of language assessment?CLO2 **L1**
3. Mention the career opportunities of international education? CLO3 L2
4. How journals are used as learning strategy? CLO4 L3
5. What is reflection in mentoring? CLO5 L1

<center>**Section – C**   (3 X 5 = 15)</center>

Answer any three of the following questions in about 250 words each

1. Compare Indian and international education in brief? **CLO1 L4**

2. Explain the special educational needs of IB? CLO2 L3

3. Discuss about the field experiences in the global context? CLO5 L5

4. Process drama is an innovative learning strategy in the classroom learning – justify**?CLO5 L5**

5. Describe the importance of team building? **CLO4 L3**

<center>**Section – D**   (2 X 15 = 30)</center>

Answer the following questions in about 750 words each:-

   1.   a. Discuss in detail about the internationalization of Higher education?   **CLO1 L5**
<center>Or</center>
      b. Describe the Curriculum Framework of IBO and CIE? **CLO2 L 3**

   2 .a. Explain the need and importance of Cultural Awareness in the Classroom. Mention the
       activities needed for Cultural Awareness? CLO4 **L4**
<center>Or</center>
   b. Explain in detail about the Student Engagement Activities of international curriculum? CLO5 **L4**

ELECTIVE - DISASTER MANAGEMENT

Course Code: 22LBEDM

Credits: 3

Number of Hours:75 (L – 50; T – 10; P - 15)

Course Learning Outcomes:

The student teacher

- recalls the fundamental concepts and terminologies related to disaster management. (L1)
- analyzes the different types of disasters and their impact on communities and the system of education. (L4)
- implements effective disaster preparedness plans in educational settings. (L3)
- demonstrates the ability to respond to a disaster situation appropriately, ensuring the safety of learners and teachers. (L2)
- evaluates the recovery and rehabilitation processes following a disaster, with a focus on educational continuity. (L5)
- proposes strategies for disaster mitigation and risk reduction within the learning environment. (L6)

Unit I : Introduction   **(L – 12; T – 2; P - 3)**

Disaster management: Meaning, definition, terminology and concepts - historical context of disasters and their impact on education - Classification: natural and human-made disasters - social, psychological, and educational impact of disasters on individuals and communities – Emerging risk of disasters – Climate change - role of educators in disaster management.

Task Assessment: Collect evidences for natural and human-made disasters from print and visual media and present it signifying the role of educators in disaster management.

Unit II : Approaches and Techniques   **(L – 10; T – 2; P - 3)**

Principles and Framework - Theories of Disaster Management: Sustainable Development theory, Emergency Management theory, System theory, Policy making theory and Networking & Management theory- Education for Sustainable Development.

Task Assessment: Discuss in groups and sort out the Educational Implications of the Theories of Disaster Management learnt.

Unit III : Disaster Preparedness, Response and Management   (L – 10; T – 2; P - 3)

School disaster preparedness plans - risk assessments in educational institutions - Training teachers, staff and students in disaster preparedness - Immediate

response to a disaster situation - Evacuation procedures and first aid - Coordination with local authorities and agencies

Task Assessment: Formulate a Disaster Preparedness Plan for a school in your locality and analyze the strategies of implementation and challenges to overcome.

Unit IV : Disaster Management in Indian Context

(L – 8; T – 2; P - 3)

Disaster profile of India – Major Disasters - Disaster Management Act 2005 – Institutional and Financial Mechanism - National policy on Disaster Management - National guidelines and plans

Task Assessment: Conduct a Case Study of a recent disaster at local, state or national level and submit a reflective report of the mechanism of management

Unit V : Recovery, Rehabilitation and Mitigation   **(L – 10; T – 2; P - 3)**

Agencies: International, National and State - Post-disaster recovery and continuity of education - Psychological support and counselling for students and staff - Strategies for mitigating future disaster risks within the school environment.

Task Assessment: Visit the websites of various agencies of Disaster Management Division, Ministry of Home Affairs, Government of India and prepare a guideline of contact.

References

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Arulsamy. S; Jeyadevi. J (2011). *Safety and Disaster Management*. Neelkanmal Publications

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ELECTIVE –DISASTER MANAGEMENT

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	recalls the fundamental concepts and terminologies related to disaster management	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	analyzes the different types of disasters and their impact on communities and the system of education. (L4)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	implements effective disaster preparedness plans in educational settings.(L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	demonstrates the ability to respond to a disaster situation appropriately, ensuring the safety of learners and teachers.(L2)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	evaluates the recovery and rehabilitation processes following a disaster, with a focus on educational continuity. (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	proposes strategies for disaster mitigation and risk reduction within the learning environment.(L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓	✓		✓
CLO2	✓	✓		✓	✓	✓	✓	
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE – DISASTER MANAGEMENT

Time: 45 mins.   **Max. Marks: 20**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions.

1. The meaning of the term "MITIGATION" in the context of disaster management is
   _____.(CLO1, L2)

   a. Immediate response to a disaster b.Long-term actions to reduce the impact of disasters

   c. Initial assessment of damages   d. Mobilizing resources for recovery

2. According to the emergency management cycle, _____ phase involves activities such as risk assessment and planning for potential disasters. (CLO3, L1)

   a. Preparedness b. Response c. Recovery   d. Mitigation

3. In the context of first aid during disasters, the acronym "CPR" stands for
   _____.(CLO4, L1)

   a. Cardiopulmonary Resuscitation b.Critical Patient Relief

   c. Crisis Prevention and Response d. Casualty Pain Relief

4. The coastal region of India primarily affected by "Indian Ocean Tsunami" of 2004
   is _____. (CLO1, L1)

   a. East Coast   b. West Coast   c.Southern   Coast   d.Northern Coast

5. The international organization which is responsible for coordinating humanitarian assistance and disaster response globally is _____.(CLO1, L1)

   a. United Nations Development Programme

   b. International Red Cross and Red Crescent Movement

   c. World Health Organization

   d. United Nations Office for Disaster Risk Reduction

Section – B   **(5 X 2 = 10)**

Answer all the following questions in about 50 words each:-

6. What is the role of greenhouse effect in contributing to climate change? (CLO2, L2)
7. Mention the significance of networking in disaster management. (CLO4, L2)
8. List three key components of a school disaster preparedness plan. (CLO4, L1)
9. Elucidate the role of contingency funds in the financial mechanism for disaster management. (CLO3, L2)
10. What is the primary goal of psychological support in post-disaster recovery? (CLO5, L1)

Section - C (3 X 5 = 15)

Answer any <u>three</u> of the following questions in about 250 wordseach:-

11. Describe how educators can integrate disaster preparedness into the curriculum to support students' emotional well-being.(CLO3, L3)
12. Analyze the key principles of sustainable development theory of Disaster Management and evaluate how they can be practically implemented in a real-world context.(CLO4, L4)
13. Propose strategies for ongoing risk monitoring and adaptation in an educational institution. (CLO6, L6)

14. Evaluate the effectiveness of a specific national disaster management guideline and provide recommendations for improvements based on the evolving nature of disaster risks.(CLO4, L5)

15. Develop a practical plan outlining specific strategies for providing psychological support to both students and staff during the post-disaster recovery phase.(CLO5, L3)

Section – D   (2 X 15 = 30)

Answer the following questions in about 600 words each:-

16. a. Analyze the distinctions between natural and human-made disasters, providing specific examples for each category. Discuss how understanding these distinctions can enlighten us on effective disaster preparedness and response strategies.(CLO2, L4)

(OR)

b. Design an innovative framework for coordinating emergency response efforts with local authorities and agencies, considering the advancements in technology and community engagement strategies.(CLO4, L6)

17. a. Evaluate the effectiveness of specific components within the National Policy on Disaster Management in India. (CLO5, L5)

(OR)

b. Apply your knowledge and understanding of Disaster Management to outline innovative strategies for mitigating future disaster risks within a school environment.(CLO6, L3)

EPC- VII - EARLY CHILDHOOD CARE AND EDUCATION

Course Code : 22LBEEC

Credits : 2

Number of Hours – 50 (L-10; T-10; P-30)

Course Learning Outcomes (Clos)

The Student Teacher

- identifies the needs of preschool children (L2)
- implements of appropriate childhood educational programme (L3)
- categorizes hygienic care practices for the children of various age group (L4)
- organizes programs for holistic development of children (L5)
- ensures active participation of community in child development (L4)
- practises effective teaching methods for children (L6)

Unit I: Introduction to Early Childhood Education   **(L-2; T-2; P-4)**

Understanding the context of the child - gender, social class, religion, family structure, location - critical periods and factors affecting development - Rights of Children - Survival, development, protection and participation - *United Nations Convention on the Rights of the Child* (UNCRC), State Educational Children Policy

Task Assessment : Mention the articles pertaining to child rights

Unit II: Nutrition and Health Needs of the child   **(L-2; T-2; P-4)**

Nutrition, importance of Nutrition, food habits in childhood, Malnutrition, Common childhood illnesses – Mental and Physical Health - Prevention and Management, hygienic care practices.

Task Assessment : Prepare an e content on malnutrition in childhood

Unit III: Activities for Holistic Child Development   **(L-3; T – 2; P -3)**

Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral - Language Development in Children, Importance of   play   in   child development- Developmental Disorder: Autism –Hyperactivity and Attention Disorders - Causes, Symptoms and Treatment, Record Maintenance.

Task Assessment : Critically review on the importance of traditional games in child development

Unit IV: Role of Community in Child Development   **(L-2; T-1; P -5)**

Role of parents, school, community & mass media - ways to inculcate positive discipline among children - ways to build positive relationships with their peers – Health Schemes – Integrated Child Development

Task Assessment: Conduct a brainstorming session on role of mass media in Child Development

Unit V: Teaching Methods for Early Childhood   (L-1; T-2; P-10)
     Discovery Method, Play way Method, Reggio Emilia Method, Waldorf Method, **Montessori Method, Bank Street Method**

Task Assessment: Practise any one of the above methods in a Pre-Primary School present a report on it.

Note : The students should select any two of the given five Task Assessments.

Practicum (15 Marks)
1. Visit to a nearby ICDS centre
2. Prepare diet chart for 5 year old child
3. Prepare an album for traditional games

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EPC- EARLY CHILDHOOD CARE EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the needs of preschool children (L2)	1, 3' 4	3, 4, 5
2	plans for implementation of appropriate childhood programme (L3)	1, 3, 4, 5, 6	3, 4, 5, 7
3	categorizes hygienic care practices for the children (L4)	1, 2, 3, 6, 7, 8	1, 2, 3, 5, 7
4	organizes programs for holistic development of children (L5)	1, 2, 3. 4, 5, 7, 8	1, 2, 3, 4, 5, 8, 9
5	enhances the participation of community in child development (L4)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8, 9
6	practises effective teaching methods for children (L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✔		✔	✔				
CLO2	✔		✔	✔	✔	✔		
CLO3	✔	✔	✔			✔	✔	✔
CLO4	✔	✔	✔	✔	✔		✔	✔
CLO5	✔	✔	✔	✔	✔	✔	✔	✔
CLO6	✔	✔	✔	✔	✔	✔	✔	✔

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1			✔	✔	✔					
CLO2			✔	✔	✔		✔			
CLO3	✔	✔	✔		✔		✔			
CLO4	✔	✔	✔		✔	✔		✔	✔	
CLO5	✔	✔	✔	✔	✔			✔	✔	
CLO6	✔	✔	✔		✔	✔	✔	✔	✔	✔

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MODEL QUESTION PAPER
EPC - EARLY CHILDHOOD CARE EDUCATION

Time: 45 mins.   **Max. Marks: 20**
                                    Section - A   **(5x1 = 5 Marks)**
Answer all the following questions.

1. Method which emphasizes hands on Learning and developing real world skills is….
   (CLO6, L2)
   a) Group discussion   b) Montessori method
   c) Lecture method   d) all of these
2. Moral development theory was proposed by …. (CLO1, L1)
   a) Piaget   b) Gardner   c) Bruner   d) Kohlberg
3. Example for psychomotor skill is ….(CLO4, L3)
   a) Thinking   b) Sensation   c) Drawing   d) all of these
4. Lack of nutrients in the body is called as ….(CLO3, L1)
   a) diet   b) malnutrition   c) nutrition   d) disease
5. ICDS was launched in the year….. (CLO5, L1)
   a) 1965   b) 1962   c) 1972   d) 1975

                                    Section - B   **(5X2=10 Marks)**
Answer all the following questions in about 50 words each.

6. Highlight the educational rights for children mentioned in the Indian constitution
   (CLO1, L2)
7. Enlist the steps involved in language development of a child. (CLO4, L2)
8. Illustrate the role of hereditary factors in child development (CLO2, L4)
9. Categorize the dimensions of Child development. (CLO4, L2)
10. Suggest ways to develop positive discipline during childhood. (CLO5, L3)

                                    Section - C   **(1X5=5 Marks)**
Answer any ONE of the following questions in about 250 words.
11. Analyze the importance of play in developing problem solving skills during childhood
    (CLO5, L4)
12. Justify the impact of mass media in moral development of the child (CLO2, L5)
13. Design a plan of action incorporating the principles of Montessori method to bring
    about multifaceted development of a child. (CLO6, L6)

EPC- VIII - PEACE EDUCATION

Course Code :22LBEPE

Credits: 2

Number of Hours – 50 (L-10; T-10; P-30)

Course Learning Outcomes (CLOs)

The Student teacher

- defines the concept of peace education. (L1)
- categorizes integration of peace education in curriculum. (L2)
- generalizes the nature of conflicts and their resolutions. (L3)
- distinguishes the significance of values of different personalities. (L4)
- imbibes the knowledge, attitudes and skills needed to achieve and sustain a globalculture of peace. (L5)

Unit I: Peace Education **(L-2, T-3, P-5)**

Peace Education: Meaning, Definition, Concepts and Nature - Aims and objectives of Peace Education - Significance of Peace Education in the present scenario.

Task Assessment: Group discussion on determinants of peace education.

Unit II: Peace Education in Curriculum **(L-2, T-2, P-7)**

Modes of integration of Peace Education in Curriculum: Subject content, subject perspectives, teaching methods, co- curricular activities, staff development, classroom management, school management.

Task Assessment: Prepare a report on classroom activities for integration of peace education in curriculum.

Unit III: Conflict Resolution **(L-3, T-2, P-5)**

Bases of conflicts - Positive and negative aspects of conflicts - Types of conflict - Conflict management - Conflict resolution - Role of peace education in resolving conflict.

Task Assessment: Prepare a digital presentation on styles of conflict resolutions.

Unit IV: Contributors and Organizations promoting global peace and its challenges **(L-2, T-1, P-5)**

Contributors of global peace: Gandhi, Martin Luther King - Mother Theresa and Dalai lama - Role of world organizations in promoting peace: UNESCO, UNO, SAARC and Common Wealth Organization - Factors affecting peace: Human rights, ecology, population, economy, culture, religionand politics.

Task Assessment : Write a reflective report on any two Noble prize winners for peace.

Unit V: Promoting Culture of Peace (L-1, T-1, P-7)

Culture of Peace: Meaning, Aims and Principles – Conflict Prevention and Resolution – Fostering culture of peace though education - Classroom activities for culture of peace.

Task Assessment : Present a seminar on methods of fostering values among school students.

Practicum (T-1; P-1)

1. Collect the concepts of peace in your daily newspaper (any five) and prepare an album.
2. Prepare a report on any one of the programme organized by local/national organizations promoting peace.
3. Identify an International personality who stood for peace and prepare a reflective report.
4. Prepare a digital presentation on the strategies to overcome cultural barriers in promoting peace.

References

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EPC – PEACE EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	defines the concept of peace education. (L1)	1,5,7,8	1,3,5,7,8,10
2	categorizes integration of peace education in curriculum.	1,2, 5	1,5,7,8,10
3	generalize the nature of conflicts and their resolutions. (L3)	1, 2, 3, 5, 7	1,5,7,9,10
4	distinguishes the significance of values of different personalities. (L4)	1, 2, 5, 7	1,2,5,7,8,9,10
5	imbibes the knowledge, attitudes and skills needed to achieve and sustain a globalculture of peace	1, 2, 3, 4, 6	1,5,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1					✔		✔	✔
CLO2	✔	✔			✔			
CLO3	✔	✔	✔		✔		✔	
CLO4	✔	✔			✔		✔	
CLO5	✔	✔	✔	✔		✔		

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✔		✔		✔		✔	✔		✔
CLO2	✔				✔		✔	✔		✔
CLO3	✔				✔		✔		✔	✔
CLO4	✔	✔			✔		✔	✔	✔	✔
CLO5	✔				✔		✔	✔	✔	✔

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
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MODEL QUESTION PAPER
EPC – VIII - PEACE EDUCATION

Time: 45 mins.   Max. Marks: 20

Section - A   (5x1 = 5 Marks)
Answer all the following questions.
1. Peace is hen people are able to resolve their complicts without violence to improve (L1 CLO1)
    a. the quality of life of the poor   b. the quality of their lives
    c. the quality of the neighbours   d. the quality of life of all animals
2. Any conflict that leads to destruction of life and property is known as (L2 CLO2)
    a. Direct conflict   b. indirect conflict   c. Direct violence
    d. indirect violence
3. ………….. is a process which is aimed at bringing on group conflict to a negotiated end (L3 CLO3)
    a. peace making   b. peace keeping   c. peace enforcement d. peace keepers
4. Power is potentiality demonstrated throuought a conflict by (L1 CLO4)
    a. Armed forces   b. Sanctions   c. Voting   d. Mediator
5. For a strategic peace building plan to work peace builders must elicit plans from …….. to inform planners of smaller details (L1 CLO5)
    a. Local citizens   b. Political leaders   c. Military Officers
    d. International organizations

Section - B   (5X2=10 Marks)
Answer all the following questions in about 50 words each.

1. Write four factors affecting of peace Education (L2 CLO4)
2. Write the greek word used for peace (L2 CLO1)
3. First international forum on the culture of peace was organized in which country and year (L2 CLO5)
4. What is the need for peace education (L2 CLO2)
5. Mention any two important factors that affect world peace (L2 CLO1)

Section - C   (1X5=5 Marks)
Answer any ONE of the following questions in about 250 words.
6. Expound main areas of peace education (L4 CLO1)
7. Describe different skills for peace (L4 CLO3)
8. Illustrated the major methods by which peace education can be integrated with the present school curriculum (L4, CLO5)

EPC –IX - SEMANTIC WEB TOOLS IN EDUCATION

Course Code : 22LBEIT

Credit : 2

Number of Hours – 50 (L-10; T-10; P-30)

Course Learning Outcomes (CLOs)

The student teacher

- acquires the knowledge of search tools such as e-book, image, audio (L3)
- practices the collaborative tools in the collaborative platform (L4)
- accesses the online assessment tools such as Kahoot, Socrative (L5)
- creates the concept map and info graph by practicing the tools such as Draw.io and Piktochart(L6)
- produces the video tutorial using open access tools (L6)
- incorporates the animation video maker tools in teaching-learning process (L5)

Unit I - Search Tools   (L-2; T-2; P -4)

e-Book: Pdf drive.net, Bookboon, Playbooks, Kindle - (e-image, photos, illustrations, vector graphics, cartoons, video): Google Image, Pixabay, Pexels, Unsplash – Audio: Pixabay, Openverse

Task Assessment: Create a digital collage for your preferable concept with the High-Definition images

Unit II - Collaboration Tools   (L-2; T – 2; P -3)

Online Whiteboard - Mentimeter – Padlet: Upload files, Post mixture of files, embed links – Nearpod: My Profile, My Lessons, Reports, Nearpod Library, Teacher Resources, Create Lesson, Add Content, Add Activities – Remind - Clickup, Classroom Wikis: Wikispaces, PBWorks - Cloud Collaboration Tools: .doc, .xls, .ppt

Task Assessment: Create a lesson in Nearpod for 30 minutes in your discipline for your preferable standard and share the lesson link

Unit III - Assessment Tools   (L -3; T -2; P -3)

Google Forms –   – Poll Everywhere – Socrative – TestMoz – Rubric maker - Go Soap Box

Task Assessment: Create rubrics with the help of Rubric Maker to assess the dance performance

Unit IV - Concept Mapping and Infographics Tools   **(L-2; T-1; P -4)**

     Draw.io: Scratchpad, General tools, Advanced tools, import, export, Diagram, Style –Mindmeister – Mindomo – Piktochart, Canva: Creating infographic lesson embedded with image, videos, text

Task Assessment: Create an illustrational e-learning material with the combination of concept map, info graph and diagrams (L6)

Unit V- Video Capturing and Editing Software Tools   **(L -1; T -2; P -10)**

     Video Capturing: OBS Studio – Video Editing: Openshot – Audio Editing: Audacity- Animation Video Makers: Animaker, Powtoon

Task Assessment: Create an e-content with the mixture of audio, video, image, and animation then upload in your YouTube channel, share the link

Note : The students should select any two of the given five Task Assessments.

Practicum (15 marks)
1. Create an e-module for your preferable content with the help of search tools
2. Create a video tutorial for "creating infographic lesson"
3. Create Live Streaming in YouTube using OBS studio

References:

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Mentimeter (Oct 11, 2022). Getting started with Mentimeter - Recorded webinar 2022 [Video]. YouTube. https://youtu.be/sLIgoZGCRo8

EPC –SEMANTIC WEB TOOLS IN EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	acquires the knowledge of search tools such as e-book, image, audio (L3)	1,5,7,8	1,3,5,7,8,10
2	practices the collaborative tools in the collaborative platform (L4)	1,2, 5	1,5,7,8,10
3	accesses the online assessment tools such as Kahoot, Socrative (L5)	1, 2, 3, 5, 7	1,5,7,9,10
4	creates the concept map and info graph by practicing the tools such as Draw.io and Piktochart(L6)	1, 2, 5, 7	1,2,5,7,8,9,10
5	produces the video tutorial using open access tools (L6)	1, 2, 3, 4, 6	1,5,7,8,9,10
6	incorporates the animation video maker tools in teaching-learning process (L5)	1, 7, 8	1,4,5,6,7,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1					✓		✓	✓
CLO2	✓	✓			✓			
CLO3	✓	✓	✓		✓		✓	
CLO4	✓	✓			✓		✓	
CLO5	✓	✓	✓	✓		✓		
CLO6	✓						*✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓		✓		✓	✓		✓
CLO2	✓				✓		✓	✓		✓
CLO3	✓				✓		✓		✓	✓
CLO4	✓	✓			✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓	✓	✓
CLO6	✓			✓	✓	✓	✓			✓

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MODEL QUESTION PAPER
EPC– IX - SEMANTIC WEB TOOLS

Time: 45 mins.   **Course code:**   **Max. Marks: 20**

Section - A   **(5x1 = 5 Marks)**

Answer all the following questions.

9. Type of information which are searched through the search engines are _____ (CLO1, L1)
   i. Documents
   ii. Videos
   iii. Images
      a. i.
      b. ii.
      c. iii.
      d. i.,ii.,and iii.

10. If you want to add a multiple choice quiz in Nearpod, click… (CLO1, L1)
    a. Add Content   b. Add Activity c. Add Web Content d. Add Library

11. "cite your sources" means ---- (CLO2, L2)
    a. use clear fonts
    b. use few words
    c. mention the documents from where you got your information and images
    d. use website

12. Basics elements of Video Editing are ……(CLO1, L1)
    A. Capture
    B. Shot
    C. Timeline
    a. A and B
    b. A, B, and C
    c. A and C
    d. B and C

13. Editing is almost an art form because ……(CLO3, L2)
    a. You have to know what to cut to make people look good
    b. You are trying to cover up the mistakes of the director and camera man
    c. You are blending together images and sound to make a connected piece
    d. It's not really an art, it is just moving things around to look good

Section - B   **(5X2=10 Marks)**

Answer all the following questions in about 50 words each.

14. List out the search tools for accessing e-books (CLO1, L1)
15. How do you create a lesson in Nearpod. (CLO1, L3)
16. How do you assess using a quiz with the help of assessment tools? (CLO2, L3)
17. Mention the features of Draw.io (CLO1, L2)
18. Analyze the various elements used in audio editing. (CLO2, L4)

Section - C   **(1X5=5 Marks)**

Answer any ONE of the following questions in about 250 words.

19. How are web tools used for searching photos and explain their important features (CLO1, L3)

20. How do you create classroom wikis and explain the process creatively? (CLO4, L6)

21. Create Rubrics for assessing a video assignment (CLO5, L6)

VALUE ADDED COURSES

1. Workplace wellness for women

2. Safety in Cyber space

3. Interpersonal Relationship Management

Self Study Courses

1. TET Preparatory Course Phase – IV

2. Any One Online Course Swayam

3. Interior Decoration

4. Entrepreneurship Skill Development

5. Folk Artifacts

Certificate Course (Any one)

1. Self-Care and Personal Grooming

2. Interview Skills

3. Traditional Games enhancing Physical fitness

SEMESTER I	
PERSPECTIVES IN EDUCATION (PE)	
Principles and Prospects of Educational Psychology	Dr.R.Indra Mary Ezhilselvi
	Ms.V. Thangapushbam
Education in Emerging Indian Society	Dr.Maria Prema
	Rev.Sr.L.Arul Suganthi Agnes
	Dr.Jeya Selvakumari
Information and Communication Technology in Education	Ms. Gnana Kamali
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
Pedagogy of Biological Science – I	Dr.M.Maria Saroja
	Ms. E.Michael Jeya Priya
Pedagogy of Computer Science – I	Ms. Gnana Kamali
	Ms. Ponmalar
Pedagogy of English – I	Dr.E.C.Punitha
	Ms. C.Vennila Santha Ruby
	Ms. R.Bhuvaneswari
Pedagogy of History – I	Dr.Jeya Sudha
Pedagogy of Mathematics – I	Rev.Sr.Dr.L.Vasanthi Medona
	Ms. Arockia Reena
	Dr.V. Jani
Pedagogy of Physical Science – I	Dr.N. Theresita Shanthi
	Ms. Jeba Sheela Jenifer
Pedagogy of Tamil – I	Dr.Esther Maragathamani
PEDAGOGY OF LANGUAGE	
Pedagogy of Language – English	Dr.E.C.Punitha
	Ms. C.Vennila Santha Ruby
	Ms. R.Bhuvaneswari
	Ms. D. Chandra Prabha
Pedagogy of Language – Tamil	Dr.G.Esther Maragthamani
ELECTIVES	
Constitutional Values Education	Dr.R.Indra Mary Ezhilselvi
	Dr.J.Maria Prema
	Dr.A..Jeya Sudha
Environmental Education	Ms. E. Michael Jeya Priya
	Ms. C.Deepa
Value Education	Dr.R.Indra Mary Ezhilselvi
	Ms.J. Rawoofu Nisha
	Dr. V.Lavanya
EPC	
Art and Craft	Ms. Chellammal
Strengthening English Language Proficiency	Dr.E.C.Punitha
	Ms. R.Bhuvaneswari
Physical Education and Yoga	Dr.S.Josephine

SEMESTER - II	
COURSE DESIGNERS	
PERSPECTIVES IN EDUCATION (PE)	
1. Psychology of Learners	Dr.R.Indra Mary Ezhil Selvi
2. Curriculum Development in the Knowledge Era	Dr.J.Maria Prema Ms. J.Rawoofu Nisha Ms. C.Deepa
3. Assessment of Learning	Dr.N. Theresita Shanthi Ms. S. Arockia Reena Dr.M.Gnana Kamali Ms. J.Rawoofu Nisha Ms. C.Deepa
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – II	Dr.M.Maria Saroja Ms.E.Michael Jeya Priya
2. Pedagogy of Computer Science – II	Dr.M.Gnana Kamali Ms. M.Ponmalar
3. Pedagogy of English – II	Dr.E.C.Punitha Ms. R.Bhuvaneswari
4. Pedagogy of History – II	Dr.A.Jeya Sudha
5. Pedagogy of Mathematics – II	Rev.Sr.Dr.L.Vasanthi Medona Ms.S.Arockia Reena
6. Pedagogy of Physical Science – II	Dr.N.Theresita Shanthi Ms.S. Jebasheela Jenifer
7. Pedagogy of Tamil – II	Dr.G.Esther Maragathamani
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language – English – II	Dr.E.C.Punitha Ms. D.Chandra Prabha
2. Pedagogy of Language – Tamil – II	Dr.Esther Maragathamani
ELECTIVES (Choice Based Credit System)	
1. Physical and Health Education	Dr.S.Josephine
2. Self-Science Education	Ms. S.Jebasheela Jenifer Dr.V.Lavanya Ms.V.Thangapushbam
3. Guidance and Counselling	Rev.Sr.L.Arul Suganthi Agnes Dr.T.Jeya Selvakumari
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Soft Skills Enhancement	Ms. E.Michael Jeya Priya Ms. S.Jebasheela Jenifer
2. Creative Crafts and Aesthetics	Ms. Chellammal
3. Library and Information Science	Dr.P.Johncy Rose
Value - Added Courses. **Self-Study Courses** **Certificate Courses**	

SEMESTER - III	
COURSE DESIGNERS	
PERSPECTIVES IN EDUCATION (PE)	
1. Gender, School and Society	Dr.R.Indra Mary Ezhilselvi
2. Inclusive Education	Ms. S.Jebasheela Jenifer Dr.V.Lavanya Dr.T.Jeya Selvakumari
3. Language Across the Curriculum	Dr.E.C.Punitha Ms.C.Vennila Santha Ruby Ms.R.Bhuvaneswari Ms.D.Chandra Prabha
4. Educational Administration and Management	Dr.J.Maria Prema Ms.J.Rwoofu Nisha Ms.C.Deepa
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – IV	Dr.M.Maria Saroja Ms.E.Michael Jeya Priya
2. Pedagogy of Computer Science – IV	Dr.M.Gnana Kamali Ms. M.Ponmalar
3. Pedagogy of English – IV	Dr.E.C.Punitha Ms. C. Vennila Santha Ruby
4. Pedagogy of History – IV	Dr.Jeya Sudha
5. Pedagogy of Mathematics – IV	Rev.Sr.Dr.L.Vasanthi Medona Ms.S.Arockia Reena
6. Pedagogy of Physical Science – IV	Dr.N.Theresita Shanthi Ms.S.Jebasheela Jenifer
7. Pedagogy of Tamil – IV	Dr.G.Esther Maragathamani
ELECTIVES	
1. Human Rights Education	Dr.J.Maria Prema Ms.V.Thanga Pushbam
2. Education in the International Context	Ms.S.Jebasheela Jenifer Dr.V.Lavanyya
3. Disaster Management	Dr.R.Indra Mary Ezhilselvi
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Early Childhood Care and Education	Rev.Sr.Arul Suganthi Agnes Ms. C.Deepa
2. Peace Education	Dr.E.C.Punitha Ms.R.Bhuvaneswari Ms. S.Jebasheela Jenifer
3. Semantic Web Tools in Education	Dr.M.Gnana Kamali Ms.J.Rawoofu Nisha
Value Added Courses **Self Study Courses** **Certificate Courses**	