

**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**



**SEMESTER I & III**  
**CURRICULUM FOR B.ED. PROGRAMME**

**2023-24**

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

**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**

**SEMESTER I**

- 1. Principles and prospects of Educational Psychology
- 2. Education in Emerging Indian Society
- 3. Information and Communication technology in education

**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 (Choice Based Credit System)**

- 1. Constitutional Values Education
- 2. Environmental Education
- 3. Value Education

**e. EPC courses (Semester I) (Courses on Enhancing Professional Capacities)**

**compulsory for all students.**

- 1. Art and Craft
- 2. Strengthening English Language Proficiency

### 3. Physical Education and Yoga

#### **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 skill 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
<b><i>Courses in Perspectives in Education</i></b>						
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	<b><i>Courses in Curriculum and Pedagogic studies</i></b> 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	<b><i>Electives</i></b> Constitutional Values Education Environmental Education Value Education	40	15	20	75	3
<b><i>Courses on Enhancing Professional Capacities</i></b>						
Course VII	Art and Craft	10	10	30	50	2
Course VIII	Strengthening English Language Proficiency	10	10	30	50	2
Course IX	Physical Education and Yoga	10	10	30	50	2
<b>Total</b>					<b>600</b>	<b>24</b>

<b>III Semester</b>						
<b>Practical Activities</b>						
<b>S.No</b>	<b>Components</b>	<b>Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>GROUP - A -TEACHING COMPETENCE</b>						
1.	Teaching Competence	6	-	75	100	<b>350</b>
2.	Teaching Competence - Tamil/English	6	-	75	100	
<b>GROUP 'B' TEACHING BASED ACTIVITIES</b>						
1.	Criticism Record	8	-	80	200	<b>280</b>
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					

<b>GROUP - C- SCHOOL AND COMMUNITY BASED ACTIVITIES</b>						
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					
6.	Album on Assistive Technologies for Special Children	4	--	20	100	120
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					
	<b>Total</b>	24	-	250	500	750

**B.Ed. SCHEME OF EXAMINATION (2023-24)**  
**Theory – First Semester**

<b>SL. No.</b>	<b>Courses</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
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.	<b>Elective: (Choice Based Credit System)</b> Constitutional Values Education Environmental Education Value Education	40	60	100
7.	Art and Craft	50	-	50
	Strengthening English Language Proficiency	50		50
	Physical Education and Yoga	50		50
<b>Total</b>				<b>750</b>

<b>III Semester - Practical Activities</b>		
<b>S. No</b>	<b>RECORDS</b>	<b>MARKS</b>
<b>GROUP – A –TEACHING COMPETENCE</b>		
1.	Teaching Competence	175
2.	Teaching Competence – Tamil/English	175
	Total	<b>350</b>
<b>GROUP – B –TEACHING BASED RECORDS</b>		
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
	<b>Total</b>	<b>280</b>

<b>GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES</b>		
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
	<b>Total</b>	<b>120</b>
<b>(Group A-350 + Group B-280 + Group C -120 = 750) Grand Total</b>		<b>750</b>

Total marks for Practical	=	750 and
Total for Theory	=	2250 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 45% 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% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

### SCHEME OF INTERNAL EXAMINATION

***Internal Assessment for Theory- 3 credits courses.***

The student teachers are evaluated according to their performance in

Internal Exam	: 20 Marks
Seminar	: 5 Marks
Assignment	: 5 Marks
Task Assessment	: <u>10 Marks</u>
	<u>40 Marks</u>

➤ **Internal Exam (Theory) for 40 Marks: - (for 3 credit courses)**

**Time Duration: 1 hour 30 minutes**

S. No.	Type of Question	No. of Questions	Marks	Total Marks 40	I Internal 40 Marks	II Internal 40 Marks
1.	Objective type	5 (Compulsory)	5 x 1	5	5 x 1 = 5	5 x 1 = 5
2.	Short Answer (Maximum of 50 words for each question)	5 (Compulsory)	5 x 2	10	5 x 2 = 10	5 x 2 = 10
3.	Detail Answer (Maximum of 250 words for each question)	2 (Open Choice) 2 out of 4	2 x 5	10	2 x 5 = 10	2 x 5 = 10
4.	Essay (Maximum of 750 words for each question)	1 (internal Choice)	1 x 15	15	1 x 15 = 15	1 x 15 = 15
	<b>Total Marks</b>			<b>40</b>	<b>40</b>	<b>40</b>



**EPC courses - Internal Assessment Only (2credits courses)**

Internal Exam	: 20 marks
Task Assessment	: 15 marks
Practicum	: 15 marks
Total	: 50 marks

<b>Scheme of Internal Examination (20 Marks)</b> <b>Maximum Time Duration: 45 minutes</b>				
<b>S.No.</b>	<b>Type of Question</b>	<b>No. of Questions</b>	<b>Marks</b>	<b>Total Marks</b>
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
<b>Total Marks</b>				<b>20</b>

**SCHEME OF EXTERNAL EXAMINATION****External Evaluation (Theory) for 60 Marks: 3 Credits Courses**

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

SEMESTER - I		Course Code
1.	<b>PERSPECTIVES IN EDUCATION (PE)</b>	
	1. Principles and Prospects of Educational Psychology	23FBPE1
	2. Education in Emerging Indian Society	23FBPE2
	3. Information and communication technology in education	23FBPE3
	<b>CURRICULUM AND PEDAGOGIC STUDIES (CPS)</b>	
	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
	<b>PEDAGOGY OF LANGUAGE</b>	
	1. Pedagogy of Language – English– I / Tamil – I	23FBPLE
		23FBPLT
	<b>ELECTIVES (Choice-Based Credit System)</b>	
	1. Constitutional Values Education	23FBECV
	2. Environmental Education	23FBEEE
	3. Value Education	23FBEVE
	<b>EPC</b>	
	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

S.No.	<b>SEMESTER I</b>
1.	<b>PERSPECTIVES IN EDUCATION (PE)</b> 1. Principles and Prospects of Educational Psychology 2. Education in Emerging Indian Society 3. Information and Communication Technology in Education
2.	<b>CURRICULUM AND PEDAGOGIC STUDIES (CPS)</b> 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
3.	<b>PEDAGOGY OF LANGUAGE</b> 1. Pedagogy of Language - English / Tamil
4.	<b>ELECTIVES (Choice-Based Credit System)</b> 1. Constitutional Values Education 2. Environmental Education 3. Value Education
5.	<b>EPC</b> 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
	<b>SEMESTER III</b>
	<b>INTERNSHIP</b>

# **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 developing emotional 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 Multiple Intelligence 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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**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: 3 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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- [www.teindia.nic.in](http://www.teindia.nic.in)
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- <https://www.yojanagyan.in/tn-illam-thedi-kalvi-scheme/>
- Naan Mudhalvan**
- <https://www.naanmudhalvan.tn.gov.in/landingGallery>
- <https://in.linkedin.com/school/naan-mudhalvan/>
- Ennum Ezhuthum**
- <https://tnschools.gov.in/enum-ezhuthum-page/lang=en>
- <https://tnschools.gov.in/students-hub/lang=en>
- Akkam Bakkam Schools**
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**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)  
PALAYAMKOTTAI – 627 002.  
B.ED. (I YEAR) - I SEMESTER MODEL QUESTION PAPER  
EDUCATION IN EMERGING INDIAN SOCIETY**

**Time: 3 hrs.**

**Max. Marks: 60  
(5 X 1 = 5)**

**Section – A**

**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 9<sup>th</sup> 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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- <https://www.slideshare.net/vasudhak2000/ict-pedagogy-iintegration>

**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)  
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**B.ED. (I YEAR) - I SEMESTER MODEL QUESTION PAPER  
INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

**Time: 3 hrs.**

**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-Variou 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: 3 hrs.**

**Max. Marks: 60  
(5 X 1 = 5)**

**Section – A**

**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. Differentiate 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)
2. 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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<https://link.springer.com/article/>

**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)	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.**  
**B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER**  
**PEDAGOGY OF COMPUTER SCIENCE - I**

Time: 3 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)	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 ENGLISH - I**

**Time: 3 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

(OR)

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.

- *William Henry Davies*

## 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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- <https://files.eric.ed.gov/fulltext/EJ1161460.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/8303/1/Unit-19.pdf>
- <https://www.gutenberg.org/cache/epub/14577/pg14577-images.html>
- <https://www.perlego.com/book/1148986/teaching-history-pdf>
- <https://pressbooks.bccampus.ca/teaching>

**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	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.  
B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER  
PEDAGOGY OF HISTORY**

**Time: 2.30 hrs.**

**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. Herbart d. 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 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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- <https://cft.vanderbilt.edu>
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- <https://diksha.gov.in>

**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	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.**  
**B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER**  
**PEDAGOGY OF MATHEMATICS – I**

Time: 3 hrs.

Max. Marks: 60  
(5 X 1 = 5)

## Section – A

**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  $A \cap B$  is -----(L3)
  - a. A
  - b. B
  - c.  $U$
  - d.  $\emptyset$

## 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  $f: N \rightarrow N$  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 -Krahwahl 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: 3 hrs.

Max. Marks: 60  
(5 X 1 = 5)

## Section – A

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-ப்ளூமின் கற்பித்தல் வகை தொகை-ஆன்டர்சன், க்ரத்துவார் என்பாரின் மறு பரிசீலிக்கப்பட்ட ப்ளூமின் 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-பெருக்கக் 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-சொல்வடைகள்-குற்றியலுகரம், குற்றியலிகரம்-இலக்கிய வகைச் சொற்கள்-ஒரெழுத்து ஒருமொழி, பகுபதம், பகாபதம்.

**பணி மதிப்பீடு:** இலக்கண படத்தொகுப்பு தயாரிக்க

**குறிப்பு :** மாணவ ஆசிரியர் ஏதாவது மூன்று பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

**பார்வை நூல்கள்**

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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)								
Course Learning Outcomes (CLOs) பாட விளைவு	Programme Learning Outcomes (PLOs) நிகழ்வின் பொது விளைவுகள்							
	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) 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	✓			✓	✓		✓		✓	







## 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			✓				✓	✓		

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

Time: 2 hrs.

Max. Marks: 45  
(5 X 1 = 5)

## Section – A

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

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## 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: 3 hrs.

Max. Marks: 60  
(5x1 = 5 Marks)

பகுதி - அ

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) நன்நடை ஆ) அடுக்கு நடை இ) மணிப்பிரவாள நடை  
ஈ) செய்யுள் நடை
3. புதிய சொற்களைப் பேச்சிலும் எழுத்திலும் உபயோகிப்பது (L2)  
அ) சொற்களஞ்சியம் ஆ) பயன்படுத்தும் சொற்களஞ்சியம்  
இ) அறிந்த சொற்களஞ்சியம் 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)

கீழ்க்காணும் 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)

கீழ்க்காணும் வினாக்கள் எவையேனும் இரண்டு வினாவிற்கு 250 சொற்களில் விடையளிக்கவும்:-

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

பகுதி - ஈ

(2x10=20 Marks)

கீழ்க்காணும் 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 (SEMESTER- I)

**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	✓		✓		✓	✓	✓	✓	✓	✓

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**  
**PALAYAMKOTTAI – 627 002.**  
**B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER**  
**ELECTIVE: CONSTITUTIONAL VALUES EDUCATION**

**Time: 3 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  
[SEMESTER I]**

**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	✓			✓	✓	✓		✓	✓	✓

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

**Time: 3 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<sub>3</sub>    b) O<sub>2</sub>    c) CO<sub>2</sub>    d) N<sub>2</sub>
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  
[SEMESTER I]**

**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				✓	✓		✓		✓	✓

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**  
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**B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER**  
**ELECTIVE – VALUE EDUCATION**

**Time: 3 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**  
**[SEMESTER - 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.

## References

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<https://youtu.be/S4EGj78K.88>

## 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			✓				✓			✓

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**  
**PALAYAMKOTTAI – 627 002.**  
**B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER**  
**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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B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER  
EPC –III - STRENGTHENING ENGLISH LANGUAGE PROFICIENCY**

**Time: 1 hr**

**Max. Marks: 20  
(5x1 = 5 Marks)**

**Section - A**

**Answer all the following questions:-**

1. Smallest unit of meaning in a language is  
a. syntax                      b. morpheme                      c. phoneme                      d. pragmatics
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  
[SEMESTER I]**

**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.

**References**

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- <https://www.youtube.com/watch?v=IWDclSXSuV8>

## 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)

<b>Value Added Courses</b>	
1.	Communicative English
2.	Social Etiquette
3.	Computer Fundamental and PC Software
<b>Certificate Courses (CBCS)</b>	
1.	Fabric Painting
2.	Presentation Skills
<b>Certificate Course (Compulsory)</b>	
1.	ICM Mission for Women Empowerment
<b>Self-Study Courses</b>	
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)
<b>Skill Enhancement Courses (CBCS)</b>	
1.	Hindi
2.	French
3.	Aari Work
<b>Skill Enhancement Courses (Compulsory)</b>	
1.	Aerobics
2.	Bharathanatyam

## **VALUE-ADDED COURSES**

### **VALUE- ADDED COURSES (VAC)**

Value- added courses are provided by the institution to develop necessary skills, to increase the employability quotient and equip the students with essential skills to succeed in life. The Value Added Courses offer the students an edge over others and have the scope of enhancing communication skill, technical knowledge, time management and personality development. To compete with the recent trends of the current competitive world, Value Added Courses were made compulsory for all the student teachers. They were awarded the certificates after their successful completion of the courses.



## **COMMUNICATIVE ENGLISH**

**Course Code : 23FBVCE**

**Duration : 30 hrs**

### **Course Learning Outcomes (CLOs)**

The student teacher

- acquires knowledge about appropriateness, grammaticality and acceptability of the English language. (L1)
- develops communicative competence (L2)
- describes the self - employment opportunities, challenges and job roles. (L3)
- integrates the knowledge of technical English. (L4)
- enriches the skills for universal employability. (L5)

### **Unit : I English Grammar and Usage**

Elements of English Language - Parts of speech - Sentence Structure - Words often confused and misused - Synonyms and antonyms - Understanding American expressions - Intonations, Etymologies and foreign expressions - Common Grammatical Errors - Phrasal Verbs and Idioms - Word Class: Lexical and Functional Category - Punctuations and Capitalizations.

### **Unit : II Acquisition of listening and Speaking English language skills**

Developing Listening Skills: understanding gist, main points, deduce meaning Listening for specific information - Listening to a conversation, speech and lecture - Listening for global information - Loud Reading for pronunciation and fluency -Situational Conversation - Extempore

### **Unit : III English for Entrepreneurship development**

Meaning and significance - Psychological, sociological factors and distinctive competence - Accent and dialect - Regional and social dialects - Official language, mother tongue - Identification of entrepreneurial opportunities - Choice of technology - Status of worldwide entrepreneurship - Need and scope of English language for exploring entrepreneurial prospects.

### **Unit : IV Technical English**

Writing Descriptions of gadgets and processes and instructions - Preparing checks lists -Technical texts for comprehension - Survey Report Writing - Report Writing - Scope and needs of copy editing - Various types of scripts - Steps of copy editing - Qualities and duties of a copy editor

### **Unit : V English for Inclusive purpose**

Bilingualism and Multilingualism - Lingua franca: link language - Standard language (R P) and Dialects - Style - Slang, jargon - Varieties of English: British, American, Australian, Caribbean, Indian - Language and identity - Language and power - Language and culture.

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HariPrasad, M & Prakasam V. (2004). Communicative English. Neelkamal Publication Pvt.Lyd. Educational Publishers

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<https://www.education.com/games/common-nouns/>

<https://busyteacher.org/17267-degrees-of-comparison-the-game.html>

<https://busyteacher.org/14341-comparative-superlative-activities-how-to-teach.html>

<https://www.teflcourse.net/blog/7-activities-for-teaching-passive-voice-in-the-eslclassroom/>

## **SOCIAL ETIQUETTE**

**Course Code : 23FBVSE**

**Duration : 30 hrs**

### **Course Learning Outcomes (CLOs)**

The Student teacher

- recognizes relevant knowledge of the Etiquette (L1)
- demonstrates etiquette and manners in the Indian context (L2)
- integrates the importance of politeness in social interactions (L3)
- develops self-confidence to build healthy and long lasting relationships (L4)
- uses appropriate language to speak and write with an effective tone of voice (L5)
- constructs the knowledge in developing podcast (L6)

### **Unit I : Etiquette**

Etiquette – Meaning, its need and types of Etiquettes – Principles of Etiquette – Basic rules of social etiquette – 3 Rs of etiquette – Responsibility – Respect – Refinement

### **Unit II : Personal Etiquette**

Meaning and importance – Basic Manners – Personal Hygiene – Dressing Etiquette – Postures – Table Etiquette - Mind and Soul – Family Etiquette – Driving Etiquette

### **Unit III : Digital Etiquette**

Definition – Online class etiquette – Rules of Netiquette - Technology etiquette – Bad digital etiquette – E-mail etiquette – Corporate etiquette – Teachers on social Media

### **Unit IV: Professional Etiquette**

Positive attitude – Willingness to help – Mutual respect – Punctuality – Professional dress – Respect for others opinions – Team work.

### **Unit V : Communication Etiquette**

Courteous communication – Telephone etiquette – Negotiation skills – Conflicts resolution with peers and superiors – Expressing grievance and condolences.

### **Reference**

Alex, K. (2010). Soft Skills – know yourself and know the world. S.Chand Publications

Pensri Kiengsiri et al., (2004) Thai Social Etiquette. Office of the Permanent Secretary for culture.

Suzanne Greene Marshall, et al. (2004) Individuality Clothing selection and personal appearance. Pearson / Prentice Hall – Publisher

Victoria Turk (2019) Digital Etiquette E bury Press, UK

## **COMPUTER FUNDAMENTALS AND PC SOFTWARE**

**Course Code : 23FBVCS**

**Duration : 30 hrs**

### **Course Learning Outcomes (CLOs)**

The student teacher

- manages the software and hardware components in a computer independently (L1)
- provide knowledge and understanding about Ms-Word (L2)
- develops the skill about Ms-PowerPoint. (L3)
- promotes the knowledge to servicing the Ms-Excel Data (L4)
- motivates to take up higher studies in Computer Science and other streams. (L5)

### **Unit I : Computer Fundamentals**

Hardware & Software: Introduction – Structure of a Computer and Applications. Peripheral devices and Technologies: Memory - Types of memories - Input devices - Input/Output Devices: Input Device – Keyboard, Mouse, Scanner, MICR, OMR. Output Devices – VDU, Printers – Dot Matrix, Daisy-wheel, Inkjet, Laser, Line Printers and Plotters.– I/O interfaces: Types of Software – System software and Applications software

### **Unit II : Ms-Word**

Document Creation in MS-WORD - Table Creation in Ms-Word – Working with Ms-Word- Paragraph formatting - Aligning Text, Indenting Paragraphs - Applying single or double line spacing - Applying Bullets and Numbering to a list- Adding Borders and Shading - Finding and Replacing text - Page Formatting–using auto correct– protecting a document.

### **Unit III : Ms-PowerPoint**

Ms-PowerPoint -Create Slide Presentation – Design Theme – Add Text – Editing Techniques – Slide Master –Design Chart- Insert clipart images and shapes to slides - Insert and modify tables and charts - Format Slide - Transition and Animation.

### **Unit IV : Ms-Excel**

Ms-Excel The typical worksheet or spread sheet – cell and their properties – formatting cell – text, numbers, currency, accounting, date, time,

percentage, scientific – formats. Formula using arithmetic and relational operators in a worksheet -Advanced Formulas sum, count, Average, Max, Min, Product. Graphs and Charts Bar diagrams, pie charts, Area, - Building Line Diagrams, Histograms, Scatter plots -Frequency Graphs.

### **Unit V : Google’s presentation app**

Step-by-step on Google’s presentation app - creating, editing, sharing, and presenting using Google Slides- renamed Google Slides- Tips and ideas for using Google Slides

### **References**

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[https://edu.gcfglobal.org/en/googleslides/?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5EUFyIQptsWDcrM07DYY8pr\\_7bIdczTnOxf4HGUFNQ3qc\\_H5BPE5caAgSwEALw\\_wcB#](https://edu.gcfglobal.org/en/googleslides/?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5EUFyIQptsWDcrM07DYY8pr_7bIdczTnOxf4HGUFNQ3qc_H5BPE5caAgSwEALw_wcB#)

## **SELF-STUDY COURSES**

### **Self-Study Courses**

The quest for knowledge stretches beyond the conventional boundaries of coursework. Acknowledging this evolving paradigm, our Institution is committed to providing a comprehensive educational experience that goes beyond the core curriculum. In line with this vision, the Institution offers Self Study Courses that empower students with additional skills, expertise, and perspectives. These courses are meticulously designed to enrich the learners with a journey towards self-directed learning and nurture a holistic development. Self-Study Courses revolve around empowering the learners to take control of their education, nurturing critical skills, fostering curiosity, and facilitating personal and professional growth. By achieving these objectives, the learners are better prepared to navigate a rapidly changing world and make meaningful contributions to their chosen fields.

### **Course Learning Outcomes**

The student teachers

- acquire effective learning, personal growth, and skill development
- develop specific skills, competencies, and knowledge relevant to their chosen subject, careerpath, or personal interests.
- envisage a thirst for knowledge by offering a range of resources that explore various aspects of a subject.
- motivate learners to explore beyond the core content.

### **Duration**

The duration of Self Study Courses should not be less than 30 hours.

### **Awarding Certificate**

The passing requirement for Self Study Courses shall be 50% of the marks prescribed for the course. The students who successfully complete the Self Study Courses shall be issued Course Completion Certificates by St. Ignatius College of Education(Autonomous), Palayamkottai.

### **Guidelines for conducting Self Study Courses**

- Self-Study Courses are mandatory for all the student teachers.
- The student teachers should select any one of the above mentioned courses according to their own wish.
- The student teachers should contact the respective staff-in-charge to enroll and receive guidance.
- External Assessment shall be done at the end of the Course.



## **TET PREPARATORY COURSE – PHASE I**

**Course Code: 23TBST1**

### **COURSE LEARNING OUTCOMES (CLOs)**

The Student Teacher

- describes child psychology, educational psychology and theories of learning (L1)
- associates language skills including grammar, comprehension, and vocabulary (L2)
- carries out basic mathematical concepts, numbers, measurement, algebra, life mathematics and geometry(L3)
- explains health and hygienic, world of plants & animals and environmental science (L4)
- discriminates earth & solar systems, family& society, community &schools, human rights and the UNO (L5)
- creates cognitive, social , emotional and moral development (L6)

**SUBJECTS: Child Development and Pedagogy, Tamil, English, Mathematics and Science, Social Science (History, Geography, Civics & Economics):**

**Syllabus Link:** [https://trb.tn.nic.in/TET\\_2022/16042022/TNTET%20Paper%20II.pdf](https://trb.tn.nic.in/TET_2022/16042022/TNTET%20Paper%20II.pdf)

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Mathematics - Standard VI-X Tamil Nadu Text Book and Educational Services Corporation (2022)

Science – Standard VI-X, Tamil Nadu Text Book and Educational Services Corporation (2022)

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Computer Science - Higher Secondary – First Year – Volume I, Tamil Nadu Text Book and Educational Services Corporation (2020)

## TRADITIONAL CUISINE

Course Code : 23FBSTC

### Course Learning Outcomes (CLOs)

The Student Teacher

- acquires knowledge about the history and Heritage of Indian Regional Cuisine(L1)
- imbibes the importance of ingredients and spices in traditional dishes(L2)
- prepares traditional Vegetable Delights and Non-Vegetarian Classics(L3)
- analyses the nutritional benefits of millets (L4)
- cooks traditional dishes with using the correct ingredients (L6)

### Unit 1: Introduction to Traditional Cuisine

History and heritage of Traditional Cuisine - Key features of Indian Cuisine - Classification of Food Based on Nature - Classification of Foods Based on Nutrients - Indian Regional Cuisine

### Unit 2: Health and Nutrition of Traditional Cuisine

Nutritional Benefits of Traditional Food - Importance of ingredients and spices in traditional dishes – Basic ingredients and techniques of Indian cooking - Traditional foods used for specific ailments/illnesses

### Unit 3: Vegetable Delights and Non-Vegetarian Classics

Vegetarian Curries - different vegetable curries: aviyal and poriyal - traditional non-vegetarian delicacies: traditional chicken, mutton, and seafood dishes - traditional rice-based dishes: biryani, puliyodarai (tamarind rice), lemon rice, Sambar and Rasam.

### Unit 4: Snacks, Tiffin, Sweets and Millets in Traditional Cuisine

Traditional snacks: traditional sweets and desserts - Indian tiffin items - variety of chutneys and pickles - different types of millets - Nutritional benefits of millets - millet-based recipes - Traditional Millet Desserts.

### Unit 5: Culinary Techniques and Presentation

Culinary Techniques: grinding, tempering, and seasoning - knife skills for precision in cooking - the art of presentation - dining etiquette and cultural significance of Tamil Nadu cuisine

### References

ஜான்சி ராணி.ப. (2011) இன்று என்ன சமைக்கலாம். கற்பகம் புத்தகாலயம்

- இராஜலட்சுமி.மரு.பெ. (2016) ஆரோக்கிய வாழ்வுக்கு எளிய மருத்துவம். சிவகுரு பதிப்பகம்
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- Johna Blinn, Quick & Delicious Breads. Published by Playmore INC
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- Sen, Collen Taylor (2005) Food Culture in India. Green Wood Press
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- <https://www.mcgill.ca/cine/research/food/benefits>

## ENHANCING STUDENTS' LINGUISTIC COMPETENCE

Course Code: 23FBSLC

### Course Learning Outcomes (CLOs)

The Student teacher

- identifies literary techniques and creative uses of language in literary texts.(L1)
- familiarizes with the grammatical forms in English. (L3)
- develops the awareness of correct usage of English grammar in writing and speaking. (L5)
- improves her speed of reading and comprehension skills. (L2)
- applies her ability to write and speak fluently in English. (L6)

### Unit 1: Language and Basics of Linguistics

Language: Meaning, Definition, Characteristics – Functions of Language – Linguistics – Morphemes – Inflections – Derivations.

### Unit 2: Grammar

English: Spoken versus Written Communication – Nouns – Adjectives – Adverbs – Prepositions – Conjunctions – Verbs – Tenses – Punctuations.

### Unit 3: Reading Comprehension

Reading – Techniques to enhance reading skills – Types of Reading skills – Skimming – Scanning – Extensive Reading – Intensive Reading – Three levels of reading – Improving your reading speed.

### Unit 4: Business Communication

Introduction to Voice and Accent - Voice and Accent in the Enterprise Industry - Globally Comprehensible Accent - Introduction to Phonetics - International Phonetic Alphabet - Intonation and Stress.

### Unit 5: Creative Writing

Short Story Writing – Writing for Media – Book Review – Diary Writing - Brochures

### References

- Taylor, G. (2011). English Conversation Practice. Tata McGraw Hill Publications
- Singh, K.M (2013). Better English. APH Publishing Corporation.
- Seely, J. (1998). The Oxford Guide to Writing and Speaking. Cambridge University
- <https://learnenglish.britishcouncil.org/english-grammar>
- <https://play.google.com/store/apps/details?id=org.cambridge.englishgrammar.egiu&hl=en>

## **ORGANIC GARDENING FOR BEGINNERS**

**Course Code: 23BFSOG**

### **Course Learning Outcomes (CLOs)**

The Student teacher

- understands the concept of an organic ecosystem and its benefits.(L2)
- implements organic farming practices for improving soil health, including the use of manures and compost.(L3)
- selects suitable plants and crops for the organic garden(L4)
- recognizes organic methods of pest and disease management to minimize their impact on plants.(L1)
- emphasizes the need to conserve water by practicing smart irrigation methods .(L6)

### **Unit 1: Introduction to Organic Gardening**

Organic farming- concept, characteristics - significance - scope of organic farming in India - Principles and types of organic farming benefits of organic gardening for the environment and human health - history and evolution of organic gardening

### **Unit 2: Soil Health and Composting**

importance of soil health in organic gardening - components of healthy soil - different soil types and their characteristics - Organic farming practices for improving soil health; Manures- compost, methods of composting - Green manuring, vermicompost and biofertilizer

### **Unit 3: Planning and Designing an Organic Garden**

Key factors to consider when planning an organic garden - different types of gardens (vegetable, herb, flower)

### **Unit 4: Organic Pest Management**

Pests and diseases in organic gardening - organic methods of pest and disease management - role of beneficial insects and companion planting in pest control - - Introduction to natural remedies and organic sprays for pest control

### **Unit 5: Organic Garden Maintenance**

Organic methods of weed control - importance of proper watering and irrigation techniques - Introduction to organic fertilizers and amendments

**References**

Julie Turner(2012), Organic Gardening Beginner's Manual: The ultimate "Take-You-By-The-Hand" beginner's gardening manual for creating and managing your own organic garden

Christine Lavelle & Michael Lavelle(2008) The Organic Gardener: How to create vegetable, fruit and herb gardens using completely organic techniques.  
<https://content.ces.ncsu.edu/extension-gardener-handbook/17-organic-gardening>

<https://www.allthatgrows.in/blogs/posts/gardening-tips-for-beginners>

[http://www.eagleheightsgardens.org/tips/garden\\_manualv1.1.pdf](http://www.eagleheightsgardens.org/tips/garden_manualv1.1.pdf)

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<https://bonnieplants.com/blogs/garden-fundamentals/organic-gardening-for-beginners>

<https://thehouseandhomestead.com/organic-gardening-beginners/>

<https://content.ces.ncsu.edu/home-vegetable-gardening-a-quick-reference-guide>

# **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

<b>Practical Activities</b>		
<b>S.No.</b>	<b>RECORDS</b>	<b>MARKS</b>
<b>GROUP - A -TEACHING COMPETENCE</b>		
1.	Teaching Competence	175
2.	Teaching Competence - Tamil/English	175
	Total	<b>350</b>
<b>GROUP - B -TEACHING BASED RECORDS</b>		
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
	<b>Total</b>	<b>280</b>

<b>GROUP - C- SCHOOL AND COMMUNITY BASED ACTIVITIES</b>		
1.	Art & Craft Record	20
2.	S.U.P.W. Record	10
3.	Reading and Reflecting on School Text Books	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
	<b>Total</b>	<b>120</b>
<b>(Group A 350 + Group B 280 + Group C 120 = 750)</b>		
	<b>Grand Total</b>	<b>750</b>

### **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)

## **VALUE-ADDED COURSES**

## **CONTENT KNOWLEDGE FOR COMPETITIVE EXAM**

**Course Code : 23TBVCE**

**Duration : 30 hrs**

### **Course Learning Outcomes (CLOs)**

The Student Teacher,

- recognizes knowledge of the concepts and principles science(L1)
- differentiates various history and culture of India (L2)
- classifies different Indian National Movement (L3)
- discriminates the nature of education in pre and post Independent India (L4)
- compares the contributions of leaders in Indian National Movement (L5)
- familiarizes the significance of Constitution of India (L6)

### **Unit I : General Science**

Scientific Knowledge and Scientific Temper-Power of Reasoning-Rote Learning Vs Conceptual Learning-Science is a tool to understand the past, present, and future. Everyday application of the basic principles of Mechanics, Electricity and Magnetism, Light, Sound, Heat, Nuclear Physics, Laser, Electronics, and Communications. Elements and Compounds Acids, Bases, Salts, Petroleum Products, Fertilizers, Pesticides. Main concepts of Life Science- Classification of Living Organisms, Evolution, Genetics, Physiology, Nutrition, Health, Hygiene, and Human Diseases-Environment and Ecology.

### **Unit II : History and Culture of India**

Indus valley civilization -Guptas, Delhi Sultans, Mughals, and Marathas - Age of Vijayanagaram and Bahmani Kingdoms -South Indian history. Change and Continuity in the Socio-Cultural History of India. Characteristics of Indian culture, Unity in diversity -Race, language, custom. India as a Secular State, Social Harmony.

### **Unit III : Indian National Movement**

National Renaissance -Early uprising against British rule -Indian National Congress -Emergence of leaders -B.R.Ambedkar, Bhagat Singh, Bharathiar, V.O.Chidambaranar, Jawaharlal Nehru, Kamarajar, Mahatma Gandhi,

Maulana Abul Kalam Azad, Thanthai Periyar, Rajaji, Subash Chandra Bose, and others. Different modes of Agitation: Growth of Satyagraha and Militant movements. Communalism and partition.

#### **Unit IV: Indian Polity**

Constitution of India -Preamble to the Constitution -Salient features of the Constitution -Union, State, and Union Territory. Citizenship, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. Union Executive, Union legislature- State Executive - State Legislature, -Local governments, Panchayat. Spirit of Federalism: center-state Relationship. Election -Judiciary in India -Rule of law. Corruption in public life -Anti-corruption measures -Lokpal and Lokayukta -Right to Information -Empowerment of women -Consumer protection forums, Human rights charter.

#### **Unit V : Current Events**

History -Latest diary of events -National symbols -Profile of States - Eminent personalities and places in the news -Sports -Books and authors. Polity -Political parties and political system in India -Public awareness and General administration -Welfare oriented Government schemes and their utility, Problems in Public Delivery Systems. Geography -Geographical landmarks. Economics -Current socio-economic issues. Science -Latest inventions in Science and Technology.

#### **References**

VI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)

VII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)

VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)

X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)

XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)

IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)

<https://egyankosh.ac.in/>

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<https://currentaffairs.adda247.com/>



## **WOMEN EMPOWERMENT**

**Course Code : 23TBVWE**

**Duration : 30 hrs**

### **Course Learning Outcomes (CLOs)**

The student teacher

- gains knowledge about the concept, need and scope of women's empowerment. (L1)
- understands the changing role of women in society and issues related to it.(L2)
- explains the importance of women's education. (L3)
- comprehends the empowerment of women and their achievement. (L4)
- analyzes the issues of women in various contexts. (L5)

### **Unit I : Introduction**

History of Women Empowerment in India Ancient Period, Medieval and Modern Period- Concept of Women Empowerment: Meaning, forms, Need and Importance.

### **Unit II : Social Empowerment**

Women in Higher Education; Gender issues in Health, Environment, Family welfare Measures, Indecent representation of Women in media.

### **Unit III : Economic Empowerment**

Introduction-organized sector, unorganized sector; Role of Women in Economic Development –Impact of Globalization on working women; National Policy for the empowerment of women 2001.

### **Unit IV : Political Empowerment**

Political participation of women – Political Socialization- Women leaders in politics Women in Local Governance- Barriers- Reservation policies- Women's Political Rights: CEDAW

### **Unit V : Issues and Challenges in Women Empowerment**

Issues and Challenges- Issues of Girl child, Female, infanticide and feticide, Violence against Women, Domestic violence, Female Headed Households' efforts & effective measures to prevent crime against women and children - create awareness for social issues.

**References:**

- Amy S. Wharton. (2005). "The Sociology of Gender: An Introduction to Theory and Research". Blackwell Publishing, UK, Indian Reprint, Kilaso Books.
- Devaki Jain and Pam Rajput (Ed). (2003). "Narratives from the Women's Studies Family: Recreating Knowledge, Sage.
- Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications,
- KumkumSangari and Sudesh Vaid."Recasting Women: Eassy in Colonial History".
- Lerner, Gerda. (1986). "The Creation of Patriarchy". Oxford University Press,
- Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakasham
- Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women.
- Mies, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company

## **SELF-STUDY COURSES**

**TET PREPARATORY COURSE – PHASE III**

**Course Code:23TBST3**

**COURSE LEARNING OUTCOMES (CLOs)**

The Student Teacher

- describes child psychology, educational psychology and theories of learning (L1)
- associates language skills including grammar, comprehension, and vocabulary (L2)
- carries out basic mathematical concepts, numbers, measurement, algebra, life mathematics and geometry(L3)
- explains health and hygienic, world of plants & animals and environmental science (L4)
- discriminates earth & solar systems, family& society, community & schools, human rights and the UNO (L5)
- creates cognitive, social, emotional and moral development (L6)

**SUBJECTS: Child Development and Pedagogy, Tamil, English, Mathematics and Science, Social Science (History, Geography, Civics & Economics):**

**Syllabus Link:** [https://trb.tn.nic.in/TET\\_2022/16042022/TNTET%20Paper%20II.pdf](https://trb.tn.nic.in/TET_2022/16042022/TNTET%20Paper%20II.pdf)

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Science – Standard VI-X, Tamil Nadu Text Book and Educational Services Corporation (2022)

Social Science – VI- X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)

Computer Science - Higher Secondary – First Year – Volume I, Tamil Nadu Text Book and Educational Services Corporation (2020)

## **SOCIAL SKILLS**

**Course Code: 23TBSSS**

### **Course Learning Outcomes (CLOs)**

The Student Teacher

- understands the need of social skills (L1)
- recalls the social values (L2)
- recognizes the importance of the people in the society (L3)
- builds cordial relationship with others in the society (L4)
- develops different type of social skills (L5)

### **Unit – I - Society and Skills**

Society : nature, characteristics of society, interdependence of people in the society. Skills : meaning, need and importance of skills.

### **Unit – II - Social Skills**

Social Skills : definition, meaning, need and importance. Relationship between social skills and our routine life. Teaching social skills in the classroom.

### **Unit – III- Types of Social Skills**

Types of social skills : effective communication, conflict resolution, active listening, interpersonal skill, accountability, problem solving, empathy skill, rapport skill and survival skill.

### **Unit – IV- Process of Social Skills**

Process of Social Skills : Steps of social skills - discuss the need for social skills, select a social skill, teach the social skill, practice the skill, pause and reflect, review and reflect etc. Some activities to develop social skills.

### **Unit – V- Development of Social Skills**

Development of social skills: getting feedback, set goals, find resources and identify areas for practice. Assessment of social skills.

### **References**

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## MIND YOUR MIND

Course Code : 23TBSMM

### Course Learning Outcomes:

The Student Teacher

- recognizes the varied approaches to the concept of mind (L1)
- identifies the elements and factors influencing goal setting (L2)
- applies theoretical knowledge of positive psychology to daily life (L3)
- analyzes different relaxation techniques based on mindfulness (L4)
- criticizes theories of motivation based on their applicability (L5)
- personalizes acquired skills to attain holistic well-being (L6)

### Unit I : Introduction

Concept of Philosophy of Mind - Biopsychosocial approach - Psychological perspectives

### Unit II : Goal Setting and Motivation

Attitude and Goal Setting - Motivation: Concept to Application - Theories of Motivation: Early & Contemporary Theories

### Unit III : Coping Skills and Dealing With Disappointments

Coping skills - Relaxation techniques: JPMR, EMDR, Biofeedback - Martin Seligman's Theory of well-being

### Unit IV : MINDFULNESS PRACTICES

Principles, Buddha's Eight fold path - Application: 4Cs and 4 Rs of mindfulness - Mindfulness Activities for Daily Life

### Unit V: Holistic Wellness

Physical well-being, Emotional well-being, Social well-being  
Csikszentmihalyi FLOW theory - Self-actualization.

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<b>SEMESTER I</b>	
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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
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Pedagogy of Computer Science - I	Ms. Gnana Kamali Ms. Ponmalar
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Value Education	Dr.R.Indra Mary Ezhilselvi Ms.J. Rawoofu Nisha Dr. V.Lavanya
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Art and Craft	Ms. Chellammal
Strengthening English Language Proficiency	Dr.E.C.Punitha Ms. Bhuvaneswari
Physical Education and Yoga	Dr.S.Josephine

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