

**ST. IGNATIUS COLLEGE OF EDUCATION
(AUTONOMOUS)**

Accredited with 'A' Grade by NAAC (Second Cycle)
Palayamkottai - 627 002.

Affiliated to
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
CHENNAI - 600 097.



Regulations and Syllabus for
Degree of
Bachelor of Education (B.Ed.)
for the Academic Year
2021 - 2023

B.Ed. Curriculum

St. Ignatius College of Education (Autonomous)

Palayamkottai-627002

B.Ed. Curriculum - Semester I, II, III & IV

1. Programme Learning Outcomes

Prospective teachers

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

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, 90% 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
- d. Life Skills : Personal and Professional Life Skills
- 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. Teaching of Biological Science
2. Teaching of Computer Science
3. Teaching of English
4. Teaching of History
5. Teaching of Mathematics
6. Teaching of Physical Science
7. Teaching of Tamil

c. Pedagogy of Language for Semester I,

1. Pedagogy of Language – English / Tamil

d. Life Skills : Personal and Professional Life Skills for I Semester (Compulsory for all students)

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

1. Art and Craft

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 Level 1, 3 skills in Level 2 and 3 skills in Pedagogy of Language – Tamil/English)
- ii. Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators peer observation and practice teaching along with regular participation in the school routine during the first year.

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

g. Educational Practicals

- i. Curriculum and Pedagogic studies (CPS), Pedagogy of Language
 - Microteaching
 - School – based teaching (Practice and Intensive teaching)
 - Construction of tests (diagnostic and achievement) and interpretation of Scores through statistical analysis.
 - Handling audio – visual equipments.
 - Preparation and use of instructional aids.
 - Visiting three different websites and Evaluation of any two of them.
 - Preparation of Audio – Visual kit (Slides, Transparent sheets, Power Point Presentation)
- ii. **Community Service**
 - Extension and Community activity

- Socially Useful Productive Work Activities
 - Five days CT Camp
 - First Aid Training
- iii. Project and Experiments**
- Action Research and Case Study
 - Educational Psychology Experiments
 - Science Experiments / Album
 - Library Usage
- iv. Health and Hygiene**
- Physical and Health Education Records
 - 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**
- Organizing Educational Tour
 - 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
 - Management of Emotions

- Health Awareness Programme

Details of Educational Practicals

- ❖ Practice of microteaching: 3 skills in Level 1, 3 Skills in Level 2 and 3 Skills in Pedagogy of Language.
- ❖ School based teaching: Preparation of Lesson Plan. 30 in Level 1, 30 in Level 2 and 15 in Pedagogy of Language
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Level 1 and Level 2.
- ❖ Teaching aids: Teacher trainees 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 teacher trainee shall be given training in operating all the available audio-visual apparatus such as slide projector, OHP, film - strips projector, computer 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 during the first year.
- ❖ Citizenship Training Camp: CT camp would be conducted.
- ❖ Action Research Project: The teacher trainee can choose any problem related to classroom situation as an Action Research Project and prepare a report.
- ❖ Case Study: The Teacher trainee can also make a detailed case study of a school student and prepare a report.
- ❖ Psychological Experiments: The teacher trainee 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 teacher trainee shall conduct 5 experiments and maintain a record of them.
- ❖ Humanities teacher trainee shall prepare an album on any specific theme related to the CPS courses.

DISTRIBUTION OF CREDITS - B.Ed .(2021-2023)**First Semester**

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

Total Credit : 24

Sl.No	Paper Course	Lecture	Tutorial	Practical	Total Hours	Credits
	<i>Courses in Perspectives in Education</i>					
1	Principles and Prospects of Educational Psychology	50	25	25	100	4
2	Education in Emerging Indian Society	50	25	25	100	4
3	Information and Communication Technology in Education	50	25	25	100	4
	<i>Courses in Curriculum and Pedagogic studies</i>					
3	Teaching of Curriculum and Pedagogic studies	50	25	25	100	4
4	Pedagogy of Language Tamil/English	45	15	15	75	3
	<i>Life Skills</i>					
5	Personal and Professional Life Skills	45	15	15	75	3
	<i>Courses on Enhancing Professional Capacities</i>					
6	Art and Craft	30	5	15	50	2
	Total				600	24

EPC Courses Internal Evaluation only - I Semester
(Courses on Enhancing Professional Capacities)

S.No	EPC Courses	Internal Theory	Task Assessment	Preparation of Collage/ Booklet on Creative Crafts	Total Marks
1	Art and Craft	30	10	10	50

EPC Courses Internal Evaluation only - II Semester

(Courses on Enhancing Professional Capacities)

S.No	EPC Courses	Internal Theory	Task Assessment	Preparation of Collage/ Booklet on Creative Crafts	Total Marks
1	Art and Craft	20	15	15	50
2	Library and Information Science	Internal Theory	Task Assessment	Library Information Record	Total Marks
		20	15	15	50

❖ **Library and Information Science & Art and Craft**

Scheme of Internal Exam (30 Marks)				
Maximum Time Duration : 1 Hr				
S.No	Type of Questions	No.of Questions	Marks	Total Marks
1	Objective type	5 (Compulsory)	1	5 X 1 = 5
2	Short Answer Type (Maximum 50 Words for each question)	5 (Compulsory)	2	5 X 2 = 10
3	Short Essay Type (Maximum of 250 words)	1 (Open Choice) 1 out of 3	5	1 X 5 = 5
	Total Marks			20

THIRD SEMESTER– INTERNSHIP

DISTRIBUTION OF CREDITS – B.Ed. (2021-2023)**Second Semester**

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

Total Credits: 24

Sl.No	Course	Lecture	Tutorial	Practical	Total Hours	Credits
<i>Courses in Perspectives in Education</i>						
1	Psychology of Learners	50	25	25	100	4
2	Physical Education and Yoga	50	25	25	100	4
3	Assessment of Learning	50	25	25	100	4
<i>Courses in Curriculum and Pedagogic studies</i>						
4	Curriculum and Pedagogic Studies (CPS)	50	25	25	100	4
5	Pedagogy of Language English/Tamil	50	25	25	100	4
<i>Courses on Enhancing Professional Capacities</i>						
6	Library and Information science	10	10	30	50	2
7	Art and Craft	10	10	30	50	2

DISTRIBUTION OF CREDITS – B.Ed. (2020-2022)**Fourth Semester**

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

Total Credits: 24

Sl.No	Course	Lecture	Tutorial	Practical	Total Hours	Credits
<i>Courses in Perspective in Education</i>						
1	Gender, School and Society	50	25	25	100	4
2	Inclusive Education	50	25	25	100	4
3	Curriculum Development in the Knowledge Era	50	25	25	100	4
4	Language Across the Curriculum	50	25	25	100	4
<i>Courses in Curriculum and Pedagogic studies</i>						
5	Curriculum and Pedagogic Studies (CPS)	50	25	25	100	4
6	<i>Electives (any one)</i> a) Physical and Health Education b) Guidance and Counselling c) Environmental Education	50	25	25	100	4

B.Ed. I Year (2021-2023)
III Semester (Practical)

Total Credits : 24

S.No	Components	Credit	L	T	P	Total
	Group 'A' Teaching Competency					
1.	Teaching Competence - Level - I	5	-	-	125	125
2.	Teaching Competence - Level - II	5	-	-	125	125
3.	Teaching Competence - Tamil/English	2	-	-	50	50
	Group 'B' Teaching Based Records					
	Criticism Record - Level - I Criticism Record - Level - II Criticism Record - Tamil/English Observation Record - Level - I Observation Record - Level - II Observation Record - Tamil/ English Micro-teaching - Level - I Micro-teaching - Level - II Micro-teaching - Tamil/English Projects on Identifying and Analysing the Diverse Needs of Learners - Level -I Teaching learning Materials- Level -I Teaching learning Materials - Level -II Teaching learning Materials Pedagogy of Language Tamil/English Test and Measurement- Level - I Test and Measurement - Level - II Reflective Record on Continuous and Comprehensive Evaluation Level - I (or) Level - II Reading and Reflecting on School Text Books Website Analysis Report Level - II Psychology Experiments Action Research Case Study- Level-II	8		50	150	200
	Group 'C' School and Community Based activities					
	Art & Craft and S.U.P.W. Record C.T. Camp Record Physical Education, Yoga & Health Album Educational Tour and Field Trip Record Report on Organisation of Non-Scholastic Activities Report on Maintenance of Records and Registers in Schools Environmental Education Record Attendance	4		50	50	100
	Grand Total	24	25	75	500	600

L-Lecture, T-Tutorial, P-Practical

Note: Internal Evaluation of Practical Work will be based on practical assignments, Performance of school and community activities and evaluation of teaching practice including submission of Reports/Records Pertaining to these activities.

(i) **Distribution of credits and hours**

Sl.No	Courses	Credit	L	T	P	Total
I Theory Component						
1.	Perspectives in Education (PE)	40	500	250	250	1000
2.	Curriculum and Pedagogic Studies (CPS)	12	150	75	75	300
3.	Pedagogy of Language English / Tamil	7	95	40	40	175
4	Life Skills – Personal and Professional Life Skill	3	45	15	15	75
EPC						
5.	Library and Information science	2	30	5	15	50
	Art and Craft	4	60	10	30	100
6	Electives (1)	4	50	25	25	100
Total (Theory)		72	930	420	450	1800
II Practicum Component						
1	Group 'A'	12			300	300
2	Group 'B'	8		50	150	200
3	Group 'C'	4		50	50	100
	Total (Practicum)	24		100	500	600
	(Theory – 72 Practicum – 24) Grand Total	96	930	520	950	2400

B.Ed. SCHEME OF EXAMINATION (2021-2023)*Examination (Theory)**(i) Theory - First Semester*

SL. No	Subjects	Internal Marks	External Marks	Total Marks
1	Principles and Prospects of Educational Psychology	40	60	100
2	Education in Emerging Indian Society	40	60	100
3	Information and Communication Technology in Education	40	60	100
4	Curriculum and Pedagogic studies	40	60	100
5	Pedagogy of Language - Tamil/English	30	45	75
6	Life Skills : Personal and Professional Life Skills	30	45	75
7	Art and Craft	50	-	50
			Total	600

(ii) Theory – Second Semester

SL No	Subjects	Internal Marks	External Marks	Total Marks
1	Psychology of Learners	40	60	100
2	Physical Education and Yoga	40	60	100
3	Assessment of Learning	40	60	100
4	Curriculum and Pedagogic Studies (CPS)	40	60	100
5	Pedagogy of Language Tamil/English	40	60	100
6	Library and Information Science	50	-	50
7	Art and Craft	50	-	50
Total Marks				600

(iii) Theory – Fourth Semester

S.No	Subjects	Internal Mar	External Mark	Total Marks
1	Gender, School and Society	40	60	100
2	Inclusive Education	40	60	100
3	Curriculum Development in the Knowledge Era	40	60	100
4	Language Across the Curriculum	40	60	100
5	Curriculum and Pedagogic Studies (CPS)	40	60	100
6	Elective	40	60	100
Total Marks				600

SCHEME OF INTERNAL EXAMINATION

Internal Assessment for Theory 4 credits papers.

The student teachers are evaluated according to their performance in

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

➤ **Internal Test (Theory) for 40 Marks:- (for 4 credit papers)**

S.No	Type of Questions	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	Short 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	1 (internal Choice)	1 X 15	15	1 X 15 = 15	1 X 15 = 15
	Total Marks			40	40	40

Internal Assessment for (Theory) 3 credits papers - I Semester**❖ Pedagogy of Language - English / Tamil****❖ Life Skills : Personal and Professional Life Skills**

Internal Exam	: 15 Marks
Seminar & Assignment	: 5 Marks
Task Assessment	: 10 Marks
	30 Marks

➤ Internal Test (Theory) for 25 Marks:- (3 Credits Papers)

S.No	Type of Questions	No .of Questions	Marks	Total Marks 30	I Internal 30 Marks	II Internal 30 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	Short Answer (Maximum of 250 Words for each question)	1 (Open choice) 1 out of 3	1X 5	5	1X 5 = 5	1X 5 = 5
4	Essay (Maximum of 500 Words for each question)	1 (internal Choice)	1 X 10	10	1 X 10 = 10	1 X 10 = 10
	Total Marks			30	30	30

❖ Art and Craft

Scheme of Internal Exam (30 Marks)				
Maximum Time Duration : 1 Hr				
S.No	Type of Questions	No.of Questions	Marks	Total Marks
1	Objective type	5 (Compulsory)	1	5 X 1 = 5
2	Short Answer Type (Maximum 50 Words for each question)	5 (Compulsory)	2	5 X 2 = 10
3	Short Essay Type (Maximum of 250 words)	1 (Open Choice) 1 out of 3	5	1 X 5 = 5
4	Short Essay Type (Maximum of 500 Words)	1 (Internal Choice)	10	1 X 10 =10
	Total Marks			30

SCHEME OF EXTERNAL EXAMINATION

External Evaluation (Theory) for 60 Marks:- 4 Credits Paper

Scheme of External Examination (60 Marks)				
Maximum Time Duration : 3 Hours				
S.No	Type of Questions	No.of Questions	Marks	Total Marks
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	Short Essay (Maximum of 250 Words for each question)	3 (Open choice) 3 out of 5	3 x 5 = 15	15
4	Essay type (Maximum of 750 Words for each question)	2 (internal Choice)	2 x 15 = 30	30
Total Marks				60

External Evaluation (Theory) for 45 Marks - 3 Credits Paper

- ❖ Life Skills : Personal and Professional Life Skills
- ❖ Pedagogy of Language Tamil/English

Scheme of External Examination (45 Marks)				
Maximum Time Duration : 2 Hours				
S.No	Type of Questions	No.of Questions	Marks	Total Marks
1	Objective type	5 (Compulsory)	1 x 5 = 5	5
2	Short Answer Type (Maximum 50 Words for each question)	5 (Compulsory)	2 x 5 = 10	10
3	Short Essay Type (Maximum of 250 Words for each question)	2 (Open Choice) 2 out of 4	5 x 2 = 10	10
4	Essay Type (Maximum of 500 Words for each question)	2 (internal Choice)	10 x 2 = 20	20
Total Marks			45	45

Practical Activities (II YEAR)		
S.No	RECORDS	MARKS
GROUP - A -TEACHING COMPETENCE		
1.	Teaching Competence - Level - I	125
2.	Teaching Competence - Level - II	125
3.	Teaching Competence - Tamil/English	75
	Total	325
GROUP - B -TEACHING BASED RECORDS		
1.	Criticism Record - Level - I	10
2.	Criticism Record - Level- II	10
3.	Criticism Record -Tamil/ English	5
4.	Observation Record - Level- I	10
5.	Observation Record - Level - II	10
6.	Observation Record - Tamil/ English	5
7.	Micro Teaching- Level - I	10
8.	Micro teaching - Level - II	10
9.	Micro teaching - Tamil/ English	5
10.	Projects on Identifying and Analysing the Diverse Needs of Learners - Level - I	10
11.	Teaching learning Materials - Level -I	10
12.	Teaching learning Materials - Level -II	10
13.	Teaching learning Materials Pedagogy of Language Tamil/English	5
14.	Test and Measurement- Level - I	10
15.	Test and Measurement - Level - II	10
16.	Reflective Record on Continuous and Comprehensive Evaluation Level - I (or) Level - II	10
17.	Reading and Reflecting on School Text books	5
18.	Reflective Record on Digital and Pedagogic Tools	10
19.	Website Analysis Report - Level - II	5
20.	Psychology Experiments	10
21.	Action Research	5
22.	Case Study - Level - II	10
	Total	185

GROUP - C- SCHOOL AND COMMUNITY BASED ACTIVITIES		
1	Art & Craft and S.U.P.W. Record	20
2	Record on Constitutional Rights Education Programme for Children	10
3	Physical Education, Yoga & Health Education Album	15
4	Special School Visit Record	10
5	Report on Organisation of Non-Scholastic Activities	10
6	Report on Maintenance of Records and Registers in Schools	10
7	Environmental Education Record	10
8	Attendance	5
Total		90
(Group A = 325 + Group B =185 + Group C = 90 = 600)		600
Grand Total		

**Therefore, total marks for Practical is 600 and
Total for Theory = 1800 Marks
Grand Total 2400 Marks**

Practical Examination

The External board (appointed by the Controller of Examinations in consultation with the Principal) will examine the teaching competence of the candidates and their practical work. The Board will examine the teaching competency of Group A in Level I Level II and Pedagogy of language and other practical aspects. The teaching competency of Group A carries 125 marks for each Level and 75 marks for Pedagogy of language - Tamil/English bringing to a total of 325 marks. The other practical aspects in group B carries 185 marks and group C carries 90 marks in total. So total marks for practical is 325 +185 +90 = 600 Marks. For the practical, a minimum of 50% marks for each category is required for pass.

The grand total marks for theory and practical examination is 600+600+600+600 =2400 marks.

Passing minimum and Award of Class

For each theory paper the minimum marks required for pass is 50% for internal examination and 45% for external examination. For practical activities also the required minimum for pass is 50%. In practical for every activity 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

**Perspectives in Education, Curriculum and Pedagogic Studies,
Pedagogy of Language, Life Skills and EPC Papers Subject Codes.**

Semester I		
Paper	Title	Sub Code
Perspectives in Education	1. Principles and prospects of Educational Psychology	21FBPE1
	2. Education in Emerging Indian Society	21FBPE2
	3. Information and Communication Technology in Education	21FBPE3
Curriculum and Pedagogic studies	1. Teaching of Biological Science - I	21FBCBS
	2. Teaching of Computer Science - I	21FB CCS
	3. Teaching of English - I	21FBCEN
	4. Teaching of History - I	21FBCHY
	5. Teaching of Mathematics - I	21FBCMA
	6. Teaching of Physical Science - I	21FBCPS
	7. Teaching of Tamil - I	21FBCTA
Pedagogy of Language	1. Pedagogy of Language - English - I	21FBPLE
	2. Pedagogy of Language - Tamil - I	21FBPLT
Life Skills	Personal and Professional Life Skills	21FBLSP
EPC	1. Art and Craft	21FBEAC

**Perspectives in Education, Curriculum and Pedagogic Studies,
Pedagogy of Language and EPC Subject Codes.**

Semester II		
<i>Course</i>	Title	Sub Code
Perspectives in Education	1. Psychology of Learners	21SBPE4
	2. Physical Education and Yoga	21SBPE5
	3. Assessment of Learning	21SBPE6
Curriculum and Pedagogic studies	Teaching of Biological Science - II	21SBCBS
	Teaching of Computer Science - II	21SBCCS
	Teaching of English - II	21SBCEN
	Teaching of History - II	21SBCHY
	Teaching of Mathematics - II	21SBCMA
	Teaching of Physical Science - II	21SBCPS
	Teaching of Tamil - II	21SBCTA
Pedagogy of Language	1. Pedagogy of Language - English - II	21SBPLE
	2. Pedagogy of Language - Tamil - II	21SBPLT
EPC	1. Library and Information Science	21SBELS
	2. Art and Craft	21SBEAC
SEMESTER III		
	Internship	

**PERSPECTIVES IN EDUCATION, CURRICULUM AND
PEDAGOGIC STUDIES AND ELECTIVE COURSES
SUBJECT CODES**

Semester IV		
Course	Contents	Sub. Code
Perspectives in Education	1. Gender, School and Society	LBEPE7
	2. Inclusive Education	LBEPE8
	3. Curriculum Development in the Knowledge Era	LBEPE9
	4. Language Across the Curriculum	LBEPEx
Curriculum and Pedagogic studies	1. Teaching of Biological Science - IV	LCPTBS
	2. Teaching of Computer Science - IV	LCPTCS
	3. Teaching of English - IV	LCPTEN
	4. Teaching of History - IV	LCPTHY
	5. Teaching of Mathematics - IV	LCPTMA
	6. Teaching of Physical Science - IV	LCPTPS
	7. Teaching of Tamil - IV	LCPTTA
Electives	1. Physical and Health Education	LBEEPE
	2. Guidance and Counseling	LBEEGC
	3. Environmental Education	LBEEEE

SEMESTER-I

PE - I- PRINCIPLES AND PROSPECTS OF EDUCATIONAL PSYCHOLOGY [SEMESTER - I]

Course Code : 21FBPE1
Credits : 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Educational Psychology (L - 9; T - 4; P -4)

Psychology: meaning, definition and branches - Methods of Psychology: Introspection, Observation, Interview, Case-study and Experimental Educational psychology: meaning, definition, nature and scope - Significance of Educational Psychology for Teachers.

Unit II - Growth and Development (L -10; T - 5; P - 5)

Growth and Development: meaning, concept, principles, stages, characteristics and factors-Developmental tasks- Problems and needs of Adolescents - Guidance for 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).

Unit III - Learning (L - 11; T - 5; P- 5)

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 - Constructivism (principles and pedagogical goals) -Transfer of learning -Emotion and learning.

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

Unit- IV Individual Differences and Motivation (L -9; T - 4; P - 4)

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

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

Unit V – Intelligence and Creativity (L-11; T - 5; P-5)

Intelligence: Concept and theories – Unifactor, Two factor, Multifactor, Group factor theories of intelligence, Guilford's structure of intellect, Gardner's Multiple Intelligence theory, constancy of IQ – Assessment of Intelligence and Uses of Intelligence tests.

Creativity: meaning, definition, process, Explicit- implicit interaction (EII) theory, conceptual blending - assessment, factors influencing creativity - identification of person with creativity –Promotion of creativity.

Task Assessment (Any three) (T-2; P- 2)

1. Introspect yourself and submit a self analysis report.
2. Allude your personal successful ways and means of developing emotional intelligence.
3. Employ effective methods of memorization to a small group of school students and submit a reflective report on your results.
4. Discuss the role of rewards and punishment in motivation and submit the reflective report of your group.
5. Analyze few online IQ tests and determine the various dimensions assessed to find out the Intelligence Quotient of an individual.

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PE - II- EDUCATION IN EMERGING INDIAN SOCIETY [SEMESTER I]

**Course Code : 21FBPE2
Credits : 4**

Total number of hours: 100 (L - 50; T - 25; P - 25)

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 the recommendations of different educational commissions (L6)

Unit I - Prospects of Education

(L - 8; T - 5; P- 5)

Education: Meaning, Definition, Aims, Function, Nature, Types (Formal, Non-Formal, Informal) - Agencies of Education- New Approach to Education - Difference among the following concepts - Instruction, Teaching, Training and Indoctrination - UNESCO's Four Pillars of Education.

Unit II - Philosophical bases of Education

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

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

Unit III - Educational Implications of Schools of Philosophy

(L-12; T - 5; P- 5)

Schools of Philosophy -Idealism, Realism, Naturalism, 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.

Unit IV - Education in Pre- Independent Indian Society

(L-12; T - 5; P- 4)

A brief history of education in ancient and medieval India - Vedic Education, Buddhist Education and Islamic education - Colonial policy on education - Oriental and occidental controversy - Macaulay's Minute - Wood's despatch - Basic Education.

Unit V - Education in Post-Independent Indian Society: (L - 10; T - 5; P- 5)

National Education Commissions: Mudaliar Commission (1954), Kothari Commission (1964-66): National Policy on Education (1986) - Ramamoorthy Revised Education Policy - POA -1992 -Right to Education(2009)- Integrated scheme for school education (2018)(SSA+RMSA+TE) and RUSA. - National Educational Policy 2020 (NEP - 2020)

Task Assessment :(Any three) (T-2; P-2)

1. Differentiate the philosophy of education in Vedic period and contemporary India
2. Conduct an elocution on different schools of philosophy
3. Prepare an e-content on Kothari Commission (1964 - 1966)
4. Prepare an e-content on salient features of NEP - 2020
5. Submit a plan of action to promote naturalistic consciousness among your students

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PE- III- INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION [SEMESTER I]

Course Code : 21FBPE3

Credits : 4

Total number of Hours : 100, (L-50; T-25; P- 25)

Course Learning Outcomes (CLOs)

The student teacher

- identifies the uses of ICT in Education(L1)
- distinguishes the integration of ICT in teacher education (L2)
- generalizes AI used in educational field (L3)
- categorizes the applications of ICT in education (L4)
- determines educational implication of ICT (L5)
- specifies the legal and ethical issues in ICT (L6)

Unit I - Concept of ICT (L-8; T-5; P-5)

Meaning - objectives of ICT in Education - Concept of Information communication technology- ICT tools for Education - myths about ICTs - Benefits of ICT in Education: for teachers, students, and parents - various skills and competencies to be developed on the part of student teachers - challenges in integrating ICT in Education - useful ideas for using ICT across the curriculum.

Unit II - ICT Integrated Pedagogy (L-8; T-5; P-3)

Meaning and Importance - elements of ICT Integration in education - Approaches to ICT integration in Teacher Education - Planning to teach an ICT lesson: learning aims and objectives, the jigsaw of lesson planning - Instructional model: Assure model - strategies for Integrating Technology into teaching.

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

Artificial Intelligence in Education : History of AI - Foundations of AI: logic and reasoning, pattern recognition, cognitive science, heuristics, philosophy, mathematics, psychology, linguistics - AI environment - Applications of AI: gaming, education, health care, agriculture, entertainment, manufacturing, banking, automobiles - Challenges in AI: loss of self-thinking, bias in the design, limitation on data, threat to manpower, life style changes, security threats - Future prospects of AI- Expert system in Education - Intelligent computer Assisted Instruction - Application of Neural Network,.

Unit IV –Web 3.0 in Education

(L-12; T-5; P-7)

Teleconferencing – mobile learning – Digital learning -utilization of E-resources – E-mail, E-Books, E-Journals, E-learning -Blogs–Application of Cloud Computing in education – Learning Management system –Application of Online Class room-Impact of COVID 19 on ICT - Social networks- MOOC – ICT for test and Evaluation.

Unit V –Recent trends in Education

(L-12; T-5; P-3)

Internet applications in the field of Education –Use of Smart Board-Interactive White Board – Classroom robotics – Flipped classroom –Educational Implications of Flipped classroom – Virtual classroom –Virtual reality – Check Plagiarism -- Computer Ethics – Cyber Security – Encoding and decoding procedures

Task Assessment (Any three)

(T-2;P-2)

1. Present a topic through multimedia package .
2. Create a Blog.
3. Prepare and submit Hot Potatoes Learning Package
4. Prepare and Submit the CAI Package
5. Prepare a report on e-content focusing on different ICT tools.

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TEACHING OF BIOLOGICAL SCIENCE - I **[SEMESTER - I]**

Course Code : 21FBCBS
Credits : 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

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 plan.(L4)
- reviews the content of school syllabus related to biological science (L5)
- creates an e-content for teaching Biological science (L6)

Unit I - Aims and Objectives

(L-13; T – 3; P-2)

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.

Unit II -Microteaching and Link Lesson

(L-8; T – 8; P-10)

Microteaching - Meaning, Definition and Characteristics - Micro Teaching Skills : Set induction - Explaining - Probing Questioning- Stimulus Variation -Reinforcement - Illustration with examples - Using Blackboard - Closure - Link Lesson.

Unit III - Instructional strategies and Innovative Techniques

(L-10; T – 2; P-2)

Lecture method - Lecture cum-demonstration method - Biographical method -Project method - Scientific method - Inductive and Deductive method - Active learning Method (ALM) - Programmed learning : Linear and Branching - Personalized System of Instruction(PSI) -Computer Assisted Instruction(CAI) - Intelligent Tutoring System(ITS) in teaching Biological Science - e-content for teaching Biological Science - Team teaching - Seminar -Webinar- Symposium - Panel discussion.

Unit IV - Planning for Teaching

(L-9; T – 7; P-6)

Year plan - meaning and advantages - Unit plan: Characteristics of a good unit, steps in developing a unit plan - Lesson plan: Definition - Components of a

lesson plan, J.H. Herbartian steps in writing a lesson plan- Digital lesson plan-
Criteria of a good lesson plan-Advantages of lesson planning

Unit V - Content related to School Syllabus

(L-10; T – 3; P-3)

Invertebrates – Vertebrates – Various modes of Reproduction in Animals :
Asexual Reproduction, Sexual Reproduction – Fertilization – Viviparous Animals
Oviparous Animals – Young ones to adults :Incomplete metamorphosis, Complete
metamorphosis. Cell as a basic unit of life – Prokaryotic and Eukaryotic cell.

Components of cell- Cell wall, Cell membrane, Nucleus, Mitochondria, Plastids,
Ribosomes. Cell Division: Amitosis, Mitosis & Meiosis and their significance.
Nitrogen cycle, Glycolysis cycle, Krebs cycle.

Task Assessment (Any three)

(T-2; P-2)

1. Write a report on impact of Biological Science on modern communities.
2. Develop digital slides on any two teaching skills.
3. Prepare a podcast on Intelligent Tutoring System(ITS) in teaching Biological Science
4. Prepare a digital lesson plan for a topic from standard IX Text book.
5. Prepare mnemonics for Krebs cycle/ Glycolysis cycle.

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TEACHING OF COMPUTER SCIENCE - I **[SEMESTER - I]**

Course Code: 21FBCCS

Credits : 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

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-13; T – 3; P-2)

Aims and objectives of Teaching Computer Science at different levels: Primary, Secondary and Higher Secondary - Anderson's Revised Bloom Taxonomy of Educational objectives - Writing instructional objectives and planning for specific behavioral changes, - Nature and scope of computer science- Values of teaching computer science.

Unit II - Microteaching and Link Lesson

(L-8; T – 8; P-10)

Microteaching - meaning , Definition and characteristics -Micro teaching skills - Microteaching - Meaning, Definition and Characteristics - Micro Teaching Skills : Set induction - Explaining - Probing Questioning- Stimulus Variation - Reinforcement - Illustrating with examples - Using Blackboard - Closure - Link Lesson.

Unit III - Instructional Strategies and Innovative Techniques

(L-10; T – 2; P-2)

Lecture method - lecture-cum-demonstration - Heuristic method - project method -Inductive - deductive - programmed learning - Intelligent Tutoring system (ITS) - Intelligent Computer Assisted Instruction(ICAI) - constructivism Approach - Computer Assisted Instruction - prepare CAI package - Instructional Design (ADDIE Model)

Unit IV - Planning for Teaching

(L-9; T – 7; P-6)

Year Plan: importance of year plan, Steps in Making Year Plan, - Unit Plan: steps in unit plan, Advantages and Disadvantages of unit plan -Lesson Plan: Need of lesson plan, principles of lesson plan, Herbartian Steps in writing lesson plans-Digital lesson plan

Unit -V - Content related to School Syllabus

(L-10; T – 3; P-3)

Introduction to Computers - Number systems - Boolean Algebra - Concept of operating system - Working with windows and linux - problem solving algorithmic - Composition and decomposition - Iteration and recursion.

Task Assessment (Any three)

(T – 2; P-2)

1. Design and submit a branching program for any one topic.
2. Prepare a report on Link lesson by observing your peers.
3. Prepare E-content based on ADDIE model for a topic from XI standard Text book
4. Develop a year plan for XI standard Computer Science Subject.
5. develop and evaluate a CAI Package.
- 6.

References

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TEACHING OF ENGLISH - I [SEMESTER - I]

Course Code : 21FBCEN
Credits : 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

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-13; T - 3; P- 2)

Aims and objectives of teaching English at primary, secondary and higher secondary levels –Anderson’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.

Unit - II Micro Teaching and Link Lesson

(L-8; T - 8; P-10)

Microteaching - Meaning , Definition and Characteristics - Micro teaching skills - Skill of introducing a lesson, probing questioning, explaining, illustrating with examples , stimulus variation and reinforcement - Link Lesson.

Unit -III Instructional strategies

(L-10; T - 2; P-2)

Methods - Grammar Translation - Bilingual -Direct - Suggestopaedia - The silent way-Audio-Lingual Method - Differences between translation and direct method - Approaches - structural, situational, communicative, eclectic and interactive approaches - Differences between method and approach - e-content in teaching of English - e-content teaching material preparation - Flipped learning.

Unit - IV Planning for Teaching

(L-9; T-7; P-6)

Year plan- Advantage of year plan - Unit Plan: Definition- Steps, Need and Importance - Lesson Plan - Definition, Components of a good lesson plan - Need, Format of macro lesson plan - Teaching of prose - Teaching of poetry - Differences between teaching of prose and poetry - Teaching of grammar - Teaching

of composition –Characteristics of an effective lesson plan – Importance of lesson plan – Digital Lesson plan - Steps involved in lesson plan.

Unit-V Content related to school syllabus

(L-10; T - 3; P- 3)

Elements of English Language – Parts of speech- Sentence Structure- Concord- Rephrasing sentences - Question tags- Degrees of comparison- Embedding- Clauses and Sentences – Direct to Indirect speech – Gerund - Punctuation and Capitalization- Prefixes and Suffixes -The description of speech sounds, vowels and consonants – Classification of consonants, vowels and diphthongs-Phonetic symbols - Phonetic Transcription – Stress, Word stress and Sentence stress – Intonation- Etymologies and foreign expressions – Common errors – Teaching of vocabulary - Active and Passive vocabulary.

Task Assessment (Any three)

(T-2, P- 2)

1. Prepare a Power point presentation on English as a skill based subject.
2. Report on the practising of a micro lesson by observing your peers.
3. Prepare a flipped learning module for a topic from XI standard English text book.
4. Prepare and submit an evaluative report on different methods of teaching English.
5. Prepare a work sheet for grammatical exercise to make high school pupils understand certain grammatical concepts.

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TEACHING OF HISTORY - I **[SEMESTER I]**

Course Code: 21FBCHY

Credits : 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

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-13; T-3; P- 2)

Aims and Importance of History and History Education, General and specific aims of teaching History, Objectives of teaching History, Anderson and Krathwohl's Revised Bloom's Taxonomy, values of teaching History : Practical, social, Intellectual, Disciplinary and Cultural.

Unit II - Microteaching and Link Lesson

(L-8; T-8; P-10)

Microteaching - meaning, definition and characteristics-Major Teaching Skills : Skill of Introduction, Explaining, Stimulus Variation, Illustrating with examples, Using Black board, Reinforcement and Closure - Link Lesson.

Unit III - Instructional Strategies

(L-10; T-2; P-2)

Teacher directed- Lecture method, Story telling method, Source method, Team teaching.

Learner directed- Individualised instruction- PSI, Programmed instruction, CAI, Project method, Problem solving method, Dramatisation, Role play and Heuristic method.

Group Directed- Discussion, Symposia, Debate, Panel discussion, Brain storming.

Unit IV - Planning for teaching

(L - 9; T - 7; P- 6)

Year plan, Unit plan, Lesson plan: definition, importance and principles - Various approaches to lesson planning - Herbartian steps, selection and organisation of concepts, instructional aids, learning experiences, evaluation, review and home work - Features of a good lesson plan- Preparation of lesson plan - Digital lesson plan

Unit - V Content related to School Syllabus

(L- 10; T - 3; P-3)

Human Evolution- Ancient Civilizations - Intellectual awakening and Socio Political changes - French Revolution - Causes and results.

Early India : From the beginning to the Indus Civilization - The Great Mughals - Establishment and Expansion of British Power in India - Struggle for Indian Independence - Vellore Mutiny 1806 - The Great Revolt 1857.

Cultural development in South India - Ancient cities of Tamilagam - Tamilnadu under the Vijayanagar Empire - Social and Cultural impact - Later Cholas and Pandyas.

Task Assessment (Any three)

(T-2; P-2)

1. Prepare a reflective report on "values of teaching History"
2. Submit a personal report on your experience of practicing micro teaching
3. Develop an e-content for any topic of your own choice
4. Develop a year plan for VIII standard History text book
5. Draw a map of India showing the centers of the Great Revolt 1857.

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Social Science - VII Standard, Tamilnadu Text Book and Educational Services Corporation (2019)

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Social Science - X Standard, Tamilnadu Text Book and Educational Services Corporation (2019)

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TEACHING OF MATHEMATICS - I
[SEMESTER - I]

Course Code : 21FBCMA
Credits: 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

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-13; T-3; P-2)

Aims and objectives of teaching Mathematics - Bloom's taxonomy of instructional objectives - Framing instructional objectives of teaching Mathematics in behavioural terms - Anderson and Krathwohl's revised Bloom's taxonomy - Nature of mathematics - logical sequence, structure, precision, abstractness and symbolism - Values of teaching Mathematics - practical, social, cultural, disciplinary and recreational values.

Unit II - Microteaching and Link Lesson

(L-8; T-8; P-10)

Microteaching - meaning , definition and characteristics - Micro teaching skills - skill of set induction, explanation, probing, stimulus variation, reinforcement, illustration, blackboard writing -closure- Link Lesson.

Unit III - Instructional Strategies and Digital Approaches

(L-10; T-2; P-2)

Lecture cum demonstration method - Inductive method - Deductive method - Analytic method - Synthetic method - Problem solving approach - Active Learning Method (ALM)- TIGER Method - 5E Model - Computer Assisted Instruction (CAI) - PowerPoint presentation - Guidelines for an effective PowerPoint presentation - e-content for teaching Mathematics-e-Instructional modules in teaching Mathematics

Unit IV- Planning for Teaching

(L-9; T-7; P-6)

Year plan - meaning, advantages - Unit plan - Definition, steps, need and importance - Lesson plan - definition - components - Need for writing a

lesson plan – characteristics of a standard lesson plan – Herbartian steps – Digital lesson plan

Unit V – Content related to School Syllabus

(L-10; T-3; P-3)

Real numbers – Surds – Basic operations. Ratio and Proportion – Direct Proportion – Inverse Proportion. Sets – Types of sets – Set operations– Representation using Venn diagram. Construction of a triangle using Concurrent lines- Centroid – Orthocentre – Circumcentre – Incentre. Functions – Definition – Types – operations on function. Basic Algebra – Linear inequalities – Quadratic functions – Polynomial functions – Rational functions. Trigonometry – Trigonometric functions – Properties – Trigonometric identities – Trigonometric equations. Straight lines – Definition– Equation of the straight line – Angle between two straight lines – Pair of straight lines.

Task Assessment (Any three)

(T–2, P-2)

1. Discuss in group and present a report on “values of teaching mathematics”.
2. Prepare a report on your experience of practising micro teaching and link lesson
3. Develop an e-content for a topic from Standard IX Mathematics Text Book
4. Develop a year plan in Mathematics subject for Standard IX
5. Prepare a report on the application of Ratio and Proportion in everyday life

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TEACHING OF PHYSICAL SCIENCE - I [SEMESTER-I]

Course Code :21FBCPS

Credits : 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

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 school syllabus related to Physical Science (L5)
- creates an e-content for teaching Physical Science (L6)

Unit I - Aims and Objectives

(L-13; T-3; P-2)

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

Unit II -Micro teaching and Link Lesson

(L-8; T-8; P-10)

Microteaching - Meaning, Definition and Characteristics - understanding Micro Teaching Skills: Set induction- Explaining -Probing Question -Stimulus variation -Reinforcement - Illustration with examples - Using Blackboard - Closure - Link Lesson.

Unit III - Instructional strategies and Innovative Techniques

(L-10; T-2; P-2)

Methods : Lecture - Lecture cum Demonstration - Individual Practical, Assignment - Heuristic - Biographical - ALM - Scientific-Inductive and deductive and Project methods - Computer Assisted Instruction(CAI) - Brainstorming, think-tank - e-content development: Phases and Pedagogical Issues - Creating content in YouTube.

Unit IV - Planning for Teaching

(L-9; T-7; P-6)

Year plan - advantages of year plan - Unit Plan : definition, steps, need and importance - lesson plan: importance and characteristics - Herbartian steps - Digital lesson plan

Unit - V Content related to School Syllabus

(L-10; T-3; P-3)

Measurement - Force and Motion - Matter around us - Heat - Electricity - Changes around us - Air - Magnetism - Water - Chemistry in everyday life - Work, power, energy- Light- Electricity- Universe and space science - Atomic structure- Magnetism and electromagnetism- Sound- Universe- Periodic classification of elements- Chemical bonding- Acids bases and salts- Carbon and it's compounds- Applied chemistry - Motion in a straight line-Motion in a plane- Laws of Motion- System of particles and rotational 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 - Environmental chemistry.

Task Assessment (Any three)

(T-2; P-2)

1. Prepare Power point slides on 'Revised Bloom's Taxonomy'.
2. Give a report about the micro teaching skills you practised
3. Prepare an e-content material for a topic from standard IX Text book
4. Develop a year plan in physical science subject for standard IX
5. Do a project in Physics or Chemistry and submit a report.

Physical Science Experiments

Student teachers do five experiments in Physical Science each for level 1 and level 2

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தமிழ் கற்பித்தல் - I
(முதல் பருவம்)

Course Code : 21FBCTA

Credits : 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

படிப்பு முடிவுறும் நிலையில் கற்றல் விளைவுகள்,

மாணவ ஆசிரியர்கள்

- மொழியின் சிறப்புகளை 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 மொழியின் சிறப்புகள்

(L -13; T - 3; P-2)

மொழியின் அமைப்பு - மொழியின் பண்புகள்- மொழி வளர்ச்சி - மொழி வளர்ச்சிக் கொள்கை- மொழியின் தொன்மை - மொழியின் தோற்றக் கொள்கை - தாய்மொழியின் கிளை மொழிகள் - மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு - சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல்- மொழியும் சமூக சூழ்நிலையும்- மொழியும் பொருளாதாரமும் - தனிச்செம்மொழி சிறப்பு - பண்பாட்டில் பின் தங்கியவரை ஈடு செய்யும் கல்வி முறை.

அலகு - 2- நுண்ணிலைக் கற்பித்தல் இணைப்புக் கற்பித்தல்

(L - 8; T - 8; P-10)

நுண்ணிலைக் கற்பித்தல்- விளக்கம்- படிகள்- சுழற்சி - நன்மைகள்- பயிற்சி பெறும் திறன்கள் - பாடம் தொடங்கும் திறன்- விளக்குதல் திறன்- பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்- எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன்- வலுவூட்டிகளை பயன்படுத்தும் திறன் - இணைப்புக் கற்பித்தல் - இணைப்புக் கற்பித்தலில் பயிற்சி பெறுதல்

அலகு - 3- தமிழ் கற்பிக்கும் முறைகள்

(L - 10; T - 2; P- 2)

மரபுவழி கற்பிக்கும் முறை - வகைகள்- விளையாட்டு முறை - நடிப்பு முறை - செயல்திட்ட முறை - மேற்பார்வை படிப்பு முறை- செயல்வழி கற்றல் முறை - மின் கற்றல் முறை - கருத்து கட்டமைப்பு கற்றல் முறை - கூட்டுக் கற்றல் முறை - சுய ஒழுங்குபடுத்தப்பட்ட கற்றல் முறை - கானொலிக் காட்சி வழிக் கற்றல் முறை

அலகு-4- கற்பித்தல் திட்டமிடுதல்

(L - 9; T - 7; P- 6)

வருடப் பாடத்திட்டம் - பயன்கள் - அலகு திட்டம்- முக்கியத்துவம் - படிநிலைகள்- கற்பித்தல் நோக்கங்கள் - ஆன்டர்சன், க்ரத்துவார் என்பாரின் மறு பரிசீலிக்கப்பட்ட புளுமின் கற்பித்தல் நோக்க வகைபாடு - பாடத்திட்டம் - பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் - பாடத்திட்டம் தயாரிக்கும்போது ஆசிரியர் மனதில் கொள்ளத்தக்கன - மின்னணு பாடத்திட்டம் - செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் - கட்டுரை - மின்னணு பாடத்திட்டம் படிவம் தயாரித்தல்

அலகு - 5 பள்ளித் தமிழ்ப்பாடக் கருத்துக்கள்

(L-10; T - 3; P- 3)

தமிழ்க்கும்மி - தமிழ் எழுத்துகளின் வகை தொகை - சிலப்பதிகாரம் - திருக்குறள் - முதலெழுத்தும் சார்பெழுத்தும் - அறிவியல் ஆத்திசூடி - மொழி முதல் இறுதி எழுத்துக்கள் - இலக்கணம் - பொது - உரைநடையின் அணிநலன்கள் - முல்லைப்பாட்டு - விருந்து போற்றுதும் - விண்ணைத் தாண்டிய தன்னம்பிக்கை - முத்துக்குமாரசாமி பிள்ளைத்தமிழ் - புறப்பொருள் இலக்கணம் - பா - வகை அலகிடுதல் - தேம்பாவணி - அணிகள் - சொல்வடைகள் - குற்றியலுகரம், குற்றியலிகரம் - ஆழ்கடலின் அடியில் - இலக்கிய வகைச் சொற்கள் - ஒரு வேண்டுகோள் - இன்பத்தமிழ் கல்வி - ஓரெழுத்து ஒருமொழி, பகுபதம், பகாபதம்.

செய்முறை (ஏதாவது மூன்று மட்டும்)

(T - 2; P- 2)

- 1 தமிழ்மொழியின் சிறப்பு பற்றி கட்டுரை வழங்குக.
- 2 விளையாட்டு முறை மூலம் இலக்கணப் (மொழி) பாடத்தை கற்பிக்க கணினி நடிவம் உருவாக்கம் செய்க.
- 3 தமிழ்மொழி கற்பித்தலில் செயல்வழிக் கற்றல் முறையில் பள்ளிப் பாடப்பகுதியில் இருந்து பாடத்திட்டம் உருவாக்குக.
- 4 இணைப்புக் கற்பித்தல் பாடத்திட்டம் உருவாக்கி வழங்குக.
- 5 ஒன்பதாம் வகுப்பு தமிழ் பாடநூலில் ஏதாவதொரு பாடப்பகுதியில் மின்னணு பாடத்திட்டம் உருவாக்குக.

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PEDAGOGY OF LANGUAGE - ENGLISH - I [SEMESTER-1]

Course Code: 21FBPLE

Credits: 3

Total number of hours: 75(L - 45; T - 15; P/PW - 15)

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 of grammar from teaching of 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- 2)

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.

Unit II - Language as a skill subject

(L -8; T - 2 ; P- 3)

Teaching language as a skill - The Four Skills of English - Learning of communication skills - Activities to improve communication skills - Barriers to efficient communication -Assessing the four skills.

Unit III - Teaching of Prose and Poetry

(L - 9 ; T - 3 ; P- 3)

Definition and meaning of Prose - Objectives of teaching prose -Definition and meaning of Poetry - Objectives of teaching poetry- -Lesson plan for teaching prose and poem - Differences between teaching of prose and poetry - Need and Format of lesson plan - Digital lesson plan

Unit IV - Teaching of Grammar and Composition

(L - 10 ; T - 3 ; P- 2)

Teaching of grammar-Objectives - Formal vs Functional grammar - Deductive method and Inductive method - Teaching of Composition - Types of composition - Pictorial - Guided - Information transfer and Picture composition - Free composition.

Unit V – Spoken Vocabulary and English Acquisition (L – 10 ; T – 3 ; P- 3)

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 (Any two)

(T – 2; P- 2)

1. Prepare a seminar for a topic given by the teacher.
2. Write any two conversation drills.
3. Develop an e-content for a topic from IX standard English Text book
4. Prepare a work sheet for grammatical exercise to make high school pupils understand certain grammatical concepts.

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மொழிக் கற்பித்தல் - தமிழ் - I
[முதல் பருவம்]

Course Code : 21FBPLT
Credits : 3

Total number of hours: 75 (L-45; T-15; P-15)

படிப்பு முடிவுறும் தருவாயில் கற்றல் விளைவுகள்,

மாணவ ஆசிரியர்கள்

- தாய்மொழி கற்பித்தலின் நோக்கங்களை விவரிப்பர் (L1)
- கட்டுரை எழுதுவதின் பல்வேறு வளர்ச்சி நிலைகளை பயன்படுத்துவர் (L3)
- செய்யுள் மற்றும் உரைநடை பாடத்தை கற்பித்தலில் செயல்படுத்துவர் (L2)
- சொற்களஞ்சியத்தை வளர்க்கும் வழிமுறைகளை பயன்படுத்துவர் (L3)
- இலக்கணம் கற்பிக்கும் முறைகளை கற்பித்தலை பயன்படுத்துவர் (L3)
- கட்டுரை கற்பிப்பதை துணைப்பாடம் கற்பிப்பதில் இருந்து வேறுபடுத்துவர் (L5)

அலகு- 1 தாய்மொழி பயிற்றுதலின் நோக்கங்கள்

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

மொழியின் தோற்றம்- மொழியின் இன்றியமையாமை - மொழிப்பயிற்றலின் நோக்கங்கள் - மொழிக் கற்றலின் பயன்கள்- கல்வியின் இன்றியமையாமையையும் சூழ்நிலையின் குறைகளையும் அறிதல்- சமூகக் கடமைகளை மேற்கொள்ளுதல் - வாழ்க்கை நடத்தத் தேவையான திறன்களை பெறுதல்- சிந்தனை திறன் வளர்த்தல் - எண்ணத்தை வெளியிடல்- கருத்துக்களை பகிர்ந்து கொள்ளுதல் - இலக்கிய நயம் உணர்ந்து இன்புறல் -சமூக பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்துதல் - மொழிப்பற்றை வளர்த்தல்.

அலகு - 2 உரைநடைக் கற்பித்தல்

(L-8 ; T -2 ; P- 3)

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

அலகு - 3 செய்யுள் கற்பித்தல்

(L-9 ; T-3 ; P-3)

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

அலகு - 4 இலக்கணம் கற்பித்தல்

(L-10 ; T-3 ; P- 2)

இலக்கணம் - கற்பித்தலின் நோக்கங்கள்- வகைகள்- இலக்கணம் கற்பிக்கும் முறைகள்- விதிவரும் முறை - விதிவிளக்கு முறை - இருமுறைகளுக்கும் இடையேயுள்ள வேறுபாடுகள் - இலக்கணம் கற்பதில் எதிர்கொள்ளும் சவால்கள்- இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ள வேண்டிய வழிமுறைகள்.

அலகு - 5 கட்டுரை, துணைப்பாடம் கற்பித்தல்

(L-10 ; T-3 ; P-3)

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.

செய்முறை (ஏதாவது மூன்று மட்டும்)

(T - 2; P- 2)

1. இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள் பற்றி கட்டுரை வரைக.
2. அடுக்குத் தொடர், இரட்டைக்கிளவி, பழமொழிகளைத் தொடர்களில் அமைக்க.
3. சொற்களஞ்சிய படத்தொகுப்பு உருவாக்குக.
4. செய்யுள், உரைநடை பாடத்தை கற்பிப்பதில் உள்ள வேறுபாடுகளை அட்டவணப்படுத்துக
5. தமிழ்மொழி கற்பித்தலின் நோக்கம், தேவை, முக்கியத்துவம் குறித்து கட்டுரை எழுதுக.

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**PERSONAL AND PROFESSIONAL LIFE SKILLS
[SEMESTER - I]**

**Course Code: 21FBLSP
Credits : 3**

Total number of hours - 75 (L- 45; T-15 ; P- 15)

Course Learning Outcomes (CLOs)

The student teacher

- identifies the essentials of effective communication (L1)
- explains the guidelines for preparing seminar paper and research paper(L2)
- organizes presentation skills in the classroom (L3)
- analyses the reasons for poor interpersonal skills (L4)
- recommends effective classroom management techniques(L5)
- specifies time management strategies (L6)

Unit I - Communication Skills

(L- 9 ; T- 2 ; P- 2)

Communication Skills : Meaning, Nature, Importance and Purpose - Types and Process of Communication - Communication Network in an Organization- Strategies for Effective Communication- Verbal and Non-Verbal Communication - Barriers to Communication - Essential Skills for Effective Communication - Communication Technique - Communicating with differently abled persons: Braille, Sign language and Speech training

Unit II - Listening and Presentation Skills

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

The Process of Listening - Barriers to Listening - Types of Listening - Benefits of Effective Listening. Presentation Skills - Report writing - Guidelines for preparing Seminar paper and Research paper -Techniques for Effective Presentation - Importance of Presentation Skills in the classroom - Engaged learning.

Unit III - Interpersonal Skills

(L- 10; T- 3; P-3)

Interpersonal skills: Meaning, Importance - need in workplace - Reasons for poor Interpersonal skills: Self-diffidence, Defiance, Incompatibility, Poor Emotional Intelligence - Development of good Interpersonal skills - Adaptability - Self Motivation - Negotiation skills - Relationship Management- Receptiveness to Feedback.

Unit IV - Managerial skills

(L-9 ; T-2 ; P-2)

Basic Managerial skills: Meaning, Types and need for Managerial skills - skills of Planning, Organizing, Staffing, Directing, Coordinating, Reporting and

Budgeting (POSDCORB) - Leadership Qualities - Functions of leaders - Classroom Management- Teacher as a Leader.

Unit V - Entrepreneurial Skills

(L-9; T-3 ; P- 3)

Interview – Skills for conducting and facing an Interview- Teamwork and Collaboration - Critical Thinking skills: observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving and decision making - Time Management: Tips for effective Time Management – Managing Job Stress.

Task Assessment (Any three)

(T-2; P- 2)

1. Prepare a booklet on Braille Script and Sign Language.
2. Discuss in group and present a reflective report on the difference between seminar paper and research paper.
3. Enact a 'role play' to explain your understanding on relationship management.
4. Based on your expectations and experiences, submit a report on a technique of classroom management.
5. Conduct a mock Interview with your peer and upload a video clipping of it in your blog.

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EPC - ART AND CRAFT - I
[SEMESTER - I]

Course Code : 21FBEAC
Credits : 2

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

Course Learning Outcomes (CLO)

The student teacher

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

Unit I - Arts and Crafts - Concepts

(L - 4; T - 2; P- 4)

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

Unit II - Writing Skills

(L - 4; T - 2; P- 4)

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

Unit III - Teaching Learning Materials

(L - 4; T - 2; P- 4)

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

Unit IV - Creative Art

(L - 4; T - 2; P- 3)

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

Unit V - SUPW

(L - 4; T - 1; P- 4)

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

Task Assessment (Any two)

(T-1;P-1)

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

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Self -Study Courses

Any one of the following courses to be opted

1. SWAYAM Online Course

Curriculum Transaction Mode : SWAYAM Platform of Government of India

2. Content knowledge for competitive exam

Course Modules based on Text book Standard - 6 to 10th - Tamil nadu Text book Corporation

3. Managing Attention in Digital Era

Attention Factors influencing attention - Improve overall Attention -
Disruptive technology - Hone your focus - Decrease Distractions -
Prioritize the right tasks - Create a routine - Mindfulness Productivity

SEMESTER-II

PE - IV - PSYCHOLOGY OF LEARNERS
[SEMESTER - II]

Course Code: 21SBPE4

Credits: 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I -Information Processing and Complex Cognitive Processes

(L - 12; T - 5; P - 5)

Concepts: Meaning, Nature and Types - Concept formation- Concept Maps- Thinking: meaning, nature, kinds - Language and Thinking - Thinking Styles- Convergent Thinking Vs Divergent Thinking - Lateral thinking, role of teacher in promoting lateral thinking among students - Characteristics of learners - Learning styles: David Kolb & Flemings VAK model - Reasoning and Problem Solving: meaning and training - Educational Implications.

Task Assessment: Observe and identify the learning styles of 5 school students and prepare a report.

UNIT II- Personality

(L - 10; T -5; P-5)

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

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

Unit III - Education of Exceptional Children

(L - 10; T - 5; P- 5)

Exceptional Children: meaning, characteristics, types, needs and challenges - Gifted children - Underachievers - Learning Disability - Children with special needs: Mentally and Physically challenged.

Remedial measures and Educational provisions for Exceptional children: Specialized approaches and Assistive technology - Psychological perspectives of Special and Inclusive Education.

Task Assessment: Visit a school and collect information about the educational provisions available for children with special needs. Record your observations.

Unit IV -Group Dynamics

(L - 8; T - 5; P- 5)

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

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

Unit V - Mental Health

(L - 10; T - 5; P- 5)

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

Task Assessment: Identify the symptoms of maladjustment among school children and suggest means to promote adjustment among students.

Note : The students should select any three Task Assessments.

(T-2; P-2)

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

Time: 3.00 hrs.

Course code: 21SBPE4

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Divergent thinking is otherwise known as -----.(L1)
 - a) Vertical thinking
 - b) Critical thinking
 - c) Horizontal thinking
 - d) Linear thinking
2. The term “Personality” is derived from the latin word -----means the mask worn by the Roman Actors. (L1)
 - a) Personnel
 - b) Persona
 - c) Personage
 - d) Personnalite
3. The leader who use their authority to impose the ways of working and often make decisions without consulting their team.(L2)
 - a) Democratic leader
 - b) Autocratic leader
 - c) Participative leader
 - d) Laissez faire leader
4. Which social group is based on rules and regulations? (L2)
 - a) Formal group
 - b) Informal group
 - c) Both a and b
 - d) None of the above
5. In defence mechanism “Sour Grapism” is an example of ----.(L3)
 - a) Identification
 - b) Compensation
 - c) projection
 - d) rationalisation

Section - B

(5x2 = 10 Marks)

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

6. State the types of Concepts.(L1)
7. Define: Personality.(L1)
8. Who are Under Achievers?(L2)
9. Write a short note on Sociometry. (L1)
10. What is Adjustment? (L2)

Section - C

(3x5 = 15 Marks)

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

11. Write a detailed note on Lateral thinking and the role of teacher in promoting Lateral thinking among students.(L3)
12. Identify the major determinants of Personality and categorize them. (L4)
13. Discuss about various Assistive Technology for vision and hearing impaired children and its application in education.(L3)
14. Analyze the factors influencing Group Behaviour.(L4)
15. Appraise the role of teachers in the Promotion of Mental Health of the learners. (L5)

Section - D

(2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Compare David Kolb & Flemings VAK models of learning style.(L5)
(OR)
b. Write an essay on Assessment of Personality and compare the different methods.(L5)
17. a. What do you mean by Leadership? Enlist the traits and types of Leadership.(L3)
(OR)
b. Illustrate different types of defence mechanisms with suitable examples.(L5)
-

PE-V - PHYSICAL EDUCATION AND YOGA - [SEMESTER II]

Course Code: 21SBPE5

Credits : 4

Total number of hours -100 (L- 25; T-25; P- 50)

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Nature of Physical Education

(L - 5; T - 6; P - 6)

Meaning of Physical Education, Definition, Scope of Physical education, Aim and objectives of Physical Education, Need and importance of Physical Education, Indoor games and outdoor games. Commas and hyphens

Task Assessment : Suggest some ways to motivate children to play physical activities. (out door games)

Unit II - Nature of Yoga Education

(L - 6; T - 5; P - 5)

Concept of Yoga, Need and Importance of Yoga - Objectives 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 - Eight limbs of yoga.

Task Assessment : Prepare a booklet to depict various positions of Asanas.

Unit III - Physical Education and Yoga for Overall development

(L - 5; T - 6; P - 6)

Types of Exercise - Aerobic exercise - Anaerobic Exercise - Recreation - Need for Recreation - Levels of Recreation. Therapeutic values of yoga - yoga and meditation in life situations - Stress management through yoga - Yoga and mental health - Posture - Common Postural deformities - Kyphosis - Lordosis - Scoliosis - Knock Knee - Bow leg - Flat foot

Task Assessment : Submit a report on Physical Education programme in any school.

Unit IV - Physical Education and Yoga Programme in secondary schools

(L - 6; T - 4; P - 10)

Lesson plan – Types, values - General Lesson Plan - Preparation of yoga lesson plan, Physical Education activities in Secondary Schools and their importance – Methods of teaching physical activities. Difference between yoga and physical exercises. Need, Importance and planning for teaching of Yoga.

Task Assessment : Prepare three Yoga lesson plans in teaching Asanas.

Unit - V - Yoga and Meditation – Practicum

(L - 3; T - 2; P - 18)

Guidelines for the practice of asanas - Surya Namaskar - Different position of Asanas - Standing position Asanas - Sitting position asanas - Supine position Asanas - Prone position Asanas - Pranayama - *Meditative Pranayama, Yogic Pranayama, Nadisuthi Pranayama, Kabalopathy Pranayama, Sithali Pranayama and Ocean Breath Pranayama*, Meditation - Mudras and Bhandas - *Jaladhara Banda, Uddiyana Banda and Mula Banda*

Task Assessment : Write a report on your personal views and experiences on the role of Yoga and meditation in promoting Holistic Health.

Note : The students should select any three Task Assessments. **(T-2; P-5)**

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

Time: 3.00 hrs.

Course code: SBEPE5

Max. Marks: 60

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) Spritual
 - 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 (3x5 = 15 Marks)

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

11. Differentiate aerobic and anaerobic exercises. (L2)
12. What are the objectives of Physical Education? (L2)
13. Explain the various methods of teaching physical activities in schools. (L4)
14. What are the eight limbs of yoga? (L2)
15. Write a note on yoga mudras. (L1)

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Prepare a lesson plan to teach yoga for school children. (L6)
(OR)

b. Examine the need for Physical Education in schools. (L3)

17. a. Write in detail the historic development of Yoga. (L1)
(OR)

b. Define Posture. Evaluate any three postural deformities and recommend remedial measures. (L5)

PE - VI - ASSESSMENT OF LEARNING [SEMESTER - II]

Course Code : 21SBPE6

Credits: 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. identifies the steps in the construction of an achievement and diagnostic test (L1)
2. distinguishes educational measurement, assessment and evaluation (L2)
3. applies the statistical analysis in educational evaluation (L3)
4. classifies the various techniques of evaluation in education (L4)
5. compares the various graphs in statistics (L5)
6. constructs test by following the proper steps (L6)

Unit I - Concept of Measurement, Assessment and Evaluation

(L-11; T – 3; P-6)

Measurement, assessment and evaluation -Meaning, need, purpose, function, difference among measurement, evaluation and assessment- Scales of measurement - Types of evaluation - Formative, summative, diagnostic, norm-referenced evaluation, criterion-referenced evaluation and self-reference evaluation - Tools and techniques of assessment -Observation, checklist and rating scale.

Task Assessment : Prepare 10 powerpoint slides on the current practices of Assessment and Evaluation at the secondary / higher secondary level

Unit II - Construction of Tests

(L-9; T – 2; P-3)

Tests -Meaning, definition, characteristics - Types of test item- Objective, short and essay -Steps in test construction - Item analysis - Difficulty level, discrimination index, distractor analysis - Characteristics of a good test - Objectivity, validity, reliability and practicability.

Task Assessment : Discuss in group and present a report on “Advantages and limitations of online assessment”.

Unit III - Diagnostic and Achievement test

(L-10;T – 5; P-6)

Diagnostic test - Meaning, need - Educational diagnosis - Levels of diagnosis - Construction of diagnostic test -Uses - Remedial measures -Achievement test - Blue print - Administering the test -Scoring and evaluating the test - Characteristics of a good achievement test.

Task Assessment : Construct a diagnostic test at secondary/ higher secondary level.

Unit IV - Techniques of Evaluation

(L-10; T-5; P-5)

Continuous and Comprehensive Evaluation (CCE) -Introduction, meaning, objectives and functions- Assignment –Meaning, definition, types - Periodical tests and annual tests - Importance of progress report - Cumulative record - New trends - Trimester system, continuous internal assessment – Online assessment –Classroom Assessment Technique(CAT) –Steps in implementing technology based assessment – Online tools for teacher assessment -E-portfolios – Meaning, types, purpose , guidelines for portfolio entries and assessing portfolios.

Task Assessment : Prepare a model cumulative record for any ten students of your class.

Unit V - Statistical Analysis

(L-10;T-8; P-3)

Frequency table - Measures of central tendency - Mean, median, mode- Measures of variability - Range, standard deviation and quartile deviation – Correlation - Rank difference correlation and product moment correlation – Graphical representation of data - Pie diagram, histogram, frequency polygon and ogive curve- Normal probability curve.

Task Assessment :Draw an ogive curve for the marks obtained by your classmates in any one of the courses in I semester

Note : The students should select any three Task Assessments.

(T-2; P-2)

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

Time: 3.00 hrs.

Course code: 21SBPE6

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions: -

1. ----- assessment refers to a system of school based assessment that covers all aspects of student's development.
a) Comprehensive b) Curricular c) Co-curricular d) Multiple
----- (L1)
2. Which one of the following type of evaluation assesses the learning process to provide continuous feedback to both teachers and students during instruction? (L2)
a) Placement Evaluation b) Formative Evaluation
c) Diagnostic Evaluation d) Summative Evaluation
3. The qualities of practicability in a test involve factors such as-----.(L4)
a) Cost b) Time
c) Administration d) All of the above
4. The ----- component of CCE takes care of the continual and periodicity aspect of evaluation. (61)
a)Comprehensive b) Continuous
c) Co-curricular d) Multiple
5. Limitation of Essay type items is ----- (L5)
a) Lack of objectivity b) Lack of reliability
c) Maximum validity d) Time consuming

Section - B (5x2 = 10 Marks)

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

6. Differentiate Evaluation and Measurement. (L4)
7. What is Reliability? (L1)
8. List out any five characteristics of an achievement test. (L2)
9. What is the role of progress report in enhancing students' achievement? (L2)
10. Calculate median for the following data: (L3)
5, 10, 14, 6, 10, 9, 13, 6, 5, 11

Section - C (3x5 = 15 Marks)

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

11. Distinguish Formative Evaluation from Summative Evaluation. (L4)
12. Explain the concept of 'difficulty level' and 'discriminating power' of an item. (L2)
13. What is a blue print? Discuss the importance of weightage to objectives in a blue print. (L5)
14. As a teacher, how will you prepare and maintain Cumulative records? Bring out its applications. (L6)
15. Calculate Standard Deviation for the given data: (L3)

Class Interval	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Frequency	3	4	6	8	11	7	1

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Discuss the salient features of Norm-Referenced Evaluation and Criterion-Referenced Evaluation and highlight the differences between them. (L4)
(OR)
b. Highlight the steps involved in the construction of a test. (L3)
17. a. Explain the significant aspects of Diagnostic test. Highlight its applications. (L4)
(OR)
b. Give a detailed account on Continuous and Comprehensive Evaluation. Highlight its functions. (L2)

TEACHING OF BIOLOGICAL SCIENCE- II **[SEMESTER - II]**

Course Code: 21SBCBS
Credits: 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes(CLOs)

The student teacher

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

Unit I - Biological Science Curriculum Construction (L-12; T-3; P-2)

Biological Science curriculum - Concept - Principles for designing Bio - Science Curriculum - Defects in the present curriculum. Biological Science Curriculum Studies (BSCS), Nuffield Science Teaching Project -National Talent Search Scheme - Modern trends in biological science curriculum construction.

Task Assessment: Prepare a digital slides on Recent Curriculum improvement projects by NCERT

Unit II - Technology in teaching Biological science. (L-8; T - 7; P-8)

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

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

Unit III - Biological Science Laboratory (L-11; T-3; P-2)

Biology laboratory - Planning, Structure and design of Biology laboratory- Laboratory rules - Guidelines for the teacher to follow in the laboratory, rules to

be followed by the students - Laboratory accidents and remedies - Laboratory safety measures - Laboratory Incident - Laboratory Registers and laboratory manuals- Virtual biology laboratory - Virtual Biology experiments.

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

Unit IV - Evaluation and Action Research.

(L-9 ;T – 5 ; P-6)

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

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

Unit V - Content related to School Syllabus

(L-10; T – 5; P-5)

Morphology of flowering Plants - Parts of a Flowering Plant : Root system, Region of a typical root, Types of Root System, Functions of roots - Root Modification :Modification of Taproot, Modification of adventitious roots - Shoot system : Modification of Stem : Aerial modifications, Sub- aerial modifications, Underground modification - Leaf : Parts of a leaf, Venation, Phyllotaxy, Leaf modification - Immunology - Innate immunity - acquired Immunity - Antigen - Antibody - Vaccination and Immunization - Immuno deficiency diseases - Autoimmune diseases

Task Assessment :Prepare a podcast for the Morphology of flowering plants / Immunology

Note : The students should select any three Task Assessments. **(T-2; P-2)**

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ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002

B.ED. II SEMESTER MODEL QUESTION PAPER

TEACHING OF BIOLOGICAL SCIENCE - I

Time: 3.00 hrs.

Course code: 21SBCBS

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Biological Sciences Curriculum Study is founded in ---(L1)
a) 1964 b) 1954 c) 1958 d) 1968
2. Combination of online interactions, educational materials and traditional class room method is called ----- learning. (L2)
a) distance b) synchronous c) flipped d) blended
3. ----- questions are presented to the learners in the form of a statement and the students are asked from two choices.(L3)
a) MCQ b) True / False c) Matching d) fill up
4. Gases exchange connected with -----.(L2)
a) Avicennia b) Cuscuta c) Colocasia d) Nepenthis
5. Pollination by bats is called as _____(L2)
a) Ornithophily b) Entomophily
c) Malacophily d) Cheiropterophily

Section - B

(5x2 = 10 Marks)

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

6. Point out any four defects in the present curriculum (L2)
7. Why improvised aids are used in teaching learning process?(L3)
8. Differentiate alternate phyllotaxy from whorled phyllotaxy with suitable examples (L4)
9. Write the methods to control crop diseases caused by parasitic plants (L3).
10. What is meant by modification of root? What type of modification of root is found in mangrove trees. (L4)

Section - C

(3x5 = 15 Marks)

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

11. How National talent search scheme identify, nurture and form a young scientist? Explain its significance and the role of teacher.(L4)
12. Describe Bruner's concept attainment model with suitable example.(L2)
13. Explain the possible laboratory accidents and safety measure to overcome them.(L4)
14. Write an account on advantages and limitations of objective type questions.(L2)
15. Differentiate macro nutrients and micro nutrients. Explain the uses of both nutrients (L4).

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Define: Curriculum. Explain the principles for designing Biological science curriculum with suitable example.(L3)

(OR)

b) Describe Edgar Dales' cone of experience and its importance in teaching of Biological science.(L3)

17. a) Differentiate Real Biology laboratory and virtual Biology laboratory. Write the advantages and limitations of them.(L5)

(OR)

b) Explain the first three steps in construction of an achievement test.(L2)

TEACHING OF COMPUTER SCIENCE - II **[SEMESTER II]**

Course Code :21SBCCS

Credits :4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. states the principle of Curriculum construction in computer Science (L1)
2. understands the role of Technology used in teaching computer science (L2)
3. develops the skill of Organizing and maintaining a computer science laboratory (L3)
4. acquires the knowledge of different evaluation techniques in computer science (L1)
5. analyses the content of the schoolsyllabus (L4)
6. categorizes the various information system used in educational system (L6)

Unit I-School Computer Science Curriculum

(L-12; T-3;P-2)

Curriculum - Meaning and Definition- Major objectives - Needs and Importance - Principles of curriculum construction - Criteria of selection of content. Curriculum development for computer science -Approaches to Curriculum construction- Process of Curriculum Evaluation- Modern trends in computer science curriculum construction.

Task Assessment : Analyse and submit the report of any two web sites.

Unit II - Technology in Teaching Computer Science

(L-8; T - 7; P-8)

Instructional aids-importance and use of instructional aids - Guiding principles for the effective use of audio visual aids - classification of audio visual aids - The Edgar Dale's Cone of Experience - Development of Script writing for Video Programme - Management Information System and Educational Planning - Teaching Computer Science through online

Task Assessment :Identify and prepare a topic from XI standard school book and develop a Videos script on the same topic and to be uploaded in our departmental YouTube channel.

Unit III - Computer Science Laboratory

(L-11; T - 3;P-2)

Computer Science Laboratory - Creating and sharing the norms to be maintained by students for the computer lab - Care to be provided and precautions

to be undertaken while working with the hardware – Students using computer in a group – Special points for attention of the teacher – Stock Registers.

Task Assessment :List out Latest Audio-Visual Aids used in Teaching Learning process.

Unit IV - Evaluation and Action Research (L-9; T – 5;P-6)

Evaluation – need and importance of Evaluation - characteristics of a good test in computer science– Types of Evaluation: Diagnostic, Formative, Summative - Achievement test in computer science – Different types of test items: objective type, short answer type, Essay type - Preparing blue Print for achievement test - Action Research - Action Research –steps ,Characteristics and advantages of action research

Task Assessment :Write a report on analyse the types of evaluation

Unit V – Content related to School Syllabus (L-10; T – 5; P-5)

Working Principle of Digital Logic Gates: Introduction, Types of Logic Gates: AND Gate, OR Gate, NOT Gate, NOR Gate, NAND Gate Bubbled AND Gate, Bubbled OR Gate, XOR Gate XNOR Gate, Universal of NAND and NOR Gates.

Overview of C++ : Introduction, Basic Data Types, Data Types, Variables. Basic statement: Input /Output Statements, Declaration Statement, Assignment Statements, Control Structures, Structure of C++ Program, Program development - Functions C++ Enhancements : Introduction, Function Prototyping Calling a Function, Parameters passing in functions, Returning Values, Inline Functions , Scope rules of variables.

Task Assessment : Using the Logic converter construct the truth table for basic Logic gates

Note : The students should select any three Task Assessments. (T-2; P-2)

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**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002
B.ED. II SEMESTER MODEL QUESTION PAPER
TEACHING OF COMPUTER SCIENCE -II**

Time: 3.00 hrs.

Course code: 21SBCCS

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Teaching and learning combine to make (L1)
 - a) Instruction
 - b) Curriculum
 - c) Syllabus
 - d) Course
2. The use of teaching aids is justified on the grounds of(L4)
 - a) Attracting students attention in the class
 - b) Minimizing students indiscipline in the class
 - c) Optimising learning outcomes of students
 - d) Effective management of student learning tasks
3. #include<stdio.h> (L3)
int main(int argc, char const *argv[])

```
{
    char a = 'a';
    printf("%d\n", (int)sizeof(a));
    return 0;
}
```

What is the output of the following C++ program?

- a) 0
 - b) 4
 - c) 1
 - d) Compiler error
4. The process of evaluation starts from -----.(L2)
 - a) Objectives
 - b) Learning activities
 - c) Teaching activities
 - d) Blue print
 5. Diagnostic test refers to ----- problem identification(L2).
 - a) General
 - b) Specific
 - c) Structural
 - d) Relational

Section - B

(5x2 = 10 Marks)

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

6. Define Curriculum. Write down the principles of curriculum construction.(L2)
7. List out the guiding principles for the effective use of audio visual aids.(L1)
8. How will you take care of the hardware in the computer science laboratory? (L2)
9. Write down the characteristics of a good test in computer science (L1).
10. Give the truth table for XOR and XNOR gates.(L3)

Section - C

(3x5 = 15 Marks)

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

11. What are the criteria used for the selection of content for computer science?(L2)
12. Why do we use Edgar Dale's cone of experience for using the varied teaching aids?(L4)
13. How do you prepare and maintain stock registers for the computer science laboratory?(L2)
14. Describe the different types of test items used for evaluation.(L4)
15. Explain Inline function with suitable example.(L4)

Section - D

(2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) What are the various approaches to curriculum construction? (L2)
(OR)
b) Explain the classification of audio-visual aids with appropriate examples. (L4)
17. a) Explain the steps of action research in detail. Give the importance of action research.(L4)
(OR)
b) Which logic gates are called Universal gates? Why do you call them universal gates? (L4)

TEACHING OF ENGLISH - II [SEMESTER-II]

Course Code : 21SBCEN

Credits: 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

Course Learning Outcomes (CLOs)

The student teacher

1. extrapolates the principles of selection and organization of curriculum construction. (L2)
2. adapts to the different technology in teaching English (L4)
3. develops the skills of teaching reading and writing (L6)
4. applies the skill of evaluation techniques in assessment of English (L3)
5. interprets the knowledge of grammatical terminology and the phonological system in English (L3)
6. implements the principles of selecting vocabulary in writing composition. (L2)

Unit I - Curriculum of English at Secondary Level and its Transaction

(L - 12; T - 3; P - 2)

Principles of selection of curriculum - Principles of organization of curriculum - Methods of curriculum construction - Limitation of the existing curriculum - The English Readers - Types - Intensive, Extensive and Supplementary - Criteria for selection of Reader - Aims and purposes- The syllabi of Std XI and Std XII English text books - Book review- Suggestions for the improvement of textbooks in English- Professional Competencies of an English Teacher -Programmes for quality improvement of English teacher - Technological advancements in the curriculum - Blended and Interactive learning of English

Task Assessment : Analyse standard IX/XI English text book

Unit II - Technology in Teaching English

(L - 8; T - 7; P - 8)

Audio visual aids - Types - Characteristics - Importance - Uses - Overhead projector -Edger Dale's Cone of Experience-Language Laboratory - Computer Assisted language learning -Digital literacy for English learners - Teaching English through online -PowerPoint Presentation - Identifying websites - Smart board - Interactive White board - Recent innovations - Blogs - Podcasts - Web Quests

Task Assessment : Prepare and submit a digital presentation for a topic of your choice

Unit III - Teaching of Reading

(L - 11; T - 3; P - 2)

Teaching of Reading - Objectives - Characteristics - Importance - Types - Methods - Comparison between Intensive and Extensive Reading - Causes of Retardation in Reading English - Suggestions for teaching effective reading - Teaching of Writing - Objectives and Characteristics of Good Writing - Importance and methods of Writing - Suggestions for teaching effective writing

Task Assessment : Prepare an album with newspaper clippings to enhance vocabulary related skills.

Unit IV - Evaluation and Action Research

(L - 9; T - 5; P - 6)

Evaluation : Need and Importance - Characteristics of a Good language test - Types of test - Diagnostic test - Achievement test- Remedial Teaching - Construction of an Achievement test - Action Research - Characteristics- Steps and Benefits.

Task Assessment : Construct an Achievement test in English

Unit - V - Content related to School Syllabus

(L - 10; T - 5; P - 5)

Verb - Infinitives - Sentence Types - Phrases and Clauses - Pronouns - Five Sentence pattern - Degrees of Comparison - Conditional clause - relative pronouns - Punctuations - Common Errors - Editing- Reordering- The speech mechanism - The different speech organs and their roles- Figures of speech-Teaching of poetry- Appreciation of poetry - Composition - Types of Composition - Stages of writing guided and free composition- Suggestions for effective teaching of composition - Teaching of vocabulary - Content words and Structural words - Principles of selecting vocabulary.

Task Assessment : Prepare an online worksheet for teaching grammar in English related to school syllabus.

Note : The students should select any three Task Assessments. **(T-2; P-2)**

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

Time: 3.00 hrs.

Course code: 21SBCEN

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. The reader, read by the students for detailed comprehension of meaning and for mastering the structures and vocabulary, is (L2)
 - a) Extensive Reader
 - b) Intensive Reader
 - c) Supplementary Reader
 - d) All the above
2. What among the following, is not the mechanical aid? (L1)
 - a) Tape Recorder
 - b) Radio
 - c) Overhead Projector
 - d) None of the above
3. Reading 'grammar' as 'dgee, aar, ae, em, em, ae, aar' is an example for the method of reading. (L3)
 - a) Alphabetic Method
 - b) Phonic Method
 - c) Syllabic Method
 - d) Eclectic Method.
4. This test measures the attainment or accomplishments of an individual after a period of training or learning. (L3)
 - a) Achievement Test
 - b) Aptitude Test
 - c) Proficiency Test
 - d) Diagnostic Test
5. Match the following (L5)

A	B
(I) Subject + Predicate	- (i) Comparative
(II) He, She, It, etc.	- (ii) Clause
(III) First and Foremost	- (iii) Superlative
(IV) Comparing more than two	- (iv) Pronoun
	- (v) Alliteration

 - a) I-v II-iv III-i IV-iii
 - b) I-iv II-iii III-v IV-i
 - c) I-ii II-iv III-v IV-i
 - d) I-ii II-iv III-v IV-iii

Section - B

(5x2 = 10 Marks)

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

6. Mention any four limitations of the existing curriculum.(L1)
7. Write a short note on 'Digital Language Laboratory' (L1)
8. Why is reading skill important? (L4)
9. Define diagnostic test. (L2)
10. Briefly explain the types of composition. (L2)

Section - C

(3x5 = 15 Marks)

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

11. What professional competencies, according to you, should be possessed by an English teacher? (L5)

12. How do you use mechanical aids for teaching English? (L3)
13. Suggest some strategies to improve the writing skills of students in English.(L6)
14. Write a note on action research. (L2)
15. Correct the error and rewrite the following sentences. (L3)
 - (a) She have been studying seriously.
 - (b) I am awaiting for the result.
 - (c) The headmaster asked the boy what you could do for him.
 - (d) One of my classmates live in Thirunelveli, doesn't he?
 - (e) Reghu prefers milk than tea

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. (a) How can the quality of an English teacher be improved? (L4)

(OR)

(b) Describe Edgar Dale's cone of experience. (L1)
17. (a) How do you construct achievement test in English? (L6)

(OR)

(b) Explain the principles of selecting vocabulary with example. (L2)

TEACHING OF HISTORY- II
[SEMESTER II]

Course Code: 21SBCHY

Credits: 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. describes the theories and principles of school curriculum construction (L1)
2. summarizes the technological tools of teaching history (L2)
3. classifies the various techniques for learning History (L3)
4. analyses the process of evaluation (L4)
5. appraises the steps of action research (L5)
6. constructs timeline for teaching history (L6)

Unit I - School Curriculum Construction (L - 9; T -5; P - 4)

Curriculum - meaning and definition, Curriculum and syllabus-differentiation, Principles of curriculum designing - Organization of content: chronological, concentric, topical, spiral, progressive, regressive and unit approaches - trends in curriculum development - Correlation: principles, types, uses- Correlation of history with Geography, political science, **civics**, Economics and literature.

Task Assessment : Design one unit for a syllabus by using any one approach.

Unit II - Technology in teaching History (L - 11; T - 6 ; P- 5)

Need and importance - Edgar Dale's Cone of Experience - Audio visual aids - Meaning, characteristics, importance and uses - E-readers - Digital tools - Interactive power point, ChronoZoom, Sutori, Historypin, Padlet, LucidChart and myHistro - Synchronous tools for online teaching.

Task Assessment : Create an interactive power point for any one History topic at Secondary/ Higher Secondary level.

Unit III - Techniques of History Learning (L - 10; T - 6; P - 6)

Assignment: characteristics, importance and steps- Drill: procedure, merits and demerits - Review: process and advantages - Notes Taking: preparation, principles and benefits - Work books: types, advantages and limitations -Concept mapping - mind map- Collaborative learning: meaning, definition, types and uses - PQ4R - Leitner System.

Task Assessment : Make a concept map by using a digital tool.

Unit IV – Evaluation and Action Research

(L – 10; T –5; P – 6)

Concept and purpose of evaluation, Types of evaluation – Diagnostic, Formative, Summative, Achievement test in history – Oral, Written and performance tests. Different types of test items – objective type, short answer type, essay type. Preparing blue Print for achievement test - Development and validation of achievement test, Action Research – importance, characteristics, steps and benefits.

Task Assessment : Prepare a Blue print to conduct achievement test for IX standard students.

Unit – V Content related to School Syllabus

(L – 10; T – 3; P – 4)

Bhakti Movement in Medieval India – The Mughal Empire – The Marathas – The Coming of the Europeans – Effects of British rule – Rise of Nationalism in India – Gandhian Phase – Last phase of Indian National Movement- The classical world – The Middle Ages – The beginning of the modern age Industrial Revolution in England – World War I - Rise of Fascism and Nazism – World War II.

Task Assessment : Draw a time line chart for any two topics from the content related to school syllabus.

Note : The students should select any three Task Assessments.

(T-2; P-2)

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

Time: 3.00 hrs.

Course code: SCPTHY

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions: -

1. Where did the Industrial Revolution start? (L1)
a) Germany b) America c) England d) Japan
2. Unit Plan is related to: (L2)
a) Lesson Plan b) Curriculum
c) Objectives d) Evaluation
3. Expansion of LCD: (L1)
a) Liquid Chrystal Display b) Liquid Clarity Display
c) Lens Clarity Display d) Lens Chrystal Display
4. **What type of evaluation identifies learning deficiencies? (L1)**
a) Achievement Test b) Summative
c) Continuous d) Diagnostic
a) Computer b) internet c) newspapers d) Monuments
5. Which one is a community resource? (L1)
a) Computer b) internet c) news papers d) Monuments

Section - B

(5x2 = 10 Marks)

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

6. Define the term curriculum. (L1)
7. Write a short note on magnetic board. (L1)
8. What is Numismatics? (L1)
9. What is Action Research? (L1)
10. Write a short note on Din-i-Ilahi. (L1)

Section - C

(3x5 = 15 Marks)

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

11. Explain the characteristics of good test. (L4)
12. What is the difference between syllabus and curriculum? (L2)
13. Discuss the uses of time line for teaching History. (L4)
14. Learning resources are essential one for teaching History. Why? (L5)
15. Examine the importance of Quit India Movement. (L 3)

Section - D

(2x15 = 30 Marks)

Answer the following questions in about 750 words each: -

16. a. Explain the various theories of curriculum construction. (L4)

(OR)

b. What are print resources? Evaluate the various types of print resources. (L 5)

17. a. How would you elaborate the causes and impact of Industrial Revolution. (L6)

(OR)

b. Discuss the different types of test items. (L2)

TEACHING OF MATHEMATICS - II
[SEMESTER - II]

Course Code :21SBCMA

Credits: 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. describes the principles of curriculum construction in Mathematics (L1)
2. exemplifies the various technologies for teaching Mathematics (L2)
3. employs the various techniques of teaching Mathematics (L3)
4. identifies the suitable evaluation techniques in Mathematics (L4)
5. reviews the content of school syllabus related to Mathematics (L5)
6. prepares instructional aids for effective teaching of Mathematics (L6)

Unit I- School Mathematics Curriculum

(L-12;T – 3; P-2)

Curriculum - Definition, mathematics curriculum - Major objectives - Principles of curriculum construction - Guidelines for selecting the topics in mathematics curriculum - Characteristics of modern mathematics curriculum - Curriculum development in mathematics - Need and importance- Barriers. Place of problems in mathematics curriculum - Characteristics of a good problem in mathematics.

Task Assessment : Prepare a report on the usage of mathematical problems in solving daily life issues.

Unit II - Technology in teaching mathematics

(L-8;T – 7; P-8)

Instructional aids -Improvised aids- Electronic media - Radio, TV, CCTV and Programmed Learning Material (PLM) - Intelligent Tutoring System (ITS) - Teaching Mathematics through online - Google meet, Zoom- Applications in mathematics education: e- Pathshala, DIKSHA, GeoGebra and IXL.

Task Assessment :Prepare any five Instructional aids for teaching a mathematical concept

Unit III - Techniques of teaching mathematics

(L-11;T – 3; P-2)

Concept and meaning - Drill work in mathematics - advantages and limitations. Home work - Objectives - Principles - Oral work in mathematics - Importance - Written work in mathematics - Advantages - Self-study in

mathematics – Importance- Supervised study in mathematics – Forms of supervised study - Brain storming in mathematics – Advantages –Think tank – Experiential learning and collaborative learning.

Task Assessment : Present a report on effective implementation of brainstorming in the teaching of any mathematical topic

Unit IV - Evaluation and Action Research (L-9;T –5; P-6)

Evaluation -Definition – Diagnostic test and achievement test in mathematics – Oral, written and performance tests - Different types of test items – Objective type, short answer type, essay type - Preparing blueprint for achievement test in mathematics - Action research – Steps in action research.

Task Assessment : Construct an achievement test at middle stage or secondary stage.

Unit V – Content related to School Syllabus (L-10; T-5; P-5)

Algebraic expression – Polynomials – Types – Remainder theorem – Factor theorem – Algebraic identities – Factorization of polynomials. Life mathematics - Profit, loss, simple interest and compound interest.Measurement and mensuration - Area of a triangle, surface area, volume of cube and cuboids. Vector algebra - Definition and properties of a scalar product - Definition and properties of a vector product – Product of three vectors. Complex numbers - Definition – Complex number system – Conjugate – Modulus – Roots of a complex number. Groups - Binary operation – Semi group – Monoids – Group – Order of a group – Order of an element.

Task Assessment : Prepare a Booklet on the application of Measurement and Mensuration in everyday life

Note : The students should select any three Task Assessments. (T-2; P-2)

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- <https://www.yourarticlelibrary.com>
- <https://www.teachhub.com>
- <https://www.simpli.com>

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

Time: 3 hrs.

Course code: 21SBCMA

Max. Marks: 60

Section - A

(5 x 1 = 5 Marks)

Answer all the following questions:-

1. The school mathematics curriculum should be -----.(L3)
 - a. student-centred
 - b. activity-centred
 - c. both (a) and (b)
 - d. none of these
2. The electronic media used in mathematics education is -----.(L2)
 - a. Radio
 - b. Television
 - c. Computer
 - d. All of these
3. A technique used for teaching mathematics is -----.(L4)
 - a. problem solving
 - b. laboratory work
 - c. supervised study
 - d. use of teaching aids
4. A test that is used to identify the learning difficulties is -----.(L4)
 - a. oral test
 - b. written test
 - c. achievement test
 - d. diagnostic test
5. If $|z| = 1$, then the value of $\frac{1+z}{1-\bar{z}}$ is _____ (L5)
 - a. z
 - b. \bar{z}
 - c. $1/z$
 - d. 1

Section - B

(5 x 2 = 10 Marks)

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

6. Define curriculum. (L1)
7. What is PLM? (L2)
8. Suggest any four steps to make Mathematics homework more effective. (L6)
9. Classify the different types of test items (L3)
10. The dimensions of a fish tank are $3.5m \times 2.4m \times 1.7m$. how many liters of water it can hold? (L5)

Section - C

(3 x 5 = 15 Marks)

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

11. Discuss the characteristics of a good problem in mathematics. (L2)
12. Explain the use of instructional modules for teaching mathematics. (L2)
13. How will you implement the brain storming technique for teaching any mathematical concept? (L6)
14. Compare and contrast diagnostic and achievement test in mathematics (L4), (L5)
15. As a mathematics teacher, how would you explain the types of polynomials to students? (L3), (L4)

Section - D

(2 x 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Explain in detail the principles of curriculum construction. (L1)

(OR)

b) How can technology be effectively utilized for teaching mathematics? Discuss the role of various media in mathematics education with illustrations. (L4), (L2)

17. a) Elaborate the various techniques of teaching mathematics. (L2)

(OR)

b) What is an achievement test? Construct an achievement test in mathematics for secondary school students. (L1), (L6)

TEACHING OF PHYSICAL SCIENCE - II **[SEMESTER - II]**

Course Code : 21SBCPS

Credits : 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

Course Learning Outcomes (CLOs)

The student teacher

1. generalizes the principles and organization of curriculum construction (L2)
2. identifies teachers curriculum developer (L1)
3. constructs the Audio - Visual Aids aids for teaching Physical Science (L6)
4. promotes the laboratory skills to school environment (L3)
5. discriminates appropriate evaluation techniques to assess the progress of pupils (L5)
6. relates the knowledge of the content in Physical Science to the present context (L4)

Unit I- School Curriculum Construction

(L-12; T-3; P-2)

Curriculum - meaning and definitions - Principles of curriculum construction - Selection and organization of Science content - curriculum improvement projects in India NCERT, UNICEF and UNESCO planning mission - curriculum improvement projects in Abroad (PSSC and CHEM study)- Teacher as curriculum developer

Task Assessment : Give a critical appraisal of the syllabus of Physical Science for secondary/ higher secondary level

Unit II Technology in Teaching Physical Science

(L-10; T-7; P-5)

Need and use of instructional aids in Teaching Science -Edger dale cone of experience- Visual and AV aids, chart - PowerPoint presentation - models - Static and working - Low Cost Teaching Aids - Improvised apparatus

Task Assessment :Prepare a P.L.M for any Physical Science topic from IX std text book.

Unit III - Physical Science Laboratory and its organization

(L-8; T-4; P-6)

Planning of Physical Science laboratory - Structure and design - Location and accommodation of amenities - Administration of Practical work - Grouping of pupils, instruction to pupils, Discipline in the laboratory - Preparation of Indent - Accidents and first aids-storage of chemicals - care and maintenance of apparatus - Stock Registers - Laboratory manuals - Instruction cards- Virtual Physical Science laboratory

Task Assessment : Perform any two virtual physical science experiments and give the report.

Unit IV - Evaluation and Action Research

(L-10;T-4; P-5)

Evaluation – need and importance - Diagnostic test and Remedial teaching - construction of an achievement test - Oral, Written and Performance tests - Different types of test items - objective type, short answer type and essay type - Preparing blue print for achievement test - Interpretation of test Scores - Action Research – Meaning –Definition- Importance, characteristics, steps in Action research advantages and disadvantages.

Task Assessment : Prepare a blue-print for achievement test on any 5 topics in Physical Science.

Unit V- Content related to School Syllabus

(L-10;T-5;P-5)

Electricity and Heat - Light and Sound -- Carbon and its Compounds - Magnetic Effect of Electric Current and Light- Chemical Reaction - Electromagnetic Induction and Alternating current - Electromagnetic Waves and Wave Optics - Atomic Physics-Dual nature of Radiation and Matter - Nuclear Physics - Semiconductor Devices and their Applications - Communication Systems - Co-ordination Compounds - Bio Co-ordination compounds - Chemical Kinetics-II - Surface Chemistry - Electro Chemistry I - Isomerism in Organic Chemistry - Chemistry in Action - Chemical Equilibrium II .

Task Assessment : Make Science Kits related to the content of Physical Science.

Note : The students should select any three Task Assessments. **(T-2; P-2)**

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B.ED. II SEMESTER MODEL QUESTION PAPER
TEACHING OF PHYSICAL SCIENCE - II

Time: 3.00 hrs.

Course code: 21SBCPS

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Curriculum is the ----- in the process of education. **(L1)**
a) goal b) path c) Soul d) Source
2. Which of the following teaching aid is not a visual aid? **(L2)**
a) Slides b) Films c) Black board d) Charts
3. When a chemical splashes in the eye, rinse for -----.**(L3)**
a) 10 sec b) 30 sec c) 5 min d) 15 min
4. ----- testing means to identify the students difficult areas in Learning. **(L5)**
a) Remedial b) Diagnostic c) Prognostic d) Formative
5. What is the S.I unit of electric current? **(L1)**
a) Ampere b) Volt c) Coulomb d) Farady

Section - B

(5x2 = 10 Marks)

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

6. Define: Curriculum.**(L1)**
7. List out any three audio-visual aids for teaching physical science. **(L2)**
8. What are the uses of practical work? **(L3)**
9. Write the role of blue print in the construction of a question paper. **(L5)**
10. Give the uses of concave mirrors. **(L3)**

Section - C

(3x5 = 15 Marks)

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

11. Bring out the crucial role played by teachers in developing a Curriculum – Explain.**(L3)**
12. Elucidate the important features of linear programming with Illustration.**(L2)**
13. How will you plan and conduct practical work in the laboratory? **(L6)**
14. What are the various steps involved in the construction of a Diagnostic test? **(L4)**
15. Describe the construction of Daniel Cell. **(L6)**

Section - D

(2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Explain the various curriculum improvement projects in India.(L2)

(OR)

b. Illustrate the Edgar Dale's cone of experience and its implications in science teaching.
(L3)

17. a. How could you store and maintain science apparatus and different chemicals in the science laboratory?(L4)

(OR)

b. Action Research improves students' learning of physical science subject – Justify.(L5)

தமிழ் கற்பித்தல்-II
[இரண்டாம் பருவம்]

Course Code: 21SBCTA

Credits : 4

Total number of hours: 100 (L - 50; T - 25; P- 25)

பாடம் முடிவுறும் தருணத்தில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

1. கலைத்திட்ட வடிவமைத்தலின் தோந்தெடுத்தல் மற்றும் ஒருங்கிணைத்தல் கோட்பாடுகளைக் கண்டறிவர் (L2)
2. மொழியியல் சார் கோட்பாடுகள், ஒலி உச்சரிப்புகளை உய்த்துணர்வர் (L2)
3. பல்வேறு உத்திகளைப் பயன்படுத்தி தமிழ்மொழி திறன்களை மதிப்பிடுவர் (L3)
4. தமிழ் கற்பித்தலில் பல்வேறு தொழில்நுட்பங்களை பயன்படுத்துவர் (L4)
5. இலக்கணப் பதங்களையும் விதிகளையும் புரிந்து பயன்படுத்துவர் (L4)
6. தமிழ் மெய்நிகர் நூலகத்தை இணையவழியாக பார்வையிட்டு தமிழ்மொழிக் கற்பித்தலுக்குப் பயன்படுத்துவர் (L5)

அலகு - 1 பள்ளிக் கல்வியில் கலைத்திட்டத்தில் தமிழ் (L -12 ; T -3 ; P-2)

கலைத்திட்டம்-வரையறை- நோக்கங்கள்- பயன்கள் - கலைத் திட்டத்தின் வகைகள்- கலைத்திட்டக் கோட்பாடு - புதிய கலைத்திட்டம்- கல்வியின் நோக்கங்கள்- இடை, உயர்நிலைப் பள்ளி- மேல்நிலைப்பள்ளி- உயர்கல்வி - தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ள தொடர்பினைக் காணல் - கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம்.

செய்முறை மதிப்பீடு: கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம் பற்றிக் கட்டுரை வரைக.

அலகு - 2 தமிழ் கற்பித்தலில் தொழில்நுட்பம் (L - 8 ; T - 7 ; P - 8)

காட்சிக்கருவிகள்- கேள்விக்கருவிகள்- காட்சிக்கேள்விக் கருவிகள்- எட்கர் டேல் அனுபவக் கூம்பு - கரும்பலகை - கரும்பலகை குச்சிப்படங்கள்- வரைபடங்கள்- விளக்கப்படங்கள்- மனவரைபடம்- படத்தொகுப்பு- தலைக்குமேல் படவீழ்த்தி - வானொலி - தொலைக்காட்சி - கணினி - குறுந்தகடு - மின் அட்டைகள்- செய்தித்தொகுப்பு - கரும்பலகை படத்தொகுப்பு - ஒலிப்பதிவு நாடாக்கருவி - எபிடையாஸ்கோப்- கம்பளிப்பலகை- செய்திப்பலகை -இடைவினை வெண்மென் பலகை - இயங்கும் மாதிரி - இயங்கா மாதிரி - இணையவழியாக தமிழ் கற்பிக்க பயன்படும் தற்கால புதுமைகள் - வலைப்பதிவுகள் - வலையொளிகள் - பல்வேறு தமிழ் வலைதளங்கள் - தமிழ் இணைய மின்னூலகம் - தமிழ்மொழிக் கற்பவர்களுக்கான எண்ணிலக்கக் கருவிகள்

செய்முறை மதிப்பீடு: தமிழ் இணைய மின்னூலகத்தை இணைய வழியாகப் பார்வையிட்டு அறிக்கை சமர்ப்பிக்க.

அலகு - 3 - மொழியியல் (L - 11 ; T - 3 ; - 2)

ஒலி மொழியாதல்- தமிழ்மொழியின் பிறப்பு - உயிர், மெய்யொலிகளின் பிறப்பு - பேச்சு உறுப்புகளும் அதன் செயல்பாடுகளும்- தமிழ்மொழியின்அமைப்பு - அடைப்பொலி - உரசொலி - மூக்கொலி - ஆடொலி - மருங்கொலி - ஒலியன்கள்- ஒலியன்களைக் கண்டறியும் கொள்கைகள்.

செய்முறை மதிப்பீடு: பேச்சுறுப்புகளின் படம் வரைந்து பாகங்களைக் குறிக்க.

அலகு - 4 - மதிப்பீடு, செயல்தொடர் ஆராய்ச்சி (L - 9 ; T - 5 ; P - 6)

மதிப்பீடு - முக்கியத்துவம்- - மதிப்பீட்டின் தன்மை - மதிப்பீட்டின் வகைகள் - வளரும்நிலை மதிப்பீடு - இறுதிநிலை மதிப்பீடு - உள் மதிப்பீடு - வெளி மதிப்பீடு - தரநிலை மதிப்பீடு - தகுதிநிலை மதிப்பீடு - தேர்வு - நல்ல தேர்வின் இன்றியமையாதக் கூறுகள் - வினா வகைகள் - வினாக்களைப் பகுப்பாய்வு செய்தல் - தேர்வின் வகைகள்- குறையறிச்சோதனை மற்றும் குறைகளையும் கற்பித்தல்- அடைவுச்சோதனை - வகைகள்- அடைவுத்தேர்வின் படிநிலைகள்- வினாத்தாள் வடிவமைப்பு. - செயல்தொடர் ஆராய்ச்சி - படிக்கள் - பண்புகள் - பயன்கள்

செய்முறை மதிப்பீடு: வினாத்தாள் வடிவமைப்பு மூலம் அடைவுத்தேர்வு வினாத்தாள் தயாரிக்க.

அலகு - 5 - பள்ளித் தமிழ்பாடக் கருத்துகள் (L - 10 ; T - 5 ; P - 5)

எழுத்து - சொல் - பொது - வினா வகை, விடை வகை, ஒரு பொருட்பன்மொழி - உவம உருபுகள் - புணர்ச்சி - பொருளிலக்கணம் - அகப்பொருள் - புறப்பொருள் - பா வகைகள் - அணி - மொழி முதல், இறுதி எழுத்துகள், மெய்மயக்கம் - பகுபத உறுப்புகள் - புணர்ச்சி விதிகள் - படைபாக்க உத்திகள் - பா இயற்றப் பழகலாம் - கலைச் சொல்லாக்கம் - ஆக்கப் பெயர்கள் - நிறுத்தக் குறிகள் - மெய்ப்புத் திருத்தக் குறியீடுகள்.

செய்முறை மதிப்பீடு: செய்முறை மதிப்பீடு: இலக்கண அட்டை தயாரிக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று செய்முறை பயிற்சியை தேர்வு செய்ய வேண்டும்
(T-2; P-2)

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தமிழ் - 9ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2018)

பொதுத்தமிழ் - மேல்நிலைக்கல்வி முதலாமாண்டு, தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2018)

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

தமிழ் கற்பித்தல் - II

Time: 3.00 hrs.

Course code: 21SBCTA

Max. Marks: 60

பகுதி - அ

(5x1=5Marks)

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

1. கலைத்திட்டம் என்பதன் பொருள் (L1)
அ) ஓடுதளம் ஆ) பயிற்சிக்களம் இ)பட்டறை ஈ)பணி அனுபவம்
2. தமிழ் இணையப் பல்கலைக்கழகம் உள்ள இடம் (L2)
அ) மதுரை ஆ) சென்னை இ) விழுப்புரம் ஈ)தஞ்சாவூர்
3. மெய் எழுத்துக்களின் வகைகள் (L2)
அ) 3 ஆ) 4 இ) 2 ஈ) 5
4. செயல் ஆராய்ச்சியின்படிநிலைகள் (L2)
அ) 6 ஆ)7 இ) 8 ஈ) 5
5. விடைவகைகளின் எண்ணிக்கை (L2)
அ) 7 ஆ) 6 இ) 5 ஈ) 8

பகுதி-ஆ

(5X2=10Marks)

கீழ்க்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

6. கலைத்திட்டம் - வரையறைஎழுதுக. (L1)
7. கற்பித்தலில் துணைகருவிகளின் பயன்கள் யாவை? (L3)
8. உயிரெழுத்துக்களின் பிறப்புபற்றிஎழுதுக. (L3)
9. குறையறிசோதனைஎன்றால் என்ன? (L4)
10. நல்லதேர்வின் நற்பண்புகள் யாவை? (L2)
- 11.

பகுதி-இ

(3X5=15Marks)

கீழ்க்காணும் வினாக்களில் எவையேனும் மூன்றுவினாக்களுக்கு 250 சொற்களில்விடையளிக்கவும்:-

12. கலைத்திட்ட கோட்பாடுகளைஎழுதுக. (L2)
13. தமிழ் இணையமின் நூலகம் குறித்துஎழுதுக. (L5)
14. ஒலியன்களைக் கண்டறியும் கொள்கைகள் குறித்து எழுதுக. (L4)
15. மதிப்பீட்டின் வகைகள் பற்றிஎழுதுக. (L2)
16. புணர்ச்சியின் வகைகள் பற்றிஎழுதுக. (L2)

gFjp-<

(2X15=30Marks)

fPo;fhZk;tpdhf;fSf;F750nrhw;fspy; tpilaspf;fTk;-

17. அ. பள்ளி கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் குறித்து எழுதுக. (L4)
(அல்லது)
ஆ. தமிழ் கற்பித்தலில் தற்கால தொழில்நுட்பத்தின் பங்கு குறித்து எழுதுக. (L5)
18. அ. மதிப்பீட்டின் முக்கியத்துவத்தைக் கூறி,அதன் வகைகளை விளக்குக. (L3)
(அல்லது)
ஆ. ஏதேனும் மூன்று அணிவகைகளைச் சான்றுகள் தந்து விளக்குக. (L3)

PEDAGOGY OF LANGUAGE - ENGLISH- II **[SEMESTER-II]**

Course Code: 21SBPLE

Credits: 4

Total number of hours - 100 (L- 50; T-25; P- 25)

Course Learning Outcomes (CLOs)

The student teacher

1. categorizes the micro teaching skills in teaching English (L2)
2. Gets mastery of the various methods and approaches in teaching English (L3)
3. Practices correct pronunciation in spoken English (L5)
4. discriminates listening for perception and comprehension (L4)
5. identifies types of English Reader (L1)
6. develops the aptitude of teaching English using various resources (L6)

Unit - I- Aims, objectives and teaching skills (L - 12 ; T - 3 ; P - 2)

Aim of teaching English at the Secondary Level- General and specific
Instructional objectives- Micro teaching- Principles- Skill of Explanation and
Illustrating with examples- Stimulus variation- Lesson plan - Need and format.

Task Assessment : Prepare and submit an episode on any one of the micro skills

Unit - II Methods and Approaches (L - 8; T - 7 ; P- 8)

Direct Method -Play way Method -Active learning Method - Total Physical
Response - Approach - Structural - Situational - Communicative -

Task Assessment : Compare and contrast the characteristics features of methods and approaches

Unit - III Pronunciation and Spoken English (L-11; T-3; P-2)

Pronunciation - Vowels, Consonants and Diphthongs - Difficulties in
Learning Pronunciation - Spoken English - Dialogues, Debates, Role Play,
Storytelling, Narration and Description.

Task Assessment : Critically analyse and submit the speaking activities given in the text books of classes VI and X

Unit - IV Listening Comprehension (L - 9; T - 5 ; P -6)

Listening for perception - Listening Comprehension- The three phases of
listening - Listening material - Listening to specific information for general
understanding -Dictation - following a route - listening to a telephone call-
listening to TV commentaries and instructions.

Task Assessment : Analyse and submit any three activities to develop the listening skill

Unit-V- Resources of Teaching English

(L - 10; T - 5; P - 5)

Programmed Learning – Principles of Programmed Learning – Remedial English course – The English Reader - Types of English Reader – The supplementary Reader – Criteria for the selection of the reader.

Task Assessment : Critically analyse and submit the reading activities given in the text books of standard VI and X

Note : The students should select any three Task Assessments.

(T-2; P-2)

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ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002
B.ED. II SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF LANGUAGE ENGLISH - II

Time: 3.00 hrs.

Course code: 21SBPLE

Max. Marks: 60

Section - A

(5x1 =5 Marks)

Answer all the following questions:-

1. What among the following is the characteristic of micro-teaching? (L1)
 - (a) The student-teacher uses all the skills during teaching.
 - (b) The student-teacher takes a lesson for a period of 45 minutes
 - (c) It is one of the teaching methods to be followed in the macro-teaching class as it is.
 - (d) The re-teach-session gives the student teachers the necessary practice for mastering the concerned sub skills.
2. What, 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.
3. 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
4. Taking down from auditory memory is (L2)
 - (a) Spelling
 - (b) Dictation
 - (c) Punctuation
 - (d) Preposition
5. What among the following is the principle of programmed learning? (L1)
 - (a) Small Step
 - (b) Self Pace
 - (c) Immediate Feedback
 - (d) All the above.

Section - B

(5x2 = 10 Marks)

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

6. Differentiate General Instructional Objectives from Specific Instructional Objectives. (L4)
7. Mention any four advantages of play way method. (L1)
8. Define diphthongs. (L1)
9. Write a short note on 'Listening for Perception' and 'Listening for Comprehension'. (L2)
10. Why do we teach supplementary reader? (L5)

Section - C

(3x5 = 15 Marks)

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

11. Explain the components of micro skill 'Skill of Stimulus Variation' with example. (L4)
12. Describe communicative approach. (L1)
13. Why is the learning of English pronunciation difficult for Tamil students? (L5)
14. Write a note on 'Phases of Listening'. (L1)
15. How do you organize remedial English course? (L5)

(P.T.O)

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. (a) Discuss the aims of teaching English at secondary level. (L2)
(OR)
(b) Describe salient features of structural-situational approach of teaching English. (L1)
17. (a) Illustrate five techniques to develop spoken English of our students. (L3)
(OR)
(b) What criteria would you bear in mind while selecting the English reader? (L6)

மொழிக் கற்பித்தல்- தமிழ்- II
[இரண்டாம் பருவம்]

Course Code :21SBPLT
Credits : 4

Total number of hours – 100 (L- 50; T-25; P-25)

பாடம் முடிவுறும் தருணத்தில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

1. படித்தலின் பல்வேறு வகைகளை அடையாளம் காணுவர் (L1)
2. தமிழ் கற்பித்தலில் நுண்ணிலைக் கற்பித்தல் திறன்களை வகைப்படுத்துவர் (L3)
3. தமிழ் கற்பித்தலில் பல்வேறு கற்பித்தல் உத்திகளையும் முறைகளையும் பயன்படுத்துவர் (L4)
4. நல்ல கையெழுத்தின் பண்புகளை அறிந்து எழுதுதல் திறனை மேம்படுத்துவர் (L4)
5. திருத்தமாக பேசும் முறைகளை அறிந்து மதிப்பீடு செய்வர் (L5)
6. கற்பித்தல் அணுகுமுறைகளைக் கொண்டு பாடம் கற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுவர் (L6)

அலகு - 1 -நுண்ணிலைக் கற்பித்தல், கற்பித்தல் நோக்கங்கள்

(L-12 ; T - 3; P- 2)

நுண்ணிலைக் கற்பித்தல்- விளக்கம்- படிகள்- சுழற்சி - நன்மைகள்- பயிற்சி பெறும் திறன்கள்- விளக்குதல் திறன்- பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்- எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன் - கற்பித்தல் நோக்கங்கள்- பொது மற்றும் சிறப்பு நோக்கங்கள்- பாடத்திட்டம் - விளக்கம்- பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் - பாடத்திட்டம் தயாரிக்கும் போது ஆசிரியர் மனதில் கொள்ளத்தக்கன - பாடத்திட்டம், கற்பித்தல் திட்டம் - வேறுபாடு - பாடத்திட்ட படிவம் தயாரித்தல்- செய்யுள்- உரைநடை - இலக்கணம்- துணைப்பாடம் - கட்டுரை.

செய்முறை மதிப்பீடு: ஏதாவதோர் உயர்நிலைதமிழ்ப் பாடபகுதியில் பாடத்திட்டம் படிவம் தயாரிக்க.

அலகு - 2 - தமிழ் கற்பிக்கும் முறைகள்

(L-8 ; T-7 ; P - 8)

மாண்டிசோரி முறை - விளக்கம்- சிறப்பியல்புகள்- கலப்பு முறைக் கற்றல் - விளக்கம் - வகைகள் - சிறப்பியல்புகள் - திட்டமிட்டு கற்றல்முறை - விளக்கம்- படிநிலை- வகைகள்- சட்டங்கள் தயாரித்தல் - கிண்டர் கார்டன் முறை - விளக்கம் - சிறப்பியல்புகள் - வார்தா முறை - விளக்கம் - சிறப்பியல்புகள்.

செய்முறை மதிப்பீடு: திட்டமிட்டுக் கற்பித்தல் முறை மூலம் இலக்கணப் பாடத்திற்கு இருபது சட்டங்கள் தயாரிக்க.

அலகு 3 - கேட்டல், பேசுதல் திறன்கள்

(L-11 ; T-3 ; P- 2)

கேட்டல் திறன்- விளக்கம்- நோக்கங்கள்- கேட்டலின் நிலைகள்- கேட்டல் திறனைப் பாதிக்கும் காரணிகள் - அகக் காரணிகள், புறக் காரணிகள்-கேட்டல் திறனின் வகைகள்- கேட்டல் திறனை வளர்க்கும் பயிற்சிகள்- பேசுதல் திறன்- விளக்கம்- நோக்கங்கள்- திருந்திய

பேச்சின் நல்லியல்புகள் திருத்தமில்லா பேச்சில் தென்படும் குறைகள் - குறைகளைக் களையும் முறைகள் - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல் செய்முறை மதிப்பீடு:-நா நெகிழ், நா பிறழ் பயிற்சித் தொகுப்பு தயாரிக்க.

அலகு 4 - படித்தல் திறன்

(L – 9; T-5 ; P- 6)

படித்தல்திறன்- விளக்கம்- நோக்கங்கள்- படிக்கக் கற்பிக்கும் முறைகள்-எழுத்துமுறை படிப்பு - சொல்முறை படிப்பு - சொற்றொடர் முறை படிப்பு -படித்தலின்வகைகள்-வாய்விட்டுப் படித்தல்- வாய்க்குட்படித்தல்- ஆழ்ந்த படிப்பு - அகன்றபடிப்பு- படித்தல்திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல்

செய்முறை மதிப்பீடு: ஏதாவது இரண்டு இணைய தளங்களைப் பகுப்பாய்வு செய்க.

அலகு-5 எழுதுதல் திறன்

(L – 10 ; T-5 ; P- 5)

எழுதுதல் திறன்- விளக்கம்- நோக்கங்கள்- எழுதக் கற்பிக்கும் முறைகள்- வரியொற்றி எழுதுதல்- பார்த்து எழுதுதல்- சொல்வது எழுதுதல்- எழுது கருவியைப் பிடிக்கும் முறை - நல்ல கையெழுத்தின் இயல்புகள்- எழுதுதல் திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல்

செய்முறை மதிப்பீடு:-கையெழுத்துப் பிரதி தயாரிக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று செய்முறை பயிற்சியை தேர்வு செய்ய வேண்டும்

(T-2; P-2)

பார்வை நூல்கள்

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வளநூல், ஆசிரியர் கல்விப்பட்டயப்பயிற்சி, தமிழ்மொழிக் கல்வி, சவிதா பதிப்பகம்

விஜயலட்சுமி .வ (2016).நுண்ணிலைக் கற்பித்தல், சாரதா பதிப்பகம்

வேணுகோபால் .இ.பா (2006).பைந்தமிழ்கற்பித்தல்,சாந்தா பதிப்பகம்

www.cict.in(செம்மொழித் தமிழாய்வு மத்திய நிறுவனம்)

www.chennaiibaray.com

www.Tamizhagam.net

பகுதி - ஈ

(2X15=30 Marks)

கீழ்க்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்:-

16. அ. திருந்திய பேச்சின் நல்லியல்புகளைப் பட்டியலிட்டு
விரித்தெழுதுக. (L4)

(அல்லது)

ஆ. படிக்க கற்பிக்கும் முறைகளை விவரித்தெழுதுக. (L4)

17. அ. செய்யுள் பாடப்பகுதிக்குப் பாடத்திட்டம் ஒன்று எழுதுக. (L6)
(அல்லது)

ஆ. எழுத கற்பிக்கும் முறைகளை விளக்குக.(L3)

**EPC - II - LIBRARY AND INFORMATION SCIENCE
(SEMESTER - II)**

**Course Code: SEPCLS
Credits: 2**

Total Number of Hours - 50(L-10; T-10; P-30)

Course Learning Outcomes(CLOs)

The student teacher

1. states the importance of reading in the field of education (L1)
2. classifies Information Sources and Information Services (L2)
3. interprets the various functions of the library (L3)
4. identifies different types of e-resources available in the field of education.(L4)
5. collects the learning resources using Library Networks. (L6)

Unit I - Reading and its Importance

(L-2; T-2; P-5)

Importance of Reading - Characteristics of a good reader.

Activities:

1. Engage the student teachers to organize Debates/Discussions/Dramas/Story Telling on Different topics.
2. Engage the student teachers to make Posters on reading.

Task Assessment:

1. Read the given text and critically examine the ideas presented in the texts and organize debate/discussions/dramas around the ideas.
2. Prepare attractive posters for promoting reading.

Unit II- Developing Efficiency in Reading

(L-2; T-2; P-7)

Different ways of reading- Post reading activity - Promoting reading skills through Newspapers.

Activities:

1. Engage the student teachers in reading interactively, individually and in small groups.
2. Engage the student teachers to read daily newspapers.

Task Assessment:

1. Write an article listing out all possible activities for post reading.
2. Collect newspaper clippings and find out new vocabulary items.
3. Read a book related to education and submit a review about it.

Unit III-- Library Management System

(L-2; T-1; P-5)

Functions of a library - Sections of library - Services of a library.

Activities:

1. Engage the student teachers to conduct a debate on the pros and cons of digital library.
2. Engage the student teachers to prepare a questionnaire to assess the importance of libraries for students and research scholars.

Task Assessment:

1. Visit a central library or public library and write a report about its service and function.

Unit IV- Information Sources

(L-2; T-2; P-6)

Types of Information Sources - E-Resources-Types of E- Resources - e-Journals-e-Books - Digital library

Activities:

1. Engage the student teachers to browse through websites and assess the growth of digital libraries in the recent years.

Task Assessment:

1. Prepare a list of Information sources available in library.
2. Collect a list of e- resources available in the field of education.

Unit V- Library and information networks

(L-2; T-2; P-6)

Need for library networks - INFLIBNET (Information Library Network)- DELNET (Development of Library Network)- NDLI (National Digital Library of India)-Library Automation-KOHA Software.

Activities:

1. Engage the student teachers to read e-book and e-journal through INFLIBNET and DELNET.

2. Engage the student teachers to read competitive examination books.

Task Assessment:

1. Prepare and submit a digital presentation for an e-book and an e-journal through INFLIBNET and DELNET
2. Prepare and submit a comprehensive record of the reading and writing activities done throughout the course.

Note : The students should select any two Task Assessments. **(T-1; P-1)**

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EPC -ART AND CRAFT [SEMESTER - II]

Course Code: 21SBELS

Credits: 2

Total Number of Hours - 50 (L-10; T-10; P-30)

Course Learning Outcomes (CLOs)

The student teacher

1. recognize skills and knowledge about the various aspects of art education (L1)
2. contribute knowledge in performing arts utilizes leisure time profitably and usefully (L2)
3. constructs aesthetic skill and appreciation towards art form (L3)
4. designs educational instructional aids and creative works (L4)

Unit I - Arts and Crafts - Types

(L-2; T-2; P-5)

Types of Arts -Different Aspects of Art Education - Importance of Music and Drama in Education

Unit II - Performing Arts

(L-2; T-2; P-7)

Music - Definition - Types of Music - Sapta Swaras - Types of Ragas - Types of Indian Classical Music - Taala - Laya -Sruthi - Classification of Songs - Rhythmic Movements -Kinds of Dance - Drama - Mono Act.

Task Assessment : Prepare and enact a drama on a social theme (Team Work).

Unit III - Educational Instructional Aids

(L-2; T-1; P-5)

Black Board Sketches - Free Hand Drawing - Black Board Writing - 3D Letters.

Unit IV - Creative Art

(L-2; T-2; P-6)

Emboss Painting - Glass Painting - Origami - Spray Painting - Print Making

Task Assessment : Prepare a poster on any one social issue.

Unit V - SUPW : Aesthetic Values

(L-2;T-2; P-6)

Doll Making - Jewellery Making - Ice stick Flower vase - Woollen work - Cushion - Crepe paper flower

Task Assessment :Prepare any two artificial jewellery using clay.

Note : The students should select any two Task Assessments.

(T-1; P-1)

References

- Eleanor Watts. (1993). *The black board work*. Sangam Books India Ltd.
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- <http://www.youtube.com/watch?v=SsZ5uSe3fEc&t=7s>
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- <http://en.m.wikipedia.org>
- <http://stylesatlife.com>articles>.

VALUE ADDED COURSES

1. Communicative English
2. Computer Fundamentals and PC Software
3. Yoga Practices

SEMESTER II

Course Designers	
PERSPECTIVES IN EDUCATION (PE)	
Psychology of Learners	Rev.Sr.Dr.A.Nirmala Devi Dr.R.Indra Mary Ezhilselvi
Physical Education and Yoga	Dr.S.Josephine
Assessment of Learning	Ms. Stella Rajakumari Ms.Rawoofu Nisha Ms. Lilly Maria Praveena
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
Teaching of Biological Science - II	Dr.M.Maria Saroja Ms. Michael Jeya Priya
Teaching of Computer Science - II	Ms.Gnana Kamali
Teaching of English - II	Dr.E.C.Punitha Ms.VennilaShantha Ruby Ms.Bhuvaneswari
Teaching of History - II	Dr.A.JeyaSudha
Teaching of Mathematics - II	Rev.Sr.Dr.L.Vasanthi Medona Ms. Stella Rajakumari Dr.Jani
Teaching of Physical Science - II	Dr.N.Theresita Shanthi Ms.Jebasheela Jenifer
Teaching of Tamil - I	Dr.EstherMaragthamani
PEDAGOGY OF LANGUAGE	
Pedagogy of Language - English - II	Dr.E.C.Punitha Ms.Vennila Santha Ruby Ms.Bhuvaneswari Ms. Rajeswari
Pedagogy of Language - Tamil - II	Dr. Esther Maragthamani
EPC	
Library and Information Science	Dr.Johny Rose
Art and Craft	Ms.Chellammal

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 the lessons given by mentors demonstration lessons by teacher educators, peer observation and practice teaching alone with regular participation in the school routine during the first year.

Internship Activities

- ❖ School based teaching: Preparation of Lesson Plan. 30 in Level 1, 30 in Level 2 and 15 in Pedagogy of Language
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Level 1 and Level 2.
- ❖ Teaching aids: Teacher trainees 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 teacher trainee shall be given training in operating all the available audio – visual apparatus such as slide projector, OHP, film – strips projector, computer and smart board.
- ❖ Action Research Project: The teacher trainee can choose any problem related to classroom situation as an Action Research Project and prepare a report.
- ❖ Case Study: The Teacher trainee can also make a detailed case study of a school student and prepare a report.
- ❖ Science teacher trainee shall conduct 5 experiments and maintain a record of them. Humanities teacher trainee shall prepare an album on any specific theme related to the Optional Subject.

Practical Activities (II YEAR)		
S.No	RECORDS	MARKS
GROUP - A -TEACHING COMPETENCE		
1.	Teaching Competence - Level - I	125
2.	Teaching Competence - Level - II	125
3.	Teaching Competence - Tamil/English	75
	Total	325
GROUP - B -TEACHING BASED RECORDS		
1.	Criticism Record - Level - I	10
2.	Criticism Record - Level- II	10
3.	Criticism Record -Tamil/ English	5
4.	Observation Record - Level- I	10
5.	Observation Record - Level - II	10
6.	Observation Record - Tamil/ English	5
7.	Micro Teaching- Level - I	10
8.	Micro teaching - Level - II	10
9.	Micro teaching - Tamil/ English	5
10.	Projects on Identifying and Analysing the Diverse Needs of Learners - Level - I	10
11.	Teaching learning Materials - Level -I	10
12.	Teaching learning Materials - Level -II	10
13.	Teaching learning Materials Pedagogy of Language Tamil/English	5
14.	Test and Measurement- Level - I	10
15.	Test and Measurement - Level - II	10
16.	Reflective Record on Continuous and Comprehensive Evaluation Level - I (or) Level - II	10
17.	Reading and Reflecting on School Text books	5
18.	Reflective Record on Digital and Pedagogic Tools	10
19.	Website Analysis Report - Level - II	5
20.	Psychology Experiments	10
21.	Action Research	5
22.	Case Study - Level - II	10
	Total	185

GROUP - C- SCHOOL AND COMMUNITY BASED ACTIVITIES		
1	Art & Craft and S.U.P.W. Record	20
2	Record on Constitutional Rights Education Programme for Children	10
3	Physical Education, Yoga & Health Education Album	15
4	Special School Visit Record	10
5	Report on Organisation of Non-Scholastic Activities	10
6	Report on Maintenance of Records and Registers in Schools	10
7	Environmental Education Record	10
8	Attendance	5
	Total	90
(Group A = 325 + Group B =185 + Group C = 90 = 600)		600
Grand Total		

**PE-VII- GENDER, SCHOOL AND SOCIETY
[SEMESTER IV]**

Course Code: LBEPE7

Credits: 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The Student Teacher

1. recalls the basic principles of sociology (L1)
2. identifies the agents of socialization (L2)
3. examines the concept of system and role of school in social systems (L3)
4. relates the concept of gender as a social construct (L4)
5. criticizes gender-based issues in the Indian context (L5)
6. formulates plan to prevent sexual harassment and abuse in schools (L6)

Unit I - Sociology and Education (L - 10; T - 5; P - 5)

Educational sociology: Meaning, Nature and Scope - Relationship between education and sociology - social groups - social organization: characteristics - Social stratification, social mobility, social change and their consequences.

Task Assessment: Prepare and present a poster on “gender inequality”.

Unit II - Social Agencies and their role in Socialization (L - 10; T - 5; P - 4)

Agents of Socialization: Family, School, Peer Group, Religion, Community, Mass media and Technology - Education as a social system, social process and process of social progress - Culture: Meaning, Nature, Cultural lag, Conservation, Development and Transmission.

Task Assessment: Debate on the topic “Effectiveness of Socialization rests on: the family system or school system” and submit a reflective report.

Unit III - School in the Societal System (L - 8; T - 5; P - 6)

System: Concept, Definition - Society as a system, School as a formal Educational System - Role of school in modern society - Paradigm shift from women’s studies to Gender studies - Social Learning Theory, Conflict Theory of Gender and Gender Schema Theory - Implications in the Indian context.

Task Assessment: Analyze and discuss in group about “Depiction of women in Tamil literature”.

Unit IV – Concept of Gender

(L - 10; T - 5; P - 5)

Key Concepts: Gender, sex, sexuality, patriarchy, masculinity, feminism and gender selection - Types of Gender - Gender bias, gender stereotyping and empowerment- Equity and equality in relation with caste, class, religion, ethnicity, disability and region – Transgender: epistemology and rights for social inclusion.

Task Assessment: Prepare a visual presentation on “Portrayal of Trans people in Indian Cinema” and express your views as a critic.

Unit V - Gender issues in school and society

(L - 12; T - 5; P - 5)

Gender Identities and Socialization Practices in Family, Schools and other formal and informal organizations - Schooling of Girls: Inequalities and resistances - issues of access, retention and exclusion - Sexual harassment and abuse - Impact of media and virtual space - Discrimination of gender in school activities – Protective measures and Legal Policies

Task Assessment: Prepare an action plan for creating awareness of ‘Prevention of Sexual Harassment and abuse in schools’

Note : The students should select any three Task Assessments.

(T-2; P-2)

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ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.ED. IV SEMESTER MODEL QUESTION PAPER
PE – VII – GENDER, SCHOOL AND SOCIETY

Time: 3 hrs.

Course Code: LBEPE7
Section – A

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

Answer all the following questions:-

1. Two or more people who share a common identity is known as (L2)
 - a) social unity
 - b) social system
 - c) social process
 - d) social groups
2. The way a group of people learn and pass ideas and customs is known as (L2)
 - a) cultural transmission
 - b) cultural by
 - c) cultural lapse
 - d) cultural adoption
3. The patterned network of relationship constituting a coherent whole in a society is (L2)
 - a) social process
 - b) social system
 - c) social cohesion
 - d) social network
4. The over generalizations about the characteristics of an entire group based on gender is (L2)
 - a) Gender stereo type
 - b) Gender discrimination
 - c) Gender Bias
 - d) None of the above
5. The process of learning to behave in a way that is acceptable to society is (L2)
 - a) social learning
 - b) social behavior
 - c) social mixing
 - d) socialization

Section - B

(5 X 2 = 10)

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

6. What is meant by social mobility? (L2)
7. Why do we call education as a social system? (L4)
8. What is patriarchy? (L2)
9. Identify any two qualities of masculinity. (L4)
10. What is the impact of gender selection? (L2)

Section - C

(3 X 5 = 15)

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

11. Illustrate the relationship between education and sociology. (L3)
12. Classify the different types of social groups?(L4)
13. Why do we call education as a process of social progress?(L5)
14. Differentiate: gender and sex.(L2)
15. Evaluate the activities of the school and conclude how they discriminate students on the basis of their gender.(L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) Illustrate with examples, the causes and consequences of social change.(L3)
(OR)
b) Compare the agents of socialization and evaluate their impact in the society.(L5)
17. a) As a teacher how will you promote gender equality in your classroom practices – Create an action plan.(L6)
(OR)
b) What do you consider as the causes for sexual harassment of women in India? Suggest ways to overcome this?(L6)

PE- VIII - INCLUSIVE EDUCATION [SEMESTER IV]

Course Code : LBEPE8

Credits : 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. describes the needs and challenges of Inclusive Education (L1)
2. outlines the historical development of inclusive education (L2)
3. implements the principles of classroom management in inclusive Education (L3)
4. analyses the challenges and prospects of Inclusive Education (L4)
5. determines the appropriate usage of ICT in Inclusive education (L5)
6. specifies the role of teacher in inclusive classroom (L6)

Unit I - Inclusive Education - An Introduction (L - 9; T - 5; P - 4)

Definition - Concept - Meaning - Rationale for inclusion - Classification of children with special needs - Challenges on Inclusive Education - Importance - Advantages of Inclusion - Components of successful Inclusion - Continuum of education services for students with disabilities.

Task Assessment: Discuss in group and present a report on the challenges of Inclusive Education

Unit II - Emerging Trends of Inclusive Education (L-11; T - 5; P - 5)

Historical context : A pre - Independence overview of Education for the Handicapped - Post Independence Scenario - The Kothari Commission, 1964 - 1966- Programmes of Inclusive Education in India - Centrally sponsored scheme of Integrated Education for Disabled Children (IED C) (1982 - 1983), National Policy on Education 1986 its Programme of Action- NEP 2020 - The persons with Disability ACT (PWDA) 1995 - National Trust ACT 1999.

Task Assessment : Submit a report on the evidence of inclusive Education from Pre independence to modern times

Unit III - Classroom Management in Inclusive Education (L - 10; T - 5; P - 5)

Meaning - Definition - Concept - Principles - Various Approaches - Classroom Components - Managing Classroom Behavior, Principles of Behavior, Improved Behavior -- Teacher as the Focus - Classroom Management Techniques- Special Children Participation and Involvement - Determinants of Classroom

Management - Teacher's Role in Classroom - Rights of Special Children in Inclusive Classroom.

Task Assessment : Prepare an album for Inclusive classroom

Unit IV - Challenges and Prospects of Inclusive Education (L - 11; T - 4; P - 5)

Challenges - Implementation of Inclusive Education - Emotional Disturbance- Meaning, Definition, Characteristics- Social, Emotional Factors and Behavioral Factors- Remedial measures, Teachers Role, Suggestions - Health Problems :Identification, Causes, Treatment, Teachers Role - Health of Mind :Mental Ailments, Influence Factors- Mental Health in School- Mental Health of Teacher.

Task Assessment : Visit a Special School and submit a report on it

Unit V - Usages of ICT in Inclusive classroom (L - 9; T - 4; P - 4)

Individualized Education Programme (IEP) - Interactive white board - E-learning - ICT in Inclusive Classroom - AV aids -Assistive Technology - Web Based Learning - Virtual Classroom - Use of Software for Specially Needed Children - Role of Smart Boards in Inclusive Setting.

Task Assessment : Enlist the available Assistive Technologies for Inclusive classroom

Note : The students should select any three Task Assessments. (T-2; P-2)

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ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.ED. IV SEMESTER MODEL QUESTION PAPER
PE – VIII – INCLUSIVE EDUCATION

Time: 3 hrs.

Course Code: LBEPE8
Section – A

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

Answer all the following questions:-

1. If the hearing loss is 26 to 40 decibels, then the impairment in hearing is----- (L3)
a. profound b. severe c. moderate d. slight
 2. Which one of the following is not a component of successful inclusion?(L1)
a. funding
b. collaborative teaching models
c. support for students and staff
d. formative assessment.
 3. Expand RCI (L2)
a. Rehabilitation Council of India.
b. Recover Council of India.
c. Recreational Council of India.
d. Research Council of India.
 4. National trust act was put into effect on ----- (L1)
a. March 30, 1999 b. Dec 30, 1999
c. June 30, 1999 d. Aug 30, 1999
- Identify the peer mediated technique among the following (L4)
- a. Group discussion b. Seminar
 - c. Co- operative learning d. Debate

Section - B

(5 X 2 = 10)

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

5. Classify children with special needs.(L4)
6. Expand (i) IEDC (ii) PWDA (L1)
7. Explain the principles of classroom management in Inclusive Education.(L2)
8. How assistive technology supports inclusive education? (L5)
9. Define- Emotional Disturbance. (L1)

Section - C

(3 X 5 = 15)

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

10. Elicit the challenges of a teacher on implementing Inclusive Education. (L4)
11. Explain Kothari Commission's recommendations in –Road to Inclusive education in India. (L3)
12. How will you prepare Individualized Education Program (IEP)? (L6)
13. As a teacher, how will you highlight your role in the Inclusive Education classroom? (L5)
14. Elucidate the causes, symptoms and treatment for health problems. (L3)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

15. a. Write the objectives and functions of National Trust Act in detail. (L2)
(OR)
b. Critically analyse the historical context of Inclusive Education. (L4)
16. a. Role of smart boards in Inclusive setting is a boon- Justify. (L5)
(OR)
b. Explain the various classroom management techniques, used for an Inclusive classroom elaborately with an example for each. (L2), (L3)

**PE - IX - CURRICULUM DEVELOPMENT IN THE
KNOWLEDGE ERA
[SEMESTER IV]**

Course Code :LBEPE9

Credits: 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Concept of Knowledge

(L - 10; T - 5; P - 4)

Knowledge - Meaning, Concept, Importance, Nature, Sources and Types - Methods of acquiring knowledge - Changing concepts of Education: Difference among information, knowledge, belief and opinion.

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

Unit II - Current issues and challenges

(L - 10; T - 6; P - 7)

Knowledge explosion: Causes and issues related to knowledge explosion, Knowledge economy - Knowledge management: Methods of knowledge management - National Knowledge Commission (2005).

Task Assessment : Critically comment on the statement - "Wisdom is being lost due to knowledge explosion" and submit a report.

Unit III - Emerging Trends in Learning Environment and its impact on Education

(L - 10; T - 6; P - 6)

Moment in the history of mankind: Features of Traditional and Modern society. Aims of education in traditional and modern society. Global trends: Liberalization, Privatization and Globalization - Digital Education Transformation: Lifelong learning - Modern technology and social change, Quantity verses Quality in education. Global Village: Paradigm shift - Changes in the teacher's role, learner's participation, learning environment and leaning resources.

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

Unit IV- Concept of Curriculum (L - 12; T - 5; P - 3)

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

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

Unit V - Curriculum Development and Evaluation (L - 8; T - 3; P - 3)

Curriculum Development - Principles and process - Role of teachers in curriculum Development- Curriculum Evaluation - Need, importance, Sources and Methods- Restructuring curriculum - NCF (2005, 2009)

Task Assessment : Conduct a survey on 9th standard curriculum among teachers and learners and prepare a report.

Note : The students should select any three Task Assessments. (T-2; P-2)

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

Time: 3 hrs.

Course Code: LBEPE9

Max. Marks: 60

Section - A (5X 1 = 5)

Answer all the following questions:- Choose the best answer

1. Who advocates “ knowledge is a justified true belief?”. (L1)
a. Plato b. Aristotle c. Socrates d. John Dewey
2. One of the reasons for knowledge explosion is ----- (L1)
a. Information Technology b. Traditional Technology
c. Human Behaviour d. Animal Behaviour
3. Curriculum is the word derived from ----- (L1)
a. Latin b. Greek c. Indian d. American
4. Teacher centered curriculum gives more importance to ----- (L2)
a. Students b. Teacher
c. Learning experiences d. Subject content.
5. NCF in education stands for (L2)
a. National Curriculum Frame work
b. New College of Florida
c. New Century Foundation
d. Network Computing Frame work..

Section- B

(5 X 2 = 10)

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

6. What is knowledge? (L1)
7. Bring out the causes of knowledge Explosion. (L2)
8. Write your attitude on the concept of Liberalisation in Education. (L3)
9. List out the types of curriculum. (L4)
10. Write down the principles of curriculum development. (L2)

Section - C

(3X 5 = 15)

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

11. Differentiate opinion from Belief. (L4)
12. Write the importance of knowledge Economy. (L2)
Describe the impact of the three important moments of human history on education. (L3)

13. Differentiate curriculum from syllabus. (L4)
14. Explain the role of teachers in curriculum development. (L4)

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

Answer the following questions in about 750 words each:-

15. a) How do you acquire knowledge from various sources? (L5)

(OR)

- b) Explain the recommendations of National Knowledge Commission (2005) (L2)

16. a) Compare the ways to enhance the educational quantity and quality through Technology and media. (L4)

(OR)

- b) Bring out the merits and demerits of life centered curriculum. (L5)

PE - X - LANGUAGE ACROSS THE CURRICULUM
[SEMESTER IV]

Course Code : LBEPE10
Credits : 4

Total number of hours: 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. identifies the need for understanding language background of the learner (L1)
2. states the importance of first and second language on culture (L2)
3. identifies the language diversity in the classroom (L3)
4. suggests activities for developing LSRW skills in the classroom (L4)
5. formulates strategies to develop communication skills at the school level (L6)
6. prepares various activities for assessing the language skills (L5)

Unit I - Functions of Language in Society

(L-12; T-3; P-2)

Language: Meaning, Concept and Functions - Understanding of home language and school language understanding the language background of the learner - Ways and means to develop communication skills at schools - Language and culture - relation of language with culture.

Task Assessment : Write an evaluative report on the significance of language in society

Unit II - Language Diversity in Classrooms

(L-8; T-7; P-8)

Acquisition : First language and second language - Significance of teaching first and second language - Using first and second language in classroom - Barriers in using language and strategies to overcome them - Difference between first language and second language - Understanding the use of multilingualism in classroom- Challenges of teaching language in multi cultural classroom.

Task Assessment : Discuss and submit a short note on "Language as a tool for enhancing diversity in multicultural classrooms".

Unit III Activities for developing LSRW Skills

(L-11; T-3; P-2)

Activities for developing listening skills - Dictation - Listening Radio and Television News - Commentaries - Listening to instructions : Activities for developing speaking skills - Conversation - Group discussion - Debate - Interview - Extempore Speech : Activities for developing reading skills- Methods of teaching

Reading for Beginners - Alphabet - Phonetic - Word phrase - Sentence method and Eclectic method - Activities for developing writing skills - Developing mechanical skills, grammatical skill, judgment skill and discourse skill - Utilizing virtual space for developing LSRW skills .

Task Assessment : Analyse and submit any three activities to develop speaking skills

Unit IV Teaching as communication (L-9; T-5; P-8)

Communication, meaning and concept - Elements of communication - Types of communication - Verbal and Non verbal communication, Formal and Informal communication - Barriers of Effective Classroom Communication - Basic qualification of a teacher and importance of language skill - Role of language teachers in developing language - Developing pedagogy skills - Developing language skills through preservice training .

Task Assessment : Prepare and submit a slide presentation with animation for any one topic given above.

Unit V - Language assessment in curriculum of school subjects

(L-10; T-5; P-5)

Language Testing : Forms, Importance Assessment : Definition, Types, Principles and Classroom practice - Tools : Quizzes, Projects test - Testing auditory comprehension - Computer Assisted Language Learning (CALL) - Computer Assisted Language Assessment (CALA)

Task Assessment : Prepare and submit conversation drills based on school content.

Note : The students should select any three Task Assessments. **(T-2; P-2)**

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ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.ED. IV SEMESTER MODEL QUESTION PAPER
PE – X – LANGUAGE ACROSS THE CURRICULUM

Time: 3 hrs.

Course Code: LBEPEX

Max. Marks: 60

Section – A

(10 X 1 = 10)

Answer all the following questions:-

1. What among the following is not applicable to language? (L2)
 - a. It is a form and means of communication
 - b. It is expressed through a system of arbitrary and vocal symbols.
 - c. All living beings, in creation, are bestowed with the power of using the language.
 - d. It is a habit formation process.
2. Learning a ----- language is in some measure repeating an old experience. (L1)
 - a. First b. Second c. Foreign d. None of the above.
3. Extempore Speech is an activity mainly to develop----- . (L4)
 - a. Listening b. Speaking c. Reading d. Writing
4. What among the following doesn't come under mechanical skill of writing? (L5)
 - a. Hand writing b. Grammar c. Punctuation d. Spelling.
5. ----- is a form of game or mind sport in which players attempt to answer questions correctly. (L5)
 - a. Debate b. Listening to radio talk c. Project d. Quiz.

Section - B

(5 X 2 = 10)

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

6. Differentiate home language from school language. (L4)
7. What do you mean by 'multi-lingualism'? (L1)
8. Write a short note on debate and interview. (L2)
9. Why should language skills be an essential qualification of teachers? (L5)
10. Define Assessment. (L1)

Section - C

(3 X 5 = 15)

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

11. When do you use the first and the second language in your classrooms? (L4)
12. Illustrate any four activities for developing listening skills. (L6)
13. Write a note on discourse skills of writing. (L2)
14. Suggest the suitable activities to be undertaken during in service programme to develop language skills of the teachers. (L6)
15. Evaluate 'Computer Assisted Language Learning' as effective method of Language learning. (L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Bring out the difference between the learning of the first language and the second language. (L4)
- (or)
- b. Describe how can a language teacher develop the communication skills of the students and suggest a suitable pedagogy. (L6)
17. a. Discuss different methods of teaching reading to the beginners. (L4)
- (or)
- b. Critically analyse the methods of assessing language skills in our school curriculum. Suggest suitable modifications. (L5)

TEACHING OF BIOLOGICAL SCIENCE - IV **[SEMESTER IV]**

Course Code : LCPTBS

Credits : 4

Total number of hours – 100 (L – 50; T – 25; P – 25)

Course Learning Outcomes (CLOs)

The student teacher

1. describes the recent trends in Biological Science (L1)
2. explains the strategies to conserve natural resources (L2)
3. recognizes the professional norms and ethics needed for Biology teacher (L3)
4. identifies the avenues for educating children with special needs (L4)
5. integrates the resources available in teaching of Biological Science (L5)
6. creates e-content on Ecopark (L6)

Unit I - Recent trends in Biological science (L-10; T – 3; P-3)

Recent trends in Biological Science – Bio-technology: Definition, scope, branches and importance, Applications of Bio-technology - Bio-informatics : Definition, Applications of Bio-informatics Hybridization in Plants and Animals – Animal Husbandry – Aquaponics – Lac culture – Prawn culture - Poultry Farming – Pisciculture –Aquaculture – Apiculture.

Task Assessment : Analyses any two websites for Recent trends in biology and write a report on it

Unit II - Exploring the learners in learning Environmental Education (L-9; T – 7; P-6)

Environmental Education: Concept, Need, Importance – Pollution: Air Pollution, Water Pollution, Noise Pollution and remedies – swachh Bharat Mission (SBM), Green house effect - Global warming - Ozone layer depletion – Wild life conservation – Aim of wild life conservation – Necessity of Conservation – Causes for wild life depletion – Methods of Conservation.

Task Assessment : Prepare a podcast on wild life conservation/Pollution

Unit III - Professional Development (L-11; T – 4; P-4)

Biology teacher – Qualities of science Teacher: Academic and Professional qualification- Special qualities needed for a Biology teacher – Biology teachers diary-Profession training – Pre-service training - need, advantages and means of in-service training. Creativity- the process of creativity, developing creativity among

children school -Identification of children with scientific hobbies, advantages of scientific hobbies, ways and means of developing scientific skills.

Task Assessment : Present a report on your scientific hobbies /Role of Swachh Bharath Mission in your locality

Unit IV - Resources

(L-8; T – 6; P-7)

Library- Textbooks - Characteristics of a Textbook - Need and Importance of textbooks. Journals in biological science education - Conferences/ Seminars/ Workshops/ Webinars. E-Resources - e-journals - e-books - internet resources - Co-curricular activities-Museum- Science club - Objectives, Organization and activities - Aquarium - School Garden - Eco park-Fieldtrips. Web-based learning- Synchronous-Asynchronous- Advantages and disadvantages- merits and demerits.

Task Assessment : Write a report on a webinar organized in your science club

Unit V - Provision for Individual differences.

(L-12; T – 3; P-3)

Need and Identification of Gifted students, Characteristics of gifted students, Problems of gifted children, Avenues for gifted students - Slow learners in Biology - Identification of slow learners, Characteristics of slow learners, Teachers duty towards gifted students.

Task Assessment : Prepare a digital slides on avenues for gifted students

Note : The students should select any three Task Assessments.

(T-2; P-2)

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B.ED. IV SEMESTER MODEL QUESTION PAPER
TEACHING OF BIOLOGICAL SCIENCE - IV

Time: 3 hrs.

Course Code: LCPTBS
Section – A

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

Answer all the following questions:-

1. Which bacterium is used in the production of insulin by genetic engineering? (L3)
 - a) Saccharomyces
 - b) Rhizobium
 - c) Escherichia
 - d) Mycobacterium
2. Which ministry initiated the swachh Bharat mission? (L2)
 - a) Ministry of Environment and Forest
 - b) Ministry of Urban Development and Housing
 - c) Ministry of Urban Development
 - d) Ministry of drinking water and sanitation.
3. The most important human activity leading to the extinction of wildlife is (L4)
 - a) pollution of air and water
 - b) hunting for valuable wildlife product
 - c) introduction of new species
 - d) alteration and destruction of the natural habitats.
4. One can be a good teacher, if (L3)
 - a) he has genuine interest in teaching
 - b) knows his subject
 - c) knows how to control students
 - d) has good expression
5. Bright child is not superior to companions in (L3)
 - a) skills with words
 - b) skills in numbers
 - c) manipulative skills
 - d) skills in drawing

Section - B

(5 X 2 = 10)

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

6. Define Bioinformatics (L1)
7. State the causes of pollution in our environment (L2)
8. How creativity is developed in pupils? (L5)
9. How a school garden can help in inculcating scientific attitude in pupils? (L5)
10. As a teacher how will you handle gifted children? (L6)

Section - C

(4 X 5 = 20)

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

11. Describe the applications of bioinformatics. (L1)
12. How global warming affects our Earth? (L5)
13. Explain how the children with scientific hobbies are identified. (L5)
14. What guidelines would you follow in organising a field trip? (L3)
15. Analyze the problems faced by the gifted children and give remedies (L4).

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) Discuss the present trends in genetic engineering in the field of medicine and Agriculture. (L3)
- (OR)
- b) Explain the need, advantages and means of pre-service and in-service training. (L4)
17. a) Describe the ecological effects caused by water pollution in our environment. (L5)
- (OR)
- b) Who are slow learners? How to identify and educate them?(L4)

TEACHING OF COMPUTER SCIENCE - IV **[SEMESTER IV]**

Course Code : LCPTCS

Credits : 4

Total number of hours - 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. realizes the specific quality needed for a computer science teacher (L4)
2. develops the ability to use a resources in computer science (L3)
3. identifies the individual differences among students in computer science (L1)
4. specifies the knowledge about Computer network (L6)
5. recognizes the latest trends used in computer science (L1)
6. constructs the knowledge in developing Podcast (L6)

Unit - I Professional Development of Computer Science Teacher

(L-10; T-3; P-3)

Qualities of a computer science teacher - opportunities of in-service Professional Development for computer science teachers - Evaluation of teachers: Evaluation by pupils, self-evaluation - Basic strategies for professional development of Computer Science teacher - Role of reflective practices in professional development

Task Assessment : Create a podcast and share it on podcasting site.

Unit - II Resources in Computer Science

(L-9; T-7;P-6)

Textbook: Qualities of good Computer Science text book - criteria for evaluation of computer science text book - Field trip - Computer Science Club: Objectives, organization and Activities - Value of the computer science library - E-resources: E-content - E-library - Open online educational resources in Computer science.

Task Assessment : Create a blog and publish online

Unit - III Provision for Individual Differences

(L-11; T-4;P-4)

Slow learner - Characteristics of slow learners,- Remedial Teaching Strategies - Gifted children - Identification of the gifted children - Role of teacher in educating Slow learners and Gifted children - Class Room Techniques for slow learners -

Task Assessment : Design and submit cover pages for magazines, Books (Minimum one design).

Unit - IV Computer Communications

(L-8; T – 6; P-7)

Network: Introduction, Benefits of Network, Types of Network - Internet: History of Internet – Internet protocols – Steps in starting with Internet – Internet connectivity – safely browsing the Web – E-Mail – Accessibility and Retrieval of Information – Viruses: categories of viruses, protection systems – Implementation of Software Package

Task Assessment : Visit the local TV/Radio Station and Write a report on the quality and content of the educational radio broadcast/ TV telecast.

Unit - V Recent Trends in Computer Science

(L-12; T – 3; P-3)

Internet Enhancing Teaching learning process - Virtual reality – Virtual lab - Web based learning - Computer in teaching learning process – Instructional Resource centre for Educational Technology - Educational Benefits of multimedia Tools-Analysis of Big-data- Interactive White Board – Digital Classroom – Flat Panel display

Task Assessment : Prepare and submit a report on your experience access a Virtual lab

Note : The students should select any three Task Assessments.

(T-2; P-2)

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B.ED. IV SEMESTER MODEL QUESTION PAPER
TEACHING OF COMPUTER SCIENCE - IV

Time: 3 hrs.

Course Code: LCPTCS

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. The computer science teacher should have -----.(L1)
 - a) Creativity
 - b) critical thinking
 - c) technology skill
 - d) All of them
2. In-service training is a ----- . (L1)
 - a) informal process
 - b) limited process
 - c) time dependent
 - d) continuous process
3. The E-Content video format must be in ----- . (L2)
 - a) .mp3
 - b) .MPEG4
 - c) .mkv
 - d) .flv
4. E-library is a collection of ----- . (L1)
 - a) Text
 - b) text and images
 - c) text, images and videos
 - d) text, images, audios and videos
5. Which one has not come under the characteristics of gifted children? (L1)
 - a) Low IQ level
 - b) High IQ level
 - c) Seek out challenges
 - d) High on self-efficacy

Section - B

(5 X 2 = 10)

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

6. What is self-evaluation of teachers? (L1)
7. Write any four advantages of conducting field trip.(L1)
8. Who are called slow learners? (L2)
9. List down the steps in browsing website's. (L4)
10. Give any four benefits of multimedia tools in computer science. (L3)

Section - C

(3 X 5 = 15)

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

11. Reveal the qualities of a computer science text book. (L3)
12. Discuss the need for a computer science club in secondary school. How do you organize such a club? (L3)
13. Describe the remedial measures for slow learners.(L3)
14. What is virus? Elucidate the various types of computer virus.(L2)
15. Explain web-based learning. (L2)
16. Elucidate the various technologies used in virtual reality.(L3)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

17. a. Explain the basic strategies for professional development of computer science teacher. (L5)
(OR)
b. Explain the criteria and characteristics of a computer science textbook. (L3)
18. a. Illustrate the role of teacher in educating slow learners and gifted children.(L5)
(OR)
b. What is computer network? Explain the various types of computer network. (L2)

TEACHING OF ENGLISH - IV [SEMESTER IV]

Course Code: LCPTEN

Credits: 4

Total number of hours - 100 (L - 50; T - 25; P/PW - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. explains the fundamentals of linguistics (L2)
2. categorizes the purpose of English in accordance with different context.(L4)
3. implements the techniques of listening and speaking skills of English. (L2)
4. identifies individual differences among learners of English (L1)
5. compares the knowledge of reference and study skills in reading English (L5)
6. Synthesizes and disseminates the information pertaining to professional competency of an English Teacher (L6)

Unit - I Meaning and Scope of Linguistics

(L - 10; T - 3; P - 3)

History, Meaning and scope of Linguistics-Language acquisition - Phonology - Morphology - Syntax - Semantics and Pragmatics. Types of Teaching Grammar -Descriptive - Prescriptive - Language Teaching - Error Analysis - English for Global Purpose - English for Academic purpose- English for Occupational purpose - English for Specific purpose.

Task Assessment : Write a seminar on a topic given by the teacher

Unit - II Teaching of Listening and Speaking skills

(L - 9; T - 7; P - 6)

Skill of listening-Meaning of listening skill-The three phases of listening - material activities - Dictation-Telephone Commentaries - Jigsaw listening- Skill of speaking-Techniques of teaching speaking - Tasks for developing speaking skill- Topic based discussion class - Improving oral fluency - Dramatization-Story telling- Barriers for effective communication - Causes of Retardation of Speech.

Task Assessment : Prepare and submit any three play way activities to enhance listening and speaking skills

Unit - III Provision for Individual Differences

(L - 11; T - 4; P - 4)

The identification of the gifted learners in English - Characteristics of the gifted English learners - Enrichment programme for the gifted learners - Slow learners in English- Characteristics of slow learners in English - Classroom techniques for slow learners in English - Remedial Teaching Strategies

Task Assessment : Write and submit the enrichment programmes for slow learners

Unit - IV Reference, Study Skills and Reading Techniques (L - 8; T - 6; P - 7)

Dictionary skills - resources in a good dictionary - Study skills - Note-making and note-taking - Summarizing - Paraphrasing - Reference skills - Library - Thesaurus - Encyclopedia - Bibliography - Annotated Bibliography - Reading Techniques - SQ3R-Reading styles - Levels of Reading - Strategies to develop reading.

Task Assessment : Practise and submit any three comprehension exercises

Unit - V Professional Competency of an English Teacher (L -12; T - 3; P - 3)

Characteristics of an English Teacher - Professional Association for English Teachers - Objectives and Activities - Journals of English Education -ELT- Programmes for quality improvement - Participation in conference, seminar and workshops.

Task Assessment : Enlist the programmes for quality improvement of English teachers

Note : The students should select any three Task Assessments. (T-2; P-2)

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B.ED. IV SEMESTER MODEL QUESTION PAPER
TEACHING OF ENGLISH - IV

Time: 3 hrs.

Course Code: LCPTEN

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Linguistics means ----- (L1)
 - a. the study of language
 - b. the study of grammar
 - c. the study of spelling
 - d. the study of vocabulary
2. Morphology is the study of ----- (L1)
 - a. grammar
 - b. the forms of things
 - c. language skills
 - d. word formation and structures
3. Jigsaw listening is ----- (L2)
 - a. information gap exercise
 - b. group listening
 - c. individual listening
 - d. listening together
4. Oral fluency means ----- (L2)
 - a. ability to speak correctly
 - b. ability to speak continuously
 - c. ability to speak without mistakes
 - d. ability to speak perfectly
5. Remedial teaching is given after the ----- (L2)
 - a. achievement test
 - b. diagnostic test
 - c. talent test
 - d. slip test

Section-B

(5X2=10)

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

6. What is ESP? (L1)
7. What are the phases of Listening skill? (L1)
8. Write any two enrichment programme for gifted.(L1)
9. Write the uses of Thesaurus.(L2)
10. What is SQ3R? (L1)

Section-C

(3X5=15)

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

11. What are the types of grammar? (L1)
12. What are the characteristics of gifted English Learners? (L1)
13. What are Dictionary skills? (L1)
14. List out the activities of English Teacher Association? (L4)
15. How does the participation in seminars, conferences and workshops help English Teachers? (L3)

Section-D

(2X15=30)

Answer the following questions in about 750 words each:-

16.a. What is Remedial Teaching? How is it useful for students in English learning? (L5)
(OR)

b. What are the techniques for teaching speaking? Write about any two tasks for developing speaking skill. (L6)

17. a. What are the characteristics of slow learners in English? Write about the classroom techniques for slow learners in English. (L6)
(OR)

b. What are the characteristics of an effective English Teacher? Write the use of Association for English Teacher. (L5)

TEACHING OF HISTORY- IV [SEMESTER IV]

Course Code: LCPTHY

Credits: 4

Total number of hours - 100 (L - 50; T - 25; P- 25)

Course Learning Outcomes (CLOs)

The student teacher

1. describes the qualities of a history teacher (L1)
2. categorizes the various resources in history (L2)
3. executes the provisions for gifted and slow learners (L3)
4. integrates ICT in teaching of History (L4)
5. appraises the steps of historical research (L5)
6. compiles the information about archeological excavations in Tamil Nadu (L6)

Unit I - History Teacher:

(L - 10; T - 4; P - 3)

Qualities of a History Teacher - Academic, Personal, Professional and Social - Professional development -Pre-service and In- service training - Participation in academic programmes- Online courses -Professional Associations for History Teachers - Objectives and activities

Task Assessment: Complete any one online course in history and submit the certificate

Unit II - Resources in history

(L - 11; T - 6; P- 6)

History text book - need and importance, Qualities of a good text book - supplementary readers - historical novels - autobiographies and biographies - History club -History library - Field trips, excursions, - heritage walk, -History laboratory- Museum- Monuments - Numismatics - Archives -Exhibits - E-resources - E-content - E-library- History websites- Know India, BBC, The National Archives, Gandhi Serve, The British Library and On This Day.

Task Assessment : Collect the old and new coins of different countries.

Unit III - Provision for individual needs

(L - 8; T - 5; P-5)

Individual differences: meaning and causes- of individual differences in learning History, Gifted and slow learners - characteristics, strength and difficulties in learning, Enrichment programmes for gifted and remedial measures for slow learners.

Task Assessment : Write a report about your experience on special school visit.

Unit IV – Learning History through ICT

(L – 11; T – 6; P –6)

ICT – Meaning, Definition, and Principles – Internet enhancing learning and teaching – Web based learning – Synchronous – Asynchronous – Advantages and disadvantages – Mobile learning – E-Learning – Blended Learning – Interactive White Board -Learning Management System – ICT tools for formative assessment.

Task Assessment : Create a Learning Management System and post a quiz using any one ICT tool for formative assessment.

Unit V – Recent Trends in History

(L – 10; T – 4; P –5)

Archaeology - Modern Archaeology – New technology in Archaeology- Recent archaeological excavations in Tamil Nadu (Keeladi, Adichanallur, Sivakalai, Korkai, Kodumanal, Mayiladumparai, Gangaikondacholapuram and Maligaimedu) – Virtual Museum –Importance of virtual museums for modern education – Journal in History Education - Research - need, significance, historical research – method, process, steps – identification of research problem – problems faced by the researchers in History.

Task Assessment : Visit a virtual museum and submit a report of your personal experience

Note : The students should select any three Task Assessments.

(T-2; P-2)

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B.ED. IV SEMESTER MODEL QUESTION PAPER
TEACHING OF HISTORY - IV

Time: 3 hrs.

Course Code: LCPHY

Max. Marks: 60

Section – A

(5X 1 = 5)

Answer all the following questions: -

1. A good history teacher must (L5)
 - a) Incorporate new historical content
 - b) Incorporate new teaching methods
 - c) Revise his beliefs about history
 - d) All the above.
2. The moral conduct that governs a profession is (L1)
 - a) professional ethics
 - b) professional growth
 - c) professional management
 - d) professional skill
3. The gaining of new skill and updating knowledge by a teacher is (L2)
 - a) professional growth
 - b) professional ethics
 - c) professional morality
 - d) none of the above

A good text book should be according to the pupils.(L5)

 - a) Age
 - b) Ability
 - c) Interest
 - d) All the above
4. Among the following which is community resource.(L2)
 - a) Text book
 - b) Public library
 - c) School library
 - d) school play ground

Section - B

(5 X 2 = 10)

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

5. What are human qualities? Give an example. (L5)
6. What is professional training? (L1)
7. What is a history club? (L1)
8. What is a remedial measure? (L1)
9. Define the term – ICT. (L1)

Section - C

(3 X 5 = 15)

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

10. Explain the personal qualities needed for a history teacher.(L4)
11. Elaborate the characteristics of a gifted learner?(L2)
12. Analyze the advantages and disadvantages of web based learning. (L4)
13. Participation in the conferences and workshops enhance the professional development of a history teacher – Justify. (L5)
14. Evaluate the significance of research in history. (L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each: -

15. a) Discuss in detail the professional ethics of a history teacher. (L3)

(OR)

b) As a teacher of history how will you promote international understanding among your students. (L6)

16. a) How will you identify slow learners? Explain any two remedial measures for slow learners. (L6)

(OR)

b) Illustrate the problems faced by a researcher in history. (L3)

TEACHING OF MATHEMATICS - IV
[SEMESTER IV]

Course Code : LCPTMA
Credits: 4

Total number of hours - 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. identifies the range of activities for a Mathematics teacher (L1)
2. interprets the various learning resources in Mathematics (L2)
3. examines the provision for individual differences in Mathematics (L3)
4. integrates the principles of ICT for teaching Mathematics (L4)
5. reviews journal in Mathematics education (L5)
6. organizes mathematics club meetings (L6)

Unit I - Mathematics Teacher Qualities and Activities (L-10; T-3; P-3)

Qualities of a mathematics teacher - Professional, personal, academic and social - Range of teacher activities - Professional training, in-service training, professional activities, school activities, administrative duties, community activities.

Task Assessment : Prepare a report on professional training enhancing quality of a mathematics teacher.

Unit II - Resources (L-9; T-7; P-6)

Mathematics text books - Need and importance, qualities of a good text book - Work books - Need and characteristics - Mathematics library - Functions, books and materials for mathematics library - Mathematics club - Functions, activities - Mathematics laboratory - Materials, instruments and equipments for mathematics laboratory, Field trips - Advantages - Mathematical websites- Handling hurdles in utilization of resources.

Task Assessment : Identify and prepare a list of Mathematical Websites.

Unit III - Provision for Individual Differences (L-11; T-4; P-4)

Identification of the gifted in mathematics - Characteristics of the mathematically gifted - Enrichment programme for the gifted - Slow learners in mathematics - Characteristics of slow learners in mathematics - Classroom techniques for slow learners - Disability in mathematics - Dyscalculia, remedies- Developing speed, accuracy and interest in mathematics.

Task Assessment : Prepare a video on an enrichment programme for the gifted children in Mathematics.

Unit IV –Recent Trends in Mathematics Education (L-8; T-6; P-7)

Industrial Mathematics – Robotics – Space Research - Cryptography- Web-based learning – Synchronous – Asynchronous – Advantages and limitations –Virtual learning – Advantages and limitations – Mobilelearning – The values of mobile learning and limitations - Blended learning – Advantages and limitations. Game Based Learning (GBL) - Web Quest Learning- Tele conferencing, flipped classroom – Enhancing mathematics learning through ICT across mathematics curriculum.

Task Assessment : Prepare a report on teaching any mathematical concept through blended learning.

Unit V - Professional Development of Mathematics Teachers (L-12; T – 3; P-3)

Mathematics teachers association – Association of Mathematics Teacher Educators – The Association of Mathematics Teachers of India – All India Schools Mathematics Teachers Association – Objectives and activities – Journals in mathematics education - Participation in conferences / seminars / workshops.

Task Assessment : Write a one page analytical report on any mathematics article.

Note : The students should select any three Task Assessments. (T-2; P-2)

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B.ED. IV SEMESTER MODEL QUESTION PAPER
TEACHING OF MATHEMATICS - IV

Time: 3 hrs.

Course Code: LCPTMA

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Which of the following is important for the Continuous Professional development as a teacher. (L1)
 - a. Pre-service training
 - b. In-service training
 - c. Life skill training
 - d. All the above
2. Identify the one which need not be included in the professional quality of a mathematics teacher -----.(L4)
 - a. To experiment well
 - b. Knowledge of self
 - c. Developing new trends
 - d. Satisfactory knowledge of social matter
3. A drawing instrument that can be kept in a mathematics laboratory is -----.(L2)
 - a. Clinometer
 - b. Measuring Jar
 - c. Ruler
 - d. Graduated cylinder
4. Learning disability in Mathematics is called as ----- (L2)
 - a. Dyslexia
 - b. Dysgraphia
 - c. Dyspraxia
 - d. Dyscalculia
5. The type of learning where the combination of two or more instructional methods occur is ----- (L4)
 - a. Web-based learning
 - b. Virtual learning
 - c. Mobile learning
 - d. Blended learning

Section-B

(5X2=10)

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

6. Classify the activities undertaken by a Mathematics teacher? (L2)
7. State the role of workbook in teaching mathematics. (L1)
8. How will you identify the gifted children in your classroom? (L4)
9. How can you effectively use mobile learning in mathematics? (L3)
10. Write the importance of Journals in Mathematics Education. (L6)

Section-C

(3X5=15)

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

11. Discuss the professional qualities required for a mathematics teacher. (L2))
12. Explain the various ways through which the teachers undergo in-service training. (L2)
13. How will you establish a mathematics library in your school? (L6)
14. Analyse the qualities of a good mathematics textbook (L4)
15. How will you help the students with Dyscalculia to overcome their learning difficulties? (L3)
16. Describe the objectives and activities of the All India School Mathematics Teachers Association. (L1)

Section-D

(2X15=30)

Answer the following questions in about 750 words each:-

23. a) Explain the need for a mathematics club in a school. How do you organize such a club? Describe the activities that could be introduced in such clubs? (L2), (L6), (L1)

(OR)

- b) How do you identify slow learners in a mathematics class?
Suggest appropriate remedies for the problems faced by the slow learners in learning mathematics. (L4), (L6)

24. a) Suggest some of the ways by which students can develop speed, accuracy and interest in mathematics.(L6)

(OR)

- b) How can ICT be used as an effective tool to improve learning of mathematics?
Explain.(L4), (L2)

TEACHING OF PHYSICAL SCIENCE - IV **[SEMESTER IV]**

Course Code : LCPTPS

Credits : 4

Total number of hours - 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. generalizes the qualities, responsibilities and professional development of the Physical Science teacher (L2)
2. lists out the association for Physical Science teacher (L1)
3. utilizes the resources of Physical Science for teaching learning process (L3)
4. identifies the individual differences among students (L4)
5. builds the ability to use ICT resources to explore Physical Science (L6)
6. reviews the recent researches in Physical Science Education (L5)

Unit I - Physical Science Teacher

(L-10 ; T-3; P-3)

Physical Science teacher – Qualities of Physical Science Teacher - Academic and professional qualifications - responsibilities - Professional development - Pre-service training - In-service training -Summer institutes, reflective practices in professional development - Associations for physical science teacher.

Task Assessment : Give a list of Associations for Physical Science and review any one of the activities you wish.

Unit II - Resources for Physical Science

(L-9; T-7; P-6)

Reading materials - Text books - Need and importance, qualities of a good text book - Evaluation of Science text book -Online Resources -e-library-e-journals Library - Journals- Science club : Objectives, organization and activities of Science club- Science exhibitions-Science fairs- Virtual field trips - Science museums-online Conferences ,webinar ,Symposium ,Panel discussion.

Task Assessment : Write a Report on virtual field trips organized in your club

Unit III - Provision for Individual differences

(L-11; T-4 ; P-4)

Identification of the gifted in Physical Science - Strengths and problems of the gifted - Enrichment programmes for the gifted - Identification of slow learners in physical science - problems of slow learners - Remedial measures for slow learners.

Task Assessment : Discuss and report the enrichment activities that can be given for gifted learners

Unit IV - Physical Science through ICT (L-8; T-6; P-7)

ICT - Definition, Meaning - Guiding principles for effective teaching and learning through ICT -- Web-based learning - Synchronous - Asynchronous - Mobile learning - Blended learning - Virtual Reality - flipped classroom - e-learning - Interactive white board - blogs.

Task Assessment : Prepare an e-content for any Physical Science topic.

Unit V - Recent trends and Research in Physical Science (L-12; T-3; P-3)

Nano technology- Earth Science Today- Cryogenic Techniques and manned Space - Fiber optics - current trends in Astro Physics and Medical Physics- Research : Meaning and types - Status of research in Science Education - Experimental Research and its importance to Science Education.

Task Assessment : Develop your own Physical science blog

Note : The students should select any three Task Assessments. (T-2; P-2)

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TEACHING OF PHYSICAL SCIENCE - IV**

Time: 3 hrs.

Course Code: LCPTPS

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Which of the following is NOT a general quality of a teacher? (L2)
 - a) Effective Personality
 - b) Self-confidence
 - c) Knowledge of Other Subjects
 - d) Patience
2. To orient the teachers in the development in different fields of science as well as in the newer approaches to teaching is the purpose of (L1)
 - a) Unitary Institute
 - b) Sequential Institutes
 - c) Special Institutes
 - d) Project Technology Institutes
3. Planning, Distribution of Work, Execution and Judging are the procedure for the organization of (L1)
 - a) Science Club
 - b) Science Exhibition
 - c) Science Museum
 - d) Field Trip
4. Identify the trait of slow learners in the classroom.(L4)
 - a) Directly involved in teaching-learning process
 - b) Feeling inferior in academic matter
 - c) Get involved when teachers give home work
 - d) Participate in all field work
5. Vogel's Spot Check Evaluation Scale is a tool used for the evaluation of (L3)
 - a) Teachers
 - b) Students
 - c) Library
 - d) Textbooks

Section - B

(5 X 2 = 10)

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

6. Mention the special qualities of a physical science teacher.(L4)
7. Why science text book is important for a student? (L5)
8. Justify the relevance of mobile learning in the present day context.(L5)
9. List down the different forms of e- learning.(L1)
10. Write down the cryogenic techniques used in Chandrayan.(L1)

Section - C

(3X 5 = 15)

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

11. Write about In-Service Training (L1)
12. Formulate some enrichment programmes for the gifted students in science classroom.(L6)
13. Critically analyse the challenges for the implementation of flipped classroom?(L4)
14. Bring out the need and importance of good text book (L2).
15. List down the applications of Nano technology? (L1)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) As a science teacher, how will you organize a science club in your schools. Enlist the activities that can be conducted through the science club. **(L3)**
(OR)
b) How will you identify slow learners from your class and what are the remedial measures you will adapt for the development of slow learners. **(L4)**
17. a) Explain blended learning with its types. Discuss its merits and challenges. **(L3)**
(OR)
b) Evaluate a IX std text book **(L5)**

தமிழ் கற்பித்தல் -IV
[நான்காம் பருவம்]

Course Code : LCPTTA

Credits: 4

Total number of hours – 100 (L – 50; T – 25; P – 25)

பாடம் முடிவுறும் தருணத்தில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

1. nkhopahrphahpd; fw;gpj;jy; jpwd;fis Nkk;gLj;Jk; topKiwfis ca;j;JzHtH (L1)
2. nkhopahrphahpd; gz;Gfis kPl;lwptH (L2)
3. nkhopf; fw;gpj;jypy; jdpahs; NtWghl;il ,dk; fz;lwpe;J fw;wYf;F topfh;LtH (L2)
4. jkpo;nkhop fw;gpj;jypd; gy;NtW tsq;fis mwpe;J gad;gLj;JtH (L3)
5. ghl E}ypd; gz;Gfis mwpe;J ghlE}iyg; gFg;gha;tH (L4)
6. jkpo;ehl;bd; njhy;ypay; mfo;thuha;r;rpg; gw;wpa nra;jpfis njhFg;gh; (L6)

அலகு 1 - மொழி ஆசிரியரின் பண்புநலன்கள்

(L -10; T -3; P - 3)

மொழி ஆசிரியரின் பண்புநலன்கள்- பொதுப்பண்புகள்- சிறப்புப்பண்புகள்- கல்விநிலை - மொழிப்பற்று - ஆழ்ந்த புலமை - சகிப்புத்தன்மை - நடுநிலைமை - உளவியல் அறிஞர் - பல்துறை அறிவு - பலமொழி அறிவு - நகைச்சுவை உணர்வு - நடிப்புத்திறன் - நட்புணர்வு - பணிமீது பற்றுடைமை - சிறந்த இலக்கணப் புலமை - பாடம் சார்ந்த செயல்களில் ஈடுபாடு - அனைத்து ஆசிரியர்களுடன் நட்பு பாராட்டுதல்- நன்னூல் கூறும் ஆசிரியரின் பண்புநலன்கள்

செய்முறை மதிப்பீடு: ஆசிரியரின் பண்புநலன்கள் பற்றி நன்னூலார் கோரும் கருத்துகளை தொகுக்க

அலகு -2 தமிழ்மொழி வளங்கள்

(L - 9 ; T - 7; P - 6)

தமிழ்ப் பாடநூல்- நல்ல பாடநூலின் இயல்புகள்- தமிழ் அகராதிகள்- தமிழ் நூலகம் - தமிழ் பாடநூலகத்திற்குத் தேவைப்படும் நூல்கள்- தமிழ் இலக்கிய மன்றம்- மொழிபயிற்றாய்வுக்கூடம் - தமிழ் மெய் இணையப் பல்கலைக்கழகம் - தமிழ் வலைதளங்கள் - சமுதாய வளங்கள் - களப்பயணம், நாட்டுப்புறக் கலைஞர்கள் -இலக்கிய வளங்கள் - பத்துப்பாட்டு, எட்டுத்தொகை, பதினெண்கீழ்க்கணக்கு நூல்கள், காப்பியங்கள் - இதிகாசங்கள் - கலைக்களஞ்சியம் - அபிதான சிந்தாமணி - உரை நூல்- தமிழ்லெக்சின் (தமிழ் சொற்களஞ்சிய பொதுப்பார்வை நூல்) - இலக்கண வளங்கள் - அகத்தியம், தொல்காப்பியம், நேமிநாதம், தொன்னூல் விளக்கம் - புறப்பொருள் வெண்பா மாலை - ஆய்வுக்கட்டுரைகள் - தமிழ் இணையக் கல்விக்கழகம் - அகழ்வாராய்ச்சிகள்

செய்முறை மதிப்பீடு: தமிழகத்தில் அகழ்வாராய்ச்சி மேற்கொள்ளப்பட்ட இடங்கள் பற்றிய செய்திகளை சேகரித்து அறிக்கை சமர்ப்பிக்க.

அலகு 3 - பாடநூல், தமிழ்மொழியின் வளர்ச்சி நிலை

(L -11 ; T- 4 ; P -4)

பாடநூல் அமைப்பு - சிறந்த பாடநூலின் நல்லியல்புகள்- தமிழ்நாடு அரசு பாடநூல் நிறுவனத்தின் ஆறாம் வகுப்பு முதல் பத்தாம் வகுப்பு வரை உள்ள தமிழ்ப்பாட நூல்களைப் பகுப்பாய்வு செய்தல் - கணிப்பொறியும் தமிழும் - அறிவியல் தமிழ்- பல்லுடகமும் தமிழ் கற்பித்தலும்- இணைய வழி தமிழ் கற்பித்தல் - மொழிபெயர்ப்பு - மொழி வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு - மொழிபெயர்ப்பின் வகைகள்- சொல்லுக்குசொல் மொழிபெயர்ப்பு - மூலநூல் மொழிபெயர்ப்பு - தழுவல்- சுருக்க மொழிபெயர்ப்பு- விரிவான மொழிபெயர்ப்பு -

சரியான மொழிபெயர்ப்பு - கோட்பாடுகள்- சிக்கல்கள்- மொழிபெயர்ப்பின்போது கவனத்தில் கொள்ள வேண்டியன.

செய்முறை மதிப்பீடு:- பாடநூல் பகுப்பாய்வு செய்க.

அலகு 4 - மொழிப்பாடத்தில் தனியாள் வேறுபாட்டை இனங்காணுதல்

(L - 8; T - 6 ; P - 7)

தமிழ்ப்பாடம் கற்பதில் மாணவர்களின் ஆர்வம் - மனப்பான்மை - மொழிப்பாடம் கற்பதில் மாணவர்களை அடையாளம் காணுதல் - மீத்திறன் - சராசரி - மெதுவாகக் கற்கும் மாணவர்கள் - மீத்திறன் மாணவர்களுக்கான வளமைத் திட்டங்கள் - மெதுவாகக் கற்போரை ஊக்கப்படுத்தும் வகுப்பறை உத்திகள் - தமிழ்ப்பாடம் கற்கும்போது எதிர்கொள்ளும் இடர்பாடுகள் - சொற்பிழைகள் - மயங்கொலி எழுத்துகளை ஒலிப்பதில் குறைபாடுகள் - சந்திப்பிழைகள் - ஒற்றுப்பிழைகள் - வாக்கியப் பிழைகள் - குறைதீர் முன்னேற்ற செயல்பாடுகள்.

செய்முறை மதிப்பீடு: மீத்திற மாணவர்களுக்கான வளமைத் திட்டங்களை சேகரிக்க.

அலகு 5 - மொழியாசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள்

(L - 12 ; T - 3 ; P - 3)

புத்தாக்கப் பயிற்சிகள்- தகவல் தொழில்நுட்பப் பயிற்சிகள்- இணையதளம் மூலம் தமிழ்மொழி சார்ந்த செய்திகளைச் சேகரித்தல்- மொழி சார்ந்த அண்மைச் செய்திகளை உடனுக்குடன் அறிந்து கொள்ளுதல்- பயிற்சிப் பட்டறை- புத்தறிவு பயிற்சி - சர்வதேச கருத்தரங்கு- பயிலரங்கு- ஆய்விதழ்கள்- தமிழாசிரியர் சங்கம்- உள்நாட்டு கருத்தரங்கு- பணியிடைப் பயிற்சி - இணைய வழிப் பன்னாட்டுக் கருத்தரங்கு, தேசியக் கருத்தரங்கு.

செய்முறை மதிப்பீடு: ஆசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள் பற்றி கட்டுரை வரைக.

Fwpg;G : khzt MrphpaH VjhtJ %d;W nra;Kiw gapw;rpia Njh;T nra;a Ntz;Lk;
(T-2; P-2)

பார்வை நூல்கள்

இளங்கோ, தமிழக தொல்லியல் ஆய்வுகள் கீழடி வரை, அலைகள் வெளியிட்டகம் கணபதி .வி,ஜெயராயன் .பு (2005) சிறப்புத்தமிழ் கற்பித்தல், சாந்தா பதிப்பகம், கலைச்செல்வி .வெ (2012) கல்வியியல் சிறப்புத்தமிழ், சஞ்ஜீவ்வெளியீடு கோகிலா தங்கசாமி. (2016). தமிழ்மொழி, குழந்தைகள், ஆசிரியர்கள். பாவை பதிப்பகம், சக்திவேல்.சு (2006) தமிழ்மொழி வரலாறு, மணிவாசகர் பதிப்பகம் தீனதயாள், சிவக்குமார் .ம (2010) பைந்தமிழ் கற்பித்தல். ஸ்ரீ கிருஷ்ணா பதிப்பகம், பிரபாகரன் .உ (2012) தமிழ் பயிற்றல் முறைகள், அரவிந்த் பதிப்பகம் மீனாட்சி சுந்தரம் .அ,செல்வம் பொ. (2010),பைந்தமிழ் கற்பித்தல். காவ்யமாலா பதிப்பகம், ராமன் கே. வி (2010) தொல்லியல் ஆய்வுகள், நியூ செஞ்சுரி புக்ஸ் வீரப்பன் .பா. (2000). உயர்நிலை தமிழ் கற்பித்தல் ஆசிரியர் கையேடு. தேசிய ஆராய்ச்சி பயிற்சி நிறுவனம் (NCERT) வேணுகோபால் .பா (2009) கே.சாந்தகுமாரி,சிறப்புத்தமிழ் கற்பித்தல், சாரதா பதிப்பகம், வேணுகோபால் .இ.பா (2006) சிறப்புத்தமிழ் கற்பித்தல், சாரதா பதிப்பகம் Principles of preparing textbooks in mother tongue, NCERT Publication (1970).

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**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.ED. IV SEMESTER MODEL QUESTION PAPER**

தமிழ் கற்பித்தல் - IV

Time: 3 hrs.

Course Code: LCPTTA

Max. Marks: 60

பகுதி - அ

(5 X 1 = 5)

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக.

1. மொழிபயிற்றாய்வு கூடத்தில் ஆணையிடும் கருவி ----- (L1)
அ) கருவறை கருவி ஆ) முதன்மை நாடா
இ) நுண்ணொலி கருவி ஈ) தலையணி கருவி
2. வாயால் உச்சரித்து மனதால் பொருள் உணரும் திறன். (L1)
அ) கேட்டல் ஆ) பேசுதல் இ) எழுதுதல் ஈ) வாசித்தல்
3. புத்தமிழ்திரர் எழுதிய இலக்கண நூல் ----- (L2)
அ) தண்டி ஆ) நன்னூல் இ) வீரசோழியம் ஈ) தொன்னூல்
4. தொல்காப்பியத்தின் மொத்த இயல்கள் ----- (L2)
அ) 30 ஆ) 29 இ) 28 ஈ) 27
5. யாப்பருங்கலங்காரிகை நூலின் ஆசிரியர் ----- (L2)
அ) பவணந்தி ஆ) அமிர்தசாகர்
இ) புத்தமிழ்திரர் ஈ) சேனாவரையர்

பகுதி - ஆ

(5 X 2 = 10)

கீழ்க்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்.

6. மீத்திறன் மாணவர்களுக்கான வளமைத் திட்டங்களை எழுதுக. (L3)
7. தமிழ் வலைதளங்களின் பெயர்களை எழுதுக. (L2)
8. அறிவியல் தமிழ் என்றால் என்ன? (L2)
9. அகராதி என்றால் என்ன? (L2)
10. மயங்கொலி பிழை என்றால் என்ன? (L2)

பகுதி - இ

(3 X 5 = 15)

கீழ்க்காணும் வினாக்கள் எவையேனும் நான்கு வினாக்களுக்கு 250 சொற்களில் விடையளிக்கவும்.

11. மொழிபெயர்ப்பின் போது கவனத்தில் கொள்ளத்தக்கவற்றை எழுதுக. (L2)
12. மொழிபயிற்றாய்வு கூடத்தின் அமைப்பை எழுதுக. (L3)
13. தமிழ் பாடம் கற்கும்போது எதிர் கொள்ளும் இடர்பாடுகளை எழுதுக. (L3)
14. இலக்கிய மன்றம், களப்பயணம் குறிப்பு வரைக. (L4)
15. தமிழ் மெய் இணைய பல்கலைக்கழகத்தின் குறிக்கோள்களை எழுதுக. (L2)

பகுதி - ஈ

(2 X 15 = 30)

கீழ்க்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்.

16. அ. மொழியாசிரியரின் பண்பு நலன்களைப் பட்டியலிட்டு விரித்தெழுதுக. (L3)
அல்லது

ஆ. தமிழ்மொழியை வளர்க்கும் மூலங்கள் பற்றி கட்டுரை வரைக. (L4)

17. அ. மொழிபெயர்ப்பு என்றால் என்ன? அதன் வகைகளை விரித்தெழுதுக. (L2)

my;yJ

ஆ. மொழியாசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகளை விளக்குக. (L4)

ELECTIVE - I - PHYSICAL AND HEALTH EDUCATION [SEMESTER IV]

Course Code : LBEEPE

Credits : 4

Total Number of hours 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The Student Teacher

1. describes the origin and development of Olympic games (L1)
2. recalls knowledge to organize Physical Education activities and tournaments (L1)
3. revises the concepts of Health Education (L5)
4. analyzes the causes of malnutrition and vitamin deficiency diseases (L4)
5. applies the knowledge of injuries and first aid during emergencies (L3)
6. evaluates the physical and mental well being in the post covid 19 pandemic (L5)

Unit I - Nature of Physical Education (L - 8; T - 2 ; P - 2)

Physical Education - Meaning, Definition, Physical Fitness- Meaning, Definition, Components and Benefits of Physical Fitness, Factors influencing Physical Fitness - Origin and Development of Ancient and Modern Olympics - Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games.

Task Assessment : Prepare a report on a "Sports Meet" with the details of Pre Meet, Meet and Post Meet works.

UNIT II Organizing Physical Activities and Tournaments (L - 8; T - 2 ; P - 2)

Methods of teaching physical activities, Intramural and Extramural Competitions - Intramural competition committee, Tournaments - Types of Tournaments, Single knock out tournament - Merits and Demerits, Method of drawing fixtures for single knock out tournament, Athletic meet - Standard and Non standard Meet - Pre meet work, Meet work and Post meet work.

Task Assessment : Prepare an album on "Indian Participation in Olympic Games"

UNIT III - Concept of Health Education (L-10 ; T - 3; P- 3)

Health Education - Meaning, Definition - Personal Hygiene - Health Education in Schools - Health Instruction, Health Services - Communicable diseases: Malaria, Typhoid, Cholera, and Dengue and HIV/AIDS, COVID -19 -Causes, Symptoms and Prevention - Food - Meaning, Constituents of food, Deficiency Diseases, Malnutrition - Balanced diet

Task Assessment : Analyze the measures taken by the model school to protect the health and hygiene of the students.

UNIT IV Safety Education and First Aid (L - 9 ; T - 3 ; P- 3)

Safety measures in Play fields, Road, School and Home - First Aid: Road, Water, Fire accidents and Snake bite - Principles of first aid, First aid equipments, first aid to Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

Task Assessment : Write minimum of three recipes for the preparation of nutritious food items to overcome the problem of Malnutrition.

Unit V Impact of Online Education on Physical and Mental Health and Rehabilitation (L - 8; T - 2; P -3)

Impact of online education - Introduction - - Computer Vision Syndrome (CVS) - Physical health problems- obesity, eye sight, back pain - Lack of Physical Activities - Calcium and Vitamin D deficiency, Mental health problems - Stress and Anxiety - Zoom fatigue - Lack of classroom ethics - Bad Ergonomics, -Rehabilitation - Building resilience among youth - Stay occupied - Exercise and Rest - Yoga Asanas and Meditation - Pranayama Exercises - Nutritious Food - Proper sleep

Task Assessment : Prepare an awareness video on COVID-19

Note : The students should select any three Task Assessments. (T-2; P-2)

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B.ED. IV SEMESTER MODEL QUESTION PAPER
ELECTIVE – I – PHYSICAL AND HEALTH EDUCATION**

Date: 12.01.2021

Time: 3 hrs.

Course Code: LBEEPE

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Which vitamin is soluble in fat? (L1)
a. Vitamin A b. Vitamin D c. Vitamin C d. Vitamin B6
2. Which of the following is related to cognitive domain? (L1)
a. Motor skills b. Knowledge c. Interest d. Attitude
3. Intramural competitions are conducted in (L1)
a. Outside the institution b. Between the districts
c. Within the institution d. Between Colleges
4. How many rings are there in the Olympic flag? (L1)
a. 5 b. 6 c. 9 d. 4
5. Which of the following food is fiber rich? (L1)
a. Green vegetables b. Leafy vegetables
c. Grains d. All these

Section - B

(5 X 2 = 10)

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

6. What are extramural competitions? (L1)
7. Write the Olympic Motto (L2)
8. What is good posture? (L1)
9. Define Physical Fitness. (L1)P.T.O.
10. Discuss the benefits of warming up. (L4)

Section - C

(3 X 5 = 15)

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

11. Describe the history of Ancient Olympics. (L1)
12. How can you classify the components of Physical Fitness (L4)
13. Evaluate the factors affecting good health. (L5)
14. Write note on: Pre-meet work and Post-meet work. (L2)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

15. a. Illustrate the causes and symptoms of communicable diseases. (L3)

(OR)

b. Describe the methods of teaching Physical activities. (L12)

16. a. Write about sports injuries and their first aid. (L2)

(OR)

b. State various postural defects and exercise for improving these defects. (L2)

ELECTIVE - II - GUIDANCE AND COUNSELLING
[SEMESTER IV]

Course Code :LBEEGC

Total no. of Hours :100 (L - 50; T - 25; P - 25)

Credits : 4

Course Learning Outcomes (CLOs)

The student teacher

1. identifies the need and importance of guidance and counselling in schools (L1)
2. distinguishes the sources of occupational information and modes of dissemination (L2)
3. classifies the types and theories of counseling (L3)
4. analyzes the role of guidance personnel in school and organize guidance programme in schools (L4)
5. reviews knowledge about counseling process, the skills used and various tests and techniques (L5)
6. integrates the various types of guidance service provided in schools (L6)

Unit I - Introduction to Guidance and Counselling (L- 10; T - 3 ; P - 3)

Guidance: Meaning, Need, Purpose, Principles and Scope - Counselling: Meaning, Need, Purpose, Principles and Scope - Distinguish: Instruction, advice and counselling - Steps followed in guidance - Importance of Counselling in schools - Guidance and Counselling in Education - Organising school guidance programme.

Task Assessment : Prepare a visual presentation on "Cyber Ethics"

Unit II - Types and Techniques of Guidance (L-9; T-7; P-6)

Types of guidance: Educational, Vocational and Personal - Individual and group guidance - Techniques of group guidance - Class talk - Career talk - Career bulletin - Career Corner - Career Conference - Guidance on Media Ethics.

Task Assessment : Write an evaluative report on vocational guidance.

Unit III - Types and Theories of Counselling (L-11; T-4; P-4)

Difference between Guidance and Counselling. Aims and objectives of Counselling -Types of Counselling - Directive, Nondirective, Eclectic and Marital Counselling - Theories of Counselling: Theory of self (Rogers) and Rational Emotive Behavioural Therapy (Albert Ellis)

Task Assessment : Identify a child with need for personal counselling. List down the factors responsible for abnormal behaviour. Suggest some measures to be adopted as a teacher to rehabilitate the child?

Unit IV - Counselling Process and Skills

(L-8; T-6; P-7)

Steps in Counselling - Counselling stages- Counselling Skills - Attending Skills, Responding Skills, Listening Skills, Skills of Personalizing and Initiating. Qualities of a Counsellor - Role of Teachers as counsellor and professional ethics associated.

Task Assessment : Enact a counselling session in groups prepare a report to improve your skills as a counsellor.

Unit V - Counselling Tools, Techniques and Guidance to students with special needs

(L-12; T-3; P-3)

Counselling Tools and Techniques: Intelligence tests, Personality tests, Sociometric tests, interest inventories, aptitude tests, anecdotal record, case study, observation, interview and cumulative record. Dealing with problems: lying, stealing, depression, anger, stress and conflict, speech disorders, alcoholism and drug - addiction, addiction to media, gender related problems and learning problems: Dyslexia, Dyscalculia and Dysgraphia.

Task Assessment : Prepare a mind map on "Learning Disabilities"

Note : The students should select any three Task Assessments.

(T-2; P-2)

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ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.ED. IV SEMESTER MODEL QUESTION PAPER
ELECTIVE – II – GUIDANCE AND COUNSELLING

Time: 3 hrs.

Course Code: LBEEGC

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Vocational guidance is given at the ----- school level. (L1)
a) Primary b) Secondary c) Pre-primary d) Middle
2. Albert Ellis REBT theory was developed in -----.(L1)
a) 1940 b) 1950 c) 1960 d) 1970
3. The counsellor must maintain -----.(L2)
a) distance b) confidence c) testing d) counselling group
4. In counselling initially ----- is very important.(L2)
a) follow up b) testing c) discussion d) building relationship .
5. Learning difficulties can be determined by -----.(L2)
a) analysis b) testing c) evaluation d) guidance

Section - B

(5 X 2 = 10)

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

6. What do you mean by guidance? (L2)
7. List out the types of guidance. (L2)
8. Interpret the objectives of counselling?(L3)
9. Identify the skills required for a counsellor.(L4)
10. Employ your understanding of lying to find out the causes behind. (L3)

Section - C

(3 X 5 = 15)

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

11. Explain the steps in Guidance.(L4)
12. Analyze the techniques adopted in group guidance. (L4)
13. Differentiate: Directive and Non-directive counselling. (L2)
14. What do you infer from Rogers theory? (L3)
15. Review the tests used for assessing Intelligence. (L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) Illustrate the various skills essential for counselling.(L3)

(OR)

- b) Evaluate the professional ethics of a counsellor. (L5)

17. a) Integrate your learning and prepare a plan to organize a school guidance programme?(L6)

(OR)

- b) Suggest strategies for dealing with learning problems. (L3)

**ELECTIVE - III - ENVIRONMENTAL EDUCATION
[SEMESTER IV]**

Course Code :LBEEEE

Credits : 4

Total number of hours - 100 (L - 50; T - 25; P - 25)

Course Learning Outcomes (CLOs)

The student teacher

1. describes the importance of environmental education (L1)
2. understands the issues of conservation and environmental regeneration (L2)
3. interprets various teaching strategies for environmental education (L3)
4. identifies various environmental protection activities for sustainable development (L4)
5. integrates the way of protecting and management of environment (L5)
6. analyzes the various causes for deforestation and soil erosion (L6)

Unit I - Basic Concepts

(L -10; T - 3; P-3)

Concept of Environment and Environmental Science - History of Ecology - Ecology and Economic Development - Socio - Economic Impacts of Degradation of Environment and Importance of Environmental Education - Nature and Scope of Environmental Education - Guiding Principles of Environmental Education and Major Constraints for its Implementation at School Level.

Task Assessment : Submit a booklet on Environmental Issues in India

Unit II - Environmental problem and Management

(L -9; T - 7; P- 6)

Environmental Pollution : Physical and Chemical : Land, Air, Water, Noise, Radiation - Extinction of Flora and Fauna- Deforestation- Soil erosion --Ozone Depletion - Nuclear accidents and Holocaust - Natural - Humanmade disaster - Hybrid disaster - Disaster Management - Need for Management of Environment- Protection of the Environmental Heritage - Ways of Protecting, Preserving and Restoring the Environment

Task Assessment : Prepare a podcast on 'Environmental Issues'.

Unit III - Teacher Education and Environmental Education

(L -11; T - 4; P- 4)

Environmental Education in pre-service teacher training programme. Integration of Environmental Education - Objectives of Environmental Education at different levels- NCERT and Environmental Education - Teaching strategies of Environmental Education: Group Discussion - Project - Field Trips - Advantages and Limitations of these strategies-Role of Information technology in environment and human health

Task Assessment : Discuss in groups on Role of Information Technology in Environment and human health

Unit IV - Sustainable Development (L -8; T - 6; P - 7)

Definition and Dimensions - Depletion of Natural Resources - Symptoms of Non-Sustainability -Conditions for achieving the Goals of Sustainable Development - Strategies for sustainable development- UNESCO Sustainable Development - National Sustainable Development Startagies (NSDS) - National Sustainable Developmental Plan -2030 agenda for Susianable Development - E- waste Management

Task Assessment: Prepare a report of Brainstorming session on “Electronic Waste Management”

Unit V - Environmental Issues and Policies (L -12; T - 3; P- 3)

Environmental Problems of India - Conservation of Environment, Need for Conservation - Environment Protection and Policies in India - Environment movements in India: Chipko movement - Narmadha Valley movement - Silent Valley movement -Green Audit- Swachh Bharat Mission - National Green Tribunal Act (2010)

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

Note : The students should select any three Task Assessments. (T-2; P-2)

References

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- Kaneko.N., Yoshiura,S., & Kobayashi, M. (2014). *Sustianable Living with Enviornmental Risks*. Spinger.
- Meenambal,T (2009). *Environment science & Engineering*. MJP Publisher
- Nagarajan, K.(2009). *Environmental Education*. Ram Publications
- Nasrin, (2019). *Environment Education*. APH Publishing Corporation
- Reddy, L.G. Thomas, M. Davi. B, Thankachan, T.C, Shailaja (2015). *Text Book on Environmental Education* Discovery Publishing House Pvt.Ltd
- Sunder, I., Vijayan, S. (2008) *Principles of Environmental Education*. Sarup & Sons
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- [http://www.conserve-energy-future.com/current environmental issues.](http://www.conserve-energy-future.com/current%20environmental%20issues)
- [https://www.downtoearth.org.in/news/governance/six-environmental-laws-to-be-amended-soon-49317#:~:text=The%20six%20laws%20related%20to,The%20Indian%20Forest%20Act%2C%201927.](https://www.downtoearth.org.in/news/governance/six-environmental-laws-to-be-amended-soon-49317#:~:text=The%20six%20laws%20related%20to,The%20Indian%20Forest%20Act%2C%201927)

<https://www.cambridge.org/core/journals/environmental-conservation/article/abs/environmental-problems-of-india-and-their-possible-trends-in-future/B5A840BB27E17CAC89093E236AC09C78>

<https://www.ewaste1.com/what-is-e-waste/>

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B.ED. IV SEMESTER MODEL QUESTION PAPER
ELECTIVE – IV – ENVIRONMENTAL EDUCATION

Time: 3 hrs. Course Code: LBEEEE Max. Marks: 60
Section – A (5 X 1 = 5)

Answer all the following questions:-

1. Which of the following is NOT an aspect of the scope of environmental education? (L2)
a) Biological b) Physical c) Chemical d) Sociological
2. The term used for carbon captured by the world's ocean and coastal ecosystems is (L2)
a) White Carbon b) BlueCarbon
c) Green Carbon d) Carbon Cycle
3. Identify the factor which is responsible for the depletion of flora and fauna (L4)
a) Climatic Changes b) Extensive Use of Fossil Fuels
c) Population Explosion d) All the Above
4. The graphical representation of the relationship between different organisms in an ecosystem is known as (L1)
a) Food Web b) Food Chain
c) Bio Chain d) Ecological Pyramid
5. The major halocarbon responsible for the depletion of ozone layer is (L2)
a) Tetrachloromethane b) Bromochlorodifluoromethane
c) Chlorofluorocarbon d) Dibromotetrafluoroethane

Section - B (5 X 2 = 10)

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

6. What is the relation between ecology and economic development? (L4)
7. What do you mean by green audit? (L1)
8. Write down the impacts of Global Warming. (L5)
9. Why environmental education should be introduced in the pre- service teacher training programme? (L2)
10. What are the symptoms of non-sustainability? (L1)

Section - C (3 X 5 = 20)

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

11. "Environmental education is the need of the hour for students at all levels". Justify the statement. (L5)
12. Describe nitrogen cycle with illustration. (L2)
13. Relate the objectives of environmental education at different levels. (L4)
14. Suggest some strategies for sustainable development. (L3)
15. Explain any two environment protection policies in India. (L2)
16. Draw a food web that you observed and mention its role in the management of environment. (L6)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

17. a) List out the guiding principles of environmental education and mention the major constraints for its implementation at school level? (L4)

(OR)

b) Suggest few teaching strategies for Environmental Education. (L6)

18. a) What is an Eco system? Explain the types of ecosystem. (L2)

(OR)

b) Analyze the impact of different environment movements in India. (L3)

Certificate Courses

Choice Based Credit System Courses :

1. Web Designing Using HTML and CSS
2. Fabric Painting
3. Nutrition for Healthy Life Style

Compulsory Course :

1. ICT Integrated Teaching Learning and Assessment (Online)

SEMESTER IV

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