

ST. IGNATIUS COLLEGE OF EDUCATION

(AUTONOMOUS)

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

Palayamkottai - 627 002.

Affiliated to
Tamilnadu Teachers Education University
Chennai - 600 097.



Semester I, II, III & IV
Curriculum for B.Ed. Programme
Value Added Courses, Self - Study Courses and
Certificate Courses
2025-26

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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

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SEMESTERS I, II, III & IV

CURRICULUM FOR B.ED. PROGRAMME

VALUE ADDED COURSES, SELF STUDY COURSES &

CERTIFICATE COURSES

2025-26

**St. Ignatius College of Education (Autonomous)
Palayamkottai-627002**

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

Programme Learning Outcomes (PLOs)

Prospective Teachers

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

Programme Specific Outcomes (PSOs)

Prospective Teachers

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

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

MAPPING OF PROGRAMME LEARNING OUTCOMES (PLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Programme Learning Outcomes (PLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
PLO1	✓	✓	✓					✓	✓	✓
PLO2	✓				✓		✓			✓
PLO3		✓				✓			✓	
PLO4	✓	✓	✓	✓	✓		✓	✓	✓	✓
PLO5	✓				✓		✓	✓		✓
PLO6				✓				✓	✓	
PLO7		✓						✓		✓
PLO8		✓	✓	✓	✓	✓	✓	✓	✓	✓

2. Regulations

a. Eligibility for admission to the course

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

1. The candidate should have passed the UG degree examination in the 10+2+3 stream, with the same main subject in part III, for which she is seeking admission to B.Ed. Programme. Bachelors in Engineering (or) technology with specialization in mathematics and science with 55% of marks or any other qualifications equivalent there to, are eligible for admission to the programme.
2. Candidates who have taken more than one main subject in part III (Double/Triple Major) of the Graduation, have to choose only one of the main subjects and apply for that optional only.
3. The admission criteria however shall be as per the norms prescribed by the University or the State Government.

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

i) Reservation of seats

Reservation stipulated by Government of Tamil Nadu 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 a prospective teacher is 85% for all course work and practicum, 100% for school internship

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. Constitutional Values Education
4. Psychology of Learners
5. Curriculum Development in the Knowledge Era
6. Assessment of Learning
7. Gender School and Society
8. Inclusive Education
9. Environmental Studies for Sustainable Development
10. Educational Administration and Management

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

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

1. Pedagogy of Biological Science
2. Pedagogy of Computer Science
3. Pedagogy of English
4. Pedagogy of History
5. Pedagogy of Mathematics
6. Pedagogy of Physical Science
7. Pedagogy of Tamil

c. Pedagogy of Language for Semester I, II

1. Pedagogy of Language - English / Tamil

d. Electives (Choice Based Credit System)

1. Strengthening English Language Proficiency
2. Guidance and Counselling
3. Value Education
4. Physical and Health Education
5. Self Science Education
6. Disaster Management
7. Human Rights Education

8. Education in the International Context

9. Language Across the Curriculum

e. EPC courses (Semester I, II & IV) (Courses on Enhancing Professional Capacities)

compulsory for all students.

1. Art and Craft
2. Information and Communication Technology in Education
3. Physical Education and Yoga
4. Soft Skill Enhancement
5. Creative Crafts and Aesthetics
6. Library and Information Science
7. Early Childhood Care and Education
8. Mastering Career Essentials
9. Competitive Edge: Exam Mastery

f. Teaching Competence

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

The practical training will include:

- i. Six days of microteaching practice under simulated condition (3 skills in Curriculum and Pedagogic Studies and 3 skill in Pedagogy of Language - Tamil/English)
- ii. Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators, peer observation and practice teaching along with regular participation in the school routine during the first year.

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

appointed by the Principal and Controller of Examinations whose decision on the marks to be awarded will be the final.

g. Educational Practicals

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

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

ii. School and Community Based Activities

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

iii. Project and Experiments

- Action Research and Case Study (Individual and Institutional)
- Educational Psychology Experiments
 - i. Span of visual attention (using Tachistoscope)
 - ii. Memory (Rate Learning Vs Meaningful Learning)
 - iii. Vocational Interest Inventory (Thurstone)
 - iv. Bilateral Transfer of Learning (Mirror drawing apparatus)
 - v. Assessment of Personality (Eysenck revised questionnaire)
- Science Experiments / Album

- Library Usage
- Project on identifying and analyzing the diverse needs of learners
- Environmental Education Project

iv. Health and Hygiene

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

v. Cultural Activities

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

vi. Field Experience

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

vii. Personality Development Programmes

Seminars, Workshops and guest lectures on

- Stress Management
- Transactional Analysis
- Communication Skills Development
- Self - awareness and self - motivation
- Positive thinking
- Time Management
- Women Empowerment
- Emotional Intelligence
- Health Awareness Programme

Details of Educational Practicals

- ❖ Practice of microteaching: 3 skills in Curriculum and Pedagogic Studies and 3 Skills in Pedagogy of Language.

- ❖ School based teaching: Preparation of 40 Lesson Plans in Curriculum and Pedagogic Studies and 40 in Pedagogy of Language.
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Curriculum and Pedagogic studies and Pedagogy of Language
- ❖ Teaching aids: Prospective teachers are asked to prepare different types of teaching aids related to the school subjects.
- ❖ Statistical analysis and interpretation: Test scores shall be recorded and analysed.
- ❖ Audio-Visual: Each prospective teacher shall be given training in operating all the available audio-visual apparatus such as slide projector, OHP, film - strips projector, computer, LCD Projector and smart board.
- ❖ Socially Useful Productive Work: The prospective teacher shall be given opportunity to prepare and participate in 10 socially useful productive works.
- ❖ Community Service: The college would organize extension and community service programmes.
- ❖ Action Research Project: The prospective teachers can choose any problem related to classroom situation as an Action Research Project and prepare a report.
- ❖ Case Study: The prospective teachers should make a detailed case study of a school and an individual student and submit reports.
- ❖ Psychological Experiments: The prospective teachers shall conduct 5 Psychology Experiments and maintain a record of them.
- ❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.
- ❖ Science prospective teachers shall conduct 5 experiments and maintain an album of them.
- ❖ Humanities prospective teachers shall prepare an album on any specific theme related to the CPS courses.
- ❖ All the prospective teachers should individually prepare an album on Assistive technologies for special children

- ❖ Reflective records should be prepared on CCE and Digital and Pedagogic tools
- ❖ Projects shall be conducted for identifying and analysing the diverse needs of learners
- ❖ Projects shall be conducted on issues relevant to Environmental Education

DISTRIBUTION OF CREDITS - B.Ed. PROGRAMME (2025-26)**First Semester**

The programme consists of theory and component and practicum components.

Total Credits : 24

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

DISTRIBUTION OF CREDITS - B.Ed. (2025-26)**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>						
Course I	Psychology of Learners	40	15	20	75	3
Course II	Curriculum Development in the Knowledge Era	40	15	20	75	3
Course III	Assessment of Learning	40	15	20	75	3
Course IV	<i>Courses in Curriculum and Pedagogic studies</i> Teaching of Curriculum and Pedagogic studies	30	15	30	75	3
Course V	Pedagogy of Language - Tamil/English	30	15	30	75	3
Course VI	<i>Electives (Choice Based Credit System)</i> Physical and Health Education Self-Science Education Disaster Management	40	15	20	75	3
<i>Courses on Enhancing Professional Capacities (EPC)</i>						
Course VII	Soft Skills Enhancement	10	10	30	50	2
Course VIII	Creative Crafts and Aesthetics	10	10	30	50	2
Course IX	Library and Information Science	10	10	30	50	2
Total					600	24

Third Semester

Practical Activities						
S.No.		Credits	L	T	P	Total Hours
GROUP - A -TEACHING COMPETENCE						
1.	Teaching Competence - CPS	6	-	50	100	300
2.	Teaching Competence - PoL	6	-	50	100	
GROUP - B						
I	TEACHING BASED RECORDS					
1.	Criticism Record - CPS					
2.	Criticism Record -PoL					
3.	Observation Record - CPS					
4.	Observation Record - PoL					
5.	Micro Teaching Record - CPS					
6.	Micro Teaching Record - PoL					
7.	Test and Measurement Record - CPS & PoL					
8.	Psychology Experiments Record					
9.	Action Research Record					
10.	Case Study Record	8	-	50	150	200
II	TEACHING BASED REPORTS					
11.	Report on Reading and Reflecting on School Text Books					
12.	Reflective Report on Continuous and Comprehensive Evaluation - CPS					
13.	Report on Identifying and Analyzing Diverse Needs of Learners					
14.	Reflective Report on Digital and Pedagogic Tools					
15.	Website Analysis Report - CPS					
III	TEACHING LEARNING MATERIALS					
16.	Teaching Learning Materials - CPS					
17.	Teaching Learning Materials - PoL					

GROUP - C- SCHOOL AND COMMUNITY BASED ACTIVITIES						
1.	Art & Craft Report	4	--	50	50	100
2.	S.U.P.W. Report					
3.	Report on Library Usage and OER					
4.	Physical Education & Yoga Lesson Plans (8)					
5.	Special School visit Report					
6.	Citizenship Training Camp Report					
7.	Report on Organization of Non-Scholastic Activities					
8.	Report on Maintenance of Records and Registers in Schools					
9.	Report on Participation in Community Based Activities					
10.	Green Initiative Report					
	Total	24	-	200	400	600

DISTRIBUTION OF CREDITS - B.Ed .(2025-26)**Fourth Semester**

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

Total Credits : 24

Sl.No	Courses	Lecture	Tutorial	Practical	Total Hours	Credits
<i>Courses in Perspectives in Education</i>						
Course I	Gender, School and Society	40	15	20	75	3
Course II	Inclusive Education	40	15	20	75	3
Course III	Environmental Studies for Sustainable Development	40	15	20	75	3
Course IV	Educational administration and Management	40	15	20	75	3
Course V	<i>Courses in Curriculum and Pedagogic studies</i> Teaching of Curriculum and Pedagogic studies	30	15	30	75	3
Course VI	<i>Electives (CBCS)</i> Human Rights Education	40	15	20	75	3
Course VI	Education in the International Context					
Course VI	Language Across the Curriculum					
<i>Courses on Enhancing Professional Capacities (EPC)</i>						
Course VII	Early Childhood Care and Education	10	10	30	50	2
Course VIII	Mastering Career Essentials	10	10	30	50	2
Course IX	Competitive Edge: Exam Mastery	10	10	30	50	2
Total					600	24

B.Ed. SCHEME OF EXAMINATION (2025-26)
Theory - First Semester

SL. No.	Courses	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.	Constitutional Values Education	40	60	100
4.	Curriculum and Pedagogic studies	40	60	100
5.	Pedagogy of Language -Tamil/English	40	60	100
6.	Elective: (Any one) Strengthening English Language Proficiency Guidance and Counselling Value Education	40	60	100
7.	EPC Art and Craft Information and Communication Technology Education Physical Education and Yoga	50 50 50	-	50 50 50
Total				750

B.Ed. SCHEME OF EXAMINATION (2025-26)*Examination (Theory)**(i) Theory - Second Semester*

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

Practical Activities		
S.No.	Particulars	MARKS
GROUP - A -TEACHING COMPETENCE		
1.	Teaching Competence - CPS	180
2.	Teaching Competence - PoL	180
	Total	360
GROUP - B		
I	TEACHING BASED RECORDS	
1	Criticism Record - CPS	10
2	Criticism Record -PoL	10
3	Observation Record - CPS	10
4	Observation Record - PoL	10
5	Micro Teaching Record - CPS	15
6	Micro Teaching Record - PoL	15
7	Test and Measurement Record - CPS & PoL	30
8	Psychology Experiments Record	20
9	Action Research Record	20
10	Case Study Record	10
11	Science Experiment Record / Album / Tessellation & Tangram	10
II	TEACHING BASED REPORTS	
11	Report on Reading and Reflecting on School Text Books	10
12	Reflective Report on Continuous and Comprehensive Evaluation - CPS	10
13	Report on Identifying and Analyzing Diverse Needs of Learners	10
14	Reflective Report on Digital and Pedagogic Tools	10
15	Website Analysis Report - CPS	10
III	TEACHING LEARNING MATERIALS	
16	Teaching Learning Materials - CPS	25
17	Teaching Learning Materials - PoL	25
	Total	270

GROUP - C- SCHOOL AND COMMUNITY BASED ACTIVITIES		
1	Art & Craft Report	20
2	S.U.P.W. Report	10
3	Report on Library Usage and OER	10
4	Physical Education & Yoga Lesson Plans (8)	15
5	Special School visit Report	10
6	Citizenship Training Camp Report	15
7	Report on Organization of Non-Scholastic Activities	10
8	Report on Maintenance of Records and Registers in Schools	10
9	Report on Participation in Community Based Activities	10
10	Green Initiative Report	10
	Total	120
(Group A 360 + Group B 270 + Group C 120 = 750)		
	Grand Total	750

Total marks for Practical	=	750 and
Total for Theory	=	2250 Marks
Grand Total	=	3000 Marks

Passing minimum and Award of Class

For each theory paper the minimum marks required to pass is 50% for the internal examination and 50% for external examination. For practical activities also the required minimum to pass is 50%. In practical, for every component the student should obtain 50% marks.

Class is awarded separately for theory and practical.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

SCHEME OF EXAMINATION (2025-26)

Examination (Theory)

(ii) Theory - Fourth Semester

SL. No	Course	Internal Marks	External Marks	Total Marks
1.	Gender, School and Society	40	60	100
2.	Inclusive Education	40	60	100
3.	Environmental Studies for Sustainable Development	40	60	100
4.	Educational Administration and Management	40	60	100
5.	Curriculum and Pedagogic studies	40	60	100
6.	<i>Electives (CBCS):</i> Human Rights Education Education in the International Context Language Across the Curriculum	40	60	100
7.	<i>Enhancing Professional Capacities (EPC) (Compulsory):</i> EPC-VII Early Childhood care and Education EPC – VIII Mastering Career Essentials EPC IX - Competitive Edge: Exam Mastery	50 50 50		50 50 50
Total				750

SCHEME OF INTERNAL EXAMINATION

Internal Assessment for Theory- 3 credits courses.

The student teachers are evaluated according to their performance in

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

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

Time Duration: 1 hour 30 minutes

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

EPC courses - Internal Assessment Only (2 credits courses)

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

Scheme of Internal Examination (20 Marks)				
Maximum Time Duration: 45 minutes				
S.No.	Type of Question	No. of Questions	Marks	Total Marks
1.	Objective type	5 (Compulsory)	1	5 X 1 = 5
2.	Short Answer (Maximum 50 words for each question)	5 (Compulsory)	2	5 X 2 = 10
3.	Detail Answer (Maximum of 250 words)	1 (Open Choice) 1 out of 3	5	1 X 5 = 5
	Total Marks			20

SCHEME OF EXTERNAL EXAMINATION

External Evaluation (Theory) for 60 Marks: 3 Credits Courses

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

SEMESTER - I		Course Code
1.	PERSPECTIVES IN EDUCATION (PE)	
	1. Principles and Prospects of Educational Psychology	25FBPE1
	2. Education in Emerging Indian Society	25FBPE2
	3. Constitutional Values Education	25FBPE3
	CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
	1. Pedagogy of Biological Science – I	25FBCBS
	2. Pedagogy of Computer Science – I	25FBCCS
	3. Pedagogy of English – I	25FBCEN
	4. Pedagogy of History – I	25FBCHY
	5. Pedagogy of Mathematics – I	25FBCMA
	6. Pedagogy of Physical Science – I	25FBCPS
	7. Pedagogy of Tamil – I	25FBCTA
	PEDAGOGY OF LANGUAGE	
	1. Pedagogy of Language – English– I / Tamil – I	25FBPLE
		25FBPLT
	ELECTIVE (Any one)	
	1. Strengthening English Language Proficiency	25FBELP
	2. Guidance and Counselling	25FBEGC
	3. Value Education	25FBEVE
	Enhancing Professional Capacities (EPC)	
	1. Art and Craft	25FBEAC
	2. Information and Communication Technology in Education	25FBEIT
	3. Physical Education and Yoga	25FBEPY
Value Added Courses		
Self-Study Courses		
Certificate Course		

SEMESTER I	
CONTENTS	Course Code
PERSPECTIVES IN EDUCATION (PE)	
1. Psychology of Learners	25SBPE4
2. Curriculum Development in the Knowledge Era	25SBPE5
3. Assessment of Learning	25SBPE6
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science - II	25SBCBS
2. Pedagogy of Computer Science - II	25SBCCS
3. Pedagogy of English - II	25SBCEN
4. Pedagogy of History - II	25SBCHY
5. Pedagogy of Mathematics - II	25SBCMA
6. Pedagogy of Physical Science - II	25SBCPS
7. Pedagogy of Tamil - II	25SBCTA
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language - English - II	25SBPLE
2. Pedagogy of Language - Tamil - II	25SBPLT
ELECTIVES (CBCS)	
1. Physical and Health Education	25SBEPH
2. Self-Science Education	25SBESE
3. Disaster Management	25SBEDM
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Soft Skills Enhancement	25SBESS
2. Creative Crafts and Aesthetics	25SBECA
3. Library and Information Science	25SBELS
Value - Added Courses	
Self-Study Courses	
Certificate Courses	

SEMESTER II	
CONTENTS	Course Code
PERSPECTIVES IN EDUCATION (PE)	
1. Psychology of Learners	25SBPE4
2. Curriculum Development in the Knowledge Era	25SBPE5
3. Assessment of Learning	25SBPE6
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science - II	25SBCBS
2. Pedagogy of Computer Science - II	25SBCCS
3. Pedagogy of English - II	25SBCEN
4. Pedagogy of History - II	25SBCHY
5. Pedagogy of Mathematics - II	25SBCMA
6. Pedagogy of Physical Science - II	25SBCPS
7. Pedagogy of Tamil - II	25SBCTA
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language - English - II	25SBPLE
2. Pedagogy of Language - Tamil - II	25SBPLT
ELECTIVES (CBCS)	
1. Physical and Health Education	25SBEPH
2. Self-Science Education	25SBESE
3. Disaster Management	25SBEDM
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Soft Skills Enhancement	25SBESS
2. Creative Crafts and Aesthetics	25SBECA
3. Library and Information Science	25SBELS
Value - Added Courses	
Self-Study Courses	
Certificate Courses	

SEMESTER IV

Contents	Course Code
PERSPECTIVES IN EDUCATION (PE)	
1. Gender, School and Society	24LBPE7
2. Inclusive Education	24LBPE8
3.Environmental Studies for Sustainable Development	24LBPE9
4. Educational Administration and Management	24LBPEX
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science - IV	24LBCBS
2. Pedagogy of Computer Science - IV	24LBCCS
3. Pedagogy of English - IV	24LBCEN
4. . Pedagogy of History - IV	24LBCHY
5. . Pedagogy of Mathematics - IV	24LBCMA
6. . Pedagogy of Physical Science - IV	24LBCPS
7. Pedagogy of Tamil - IV	24LBCTA
ELECTIVE (CBCS)	
1. Human Rights Education	24LBEHR
2. Education in the International Context	24LBEEEI
3. Language Across the Curriculum	24LBELC
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Early Childhood Care and Education	24LBEEC
2. Mastering Career Essentials	24LBEET
3. Competitive Edge: Exam Mastery	24LBEEC
Value Added Courses	
Self-Study Courses	
Certificate Courses	

S.No.	SEMESTER I
1.	PERSPECTIVES IN EDUCATION (PE) 1. Principles and Prospects of Educational Psychology 2. Education in Emerging Indian Society 3. Constitutional Values Education
2.	CURRICULUM AND PEDAGOGIC STUDIES (CPS) 1. Pedagogy of Biological Science - I 2. Pedagogy of Computer Science - I 3. Pedagogy of English - I 4. Pedagogy of History - I 5. Pedagogy of Mathematics - I 6. Pedagogy of Physical Science - I 7. Pedagogy of Tamil - I
3.	PEDAGOGY OF LANGUAGE 1. Pedagogy of Language - English / Tamil
4.	ELECTIVES (Any one) 1. Strengthening English Language Proficiency 2. Guidance and Counselling 3. Value Education
5.	ENHANCING PROFESSIONAL CAPACITIES (EPC) 1. Art and Craft 2. Information and Communication Technology in Education 3. Physical Education and Yoga
	Value Added Courses Self-Study Courses Certificate Course Skill Enhancement Courses

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

SEMESTER IV
Contents
PERSPECTIVES IN EDUCATION (PE)
1. Gender, School and Society
2. Inclusive Education
3. Environmental Studies for Sustainable Development
4. Educational Administration and Management
CURRICULUM AND PEDAGOGIC STUDIES (CPS)
1. Pedagogy of Biological Science - IV
2. Pedagogy of Computer Science - IV
3. Pedagogy of English - IV
4. . Pedagogy of History - IV
5. . Pedagogy of Mathematics - IV
6. . Pedagogy of Physical Science - IV
7. Pedagogy of Tamil - IV
ELECTIVES (CBCS)
1. Human Rights Education
2. Education in the International Context
3. Language Across the Curriculum
ENHANCING PROFESSIONAL CAPACITIES (CBCS)
1. Early Childhood Care and Education
2. Mastering Career Essentials
3. Competitive Edge: Exam Mastery
Value Added Courses
Self Study Courses
Certificate Courses

PE - I- PRINCIPLES AND PROSPECTS OF EDUCATIONAL PSYCHOLOGY

Course Code: 25FBPE1

Credits :3

Total number of hours: 75 (L - 50; T - 10; P- 15)

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I - Educational Psychology : Nature and Scope (L-8; T-2; P-3)

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

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

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

Growth and Development: meaning, concept, principles, stages, characteristics and factors - Interaction of Nature and Nurture - Concepts and Distinction among Growth, Development and Maturation - Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral - Phases of Development and Development tasks: Infancy, Childhood and Adolescence - Problems and needs of Special Children- Development in the Digital Age

Cognitive Development - Sensation and perception - Theories of development: Cognitive development (Piaget, Bruner), Emotional Development (Goleman), Significance of Emotional Intelligence, Moral

development (Kohlberg), Psycho-social stages of development (Erikson).

Task Assessment: Interpret your personal successful ways and means of developing emotional intelligence.

Unit III - Learning Theories

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

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

Memory: Types of memory, effective methods of memorizing and remembering - John Sweller's Cognitive Load Theory - Forgetting: causes of forgetting - curve of forgetting.

Task Assessment: Prepare an album of any three Psychologists and their contribution to learning.

Unit- IV Individual Differences and Motivation

(L -9; T - 2; P - 3)

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

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

Task Assessment: Collect data as evidence of Individual differences among learners.

Unit V - Intelligence and Creativity

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

Intelligence: Concept and Theories - Unifactor, Two factor, Triarchic, Multifactor, Group Factor, Guilford's Structure of Intellect, Gardner's Multiple Intelligence Theory - IQ Range and Classification - Intelligence tests.

Creativity: Meaning, Definition, Process - Identification of a Creative Person - Artificial Intelligence and Creativity - Design Thinking - Strategies for fostering Creativity.

Task Assessment: Identify digital tools that could foster creativity of learners.

Note: The Prospective Teachers should select any two Task Assessments (Online)

Reference

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- Chauhan, S.S. (2007). *Advanced Educational Psychology*. Vikas Publications.
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Supplementary Reading

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- Bower, G. & Hilgard, E. (1977). *Theories of Learning*. Prentice Hall of India Publications.
- Clifford T. Morgan, Richard A. King, John R. Weisz & John Schopler. (2012). *Introduction to Psychology (7th ed.)*. Tata McGraw Hill Publishing Company.
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- Rao, S. & Rao, B. (2006). *Techniques of Teaching Psychology*. Sonali Publications.
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- Sharma, N. (2011). *Understanding Adolescence*. NBT, India.
- Siegel, D. J. (2020). *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*. Guilford Publications.
- Singh, A. (Ed). (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi.
- Stephen P. Robbins, Timothy A. Judge, Neharika Vohra. (2021). *Organizational Behaviour (18th ed.)*. Pearson India Education Services.

E-Resources

- <https://www.verywellmind.com/what-is-nature-versus-nurture-2795392>
- <https://wideeducation.org/concept-of-growth-development-and-maturatuion/>
- <https://helpfulprofessor.com/emotion-in-education/>

<https://www.edutopia.org/article/4-ways-develop-creativity-students>
<https://teach.com/what/teachers-change-lives/motivating-students/>
<https://www.verywellmind.com/updating-maslows-hierarchy-of-needs-2795269>
<https://www.simplypsychology.org/constructivism.html>
<https://studiousguy.com/methods-in-psychology/>
[https://www.opentextbooks.org.hk/system/files/export/6/6118/pdf/Educational
_Psychology_6118_r.pdf](https://www.opentextbooks.org.hk/system/files/export/6/6118/pdf/Educational_Psychology_6118_r.pdf)
[https://set.et-foundation.co.uk/resources/the-importance-of-cognitive-load-
theory](https://set.et-foundation.co.uk/resources/the-importance-of-cognitive-load-theory)
<https://tll.gse.harvard.edu/design-thinking>

Principles and Prospects of Educational Psychology

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

Answer all the following questions in about 50 words each:

1. How can educational psychology help teachers in classrooms? (L3)
2. Analyse the reflection of concrete operational stage in educational attainment of students. (L4)
3. Mention the factors influencing Learning. (L2)
4. Differentiate Aptitude and Attitude. (L4)
5. How will you promote creativity among school children? (L3)

Section - C

(3 X 5 = 15)

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

1. Write a short note on scope of educational psychology. (L2)
2. What are the problems and needs of adolescence and how will you give guidance to them to overcome them? (L3)
3. Explain Thorndike’s laws of learning. (L2)
4. Elucidate the determinants of Attention. (L5)
5. How could Triarchic Theory be implied in classroom teaching? (L3)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:

16. a. Explain Erickson’s psycho-social stages of development and how will you apply its knowledge in classroom teaching? (L3)

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

PE - II- EDUCATION IN EMERGING INDIAN SOCIETY

Course Code: 25FBPE2

Credits : 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- identifies the nature of philosophy and education (L1)
- differentiates philosophy of education and educational philosophy (L2)
- classifies different schools of philosophy (L3)
- discriminates the nature of education in pre and post-Independent India (L4)
- compares the contributions of Indian and Western philosophers (L5)
- familiarizes educational systems in different Indian states (L6)

Unit I : Prospects and Philosophical Bases of Education (L - 8; T - 3; P- 2)

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

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

Task Assessment: Submit the Reflective E-Journal on highlighting the Informal Learning through Family, Friends and Media

Unit II: Educational Implications of Schools of Philosophy (L-11; T - 3; P- 5)

Schools of Philosophy-Idealism, Realism, Naturalism, Pragmatism, Nyaya, Sankhya and Yoga - Educational Implications. Educational Thinkers: Plato, Rousseau, Dewey, Paulo Freire, Vivekananda, Rabindranath Tagore, J. Krishnamurthy, Aurobindo, Dr.S. Radhakrishnan, Savitribai Phule, Fatima Sheikh, Dr. B.R. Ambedkar, Moulana Abulkalam Azad and their relevance to Modern Education.

Task Assessment: Deliver an elocution on different schools of philosophy

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

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

Task Assessment: Prepare an e-content on Macaulay's Minute (1964 - 1966)

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

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

Task Assessment: Compare and Contrast the salient features of NEP – 2020 and State Education Policy by Dr.Murugesan Committee

Unit V : Secondary Education system (L - 8; T - 3; P- 4)

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

Task Assessment : Prepare a comparative report on the Secondary Education system of any two states of India highlighting key similarities and differences ss

Note : The Prospective Teachers should select any two Task Assessments (Online)

References

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- Reeta Ramamurthy Gupta. (2023). *Savithribai Phule, Her life, Her Relationships, Her Legacy*. HarperCollins India
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Stewart, D. & Blocker, G. (1987). *Fundamentals of Philosophy*. MacMillan Publications.

Thomaskutty, P.G. (2009). *Human Rights and Value in Education*. Discovery Publishing House

Supplementary Reading:

The Hindu. (2024, May 27). *Stalin launches ₹1,000 aid under Tamil Puthalvan, Pudhumai Penn schemes for SC/ST students.*

E-Resources

www.indiansocialstudy.com

www.oregonstate.edu/instruct

www.teindia.nic.in

Illam Thedi Kalvi

Insights into Editorial: In pursuit of social justice - INSIGHTSIAS
(insightsonindia.com)

<https://www.yojanagyan.in/tn-illam-thedi-kalvi-scheme/>

Naan Mudhalvan

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

<https://in.linkedin.com/school/naan-mudhalvan/>

Ennum Ezhuthum

<https://tnschools.gov.in/ennum-ezhuthum-page/lang=en>

<https://tnschools.gov.in/students-hub/lang=en>

Akkam Bakkam Schools

<https://tneeducationinfo.com/neighbourhood-school-system-in-tamil/>

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

Kalloori Kanavugal.

<https://www.thehindu.com/news/national/tamil-nadu/cm-launches-1000-aid-under-schemes-for-scst-students/article66903982.ece>

<https://tamil.samayam.com/latest-news/tamil-nadu-news/62039-students-selected-under-en-kaloori-kanavu-2025/articleshow/109436559.cms>

Education in Emerging Indian Society

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.ED. (I YEAR) - I SEMESTER MODEL QUESTION PAPER
EDUCATION IN EMERGING INDIAN SOCIETY

Time: 2.30 hrs.

Max. Marks: 60
(5 X 1 = 5)**Section – A****Answer all the following questions: -**

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

(OR)

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

(OR)

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

PE - III - CONSTITUTIONAL VALUES EDUCATION

Course code: 25FBPE3

Credits :3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- recalls the salient features of Indian Constitution (L1)
- explains the nature of Indian society (L2)
- illustrates fundamental rights and duties (L3)
- analyzes the impact of constitutional provisions for women and child protection (L4)
- evaluates policies for protecting child rights in schools (L5)
- designs awareness activities to promote constitutional values among students (L6)

Unit I : Historical foundation of Indian constitution (L-6; T-3; P-4)

History and Making of the Indian Constitution - Constituent Assembly Debates - Role of Dr. B.R. Ambedkar and Other Founding Fathers-The Preamble - Features of a Republic - Federal Principles in Indian Constitution Basic Structure of Indian Constitution- Distribution of power: Union List, State List and Concurrent List co - Salient features of Indian constitution

Task Assessment: Conduct a debate on the topic 'The State of Indian Democracy: Flourishing or Faltering?'

Unit II: Fundamental Right and Duties (L-6; T-3; P-5)

Importance of Part III - Fundamental Rights in the Indian Constitution- Non-negotiable nature of these rights - Equality Rights- Equal protection of Law and equal opportunities in employment -Personal Freedoms and Right to life - Rights against arbitrary arrest and illegal detention -Rights against exploitation - Religious Freedom and Principles of Secularism - Minorities rights - Fundamental right to seek proper remedies through higher judiciary - Fundamental duties as per Article 51A of the constitution.

Task Assessment: Create a visual collage that represents any two of the Fundamental Rights and Duties enshrined in the Indian Constitution

Unit III : Indian Society and Constitutional Values (L-6; T-3; P-5)

Nature of Indian Society: Social life, unity in diversity, human dignity, equality and equity- different type of Violations - Violations on Dalits- Caste

atrocities- Violence against women and children - Predetermination, Discrimination, Offensive behaviors- Social Justice and Affirmative Action - Constitutional provisions for SCs, STs and OBCs - Reservation policies and their implementation - Article 17: Abolition of Untouchability

Task Assessment: Discuss why reservations in education and employment opportunities are needed in a country like India.

Unit IV: Legislative Provisions for Children and Women (L- 7; T - 3; P-6)

Children's Rights: Child Labour (Prohibition & Regulation) Act, 1986 - Juvenile Justice (Care & Protection of Children) Act, 2015 - Prohibition of Child Marriage Act, 2006 and 2013. The Protection of Children from Sexual Offences (POCSO) Act, 2012, Gender Equality and Women's Rights : The Dowry Prohibition Act, 1961, The Protection of Women from Domestic Violence Act, 2005, Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act (POSH Act)

Task Assessment: Create a concept map that visually organizes the structure and important components of the POSH Act

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

Curricular and Co-Curricular Strategies: Seminars and Workshops - Awareness campaign - Group discussion and Debate - Children Parliament - Student Parliament - Printed Manual and Pamphlets - Street Play - Role Play - Drama-Tableau - Expert talk, Digital media campaigns - Competitions - Exhibitions- Celebrations - National and Regional Festivals - Constitutional Value based activities in the School Curriculum- Teachers' Responsibility.

Task Assessment: Design a program to celebrate Constitution Day

Note: The Prospective Teachers should select any two Task Assessments (Online)

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Supplementary Reading

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- Sundee Puri (2022). *A Commentary on The Sexual Harassment of Women at Workplace*. Aggarwal Law House Publishers
- Venkatesan, G. (2010). *History of Contemporary India 1947-2007*. The Orient Color Crafts.

E-Resources

- <https://www.iitk.ac.in/wc/data/coi-4March2016.pdf>
- <https://iasexamportal.com/ebook/the-constitution-of-india>
- <https://www.wikigender.org/wiki/indian-laws-relating-to-women-children/>
- <https://www.legalbites.in/constitutional-protection-of-women-and-children-in-india>
- <https://wcd.nic.in/act/2315>
- <https://egazette.nic.in/WriteReadData/2021/228833.pdf>
- <https://www.icsi.edu/media/webmodules/CONSTITUTION.pdf>
- <https://iasexamportal.com/ebook/the-constitution-of-india>

<https://www.wikigender.org/wiki/indian-laws-relating-to-women-children/>
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<https://library.law.utoronto.ca/womens-rights-india-bibliography>

Constitutional Values Education

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

COURSE MAPPING

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

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

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

Time:2.30 hrs.

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

Section – A

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

PEDAGOGY OF BIOLOGICAL SCIENCE - I

Course Code : 25FBCBS

Credits :3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- describes the aims and objectives of teaching Biological Science (L1)
- distinguishes the skills of micro-teaching (L2)
- executes the various instructional strategies for teaching Biological Science (L3)
- integrates the principles for writing Biological Science lesson plans (L4)
- reviews the effectiveness of instructional aids for teaching of Biological Science (L5)
- creates a digital lesson plan for teaching Biological Science (L6)

Unit I : Aims and Objectives

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

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

Task Assessment: Design a digital mind map on impact of Biological Science on modern communities.

Unit II : Micro Teaching and Link Lesson

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

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

Task Assessment: Prepare an e-report on your experience of practising microteaching skills and link lessons.

Unit III : Instructional Strategies

(L-7; T-3; P-5)

Lecture method-Lecture cum-demonstration method-Biographical method-Project method-Scientific method-Inductive and Deductive method-Laboratory Method-Heuristic Method-Active Learning Method (ALM) -Advanced Active Learning Strategies: Case based learning - Team based learning - Brain Based Learning - Game Based Learning - Programmed Learning: Linear and Branching-Constructivist Learning-Social-Emotional Learning-Team teaching-Seminar-Symposium-Panel discussion -Computer Assisted Instruction(CAI) - Artificial Intelligence (AI) Assisted Content Creation and Curation.

Task Assessment: Prepare and submit an e-content for a topic from standard IX Science Tamil Nadu State Board Text Book.

Unit IV : Instructional Resources in Teaching Biological science

(L-4; T-3; P-5)

Instructional Aids : Meaning – Characteristics -Need – Importance - Edger Dale’s Cone of Experience – Multimedia Aids – Open Educational Resources – Working Model – Science Kits – Improvised Aids, Textbook – Print Media – Classroom Library

Task Assessment: Create an aid using low-cost materials for teaching a Biological Science concept

Unit V : Planning for Teaching

(L-7; T-3; P-7)

Year Plan: Definition – Characteristics – Unit Plan: Definition-Characteristics – Steps. Lesson Plan: Definition – Components – Characteristics – Herbartian steps- Digital Lesson Plan – Artificial Intelligence (AI) Assisted Lesson Plan

Task Assessment: Prepare and submit a digital lesson plan for a topic from standard IX Science Tamil Nadu State Board Text Book.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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Supplementary Readings

- Science - Standard VIII, Tamil Nadu Text Book and Educational Services Corporation (2023)
- Science - Standard IX, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Science- Standard X, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Bio-Botany- Higher Secondary -first Year -Tamil Nadu Text Book and Educational Services Corporation (2024)
- Bio-Zoology- Higher Secondary - first Year - Tamil Nadu Text Book and Educational Services Corporation (2024)

E-References

- Analytics Vidhya. (2024, May 15). *Top AI Tools For Content Creators in 2024*. Retrieved from <https://www.analyticsvidhya.com>
- Bada, A. A., & Jita, L. C. (2022). *Integrating brain-based learning in the science classroom: A systematic review*. *International Journal of Pedagogy and Teacher Education*, 6(1), 24–36.
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- Tang, Y. (2017). *Brain-Based Learning and Education: Principles and Practice*. *Netherlands: Academic Press*. <https://surl.lt/pvfqku>
<http://www.project2061.org/tools/sfaol/chap1.html>

[http://www.ascd.org/publications/book/10905/chapters/lesson-plan and unit plan @ - The - Basis - for - Instruction.aspx](http://www.ascd.org/publications/book/10905/chapters/lesson-plan_and_unit_plan@-The-Basis-for-Instruction.aspx)
<http://www.nap.edu/read15287/chapter/3>
<http://www.csun.edu/science/biology>
<http://science.univerve.edu.au/pubs/china/vol1/litao.pdf>
<https://diksha.gov.in>
<https://sgtbkhalsa.online/syl/40179.pdf>
<https://www.studysmarter.us/explanations/english/language-acquisition/constructivism/>
<https://www.exploratorium.edu/education/ifi/constructivist-learning>
<http://www.facultyfocus.com/articles/effective-teaching-strategies/guiding-students-think-critically-using-case-studies/>
<http://www.facultyfocus.com/articles/effective-teaching-strategies/problem-based-learning-benefits-and-risks/>
<https://www.utoledo.edu/med/md/curriculum/pdfs/EssentialElementsOfTBL.pdf>

Pedagogy of Biological science - I

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

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.**

**B.Ed. (I Year) - I SEMESTER Model Question Paper
PEDAGOGY OF BIOLOGICAL SCIENCE - I**

Time: 2 ½ hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

- Which of the following is a centre point of a lesson plan (L4)
a) principal b) teacher c) student d) none of the above
- Micro teaching is based on ----- operant conditioning(L1))
a) Mc Donald b) Flanders c) Allen d) Skinner
- What describes a virtual classroom? (L2)
a) Learners using technology in a classroom environment led by a tutor.
b) A training course done using YouTube tutorials
c) Online learning enrollment assessed through the webinars
d) Online live learning course
- According to ----- “A unit is as large a block of related subject matter as can be
overviewed by the learner” (L3)
a) Henry Morrison b) Bossing c) Preston d) Elizabeth Berry
- The demonstration method is known as the passive learning method because? (L2)
a) No feedback mechanism is involved b) Students are the active role players
c) Teacher-centered method. d) All of the above

Section - B

(5 X 2 = 10)

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

- Elucidate how biology is related to the environment. (L1)
- Differentiate between learner centered teaching and teacher centered learning. (L5)
- How can scientific method of teaching improve the qualities of learning?(L5)
- Differentiate Incomplete metamorphosis and Complete metamorphosis. (L5)
- What do you mean by AI Assisted content creation (L1)

Section - C

(3 X 5 = 15)

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

- Describe the impact of bio science on modern communities. (L1)
- What is the need for link lesson in micro teaching? (L3)
- Define ‘Group Discussion’ of teaching. Explain briefly the various steps involved in it (L4)
- What do you mean by ‘unit plan’? Explain the steps involved in developing a unit plan.(L4)
- As a teacher how will you use programmed learning in your biology teaching. (L6)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

- a) Discuss Bloom’s taxonomy of educational objectives and its importance. (L2)
(OR)
b) “Scientific method is essentially inductive - deductive in character”- discuss this statement. (L4)
- a) Choosing a topic from IX standard biology content develop a lesson plan indicating the different steps involved.(L3)
(OR)
b) Describe reduction division and its significance. (L1)

PEDAGOGY OF COMPUTER SCIENCE - I

Course Code: 25FBCCS

Credits :3

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

Course Learning Outcomes (CLOs)

The Prospective 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 effectiveness of instructional aids for effective teaching of computer Science (L5)
- creates multi-modal learning package for teaching Computer Science (L6)

Unit I : Aims and Objectives

(L-8; T –3; P-3)

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

Task Assessment: Discuss in group and submit a report on Pedagogical Values in Teaching Computer Science"

Unit II : Micro Teaching and Link Lesson

(L-4; T –3; P-10)

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

Task Assessment : Prepare an e-report on your experience of practicing micro teaching skills and link lesson

Unit III : Instructional Strategies

(L-7; T –3; P-5)

Lecture method -lecture-cum-demonstration - Heuristic method - project method -Inductive-deductive-Analytic method-Synthetic method- Code Tracing Game Based Stimulating Learning - Programmed Learning : Linear -Branching-Constructivist Learning-Social Emotional Learning-Team teaching- Seminar-

Symposium-Panel discussion- Computer Assisted Instruction - Artificial Intelligence (AI) Assisted Content Creation and Curation

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

Unit IV : Instructional Resources in Teaching Computer Science (L-4; T –3; P-5)

Instructional Aids : Meaning – Characteristics -Need – Importance - Edger Dale’s Cone of Experience – Multimedia Aids – Open Educational Resources - Working Model – Improvised Aids Textbook - Classroom Library

Task Assessment: Prepare and submit quiz online for a topic from XI Standard Computer Science Tamil Nadu State Board Text Book

Prepare a multi-modal learning package using multimedia tools for teaching a Computer Science concept

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

Year Plan: Definition–Characteristics –Unit Plan: Definition–Characteristics-steps in unit plan -Lesson Plan: Definition– Components - Characteristics - Herbartian Steps - Digital lesson plan – Artificial Intelligence (AI) Assisted Lesson Plan

Task Assessment: Prepare a digital lesson for a topic from Standard XI Computer Science Tamil Nadu State Board Text Book

Note : The Prospective Teachers should select any two Task Assessments (Online)

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Supplementary Readings

- Analytics Vidhya. (2024, May 15). *Top AI Tools For Content Creators in 2024*. Retrieved from <https://www.analyticsvidhya.com>
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E-References

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- <https://www.tutorialspoint.com> .
- <https://www.cengage.co.in/category/higher-education/engineering.../digital-systems>
- <https://www.inclusive.co.uk> > Articles
- <https://link.springer.com/article/>

Pedagogy of Computer Science - I

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

17. a. Explain Anderson's Revised Bloom Taxonomy of educational objectives. (L1)

(OR)

- b. Why Skill of Stimulus Variation is important? Explain it with the components and the coding sheet of this skill.(L2)

18. a. Explain the Project method in detail. (L1)

(OR)

- b. Write a lesson plan for teaching the topic Polymorphism for students of standard

PEDAGOGY OF ENGLISH - I

Course Code : 25FBCEN

Credits : 3

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

Course Learning Outcomes (CLOs)

The Prospective 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)
- evaluates the effectiveness of instructional aids (L5)
- creates Multimedia Aids for teaching English (L6)

Unit I : Aims and objectives

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

Aims and objectives of teaching English at primary, secondary and higher secondary levels–Anderson and Krathwohl’s Revised-Bloom’s Taxonomy of Instructional objectives- Cognitive, Affective and Psychomotor Domain–Four skills of English–Various Strategies to develop Listening, Speaking, Reading and Writing skills.

Task Assessment : Prepare Ten PowerPoint slides on ‘English as a Skill Subject’.

Unit II : Micro Teaching and Link Lesson

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

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

Task Assessment : Prepare an e-report on your experiences of practising Micro Teaching skills and link lesson

Unit III : Instructional strategies

(L-7; T - 3; P-5)

Methods –Direct-Suggestopaedia-The Silent way-Audio-Lingual Method-Active Learning Method-Approaches- Structural, Situational, Communicative, Eclectic and Interactive approaches - Differences between method and approach-Active Learning Method (ALM) – Advanced Active Learning Method (AALM) - Programmed Learning: Linear-Branching- Constructivist Learning–Social Emotional Learning- Team teaching-Seminar- Symposium-Panel discussion-Computer Assisted Instruction (CAI) – Artificial Intelligence (AI) Assisted Content Creation and Curation.

Task Assessment : Prepare and submit an e-content for a topic from standard IX English Tamil Nadu State Board Text Book.

Unit IV : Instructional Resources in Teaching English (L-4; T - 3; P- 5)

Instructional Aids : Meaning – Characteristics - Need – Importance - Edger Dale’s Cone of Experience – Multimedia Aids – Open Educational Resources - Working Model – Improvised Aids Textbook – Print Media - Classroom Library

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

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

Year Plan: Definition-Characteristics – Unit plan: Definition- Characteristics Steps – Lesson Plan: Definition, Components, Importance, Characteristics, Herbartian Steps – Teaching of Prose and Poetry: Need-Format of Lesson Plans- Differences - Digital Lesson plan – Artificial Intelligence (AI) Assisted Lesson Plan

Task Assessment : Prepare and submit a Digital lesson plan for a topic from Standard IX English Tamil Nadu State Board Text Book.

Note : The Prospective Teachers should select any two Task Assessments (Online)

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Supplementary Reading

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- English- IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2020)
- English - X Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)

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

English - XII Standard, Tamil Nadu Text Book and Educational Services Corporation
(2025)

E-Resources

<https://www.britishcouncil.in>.

<https://www.englishspeak.com/en/english-lessons>

<https://www.fluentu.com>.

<https://diksha.gov.in>

<https://ciet.ncert.gov.in/activity/dite>

Pedagogy of English - I

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

Course Mapping

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

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

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PEDAGOGY OF ENGLISH - I

Time: 2.30 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section – C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

15. a) Suggest various strategies to develop Listening, Speaking and Writing skills of our students. (L5)
 (OR)
 b) Describe different approaches of Teaching English. (L2)
16. a) Write short notes on the following. (L1)
 (i) Parts of Speech

- (ii) Prefix and Suffix
- (iii) Sentence and Clauses.
- (iv) Capitalisation

(OR)

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

LEISURE

What is this life if, full of care, We have no time to stand and stare.
No time to stand beneath the boughs, And stare as long as sheep or cows.
No time to see, when woods we pass, Where squirrels hide their nuts in grass.
No time to see, in broad daylight, Streams full of stars, like skies at night.
No time to turn at Beauty's glance, And watch her feet, how they
can dance.
No time to wait till her mouth can Enrich that smile her eyes began.
A poor life this is, if full of care, We have no time to stand and
stare.

- *William Henry Davies*

PEDAGOGY OF HISTORY - I

Course Code: 25FBCHY

Credits : 3

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

Course Learning Outcomes (CLOs)

The Prospective 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)
- evaluates the effectiveness of instructional aids (L5)
- creates Multimedia Aids for teaching History (L6)

Unit I : Aims and Objectives

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

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

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

Unit II : Micro Teaching and Link Lesson

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

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

Task Assessment : Prepare an e-report on your experience of practising micro teaching and link lesson

Unit III : Instructional Strategies

(L-7; T-3; P-5)

Lecture Method-Inductive method-Deductive method-Project method-Dramatization-Source Method-Biographical Method -Active Learning Method (ALM) - Advanced Active Learning Method (AALM) Programmed Learning: Linear-Branching - Constructivist Learning-Social Emotional Learning-Team Teaching-Seminar-Symposium-Panel Discussion-Computer Assisted Instruction (CAI) - Artificial Intelligence (AI) Assisted Content Creation and Curation.

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

Unit IV : Instructional Resources in Teaching History (L- 4; T - 3; P-5)

Instructional Aids : Meaning - Characteristics -Need - Importance - Edger Dale's Cone of Experience - Multimedia Aids - Open Educational Resources - Working Model - Improvised Aids - Textbook - Print Media - Classroom Library.

Task Assessment: Create a simple, improvised teaching aid that helps to explain a classroom concept in an engaging way

Unit V : Planning for teaching (L - 7; T - 3; P- 7)

Year Plan: Definition- Characteristics Unit plan: Definition- Characteristics Lesson plan: Definition - Components - Characteristics- Herbartian steps - Digital lesson plan- Artificial Intelligence Assisted Lesson Plan

Task Assessment: Prepare and submit a Digital lesson plan for a topic from Standard IX Social Science Tamil Nadu State Board Text Book.

Note : The Prospective Teachers should select any two Task Assessments (Online)

References

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Supplementary Reading

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- Social Science - VII Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Social Science - VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Social Science - IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- History - XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)

E-Resources

- <https://tech.ed.gov/>
- <https://swissnexinchina.org/art-science/2022/9/14/creation-and-curation-with-artificial-intelligence>
- <https://egyankosh.ac.in/bitstream/123456789/7189/1/Unit-3.pdf>
- <https://web99.com/power-of-artificial-intelligence-for-content-generation-and-curation/>

<https://www.growingstars.com/one-on-one-tutoring/>

<https://www.islandparklibrary.org/one-to-one-tutoring/>

<https://ditchthattextbook.com/ai-lesson-planning/>

<https://www.analyticsvidhya.com>

<https://ciet.ncert.gov.in/activity/dite>

<https://www.egyankosh.ac.in/bitstream/123456789/59274/1/Unit3.pdf>

Pedagogy of History - I

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

I. Answer all the following questions

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

Section - B

(5x2 = 10 Marks)

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

6. What is Blooms Taxonomy? (CLO1, L1)
7. Write notes on Macro Teaching: - (CLO2, L2)
8. Describe the role of AI Assisted content creation in teaching of History (CLO3, L2)
9. List out any five features of a good lesson plan (CLO4, L2)
10. Define democracy: - (CLO5, L1)

Section - C

(3x5 = 15 Marks)

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

11. Evaluate the aims and objectives of teaching History at different levels of education: - (CLO1, L5)
12. Describe the skill of stimulus variation: - (CLO2, L2)
13. Explain Lecture Method: - (CLO3, L1)
14. Elucidate Herbert's approach in lesson planning? (CLO4, L2)
15. Mention the salient features of Indus Valley Civilization (CLO5, L2)

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each: -

16. a. Explain year plan and list out its advantages and disadvantages. (CLO 4, L4)
(OR)
b. What is micro teaching? Evaluate the various steps of Micro Teaching Cycle: - (CLO2, L 5)
17. a. How would you elaborate the values of Teaching History? (CLO1, L6)
(OR)
b. Discuss Biographical method of teaching History: - (CLO3, L2)

PEDAGOGY OF MATHEMATICS - I

Course Code : 25FBCMA

Credits : 3

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

Course Learning Outcomes (CLOs)

The Prospective 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)
- evaluates the effectiveness of instructional aids (L5)
- creates Multimedia Aids for teaching Mathematics (L6)

Unit I : Aims and Objectives

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

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

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

Unit II : Micro Teaching and Link Lesson

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

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

Task Assessment: Prepare an e-report on your experience of practising micro teaching and link lessons

Unit III: Instructional Strategies

(L-7; T-3; P-5)

Lecture cum demonstration method-Inductive method - Deductive method - Analytic Method-Synthetic method-Heuristic method- Problem posing and solving approach-Active Learning Method (ALM)-Advanced Active Learning Method (AALM) - TIGER Method - 5E Model- Programmed Learning: Linear-Branching - Constructivist Learning - Social Emotional Learning- Team teaching-

Seminar- Symposium-Panel discussion- Brain Based Learning - Computer Assisted Instruction (CAI) - Artificial Intelligence (AI) Assisted Content Creation and Curation

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

Unit IV : Instructional Resources in Teaching Mathematics (L-4; T-3; P-5)

Instructional Aids : Meaning - Characteristics -Need -Importance - Edger Dale's Cone of Experience - Multimedia Aids - Open Educational Resources - Working Model - Improvised Aids - Textbook - Classroom Library.

Task Assessment: Create a simple, improvised teaching aid that helps to explain a classroom concept in an engaging way

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

Year Plan: Definition-Characteristics-Unit Plan: Definition-Characteristics-Steps-Lesson Plan: Definition-Components- Characteristics-Herbartian steps- Digital Lesson Plan - Artificial Intelligence (AI) Assisted Lesson Plan

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

Note : The Prospective Teachers should select any two Task Assessments (Online)

References

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- Xolocotzin, U. (2017). *Understanding Emotions in Mathematical Thinking and Learning*.
- Garcia, S. L. (2023). *AI-Enhanced Microteaching: Revolutionizing Education Practices*. McGraw-Hill Education.
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- Smith, A. R. (2023). *AI in Education: Transformative Strategies for Lesson Planning*. Springer.

Supplementary Readings

Mathematics – Standard VI to XII, Tamil Nadu Text Book and Educational Services Corporation (2024 editions)

E-Resources

<https://www.analyticsvidhya.com>

<https://www.jstor.org>

<https://www.moremathsmore.blogspot.com>

<https://www.simpli.com>

<https://www.mathgoodies.com>

<https://cft.vanderbilt.edu>

<https://www.aare.edu.au>

<https://diksha.gov.in>

<https://ciet.ncert.gov.in/activity/dite>

Pedagogy of Mathematics - I

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

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO 3	PLO 4	PLO5	PLO6	PLO 7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

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

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

Time: 2.30 hrs.

Max. Marks: 60

(5 X 1 = 5)

Section – A**Answer all the following questions:-**

1. Identify the main source of instructional objectives (L4)
 - a. The nature of the learner
 - b. societal requirements
 - c. Aims of education
 - d. Opinions of subject experts
2. The duration of microteaching cycle is----- (L1)
 - a.30 minutes
 - b.25 minutes
 - c. 40 minutes
 - d. 36 minutes
3. The learner-centred method is----- (L5)
 - a. Demonstration method
 - b. Problem solving method
 - c. Synthetic method
 - d. Analytical method
4. The plan of an instructional unit is called----- (L2)
 - a. Time plan
 - b. Year plan
 - c. Unit plan
 - d. Lesson plan
5. If $B - A$ is B , then $A \cap B$ is -----(L3)
 - a. A
 - b. B
 - c. U
 - d. \emptyset

Section - B**(5 X 2 = 10)****Answer all the following questions in about 50 words each:-**

6. How does the cognitive domain of Anderson and Krathwohl's revised bloom's taxonomy of instructional objectives differ from Blooms taxonomy? (L4)
7. Define Macroteaching (L1)
8. List out the importance of social emotional learning(L2)
9. What do you mean by AI Assisted content creation (L1)
10. Find the value of k for which the given system of equations $kx+2y=3$; $2x-3y=1$ has a unique solution. (L5)

Section - C**(3 X 5 = 15)****Answer any three of the following questions in about 250 words each:-**

11. Classify the aims of teaching mathematics (L3)
12. Discuss the skill of stimulus variation with relevant examples. (L2)
13. Differentiate the analytic and synthetic method of teaching mathematics (L4)
14. How do you apply constructivist learning in the classroom? (L1)
15. If $f: N \rightarrow N$ is defined by $f(x) = 2x - 1$, prove that f is one- one but not onto (L5)

Section - D**(2 X 15 = 30)****Answer the following questions in about 750 words each:-**

16. a. Critically analyse the Bloom's taxonomy of educational objectives (L4),(L5)
(OR)
- b. Explain the skill of probing questioning with its components.
Discuss the process of practising it through a suitable micro lesson plan. (L2), (L6)

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

(OR)

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

PEDAGOGY OF PHYSICAL SCIENCE – I

Course Code :25FBCPS

Credits :3

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

Course Learning Outcomes (CLOs)

The Prospective 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)
- evaluates the effectiveness of instructional aids (L5)
- creates Multimedia Aids for teaching Physical Science (L6)

Unit I : Aims and Objectives

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

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

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

Unit II : Micro Teaching and Link Lesson

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

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

Task Assessment: Prepare an e-report on your experience of practising micro teaching skills and link lesson

Unit III : Instructional strategies

(L-7; T-3; P-5)

Lecture - Lecture cum Demonstration-Individual Practical -Assignment - Heuristic -Biographical-Active Learning Method-Inductive and deductive - Project method - Advanced Active Learning Method (AALM) Programmed Learning :

Linear, Branching - Constructivist Learning - Social Emotional Learning -Team teaching-Seminar- Symposium-Panel discussion- Brain Based Learning - Computer Assisted Instruction(CAI) - Artificial Intelligence (AI) Assisted Content Creation and Curation

Task Assessment : Prepare and submit an e-content material for a topic from standard IX Science Tamil Nadu State Board Text Book

Unit IV : Instructional Resources in Teaching Physical Science (L-4; T-3; P - 5)

Instructional Aids : Meaning - Characteristics -Need - Edger Dale's Cone of Experience - Multimedia Aids - Open Educational Resources - Working models - Static models - Improvised Aids - Textbook - Classroom Library

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

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

Year Plan: Definition- Characteristics -Unit plan: Definition- Characteristics- Steps - Lesson plan: Definition-Components- Characteristics- Herbartian steps- Digital lesson plan - Artificial Intelligence (AI) Assisted Lesson Plan

Task Assessment : Prepare and submit a digital lesson plan for a topic from standard IX Science Tamil Nadu State Board Text Book

Note : The Prospective Teachers should select any two Task Assessments (Online)

Physical Science Experiments

Prospective Teachers do five experiments in Physical Science

References

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- Bobbi Hansen (2019). *Heart and Science of Teaching*. Teachers College Press.
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Supplementary Readings

- Igal Galili (2022). *Scientific Knowledge as a Culture*. Springer International Publisher.
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- Science – Standard VI to X, Tamil Nadu Text Book and Educational Services Corporation (2025).
- Physics – Higher Secondary – First Year – Volume I & II, Tamil Nadu Text Book and Educational Services Corporation (2025).
- Chemistry – Higher Secondary – First Year – Volume I & II, Tamil Nadu Text Book and Educational Services Corporation (2025).

E-Resources

- <https://www.analyticsvidhya.com>
- <http://www.project2061.org/tools/sfaaol/chap1.htm>
- http://www.galaxy.org/correlations/gal_scope_seq.html
- <http://www.geocities.com/eltsqu/Cognitive.htm>
- <http://galileo.physiology.uiowa.edu/lectures/>
- <http://www.education-world.com/science/scientists.shtml#chemistry>
- <https://diksha.gov.in>
- <https://ciet.ncert.gov.in/activity/dite>

Pedagogy of Physical Science - I

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

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.**

**B.Ed. (I Year) - I SEMESTER EXAMINATION
PEDAGOGY OF PHYSICAL SCIENCE – I**

Time: 2.30 hrs.

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

Section – A

Answer all the following questions: -

1. Which is the newly added objective in Revised Bloom's taxonomy? (L1)

a) understanding	b) analyzing
c) creating	d) evaluating
2. Writing the learner's response on the black board is a sub skill of (L2)

a) Non – verbal reinforcement	b) verbal reinforcement
c) questioning skill	d) stimulus variation
3. Who developed Inductive approach in science teaching? (L1)

a) Aristotle	b) Bruner	c) Gagne	d) Francis Bacon
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4. Which of the following is the most appropriate in the preparation of a lesson plan? (L2)

a) Techno – Pedagogical content knowledge
b) Content knowledge
c) Technological content knowledge
d) Technological knowledge
5. Magnetism at the centre of a bar magnet is (L1)

a) Minimum	b) maximum	c) zero	d) none of the above
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Section - B

(5 X 2 = 10)

Answer all the following questions in about 50 words each:

6. What is 'analysis' according the Bloom? (L3)
7. List the components of the skill of black board usage. (L2)
8. State the differences between symposium and panel discussion (L4)
9. What do you mean by AI Assisted content creation (L1)
10. Write any two differences between acids and bases. (L2)

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Explain Bloom's taxonomy of instructional objectives. (L2)

(OR)

- b. "Micro teaching helps a teacher trainee to become an efficient teacher" – Discuss. (L4)

17. a. What is scientific method? With illustration explain the steps involved in it. (L6)

(OR)

- b. Explain the benefits of Integrating Social and Emotional Learning in physical science teaching. (L4)

jkpo; fw;gpj;jy; - I

Course Code: 25FBCTA

Credits :3

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

ghlnewp KbTWk; epiyapy; khzt MrphpaH ngWk; fw;wy; milTfs;

- jha;nkhop fw;gpj;jypd; Nehf;fq;fis tpthpg;gh; (L1)
- gy;NtW Ez;zpiyf; fw;gpj;jy; jpwd;fis NtWgLj;JtH(L2)
- jkpo; fw;gpj;jy; Kiwfis jdJ fw;gpj;jypy; nray;gLj;JtH(L3)
- ghlj;jpl;lk; jahhpf;Fk; Kiwia xUq;fpizg;gh; (L4)
jkpio jpwk;gl fw;gpg;gjw;fhd fw;gpj;jy; fUtpfspd; nray;jpwid kjpg;gha;T nra;th; (L5)
- jkpo; fw;gpj;jYf;fhd kpd;dZ ghlj;jpl;lk; cUthf;FtH (L6)

myF 1: Nehf;fq;fs; kw;Wk; Fwfpf;Nfhs;fs; (L –8; T – 3; P-3)

jha; nkhopapd; rpwg;G – jha;nkhop fw;gpj;jypd; ,d;wpaikahik - ntt;NtW epiyfspy; jkpo; gapw;Wjypd; Nehf;fq;fSk; Fwfpf;Nfhs;fSk; : njhlf;fepiy> caHepiy> Nky;epiy-g;Skpd; fw;gpj;jy; tif njhif-Md;lHrd;> f;uj;Jthh; vd;ghhpd; kW ghprPypf;fg;gl;g;Skpd; fw;gpj;jy; Nehf;f tifghL-ehy;tif jpwd;fs; - Nfl;ly;> NgRjy;> gbj;jy; kw;Wk; vOJjy; jpwd;fis tsHf;Fk; topKiwfs;

gzp kjpg;gPL : FOtpy; tpthjpp;J jkpo; fw;gpj;jypy; ehy;tif jpwd;fis tsHf;Fk; gapw;rpfis gw;wpa mwpf;ifia rkh;g;gpf;f.

myF 2: Ez;zpiyf; fw;gpj;jy;> ,izg;Gf; fw;gpj;jy; (L – 4; T-3; P-10)

Ez;zpiyf; fw;gpj;jy;> tpsf;fk;- gbfs;- Row;rp-ed;ikfs;-gapw;rp ngWk; jpwd;fs;- ghlk; njhlq;Fk;; jpwd; tpsf;Fjy; jpwd;-fpsHtpdh jpwd;-gy;tifj; J}z;ly;fisg; gad;gLj;Jk; jpwd;-tYT+l;bfis gad;gLj;Jk; jpwd;-vLj;Jf;fhl;LfSld; tpsf;Fjy; jpwd; -fUk;gyifia gad;gLj;Jk; jpwd;-ghlk; Kbf;Fk; jpwd;-;izg;Gg; ghlk;-ngUepiyf; fw;gpj;jy;

gzp kjpg;gPL: Ez;zpiy fw;gpj;jy; jpwd; kw;Wk; ,izg;Gg; ghlj;ij gapw;rp nra;j mDgtk; gw;wpa kpd;dD mwpf;if jahhpf;f.

myF 3: fw;gpf;Fk; Kiwfs; (L – 7; T – 3; P- 5)

kuGtop fw;gpf;Fk; Kiw-tiffs;-tpisah;l;L Kiw-ebg;G Kiw-nray;jpl;l Kiw -nray;top fw;wy; Kiw-jpl;lkpl;L fw;wy; Kiw-NeHtop> fpistopj; jpl;lk;-Nkk;gLj;jg;gl;l nray;top fw;wy; Kiw - FO fw;gpj;jy; Kiw-fUj;juq;fk;-FO tpthjk;-gl;bkd;wk; - fUj;Jf; fl;likg;G fw;wy; Kiw-r%f kdntOr;rp fw;wy; Kiw -fzpdp JizAld; fw;wy; - nraw;if Ez;zwpT cs;slf;f cUthf;fKk; fl;Lg;ghLk;.

gzp kjpg;gPL: xd;gjhk; tFg;G jkpo; ghlg;Gj;jf;jpy; VjhtnjhU jiyg;Gf;fhd kpd; cs;slf;fj;j jahh; nra;f.

myF 4: jkpo; gapw;;Wtpg;gjw;fhd tsq;fs; (L-4; T - 3; P- 5)

fw;gpj;jy; Jizf; fUtpfs; : nghUs; - rpwg;gpay;Gfs; - Njit - Kf;fpaj;Jtk; - vl;fh; Nly; mDgtf; \$k;G - gy;Y}lff; Jizf;fUtpfs; - Nkk;gLj;jg;gl;l Jizf;fUtpfs; - jkpo; fw;gpj;jYf;fhd jpw;e;jntsp fy;tp tsq;fs; - ghLE}y; - mr;R Clfk; - tFg;giw E}yfk;

gzp kjpg;gPL: ,yf;fz glj;njhFg;G jahhpf;f

myF 5: fw;gpj;jy; jpl;lkljy; (L-7; T-3; P-7)

tUlg; ghli;jpl;lk;: tiuaiw-gz;Gfs; myF jpl;lk;:tiuaiw-gz;Gfs;- gbepiyfs;- ghli;jpl;lk;- tiuaiw-gz;Gfs;-cl;\$Wfs;-gad;fs;-ghli;jpl;lk; jahhpj;jypd; Kf;fpaj;Jtk;-ghli;jpl;lk; jahhpf;Fk;NghJ MrphpaH kdjpy; nfhs;sj;jf;fd-n`HghHbd; gbepiyfs;-kpd;dZ ghli;jpl;lk; - nraw;if Ez;zwpTld; ghli;jpl;lkply;

gzp kjpg;gPL: xd;gjhk; tFg;G jkpo; ghLE}ypy; VjhtnjhU ghlg;gFjpapy; kpd;dZ ghli;jpl;lk; cUthf;Ff

Fwpg;G : khzt MrphpaH VjhtJ ,uz;L gzp kjpg;gPLfis Njh;T nra;a Ntz;Lk; (,aq;fiy / epfo;epiy)

ghLE}y;fs;

m];yhk; Nf. (2022). *jkpo;fw;gpj;jy; EZf;fq;fs;>* rhe;jh gjpg;gfk;>
 ma;ak;khs; Nt. Rkjp (2022). *jkpo; fw;gpj;jy; Kiwfs; = fpU\;zh gg;spNf\;d;];*
 ,uj;jpd rghgjp. gp&tp[ah. F (2022) *jkpo; fw;gpj;jy; Kiwfs; - 1 rhe;jh gjpg;gfk;>*
 Qhdk;. (2022) *Gjpa Nehf;fpy; jkpo; fw;gpf;Fk; Kiwfs; ghfk; 1 & 2. rhujh gjpg;gfk;*
 fzgjp>tp n[auhad; .g+ (2005) - ige;jkpo; fw;gpj;jy - rhe;jh gjpg;gfk;>
 fiyr;nry;tp> nt (2008) - rpwg;Gj;jkpo; fw;gpj;jy;- rQ;[Pt;ntspaPL.
 Nfhfpyh jq;frhkp (2016). *jkpo;nkhop> Foe;jfs;> Mrphpah;fs;. ghit gjpg;gfk;>*
 rf;jpNty; .R (2006) *jkpo;nkhop tuyhW> kzpthrfH gjpg;gfk;>*
 fzgjp> rghgjp> n[auhkd; G+> (2013).*ghlg;nghUs; kw;Wk; jkpo; fw;gpj;jy;. rhe;jh*
gjpg;gfk;
 jkpo;ehl;Lg; ghLE}y; epWtdk; (2001). *jkpo;nkhop fy;tp fw;gpj;jy;.*
 jkpo;fw;gpj;jypy; Gjpa mZFKiwfs; (2015) *MrphpaH FO tdpjh gjpg;gfk;.*
 jPdjahs;>NguhrphpaH.rptf;Fkhh;. k - ige;jkpo; fw;gpj;jy;(2010) = fpU\;zh gjpg;gfk;>
 gpughfud; .c (2009) *rpwg;Gj;jkpo;> rk;Af;jh gjpg;gfk;>*
 kPdhl;rp Re;juk; .m>nry;tk; .ngh (2014)> - *rpwg;Gj;jkpo; fw;gpj;jy; - fht;akhyh*
gjpg;gfk;>
 NtZNfhghy;> gh (2009) *Nf.rhe;jFkhhp> rpwg;Gj;jkpo; fw;gpj;jy;> rhujh gjpg;gfk;>*
 NtZNfhghy; ..gh. (2013) - *rpwg;Gj;jkpo; fw;gpj;jy;- rhujh gjpg;gfk;>*
 n[gh .v.Mh;. (2014) *jkpo; fw;gpj;jypy; GJikfs;> uj;jpdg; gjpg;gfk;>*

Jiz E}y;fs;

tp[ayl;Rkp .t (2016) Ez;zpiyf; fw;gpj;jy; - rhujh gjpg;gjfk;>
 tPug;gd; .gh. (2000). *cah;epiyj; jkpo; fw;gpj;jy; Mrphpah; ifNaL*. Njrpa Muha;r;rp
 gapw;rp epWtdk;(NCERT)>
 rutzd;. g (2024) *nraw;if Ez;zwpT*. Rthrk; gg;spNf\ d;
 etPdh mnyf;rhz;lH tH\pdp (2017) MHBgp\pay; ,z;lyp[d;]; (AI) mLj;j njhopw;Gul;rp.
 jkpo; gjpg;G
 jkpo; - 6k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
 jkpo; - 7k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
 jkpo; - 8k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
 jkpo; - 9k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
 jkpo; - 10k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
 nghJj;jkpo; - Nky;epiyf;fy;tp Kjyhkhz;L> ,uz;lkhz;L jkpo;ehL ghIE}y; kw;Wk;
 fy;tpapay; gzpfs; fofk; (2025)

kpd; tsq;fs;

<https://www.eluthu.com>
<https://www.tamilvu.org>
<https://www.tamilkurinji.com>
<https://www.textbooksonline.tn.nic.in>
<https://diksha.gov.in>
<https://ciet.ncert.gov.in/activity/dite>
<http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>
<http://goldenwestcollege.edu/wpmu/iec/files/2010/04/Questions-Using-Blooms-Taxonomy.pdf>
<https://www.nwea.org/blog/2013/22-easy-formative-assessment-techniques-for->

jkpo; fw;gpj;jy; - I

CLOs	ghlnewp KbtWk; epiyapy; khzt MrpphaH ngWk; fw;wy; milTfs;	PLO Addressed	PSO Addressed
1	jha;nkhop fw;gpj;jypd; Nehf;fq;fis tpthpg;gh; (L1)	2, 4, 5	7, 8
2	gy;NtW Ez;zpiyf; fw;gpj;jy; jpwd;fis NtWgLj;JtH(L2)	2, 3, 5	1, 2, 3, 7,9
3	jkpo; fw;gpj;jy; Kiwfis jdJ fw;gpj;jyPy; nray;gLj;JtH(L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	ghlj;jpl;lk; jahhpf;Fk; Kiwia xUq;fpizg;gh; (L4)	2, 4, 5, 7	5. 9
5	jkpo; ghlf; fUj;Jf;fis kPs;ghh;it nra;th; (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	jkpo; fw;gpj;jYf;fhd kpd;dZ ghlj;jpl;lk; cUthf;FtH (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

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

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

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

jkpo; fw;gpj;jy; - I

Time: 2.30 hrs.

Max. Marks: 60

gFjp - m (5x1 = 5 kjpg;ngz;)

rhpahd tpiliaj; NjHe;njLj;njOJf.

1. nkhopapd; mbg;gilj; jpwd;fs; (L1)
m) 4 M) 9 ,) 13 <) 12
2. nkhopapayhsh; \$Wk; nka;naOj;Jf;fspd; vz;zpf;if (L2)
m) 30 M) 12 ,) 16 <) 18
3. gy;tifj; J}z;ly; jpwdpd; cl;\$Wfs; (L2)
m) 3 M) 6 ,) 4 <) 5
4. G@kpd; fw;gpj;jy; Nehf;f tifg;ghL vz;zpf;if (L2)
m) 3 M) 4 ,) 2 <) 5
5. KjnyOj;Jf;fs; vz;zpf;if (L2)
m) 30 M) 12 ,) 18 <) 216

gFjp - M (5x2=10)

fPo;fhZk; tpdhf;fs; xt;nthd;wpw;Fk; 50 nrhw;fs; kpfhky; tpilaspf;fTk;.

6. jha;nkhopf; fw;gpj;jypd; ,d;wpaikahikia vOJf. (L2)
7. nraw;if Ez;zwpT cjtPAldhd cs;slf;f cUthf;fk; vd;d vd:gij vOJf (L1)
8. rhh;ngOj;Jf;fs; ahit? (L2)
9. ghlk; fw;gpj;jy; jpl;lk; vOJjypd; gad;fis vOJf. (L2)
10. fUj;Jf; fl;likg;G fw;wy;Kiwapd; ed;ik jPikfis gl;baypLf (L3)

gFjp - , (3x5=15)

fPo;fhZk; tpdhf;fs; vitNaDk; %d;W tpdhf;fSf;F 250 nrhw;fspy; tpilaspf;fTk;.

11. Nfl;ly; jpwdpd; Nehf;fq;fis vOJf. (L3)
12. r%f kdntOr;rp fw;wy;Kiwia tpsf;Ff (L4)
13. ebg;G Kiwapy; fw;gpj;jy; %yk; khzth;fspj;jpy; nkhopj;jpwd;fis vt;thW tsh;g;gha;?
(L5)
14. jpUe;jpa Ngr;rp; nghUe;jpa ey;ypay;Gfis gl;baypLf. (L4)
15. tYt+l;ly; jpwd; tpsf;fp mjd; cl;\$Wfis vOJf. (L4)

gFjp - < (2x15=30)

fPo;fhZk; tpdhTf;F 750 nrhw;fspy; tpilaspf;fTk;.

16. m) jha; nkhop gapw;Wjypd; jiyaha Nehf;fq;fis tpthpf;f (L3)
(my;yJ)
M) nray; jpl;l Kiwapd; gbepiyfis tpthpj;J ed;ik jPikfis vOJf.
(L3)
17. m) gz;ila gapw;W KiwfSf;Fk; jw;fhy gapw;WKiwfSf;Fk; ,ilNa
cs;s NtWghl;bid tpthp. (L4)
(my;yJ)
M) xd;gjhk; tFg;gpw;Fg; ghlk; gapw;Wjw;fhd jpl;lk; xd;W jahhpf;f. (L6)

PEDAGOGY OF LANGUAGE - ENGLISH - I

Course Code: 25FBPLE

Credits: 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I : Place of English in India

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

The history of English Language in India-English as a Second Language-Values and Rationale for Learning English-Qualities of a Teacher of English-Contribution of Linguistic and Psychological Principles to the Teaching of English.

Task Assessment: Prepare Ten Powerpoint Slides for the given topic.

Unit II : Language as a Skill Subject

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

Teaching Language as a Skill - The Four Skills of English: Listening, Speaking, Reading, Writing (LSRW)-Learning of Communication Skills-Activities to Improve Communication Skills - Barriers to Effective Communication -Assessing the Four Skills

Task Assessment: Present any two Conversation Drills.

Unit III : Teaching Prose and Poetry

(L - 7 ; T - 4 ; P- 5)

Prose: Meaning - Definition - Objectives - Poetry: Meaning - Definition - Objectives-Teaching of Prose and Poetry: Need-Format of Lesson Plans-Differences -Macro Lesson Plan-Digital Lesson Plan - Artificial Intelligence (AI) Assisted Content Creation and Curation - Artificial Intelligence (AI) Assisted Lesson Plan

Task Assessment: Prepare and Submit a Digital Lesson Plan for any One of the topics from standard VII English Tamil Nadu State Board Text Book.

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

Teaching Grammar-Objectives - Formal vs Functional grammar - Deductive Method and Inductive Method-Parts of Speech - Gerund - Participle - Question Tags - Differences between Phrase and Clause - Finite and Non-Finite Verbs - Teaching Composition-Types of Composition-Pictorial-Guided-Information Transfer and Picture Composition-Free Composition

Task Assessment: Prepare a Worksheet for Grammatical Exercise to Make High School Pupils Understand Certain Grammatical Concepts.

Unit V: Spoken Vocabulary and English Acquisition (L - 4 ; T - 3 ; P- 5)

Teaching of Vocabulary-Active and Passive Vocabulary-Content Words and Structural Words-Techniques to Enhance Spoken English-Types of Drills-Repetition Drills -Manipulation Drills-Substitution Tables.

Task Assessment: Present any two vocabulary Quizzes to enhance acquisition and usage.

Note : The students should select any two Task Assessments (**Online**)

References

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- Dibakar, S. (2013). *Teaching of English*. APH Publications.
- Garcia, S. L. (2023). *AI-Enhanced Microteaching: Revolutionizing Education Practices*. McGraw-Hill Education.
- Huber, A. (2023). *AI for Content Creation: Tools and Techniques for Writers and Marketers*. TechPress.
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- Praveen Sharma (2018). *Pedagogy of English Language*. Shipra Publications.
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- Sharma, R.N. (2008). *Contemporary Teaching of English*. Surjeet Publications.
- Singh, K.M (2013). *Better English*. APH Publishing Corporation.
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- Swan.R.N (2008) *Contemporary Teaching of English*. Surjeet Publications.
- Vyas, M.A. & Patel, Y.L, (2009). *Teaching English as a Second Language*. PHI Learning.

Supplementary reading

- Analytics Vidhya. (2024). *Top AI Tools For Content Creators in 2024*. Retrieved from <https://www.analyticsvidhya.com>
- English - VI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- English - VII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- English - VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)
- English- IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2020)

E-Resources

- <https://www.easywordofenglish.com>
- <https://www.eslcafe.com/study/study>
- <https://www.learn-english-online>
- <https://diksha.gov.in>

Pedagogy of Language - English- I

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 45

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Which among the following is the contribution of psychological principles to the teaching of English? (L3)
 - a) Theories of Learning,
 - b) Transfer of Learning
 - c) Individual Differences
 - d) All the above.
2. Which among the following is not applicable to Skill subject (L4)
 - a) Language and performance arts come under this category.
 - b) Drill and practice are given more importance.
 - c) The students are made to memorise the concept primarily.
 - d) None of the above.
3. 'The best words in their best order' is the definition given for (L2)
 - a) Composition
 - b) Grammar
 - c) Poetry
 - d) Prose
4. Match the following (L1)

I. Deductive Approach	-	(i) Controlled and Free
II. Composition	-	(ii) Rule driven learning
III. Composition Types	-	(iii) Example after rule
IV. Inductive Approach	-	(iv) Functional Grammar
		(v) Bringing ideas together.

 - a) I-(iii), II- (iv), III- (i), IV - (v)
 - b) I- (ii), II-(v), III- (i), IV- (iii)
 - c) I - (iii), II- (i), III- (iv), IV - (ii)
 - d) I - (iii), II- (v), III- (i), IV- (iii)
5. The student understands this type of vocabulary but hardly uses. (L3)
 - a) Active vocabulary
 - b) Passive vocabulary,
 - c) Both (a) and (b),
 - d) Neither (a) nor (b)

Section - B

(5 X 2 = 10)

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

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

Section - C

(2 X 5 = 10)

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

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

Section - D

(2 X 10 = 20)

Answer the following questions in about 750 words each:-

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

(OR)

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

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

(OR)

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

nkhopf; fw;gpj;jy; - jkpo; - l

Course Code : 25FBPLT

Credits :3

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

ghlnewp KbTWk; epiyapy; khzt MrphpaH ngWk; fw;wy; milTfs;

- nkhopapd; rpwg;Gfis tpthpg;gH (L1)
- nrhw;fsQ;rpaj;ij tsHf;Fk; topKiwfisg; gad;gLj;JtH (L2)
- nra;As; kw;Wk; ciueil ghlj;ijf; fw;gpj;jypy; nray;gLj;JtH (L3)
- ,yf;fzk; fw;gpf;Fk; Kiwfis fw;gpj;jypy; gad;gLj;Jth; (L3)
- fl;Liu fw;gpg;gij Jizg;ghlk; fw;gpg;gjpy; ,Ue;J NtWgLj;Jth; (L5)
- fl;Liu vOJtjpd; gy;NtW tsHr;rp epiyfis gad;gLj;JtH (L3)

myF 1: nkhopapd; rpwg;Gfs;**(L-8; T-2 ; P-3)**

nkhopapd; mikg;G-nkhopapd; gz;Gfs;-nkhop tsHr;rp-nkhop tsHr;rp; nfhs;if-nkhopapd; njhd;ik-nkhopapd; Njhw;wk;- nkhopapd; Njhw;wf; nfhs;if-jha;nkhopapd; fpis nkhopfs;-nkhoptsh;rpapy; #o;epiyapd; gq;F-r%ftpay; gpd;dzpapy; nkhop kw;Wk; gz;ghl;ilf; fw;wy;- nkhopAk; r%f #o;epiyAk;-nkhopAk; nghUshjuKk;.

gzp kjpg;gPL: jkpo;nkhopapd; rpwg;G gw;wp fl;Liu toq;Ff**myF 2: ciueilf; fw;gpj;jy;****(L-4 ; T -3; P- 10)**

ciueil-fw;gpj;jypd; Nehf;fq;fs;-ciueilapd; tiffs;-fw;gpf;Fk; Kiw- nrhw;fsQ;rpak;- nrhw;fsQ;rpa tiffs;-nrhw;fsQ;rpaj;ij tsHf;Fk; topKiwfs;.

gzp kjpg;gPL: nrhw;fsQ;rpa glj;njhFg;G cUthf;Ff.**myF 3: nra;As; fw;gpj;jy;****(L-7 ; T-4 ; P-5)**

nra;As;> fw;gpj;jypd; Nehf;fq;fs;-nra;As; fw;gpf;Fk; Kiw-nra;As; ghlj;ij fw;gpf;fj; njhlq;Fk; Kiw-nra;As; kw;Wk; ciueil ghlq;fis fw;gpg;gjpy; cs;s Ntw;Wik-nra;As;> ciueil NtWghL - kpd;dZ ghlj;jpl;lk; - nraw;if Ez;zwpT cs;slf;f cUthf;fKk; fl;Lg;ghLk; - nraw;if Ez;zwpTld; ghlj;jpl;lkply;

gzp kjpg;gPL: nra;As;> ciueil ghlq;fis; fw;gpg;gjpy; cs;s NtWghLfis ml;ltizg;gLj;Jf**myF 4 : ,yf;fzk; fw;gpj;jy;****(L-7 ; T-3 ; P- 7)**

,yf;fzk;-fw;gpj;jypd; Nehf;fq;fs;-tiffs;-yf;fzk; fw;gpf;Fk; Kiwfs;- tpisahl;L Kiw- ,izj;Jf; fw;gpf;Fk; Kiw-epuy;topf; fw;gpf;Fk; Kiw-tpjptUk; Kiw-tpjptpsf;F Kiw - ,UKiwfSf;Fk; ,ilNaAs;s NtWghLfs;-yf;fzk; fw;gjpy; vjph;nfhs;Sk; rthy;fs;;-yf;fzg;ghlj;ij ,dpikahf;f MrphpaH Nkw;nfhs;s Ntz;ba topKiwfs;-yf;fzk; fw;g;gjpy;; khztH nra;Ak; gpiofs;-gpiofis; fisAk; Kiwfs;

gzp kjpg;gPL: ,yf;fzg;ghlj;ij ,dpikahf;f MrphpaH Nkw;nfhs;Sk; topKiwfs; gw;wp fl;Liu rkHg;gpf;f.

myF 5: fl;Liu> Jizg;ghlk; fw;gpj;jy; (L-4 ; T-3 ; P-5)

fl;Liu-fw;gpj;jypd; Nehf;fq;fs;-fl;Liuapd; tiffs;-fl;Liuapd; tsh;r;rp epiyfs; - Fwpg;Gfisnah;bf; fl;Liu vOJjy;-topfhl;Ljiynahl;bf; fl;Liu vOJjy;- nrhe;jkhf fl;Liu vOJjy;- fl;Liu; jpUj;Jk; NghJ nkhop MrphpaH Nkw;nfhs;s Ntz;ba topKiwfs;-Jizg;ghlk; fw;gpj;jypd; Nehf;fq;fs;-fw;gpf;Fk; Kiw-Jizg;ghlk; fw;gpj;jypd; %yk; khztu;fs; ngWk; gapw;rpf;f.

gzp kjpg;gPL: mLf;Fj; njhIH> ,ul;ilf;fpstp> gonkhopfisj; njhIHfspy; mikf;f.

Fwpg;G : khzt MrphpaH VjhtJ ,uz;L gzp kjpg;gPLfis Njh;T nra;a Ntz;Lk; (,aq;fiy / epfo;epiy)

ghE}y;fs;

muq;frhkp. G+ (2006) jkpo; nkhopf; fw;gpj;jy;> khepyh gjpg;gfk;> ,uj;jpdrghgp> gp. (2022) jkpo; fw;gpf;Fk; Kiwfs; gFjp 2 fzgp .t (2010) ew;wkpo; fw;gpf;Fk; Kiwfs;> rhe;jh gjpg;gfk; fh;j;jpNfR> rpt;j;k;gp> (2006) jkpo; fw;gpj;jy;> Fkud; Gj;jf ,y;yk;. Nfhpte;juhrd;. K (1990) ew;wkpo; gapw;wypd; Nehf;fq;fSk; KiwfSk;> ru];tjp gjpg;gfk;> jz;lghzp .R (2012) ew;wkpo; gapw;W Kiw> goepNtY .Qh (2006) nre;jkpo; fw;gpf;Fk; Kiwfs;> ma;ah epiyak;> gpughfud;> c (2010) nghJ;jkpo;> rk;Af;jh gjpg;gfk;> NtZNfhghy; ,.gh. (2006) ige;jkpo; fw;gpj;jy;> rhe;jh gjpg;gfk;> kPdhl;rp Re;juk; .m (2010) jkpo; fw;gpj;jy; nghJ;jkpo;> fht;akhyh gjpg;gfk;>

Jiz E}y;fs;

fiyr;nry;tp. nt. (2009) jkpo; gapw;wypd; El;gq;fs;> rQ;rPt; ntspaPL> tsE}y;> MrphpaH fy;tpg; gl;lag;gapw;rp> jkpo;nkhopf; fy;tp> rtpjh gjpg;gfk; etPdh mnyf;rhz;IH tH\pdp (2017) MHbgp\pay; ,z;lyp[d;]; (AI) mLj;j njhopw;Gul;rp. jkpo; gjpg;G

kpd; tsq;fs;

<http://www.maanavan.com>

<http://www.valaitamil.com>

<http://book.tamilcube.com>

<https://diksha.gov.in>

Pedagogy of Language - Tamil- I

CLOs	ghlnewp KbTWk; epiyapy; khzt MrphpaH ngWk; fw;wy; milTfs;	PLO Addressed	PSO Addressed
1	nkhopapd; rpwg;Gfis tpthpg;gH (L1)	1, 2, 3, 4, 5, 7, 8	1,2,5,6,7,8,10
2	nrhw;fsQ;rpaj;ij tsHf;Fk; topKiwfisg; gad;gLj;JtH (L2)	1, 2, 4, 5, 8	1,3, 4, 5, 7, 8,9, 10
3	nra;As; kw;Wk; ciueil ghlj;ijf; fw;gpj;jypy; nray;gLj;JtH (L3)	2, 4, 5, 6	1, 2, 3, 5, 7, 8, 10
4	,yf;fzk; fw;gpf;Fk; Kiwfis fw;gpj;jypy; gad;gLj;Jth; (L3)	1, 4, 5, 6, 7, 8	1, 5, 7, 8, 10
5	fl;Liu fw;gpg;gij Jizg;ghlk; fw;gpg;gjpy; ,Ue;J NtWgLj;Jth; (L5)	2, 6, 8	5, 6, 7, 8, 9, 10
6	fl;Liu vOJtjpd; gy;NtW tsHr;rp epiyfis gad;gLj;JtH (L3)	1, 2, 4, 5, 6, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
milT tiuglk;								
Course Learning Outcomes (CLOs) ghltpisT	Programme Learning Outcomes (PLOs) epfo;tpd; nghJ tpsTfs;							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓		✓	✓
CLO2	✓	✓		✓	✓			✓
CLO3		✓		✓	✓	✓		
CLO4	✓			✓	✓	✓	✓	✓
CLO5		✓				✓		✓
CLO6	✓	✓		✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
milT tiuglk;										
Course Learning Outcomes (CLOs) ghltpisT	Programme Specific Outcomes(PSOs) epfo;tpd; rpwg;G tpsTfs;									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓			✓	✓	✓	✓		✓
CLO2	✓		✓	✓	✓		✓	✓	✓	✓
CLO3	✓	✓	✓		✓		✓	✓		✓
CLO4	✓				✓		✓	✓	✓	✓
CLO5					✓	✓	✓	✓	✓	✓
CLO6	✓			✓	✓		✓		✓	

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002
B.Ed. (I Year) I SEMESTER MODEL QUESTION PAPER
nkhopf; fw;gpj;jy; - jkpo; I

Time: 2.30 hrs.

kjpg;ngz;: 60

gFjp - m

(5x1 = 5 kjpg;ngz;)

rhpahd tpiliaj; NjHe;njLj;njOJf:-

1. vz;zj;ij ntspapLk; fUtp (L2)
m) nkhop M) elj;ij ,) vOj;J <) Ngr;R
2. jkpOk; tlnkhopAk; fye;J mikAk; nkhop eil (L2)
m) ed;eil M) mLf;F eil ,) kzpg;gpuths eil
<) nra;As; eil
3. Gjpa nrhw;fisg; Ngr;rpYk; vOj;jpYk; cgNahfpg;gJ (L2)
m) nrhw;fsQ;rpak; M) gad;gLj;Jk; nrhw;fsQ;rpak;
,) mwpe;j nrhw;fsQ;rpak; <) nrhw;fsQ;rpag; ngUf;fk;
4. ,yf;fzk; fw;gpf;f rpwe;j Kiw(L1)
m) tpisahL;L Kiw M) tpjptU Kiw ,) tpjptpsf;f Kiw <) tphpTiu
Kiw
5. cah; epiyf;fUj;jpid czh;j;Jk; nkhopg;ghlk; (L4)
m) ciueil M) ,yf;fzk; ,) nra;As; <) Jizg;ghlk;

gFjp - M

(5x2=10 kjpg;ngz;)

fPo;fhZk; tpdhf;fs; xt;nthd;wpw;Fk; 50 nrhw;fs; kpfhky; tpilaspf;fTk;-

6. nkhopapd; mik;G ahJ? (L3)
7. mLf;F nkhopeil vd;why; vd;d? (L2)
8. nra;As; fw;gpj;jypd; Nehf;fq;fs; ahit? (L3)
9. ,yf;fzk; ghlk; fw;gjpy; khztHfs; nra;Ak; gpiofis gl;baypLf (L3)
10. fl;Liuiaj; jpUj;Jk; NghJ Mrphpah; Nkw;nfhs;s Ntz;ba topKiwfs; ahit? (L4)

gFjp - ,

(2x5=10 kjpg;ngz;)

fPo;fhZk; tpdhf;fs; vitNaDk; ,uz;L tpdhtpw;F 250 nrhw;fspy; tpilaspf;fTk;-

11. nkhop tsHr;rp; Nfhl;ghl;il tpsf;Ff. (L4)
12. ciueil fw;gpf;Fk; Kiwfs vOJf. (L4)
13. ,yf;fzk; fwpgpj;jiy ,dpikahf;f Mrphpah; Nkw;nfhs;s Ntz;ba topKiwfisf; \$W. (L4)
14. Jizg;ghlk; fw;gpj;jypd; %yk; khzth;fs; ngWk; gapw;rpfs; ahit? (L3)

gFjp - <

(2x10=20

kjpg;ngz;)

fPo;fhZk; tpdhf;fSf;F 750 nrhw;fspy; tpilaspf;fTk;-

15. m) nra;As; kw;Wk; ciueil ghlk; fw;gpj;jy; Nehf;fq;fSk; Kiwfs; > NtWgLk;
tpjj;jpid tpthp. (L5)

(my;yJ)

M) jkpo;nkhopapd; fpisnkhops; gw;wp fl;Liu tiuf. (L4)

16. m) nrhw;fsQ;rpak; ngUf;Fk; topKiwfis jf;f rhd;WfSld; tpsf;Ff.
(L4)

(my;yJ)

M) fl;Liuapd; tiffisAk; mjd; tsh;r;rp epiyfisAk; tpthpf;f. (L5)

ELECTIVE - I - STRENGTHENING ENGLISH LANGUAGE PROFICIENCY

Course Code: 25FBELP
Credits : 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I : Nature and Importance of Language (L-10, T-3; P-3)

Language: Meaning - Definition - Characteristics - Nature and Scope - Significance of Language in human life- Difficulties faced by Second Language Learners

Task Assessment: Prepare an e-report on the importance of English in day-to-day life.

Unit II : Learning a Language: A Process of Habit Formation (L-6; T-3; P-7)

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

Task Assessment: Prepare a five powerpoint slides on the topic "Language drills for habit formation".

Unit III : Interpersonal and communicative Skills (L-9;T-3;P-4)

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

Task Assessment: Discuss any five communication activities for students at high school level.

Unit IV : Study skills and Performance Skills (L-9; T-3; P-3)

Study skills: Meaning and Importance - Time Management and Goal Setting - Note making: Strategies and Techniques - Information Transfer -Interpretation of

data - Language as a Performance Skill: Speaking Skill - Public Speaking - Presentation Skills - Role Plays - Simulations

Task Assessment: Construct a structured summary of any book you have read and present it.

Unit V : Language Functions : LSRW Skills (L-6; T-3; P-3)

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

Task Assessment: Conduct mock interview sessions.

Note : The students should select any two Task Assessments (Online)

References :

- Bharathi, T. (2008). Personality Development. Hyderabad: Neelkamal Publications.
- Bolton, R. (2018). People skills: How to assert yourself, Listen to others, and resolve conflicts. A Touchstone Book published by Simon & Schuster
- Chadha, S.C. (2007). Art and Science of Teaching of English, Meerut: R. Lall Book Depot.
- Peacock Colin, (2019). Classroom Skills in English Teaching. Routledge Publications.
- Dimple, H.S. & Khatri, P.P. (2001). Teaching of English. Ludhiana: Tandon Publications
- Gupta, P.K., Anil Gandhi, & Bhatnagar, S.S. (2005). Teaching of English. Meerut: R. Lall Book Depot
- Hariprasad M. & Prakasam, V. (2009). Communication English. Hyderabad: Neelkamal Publications.
- Krishna Mohan, Meera Banerji (2006). Developing communication skills: Macmillan India Ltd.
- Mckay, M., Davis, & Patrick Fanning. (2008). Communication Skills, Delhi: Jain Publications.
- Mohan, K. & Banerji, M. (2006). Developing Communication Skills. Delhi: Macmillan India Publications.
- Rai, G. (2008). Teaching of English. Meerut: Lall Book Depot.
- Ravindran Sharma, R.A. (2005). Teaching of English. Meerut: Suriya Publications.

Supplementary Reading

- Sumaiya, Bushra & Srivastava, Subodh & Jain, Vipin & Prakash, Ved. (2022). The Role of Effective Communication Skills in Professional Life. *World Journal of English Language*. 12. 134. 10.5430/wjel.v12n3p134
- Dauber, D. & Spencer-Oatey, H. (2023). Global communication skills: contextual factors fostering their development at internationalised higher education institutions. *Studies in Higher Education*. 48 (7), 1082-1096.
<https://doi.org/10.1080/03075079.2023.2182874>
- Rana, P. (2015). Effective Communication Skills. *IJRAR- International Journal of Research and Analytical Reviews*, 2 (1).

E-Resources

- www.busyteacher.com
www.managerialskills.org
www.myenglishteacher.eu

Elective – Strengthening English Language Proficiency

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.

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

ELECTIVE - I - STRENGTHENING ENGLISH LANGUAGE PROFICIENCY

Time: 2.30 hr

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

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

Section - B

(5 X 2 =10)

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

6. What do you mean by study skills in English? (CLO5, L3)
7. What are the components of soft skills? (CLO5, L3)
8. Point out any four significant characteristics of language in human life. (CLO1, L4)
9. Give the types of interpersonal skills. (CLO3, L2)
10. Distinguish 'habit' from 'skill'. (CLO5, L4)

Section - C

(3 X 5 = 10)

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

11. What are the components of effective communication? (CLO3, L3)
12. Describe the strategies a teacher could imply in classroom to overcome the difficulties faced by the learners of English. (CLO4, L5)
13. Distinguish between interpersonal skill and intrapersonal skills. (CLO1, L3)
14. Discuss the importance of study skills in academic success. (CLO1, L4)
15. Explain the concept of 'Soft skills' and how they differ from technical skills. (CLO6, L4)

Section – D

(3X15=15 Marks)

Answer the following questions in about 750 words each:-

16. a. Explore the concept of language as a performance skill and its significance in both academic and professional settings. (CLO2, L3)
(OR)
b. Write a narration of a recent incident that impressed you on morals and values in your life. (CLO6, L6)
17. a. Describe the barriers faced by the second language learners during communication in English. (CLO2, L3)
(OR)
b. Describe the process of developing interpersonal skills. Provide examples of techniques that can enhance these skills. (CLO6, L3)

ELECTIVE - II - GUIDANCE AND COUNSELLING

Course Code :25FBEGC

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

Credits : 3

Course Learning Outcomes (CLOs)

The Prospective Teacher

- identifies the need and importance of guidance and counselling in schools (L1)
- distinguishes the sources of occupational information and modes of dissemination (L2)
- classifies the types and theories of counselling (L3)
- analyzes the role of guidance personnel in school and organize guidance programme in schools (L4)
- reviews knowledge about counselling process, the skills used and various tests and techniques (L5)
- integrates the various types of guidance service provided in schools (L6)

Unit I -Understanding Guidance and Counselling (L- 8; T - 2 ; P - 2)

Guidance and Counselling: Meaning, Need, Purpose, Principles, Steps, Importance and Scope - Difference between Guidance and Counselling - Guidance and Counselling in Education - Organising School Guidance programme.

Task Assessment : Prepare a report on holistic guidance services in schools with reference to mental well-being

Unit II - Types and Approaches of Guidance (L-10; T-4; P-3)

Types of Guidance: Educational, Vocational and Personal - Individual and group guidance - Techniques of Group Guidance -Career Master - Career Talk - Career Bulletin - Career Corner - Career Conference - Guidance on Media Ethics.

Task Assessment : Write an evaluative report on vocational guidance.

Unit III - Techniques and Theories of Counselling (L-10; T-2; P-5)

Counselling : Aims and Objectives - Approaches of Counselling : Directive, Nondirective, Eclectic and Marital Counselling and Parental Counselling - Theories of Counselling: Theory of Self (Rogers) and Rational Emotive Behavioural Therapy.

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 student.

Unit IV - Counselling Process and Skills (L-6; T-3; P-5)

Steps in Counselling - 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-6; T-4; P-5)

Counselling Tools and Techniques: Dream Analysis - Sociometric tests, Interest Inventories, Aptitude Tests, Anecdotal Record and Dealing with Problems: Lying, Stealing, Speech Disorders, Alcoholism and Drug - Addiction, Counselling for digital addiction and online safety Gender Related Problems and Learning Problems: Dyslexia, Dyscalculia and Dysgraphia. Emotional Problems like Hyper active , tamarin , autism

Task Assessment : Prepare a mind map on "Digital Addiction"

Note : The Prospective Teachers should select any two Task Assessments (Online)

References

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E-Resources

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GUIDANCE AND COUNSELLING

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the need and importance of guidance and counselling in schools (L1)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
2	distinguishes the sources of occupational information and modes of dissemination (L2)	1,3,4,6,7,8	1,2,3,4,5,6,7,8,9,10
3	classifies the types and theories of counseling (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
4	analyzes the role of guidance personnel in school and organize guidance programme in schools (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	reviews knowledge about counseling process, the skills used and various tests and techniques (L5)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
6	integrates the various types of guidance service provided in schools (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO 3	PLO 4	PLO5	PLO6	PLO 7	PLO8
CLO1	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓		✓	✓		✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
GUIDANCE AND COUNSELLING**

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Vocational guidance is given at the ----- school level. (CLO1,L1)
a) Primary b) Secondary c) Pre-primary d) Middle
2. Albert Ellis REBT theory was developed in -----.(CLO2,L1)
a) 1940 b) 1950 c) 1960 d) 1970
3. The counsellor must maintain -----.(CLO3, L2)
a) distance b) confidence c) testing d) counselling group
4. In counselling initially ----- is very important.(CLO4, L2)
a) follow up b) testing c) discussion d) building relationship .
5. Learning difficulties can be determined by -----.(CLO5,L2)
a) analysis b) testing c) evaluation d) guidance

Section - B

(5 X 2 = 10 Marks)

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

6. What do you mean by guidance? (CLO1, L2)
7. List out the types of guidance. (CLO2, L2)
8. Interpret the objectives of counselling?(CLO3, L3)
9. Identify the skills required for a counsellor.(CLO4, L4)
10. Employ your understanding of lying to find out the causes behind. (CLO5, L3)

Section - C

(3 X 5 = 15 Marks)

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

11. Explain the steps in Guidance.(CLO1, L4)
12. Analyze the techniques adopted in group guidance. (CLO2, L4)
13. Differentiate: Directive and Non-directive counselling. (CLO3, L2)
14. What do you infer from Rogers theory? (CLO3, L3)
15. Review the tests used for assessing Intelligence. (CLO5, L5)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Illustrate the various skills essential for counselling.(CLO4, L3)
(OR)
b) Evaluate the professional ethics of a counsellor. (CLO2, L5)
- 17.a) Explain the importance of guidance and counselling in education? Describe the process of organising school guidance programmes? (CLO1, L2)
(OR)
b) Suggest strategies for dealing with learning problems. (CLO5, L3)

ELECTIVE -III - VALUE EDUCATION [SEMESTER I]

Course Code : 25FBEVE

Credits :3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

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

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

Task Assessment: Prepare a digital report on “values systems in digital media”.

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

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

Task Assessment: Create a digital Poster Promoting Universal Human Values.

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

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

Task Assessment : Create and Submit a Digital plan of action with your preferential strategy to instill values in your students

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

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

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

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

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

Task Assessment: Prepare a Digital Reflective Report on “The impact of social media on the value system of “Digital Natives”.

Note : The students should select any two Task Assessments (**online**)

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- Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.

E-Resources

- https://youtube.com/shorts/zp2T2pPc9Sw?si=5uw0J7rw_eJEyzV8
- <https://youtu.be/HX077n8bhCo?feature=shared>
- <https://youtu.be/hiJo4M-LUV0?si=rMrjEfNaA3S5qkUu>
- https://youtu.be/a8MSYX4fR6I?si=_DdKJXKPFtkcf4Ro

Elective – III Value Education

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

Section –A (5x1 = 5 Marks)

Answer all the questions:-

1. What should be done to develop moral values in students? (L2)
 - a. Encourage moral value related works
 - b. Behave yourself as role model
 - c. Display stories based on moral values
 - d. Organise lectures on moral values
2. Which of the following statements best describe value education? (L3)
 - A. It is a course in moral science
 - B. It talks about reward and punishments for one's own actions
 - C. Students observe and imitate adult behaviours, particularly that of their parents
 - D. Students investigate and explore their own inner self
 - E. It encourages students to fix their place in their life

Choose the correct answer from the options given below:

- a. A, B, and C only
 - b. B, C, and D only
 - c. C, D, and E only
 - d. A, D, and E only
3. In the context of value education, which of the following stages will be considered a relatively advanced stage? (L4)
 - a. Value collection through imitation
 - b. Value assessment through inner evaluation
 - c. Value clarification through exposure
 - d. Value consolidation through integration
 4. When practicing mindfulness, what is the best advice for a beginner? (L5)
 - a. Note all of the sensations you experience
 - b. Listen to loud rock music on some headphones
 - c. Try your hardest to relax
 - d. Practice mindfulness after a heavy meal
 5. Identify from the following, features which describe most appropriately the Indian Values (L6)
 - A. Emphasis on Individual ambition
 - B. Emphasis on collectivism
 - C. Emphasis on social progress
 - D. Emphasis on social stability
 - E. Emphasis on unity in diversity
 - a. A, B, and C only
 - b. B, C, and D only
 - c. C, D and E only
 - d. B, D and E only

Section – B

(5X2=10 Marks)

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

6. Define Value Education (L1)
7. List any two professional values with suitable live examples? (L3)
8. Name any two approaches to build values through co-curricular activities? (L4)
9. Define Self Perception (L2)
10. Enlist any two social agencies to inculcate values? (L5)

Section – C

(3X5=15 Marks)

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

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

Section – D

(2X15=15 Marks)

Answer the following questions in about 750 words:-

16. (a) Derive the sources of Value system and explain in detail (L3)
(Or)
(b) Suggest the ways to cultivate Universal Human Values among the Gen Z learners (L4)
17. (a) Explain the following:
(i) Subconscious Mind (ii) Positive Thinking (iii) Rewire the Mind (L5)
(Or)
(b) Determine the Roles and responsibilities of teachers for cultivating the values among the millennial learners. (L6)

EPC - I - ART AND CRAFT - I

Course Code : 25FBEAC

Credits : 2

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

Course Learning Outcomes (CLO)

The Prospective 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 - Organdy flower stocking cloth flower - Paper Bag

Task Assessment (Any two)

(T-1;P-1)

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

References

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- Priscilla Hauser's (2006) *Painting patterns* Sterling publishing
- Suresh C.Jain (2004). *Sketching* . Graphic Publications

E-Resources

- <https://youtu.be/6WVO2LbTFqU>
- <https://youtu.be/afust-GpWgE>
- <https://youtu.be/DIPGfrBSZE>
- <https://youtu.be/S4EGj78K.88>

EPC - I - Art and Craft

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

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
EPC – I - ART AND CRAFT**

Time: 1 hr

Max. Marks: 20

Section - A

(5 X 1 = 5)

Answer all the following questions.

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

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

6. What are the different types of collages?
7. What are the cold and contrast colours?
8. What are the materials requires for drawing?
9. Explain the different eye level with the picture?
10. What are the Single stroke letters and Double stroke letters?
jdpf;NfhL (Single stroke) vOj;Jf;fs;> ,ul;bg;G NfhL (Double stroke) vOj;Jf;fs; ahit?

Section - C

(1X5=5 Marks)

Answer the following question in about 200 words.

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

EPC- II- INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Course Code: 25FBEIT

Credits : 2

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- recognizes the psychological principles of ICT enabled learning (L1)
- integrates ICT in teaching, learning and assessment (L2)
- applies AI as a Smart Learning Environment (L3)
- explores the impact of web 4.0 Technologies in Education (L4)
- creates digital story for teaching the content (L6)
- follows digital ethics while accessing the digital space (L5)

Unit I : Concept of ICT

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

ICT in Education: Meaning, Concept, and Objectives-Psychological Principles of ICT Enabled Learning- Change in the Role of Teacher / e-tutors in Technology Enabled Learning-Empowerment of Learner by using ICT in Learning and Teaching-Criteria for Selecting ICT tool: Technical, Instructional, Organizational and Ethical

Unit II : ICT Integrated Pedagogy

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

Overview: Bloom's Digital Taxonomy-Instructional Design: Meaning, Concept, Principle, Steps-Models of Instructional Design: ADDIE Model-TPACK (Technological Pedagogical Content Knowledge)-SMART Pedagogy

Unit III : Artificial Intelligence (AI) in Education

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

Foundations of AI: Artificial Intelligence in Smart Learning Environment: Virtual Reality, Augmented Reality, Classroom Robotics Applications of AI in Education: Task Automation, Universal Access, Smart Content Creation, Voice Assistant-: Incorporation of AI in Education: Opportunities and Challenges-Prospects of AI- Expert System in Education-- Intelligent Computer Assisted Instruction-- Application of Neural Network.

Unit IV: Web 4.0 in Education

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

Web 4.0 (Semantic Web)-Implications of Web 4.0 in Education: Ubiquitous Learning-Live Stream-Learning Management System-Cloud Computing in Classroom Technology: Engagement, Collaboration, Mobility, Real-Time Assessment - AI-Powered Tutoring Systems - Internet of Things in Smart Classrooms - Augmented Applications for Experiential Learning: Benefits and Challenges

Unit V : Recent trends in Education**(L-4; T-1; P-4)**

Use of ICTs for Administrative Tasks in Teaching and Learning Process:-
Internet Resources- Flipped Classroom-Digital Storytelling- Virtual Classroom -
Cyber Security-Intelligent Information Service Modelling. Usage of Social Media in
Education

Note : The students should select any two Task Assessments (**Online**)

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

1. Develop digital content using any one model of Instructional Design in the perspectives of Bloom's Digital Taxonomy
2. Prepare and submit a Smart content package for a topic from 9th Standard Text Book.
3. Create your own Digital Story in your preferable content and post it into your blog based on digital ethics

References

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- <https://www.researchgate.net/.../283289734> information and communication
- <https://www.slideshare.net/vasudhak2000/ict-pedagogy-iintegration>
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Information and Communication Technology in Education

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

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.**

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

Time:1 hr.

Max. Marks: 20

SECTION-A

(5x1=5 marks)

Answer all the following questions :

1. Typically contain information about your visit to the webpage or record your login information.(L1)
a. Cookies b. Image c. Firewall d. Clipboard
2. Technology Enhanced Learning environment that can contribute to the fragmentation of the educational process to develop the principles of (L2)
a. Smart Pedagogy b. Critical Pedagogy
c. Mobile Pedagogy d. Creative Pedagogy
3. Artificial Intelligence is about_____(L4)
a. Playing a game on Computer b. Making a machine Intelligent c. Programming on Machine with your Own Intelligence d. Putting your intelligence in Machine
4. Real time systems are _____. (L3)
a. Primarily used on mainframe computers
b. Used for monitoring events as they occur
c. Used for program development
d. d.Used for real time interactive users
4. A flipped classroom is (L2)
a. Teacher-centered b. Student-centered
c. Test-centered d. Performance-centered

SECTION - B

(5x2=10 marks)

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

1. Write any two technological factors used in ICT (L1)
2. What are the factors to consider in selecting ICT tools? (L3)
3. State any two differences of Augmented Reality and Virtual Reality (L1)
4. Write a notes on TPACK. (L2)
5. Mention any two Record Keeping Tools (L3)

SECTION-C

(1x5=5marks)

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

1. How can technology-enabled learning changes the role of teachers? (L2)
2. Enumerate the Foundations of Artificial Intelligence in Education (L1)
3. Describe the impact of Intelligent information service modelling. (L2)

EPC - III - PHYSICAL EDUCATION AND YOGA

Course Code: 25FBEPY

Credits :2

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I : Nature of Physical Education

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

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

Unit II : Nature of Yoga Education

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

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

Unit III: Physical Education and Yoga for Overall development

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

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

Unit IV: Physical Education and Yoga Programme in Secondary Schools

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

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

Unit V : Hatha Yogic Practices

(L - 1; T - 1; P - 10)

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

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

1. Create a digital presentation on "Ways to Motivate Children to Play Outdoor Physical Activities
2. Prepare a booklet to depict various positions of Asanas..
3. Prepare three Digital Yoga lesson plans.

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- https://cbseacademic.nic.in/web_material/Manuals/physical-education-11.pdf
- <https://ncert.nic.in/pdf/publication/otherpublications/iehp101.pdf>
- <https://www.youtube.com/watch?v=IWDclSXSuV8>

EPC - III Physical Education and Yoga

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

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
EPC –III - PHYSICAL EDUCATION AND YOGA**

Time: 1 hr

Max. Marks: 20

Section - A (5x1 = 5 Marks)

Answer all the following questions: -

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

Section - B

(5x2 = 10 Marks)

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

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

Section - C

(1x5 = 5 Marks)

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

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

SEMESTER I	
PERSPECTIVES IN EDUCATION (PE)	
Principles and Prospects of Educational Psychology	Dr.R.Indra Mary Ezhilselvi
Education in Emerging Indian Society	Rev.Sr.L.Arul Suganthi Agnes
Constitutional Values Education	Dr.J.Maria Prema Dr.A.Jeya Sudha
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
Pedagogy of Biological Science - I	Dr.M.Maria Saroja Ms. E.Michael Jeya Priya
Pedagogy of Computer Science - I	Ms. Gnana Kamali
Pedagogy of English - I	Dr.E.C.Punitha Ms. C.Vennila Santha Ruby
Pedagogy of History - I	Dr.Jeya Sudha
Pedagogy of Mathematics - I	Rev.Sr.Dr.L.Vasanthi Medona Ms. S.Arockia Reena Dr.V.Jani
Pedagogy of Physical Science - I	Ms. Jeba Sheela Jenifer
Pedagogy of Tamil - I	Dr.Esther Maragathamani
PEDAGOGY OF LANGUAGE	
Pedagogy of Language - English	Dr.E.C.Punitha Ms. C.Vennila Santha Ruby Ms. D. Chandra Prabha
Pedagogy of Language - Tamil	Dr.G.Esther Maragathamani
ELECTIVES (Any One)	
Strengthening English Language Proficiency	Dr.E.C.Punitha Ms. Chandra Prabha
Guidance and Counselling	Rev.Sr.L.Arul Suganthi Agnes
Value Education	Dr.P.Johnny Rose
EPC	
Art and Craft	Ms. Mercy Jeba Thangam Pushpa
Information and Communication Technology in Education	Dr.M.Gnana Kamali
Physical Education and Yoga	Dr.S.Josephine

Value Added Courses	
1.	Communicative English
2.	Social Etiquette
3.	Computer Fundamental and PC Software
Self-Study Courses	
Self-Study Courses (Compulsory)	
1.	SWAYAM / NPTEL Course
2.	TET Preparatory Course - Phase I
Self-Study Course (Any One)	
1.	Traditional Cuisine
2.	Linguistic Competence
3.	Organic Gardening for Beginners
Certificate Course (Compulsory)	
1	ICM Mission for Women Empowerment
Skill Enhancement Course (Any One)	
1	Hindi
2	Aari Work
3	Naturopathic Therapies
Skill Enhancement Course (Compulsory)	
1	Bharatanatyam

COMMUNICATIVE ENGLISH

Course Code : 25FBVCE

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit : I English Grammar and Usage

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

Unit : II Acquisition of listening and Speaking English language skills

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

Unit : III English for Entrepreneurship development

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

Unit : IV Technical English

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

Unit : V English for Inclusive purpose

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

Reference

- Hariprasad, M & Prakasam V. (2004). Communicative English. Neelkamal Publication Pvt.Lyd. Educational Publishers
- Madhavi Apte (2009) English Communication. PHI Learning Private Limited
- Martin & Wren. (2015). High School English Grammar and Composition. S. Chand Publication.
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<https://www.talkenglish.com/grammar.aspx>

<https://www.gamestolearnenglish.com/prepositions-game/>

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

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

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

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

SOCIAL ETIQUETTE

Course Code : 25FBVSE

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I : Etiquette

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

Unit II : Personal Etiquette

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

Unit III : Digital Etiquette

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

Unit IV: Professional Etiquette

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

Unit V : Communication Etiquette

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

Reference

- Alex, K. (2010). Soft Skills – know yourself and know the world. S.Chand Publications
- Pensri Kiengsiri et al., (2004) Thai Social Etiquette. Office of the Permanent Secretary for culture.
- Suzanne Greene Marshall, et al. (2004) Individuality Clothing selection and personal appearance. Pearson / Prentice Hall – Publisher
- Victoria Turk (2019) Digital Etiquette E bury Press, UK

COMPUTER FUNDAMENTALS AND PC SOFTWARE

Course Code : 25FBVCS

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I : Computer Fundamentals

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

Unit II : Ms-Word

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

Unit III : Ms-PowerPoint

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

Unit IV : Ms-Excel

Ms-Excel The typical worksheet or spread sheet - cell and their properties - formatting cell - text, numbers, currency, accounting, date, time, percentage, scientific - formats. Formula using arithmetic and relational operators in a worksheet -Advanced Formulas sum, count, Average, Max, Min, Product. Graphs

and Charts Bar diagrams, pie charts, Area, - Building Line Diagrams, Histograms, Scatter plots -Frequency Graphs.

Unit V : Google's presentation app

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

References

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Dr.S.Rajasekar(2007), Computer Education & Educational Computing,
Neelkamamal Publications
Lalini Varanasi et.al (2017), Computer Education, Neelkamal Publications
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E.Balagurusamy(2019), Fundamentals of Computers, McGraw Hill Education
Private Limited
V.Ramesh Babu et.al(2011), Fundamentals of Computing and Programming, VRB
Publishers Pvt Ltd,

E-Resources

<https://www.guru99.com/excel-tutorials.html>

<https://byjus.com/govt-exams/microsoft-powerpoint/>

https://edu.gcfglobal.org/en/googleslides/?gclid=Cj0KCCQjw3JanBhCPARIsAJpXTx5EUFyIQptsWDcrM07DYY8pr_7bIdczTnOxf4HGUFNQ3qc_H5BPE5caAgSwEALw_wcB#

SEMESTER I
SELF-STUDY COURSES
(SSC)

TET PREPARATORY COURSE - PHASE I

Course Code: 25TBST1

COURSE LEARNING OUTCOMES (CLOs)

The Prospective Teacher

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

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

Syllabus Link:

https://trb.tn.nic.in/TET_2022/16042022/TNTET%20Paper%20II.pdf

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Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.

Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

jkpo; - 6 - 10; tFg;G jkpoehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2022)

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

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

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

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

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

TRADITIONAL CUISINE

Course Code : 25FBSTC

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit 1: Introduction to Traditional Cuisine

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

Unit 2: Health and Nutrition of Traditional Cuisine

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

Unit 3: Vegetable Delights and Non-Vegetarian Classics

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

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

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

Unit 5: Culinary Techniques and Presentation

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

References

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Davidar (Ruth). N.(2001).Indian Food Science : A Health and Nutrition Guide to Traditional Recipes
.East West Books
Johna Blinn, Quick & Delicious Breads. Published by Playmore INC
Mallika Badrinath. S, (1992). 100 Vegetarian Gravies Pradeep Enterprises
Mallika Badrinath. S, (1992). 100 Rice delight, (Vegetarian). Pradeep Enterprises
Sen, Collen Taylor (2005) Food Culture in India. Green Wood Press
[BHM-401T.pdf \(uou.ac.in\)](#)
[HM-102.pdf \(uou.ac.in\)](#)
<https://www.mcgill.ca/cine/research/food/benefits>

LINGUISTIC COMPETENCE

Course Code: 25FBSLC

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit 1: Language and Basics of Linguistics

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

Unit 2: Grammar

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

Unit 3: Reading Comprehension

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

Unit 4: Business Communication

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

Unit 5: Creative Writing

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

References

Taylor, G. (2011). English Conversation Practice. Tata McGraw Hill Publications

Singh, K.M (2013). Better English. APH Publishing Corporation.

Seely, J. (1998). The Oxford Guide to Writing and Speaking. Cambridge University

<https://learnenglish.britishcouncil.org/english-grammar>

[https://play.google.com/store/apps/details?id=org.cambridge.englishgrammar.e
giu&hl=en](https://play.google.com/store/apps/details?id=org.cambridge.englishgrammar.e&hl=en)

ORGANIC GARDENING FOR BEGINNERS

Course Code: 24BF SOG

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit 1: Introduction to Organic Gardening

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

Unit 2: Soil Health and Composting

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

Unit 3: Planning and Designing an Organic Garden

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

Unit 4: Organic Pest Management

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

Unit 5: Organic Garden Maintenance

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

References

- Julie Turner(2012), Organic Gardening Beginner's Manual: The ultimate "Take-You-By-The-Hand" beginner's gardening manual for creating and managing your own organic garden
- Christine Lavelle & Michael Lavelle(2008) The Organic Gardener: How to create vegetable, fruit and herb gardens using completely organic techniques.
<https://content.ces.ncsu.edu/extension-gardener-handbook/17-organic-gardening>
- <https://www.allthatgrows.in/blogs/posts/gardening-tips-for-beginners>
- http://www.eagleheightsgardens.org/tips/garden_manualv1.1.pdf
- https://ia601409.us.archive.org/20/items/OrganicGardeningForDummies/Organic_GardeningForDummies.pdf
- <https://bonnieplants.com/blogs/garden-fundamentals/organic-gardening-for-beginners>
- <https://thehouseandhomestead.com/organic-gardening-beginners/>
- <https://content.ces.ncsu.edu/home-vegetable-gardening-a-quick-reference-guide>

SEMESTER I
CERTIFICATE COURSE (Compulsory)

ICM MISSION FOR WOMEN EMPOWERMENT

Unit I - ICM Across the Globe

Foundation years-from movement to structure-ICM in different Continents- Challenges encountered

Unit II-ICM in Education Ministry

Foundation at Mulagumoodu-Vision and Mission-Expansion of Education ministry in India.

Unit III-Education for all

Technical Education- Medical Education-Education to Marginalized- Education to the differently Abled-Inter Religious Formation-Environmental Education.

Unit IV- Education for women empowerment

Shakthi Folk Arts-Crossing boundaries through Folk Arts-Mission towards the integral human development of women.

Unit V - Education for International Demands

National Domestic Workers Movement-Collaboration with International Organizations-Education for children in domestic Work-Education for migrant domestic Workers-Collaboration with Government at national and International Level.

Reference:

Cecile Sandra (1979). The Message of a Life. Missionary Sisters of the Immaculate Heart of Mary.

Claire Rombouts(2010). Living Roots. Missionary Sisters of the Immaculate Heart of Mary.

Constitutions. Missionary Sisters of the Immaculate Heart of Mary.

The General Team,ICM.(1997) Living Thoughts of Marie Louise Demeester. Missionary Sisters of the Immaculate Heart of Mary.

COURSE DESIGNERS		
Value Added Courses		
1	Communicative English	Dr.E.C.Punitha Ms.C.Vennila Santha Ruby Ms. Chandra Prabha
2	Social Etiquette	Dr.P.Johnny Rose Ms.E.Michael Jeya Priya
3	Computer Fundamental and PC Software	Dr.M.Gnana Kamali Ms. E.Michael Jeya Priya Ms.S. Jebasheela Jenifer
SELF-STUDY COURSES		
1	TET Preparatory Course - Phase I (Online)	Dr.E.C.Punitha Ms. S.Arockia Reena
2	Traditional Cuisine	Dr.G.Esther Maragatha Mani
3	Linguistic Competence	Ms.D.Chandra Prabha
4	Organic Gardening for Beginners	Dr.A.Jeya Sudha
Certificate Course (Compulsory)		
1	ICM Mission for Women Empowerment	Rev.Sr.L.Arul Suganthi Agnes Ms.S.Jebasheela Jenifer

SEMESTER-II

PE IV - PSYCHOLOGY OF LEARNERS

Course Code: 25SBPE4

Credits: 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I : Information Processing and Complex Cognitive Processes

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

Concepts: Meaning, Nature and Types - Concept Formation- Concept Maps- Thinking: Meaning, Nature, Kinds - Convergent Thinking, Divergent Thinking and Lateral Thinking - Critical Thinking - Characteristics of Learners - Learning Styles: David Kolb & Flemings VARK Model - Reasoning: Inductive and Deductive - Problem Solving: Steps and Strategies - Educational Implications.

Task Assessment: Participate in a brainstorming session to identify innovative uses of the objects provided and categorize the varied thinking styles of the members

Unit II : Personality Development

(L - 8; T -3; P-5)

Personality: Meaning, Definition and Approaches - Characteristics - Major Determinants of Personality - Theories of Personality: Allport, Eysenck, Cattell, Freud, Adler, Jung, Carl Rogers - Assessment of Personality: Projective and Non-Projective Techniques - Integrated Personality - Role of Teachers in Shaping Personality of Students.

Task Assessment: Identify an Integrated Personality. Justify your choice, with the support of his /her biography.

Unit III : Education of Exceptional Children

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

Exceptional Children: Meaning, Characteristics, Types, Needs and Challenges - Gifted Children - Slow Learners - Underachievers - Learning Disability - Children with Special Needs: Mentally and Physically Challenged - Remedial Measures and Educational Provisions for

Exceptional Children: Socio Emotional Learning, Specialized Approaches and Assistive Technology - Universal Design for Learning and Adaptive Instruction

Task Assessment: Identify an Instructional Approach which is appropriately applicable for the education of Exceptional Children, in your subject of specialization.

Unit IV : Group Dynamics (L -7; T - 2; P- 4)

Groups: Meaning, Types - School as a Group - Classroom as a Group - Group Interaction - Group Mind- Group Behaviour: Characteristics, Factors Influencing Group Behaviour - Digital Group Behaviour - Sociometry- Leadership: Characteristics, Traits and Types - Teachers as Leaders - Educational Implications

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

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

Concept of Mental Health and Hygiene - Conflict and Frustration - Adjustment and Maladjustment- Defense Mechanisms: Identification, Rationalization, Compensation, Projection, Aggression, Regression, Repression, Reaction Formation, Withdrawal, Sublimation - Juvenile Delinquency: Prevention and Curative Measures- Stress and Stress Coping Behaviour - Digital Wellness and Digital Detox Practices - Role of Teachers in the Promotion of Mental Health of Learners.

Task Assessment: Share a short video clipping illustrating how defence mechanisms support emotional well-being.

Note: The Prospective Teachers should select any two Task Assessments (Online)

References :

Reference Books

Aggarwal, J.C. & Sandeep Kumar, (2023). *Essentials of Educational Psychology*, 4th edition. Vikas Publishing House.

Chauhan, S.S. (2007). *Advanced Educational Psychology*. Vikas Publications.

Feldman, R. (2008). *Understanding Psychology*. Tata McGraw Hill Publications.

Mangal, S.K. (2008). *Advanced Educational Psychology*. Prentice Hall of India Publications.

Mishra, R.C. (2019). *Advanced Educational Psychology*. APH Publishing Corporation.

Robinsons, S. (2016). *Foundations of Educational Psychology*. Ane Books.

Supplementary Books

- Hoogerwerf, E.-J., Mavrou, K., & Traina, I. (Eds.). (2020). *The Role of Assistive Technology in Fostering Inclusive Education: Strategies and Tools to Support Change* (1st ed.). Routledge.
- Lokanandha Reddy, R., Ramar, R., Sivaram, R.T., & Shailaja, M. (2016). *Dynamics of Disabilities: Educational and Social Considerations*. Neelkamal Publications.
- Long, Maggie. (2022). *Psychological Understanding of Self-Injury and Trauma*. McGraw Hill, Sai Book Gallery.
- Mark Williams, & Dany Penman. (2017). *Mindfulness: A Practical Guide to Finding Peace in a Frantic World*. Hachette India.
- Thomas Alexander, D. (2019). *Understanding Classroom Disruptive Behaviour – An Introduction to Behaviour Disorder*. Neelkamal Publications.
- Shergill, H.K. (2010). *Psychology Part II*. PHI Learning Publications.

Online Resources

- <https://www.verywellmind.com/vark-learning-styles-2795156>
- <https://www.indiastudychannel.com/resources/128605-integrated-personality.aspx>
- <https://open.baypath.edu/psy321book/chapter/c16p2/>
- <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00439/full>
- <https://www.yourarticlelibrary.com/social-research/study-notes-on-sociometry-social-research/92868>
- <http://ijsw.tiss.edu/greenstone/collect/ijsw/archives/HASHb1ec/b9939448.d/ir/doc.pdf>

PSYCHOLOGY OF LEARNERS

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

Course Mapping

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

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

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

Time: 3 hrs.**Max. Marks: 60****Section – A (5x1 = 5 Marks)**

Answer all the following questions:-

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

Section – B (5x2 = 10 Marks)

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

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

Section - C (3x5 = 15 Marks)**Answer any three of the following questions in about 250 words each:-**

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

Section - D (2x15 = 30 Marks)**Answer the following questions in about 750 words each:-**

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

- b. Design an illustrative scheme of defense mechanisms and demonstrate how it helps maintain mental health. (CLO6, L6)

PE V – CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA

Course Code :25SBPE5

Credits: 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- states the concept, meaning, sources of knowledge and methods of knowledge management (L1)
- identifies herself with the current issues and challenges of knowledge explosion (L3)
- defines the impact of modern technology in education (L2)
- analyzes the trends in learning environment and its impact on education (L5)
- explains the meaning, definition, scope, and types of curriculum (L4)
- applies her role in the process of curriculum development (L6)

Unit I : Concept of Knowledge

(L - 8; T - 3; P -

4)

Knowledge - Meaning, Concept, Importance, Nature, Sources, Types and Theories - Methods of acquiring knowledge: **Appeal to authority, Appeal to Tradition, Appeal to Senses, Inductive and Deductive Methods, Appeal to Experiences, Intuition, Concentration and Meditation, Observation and Related Processes, Problem Solving** - Changing Concepts of Education: Difference among Information and Knowledge, Belief and Opinion, Recent and Truth.

Task Assessment : Conduct a group discussion on “Sources of acquiring knowledge” and submit a report.

Unit II : Current Issues and Challenges

(L - 8; T - 3; P -

4)

Knowledge Explosion - Knowledge Economy: Meaning, Characteristics, Elements, Four Pillars of Indian Knowledge Economy, Knowledge Economy and Human Capital - Knowledge Management: Meaning, Components: Acquisition, Storage, Dissemination, Application – Methodologies: Knowledge Mapping, Knowledge Harvesting, Taxonomy Design, Sense Making Sessions, Pro Tip and Q and A Documentation – Ethical Implications of AI in Education - National Knowledge Commission (2005) - Knowledge Society and Digital Citizenship: Lifelong learning, Collaboratory and Participatory Learning.

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

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

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

Global trends: Liberalization: Meaning, Objectives, Impact on Education - Globalization: Meaning, Objectives, Characteristics, Impact on Education - Privatization: Meaning, Objectives, Privatization of Education, Problems and Consequences - Public Private Partnership (PPP) in Education - Digital Transformation: Lifelong learning - Quantity verses Quality in Education - Global Village - Paradigm Shift

Task Assessment : Conduct a seminar on “Bridging the Digital Divide in Rural Areas” and submit a report.

Unit IV :Concept of Curriculum

(L - 8; T - 3; P -

4)

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 - SDG Integration into Curriculum Planning - 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: Evaluation and Implementation

(L - 8; T - 2; P - 4)

Curriculum Development - Principles and Process - Role of Teachers in Curriculum Development- National Achievement Survey (NAS): Objectives and Salient features - Curriculum Evaluation - Need, Importance, Sources and Methods- Restructuring Curriculum - NCF (2022) - Curriculum Implementation: Factors Influencing Curriculum Implementation, Strategies for Effective Implementation - **National Curriculum Framework for School Education (2023):** Recommendations and Implications for Teacher Education

Task Assessment : Conduct group discussion on how teachers’ involvement in curriculum planning can lead to meaningful changes in education and submit a report.

Note: The Prospective Teachers should select any two Task Assessments (Online)

References

- Arulsamy, S. (2010). *Curriculum Development*. Neelkamal Publications
- Ashoka Chandra, M.K. Khanijo. (2009). *Knowledge Economy: The Indian Challenge*. Sage Publications.
- Central Board of Secondary Education (CBSE). (2020). *Overview of National Achievement Survey (NAS)*. Ministry of Education, India.**
- Fadel, C., Bialik, M., & Trilling, B. (2019). *Four-Dimensional Education: The Competencies Learners Need to Succeed*. Center for Curriculum Redesign.
- International Journal of Research in all Subjects in Multi Languages, Privatization of Kalaiyaran, A. (2012). *Curriculum Development*. APH Publications
- Khan, S. (2022). *Blended Learning and Hybrid Classrooms*. Springer
- Marlow Ediger & Dignmarti Bhaskara Rao, (2016). *Teaching Learning and Curriculum*. Discovery Publishing House.
- Ministry of Education. (2021). *National Achievement Survey 2021: Technical report*. Department of School Education and Literacy, Government of India.**
- Mishra, R. (2023). *Digital Education in the Post – Pandemic World*. Sage Publications.**
- Nagarajan, K. (2017). *Knowledge and Curriculum*. Sri Ram Publishers
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- Pappas, C. (2017, March 13). *Knowledge management processes: Techniques and tools. eLearning Industry*. <https://elearningindustry.com/knowledge-management-processes-techniques-tools>
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- Rao, V.K. (2010). *Principles of Curriculum*. APH Publishing Corporation
- Rawat Books. Kushnir, I., & Yazga, N. (Eds.). (2024). Education and sustainable development in the context of crises: International case studies of transformational change. Kindly add this in Curriculum course
- Reddy, R.& Kennedy, H. S. (2010). *Recent Trends in Knowledge Management*. The Associated Publishers
- Satpalswami Sumitra Swami, (2013). *Curriculum Technology and Learning*. Black Prints Publications.
- Verma, M. K. (Ed.). (2025). Education and sustainable development: Challenges, opportunities & future prospects.
- Sharma, R.A. (2013). *Curriculum Development and Instruction*. Raj Printers.

CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA

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

Course Mapping

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

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

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

Time: 3.00 hrs.

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

Section - A

Answer all the following questions: -

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

Section - B

(5 X 2 = 10

Marks)

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

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

Section - C

(3 X 5 = 15 Marks)

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

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

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each: -

16. a) How do you acquire knowledge from various sources? (CLO6, L5)

(OR)

b) Analyze the contribution of National Knowledge Commission, 2005 (CLO2, L5)

17. a) “Educational quality is enhanced through Technology and Media” – Evaluate this statement (CLO4, L6)

(OR)

Evaluate the merits and demerits of life centered curriculum. (CLO6, L5)

PE VI – ASSESSMENT OF LEARNING

Course Code: 25SBPE6

Credits: 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- defines the learning outcome with respect to Bloom's revised taxonomy (L1)
- distinguishes test, measurement, assessment and evaluation and its implementation (L4)
- adopts the assessment reforms in NEP 2020 in their assessment practices (L3)
- identifies the different assessment agencies to assess the quality (L2)
- selects the suitable assessment tools and techniques while administering the assessment (L5)
- designs the appropriate evaluation scheme based on the efficiency of the learners (L6)

Unit I : Essentials of Assessment

(L-8; T-3; P-5)

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

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

Unit II: Learning Outcomes and Assessment

(L-8; T-3; P-

3)

Learning Outcomes: Meaning, Instructional Objectives, Purpose and Characteristics– Assessment Approaches Based on Bloom's Revised Taxonomy – Assessing the Intended Learning Outcomes – Learning Targets and Outcome Targets – Knowledge, Skills, Attitudes and Dispositions.

Task Assessment: Write a brief explanation for how each assessment aligns with the intended outcomes and levels of Bloom's Taxonomy.

Unit III: Historical and Contemporary Perspectives on Assessment

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

Evolution of Assessment in the Pre-Independent and Post Independent Era – National Curriculum Framework & Assessment – Non-Detention Policy – Assessment Reforms in National Education Policy 2020: Features of Assessment,

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

Task Assessment: Create Holistic Progress Card with 360-degree Assessment for the 9th Grade Learners based on the New Education Policy 2020

Unit IV: Assessment Tools and Techniques (L-8; T-3; P-5)

Tools : Meaning, Importance, Types - Classroom Assessment Techniques: Focused Listing, Memory Matrix, Minute Paper, Categorising Grid, - Word Journal, Concept Maps, Problem Recognition Tasks, Documented Problem Solutions, Project, Classroom Opinion Polls, Everyday Ethical Dilemmas-Creative Assessment Methods , Digital Assessment Tools - Group Work Techniques: Wikis and Blogs - Techniques: Rubrics and Rubric Development, Authentic Assessment, Performance Assessment, Quiz Development, Portfolio Assessment, Reflective Assessment, Self-Assessment, Collaborative Peer Assessment.

Task Assessment: Develop self-assessment / peer-assessment form for a collaborative group activity.

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

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

Task Assessment: Prepare a digital bar graph for the Achievement Scores of your peers

Note: The Prospective Teachers should select any two Task Assessments (Online)

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ASSESSMENT OF LEARNING

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.

**MODEL QUESTION PAPER
ASSESSMENT OF LEARNING**

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions: -

1. The physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidence that shows learning progress and academic accomplishment over a long period of time is ----- (CLO2, L2)
 - a. Presentation
 - b. Debate
 - c. Portfolio
 - d. Project
2. “Students go to school to learn, not to take tests. In addition, tests cannot be used to indicate a student’s absolute level of learning. All tests can do is rank students in order of achievement, and this relative ranking is influenced by guessing, bluffing, and the subjective opinions of the teacher doing the scoring. The teacher-learning process would benefit if we did away with tests and depended on student self-evaluation.”

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

 - a. Effective self-evaluation does not require the use of tests.
 - b. Tests place students in rank order only.
 - c. Test scores are influenced by factors other than achievement.
 - d. Students do not go to school to take tests.
3. 360-degree multidimensional report card will reflect in great detail the progress as well as the uniqueness of each student. It will cover all domains of learning. The odd option among the following is (CLO 3, L2)
 - a. Intuitive
 - b. cognitive
 - c. emotive
 - d. psychomotor
4. Good practice of making student’s portfolios is ----- (CLO2, L2)
 - A. Selecting work to be included in the portfolio on the basis of a specific reason
 - B. Selecting all items of work of a student to be put in portfolio
 - C. Making child select her/his work to be put in portfolio
 - D. Collecting range of student’s work over a period of time
 - a. A, B, and C
 - b. A and D
 - c. A, B, and D
 - d. A, C and D
5. A teacher notes down the weight of each student in the class. In this case, the level of measurement used is ----- (CLO1, L2)
 - a. Ordinal
 - b. Nominal
 - c. Interval
 - d. Ratio

Section - B

(5 X 2 = 10 Marks)

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

6. How did Bloom classify learning outcomes? (CLO2, L2)
7. List out three main purposes of performance assessment? (CLO1, L2)
8. Compare and contrast the two types of measurement (CLO3, L4)
9. Differentiate between formative and summative assessment (CLO2, L4)
10. How is cognitive learning defined? (CLO5, L2)

Section - C

(3 X 5 = 15 Marks)

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

11. Discuss the importance of measurement scales. You may give your argument with reference to various measurement scales (CLO5, L5)
12. How are the learning outcomes of the cognitive domain classified? Discuss in detail (CLO2, L4)
13. Describe the techniques that help to stimulate divergent thinking (CLO3, L3)
14. Explain some of the major trends in examinations seen in recent times (CLO2, L3)
15. How does correlation analysis help us in examining? (CLO5, L3)

Section - D

(2 X 15 = 30

Marks)

Answer the following questions in about 750 words each:-

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

(or)

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

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

(or)

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

PEDAGOGY OF BIOLOGICAL SCIENCE- II

Course Code: 25SBCBS

Credits: 3

Number of Hours: 75 (L - 30; T - 15; P - 30)

Course Learning Outcomes(CLOs)

The Prospective Teacher

- describes the principles of curriculum construction. (L1)
- interprets the use of technology in teaching biological science. (L2)
- applies the laboratory safety guidelines in organizing and maintaining a biological science laboratory. (L3)
- identifies the suitable evaluation techniques and statistical skills to interpret the test results. (L4)
- analyzes the effectiveness of virtual biology laboratory. (L5)
- designs an e-learning module illustrating transformative trends in modern biological science.(L6)

Unit I - Biological Science Curriculum Construction and Transaction

(L-6; T-3; P-6)

Biological Science curriculum - Concept - Principles for designing Bio - Science Curriculum - Gaps in the Present Curriculum. Biological Science Curriculum Studies (BSCS), Nuffield Science Teaching Project - National Curriculum Framework (NCF 2023) with a focus on Science Education - National Talent Search Scheme - Modern Trends in Biological Science Curriculum Construction. Text Books - Need and Importance, Qualities of a Good Textbook - Evaluation of Science Text Book

Task Assessment: Critically analyse standard IX / XI Science Text Book.

Unit II - Technology in Teaching Biological Science

(L-6; T-3; P-6)

Meaning and Importance of Technology in Biology Teaching - Collaborative Online Tools- Padlet, Kahoot, Quizizz, and Mentimeter. 5E(Engage, Explore, Explain, Elaborate, Evaluate) Instructional Model- -UNESCO's Open Science Initiative -Digital Presentation. Models of Teaching - Bruner's Concept Attainment Model- Joseph Jackson Schwab's Scientific Inquiry Model - Intelligent Tutoring System - e- Pathshala, DIKSHA

Task Assessment: Prepare a podcast on models of teaching Biological Science.

Unit III - Biological Science Laboratory

(L-6; T-3; P-6)

Biology Laboratory - Planning, Structure and Design of Biology Laboratory- Laboratory Rules - Guidelines for the Teacher to follow in the Laboratory, Rules to be Followed by the Students - Laboratory Accidents and Remedies - Laboratory Safety Measures - Laboratory Indent - Laboratory Registers and Laboratory

Manuals- Virtual Biology Laboratory – Virtual Experiments and Simulations
LabXchange and PhET Simulations.

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

Unit IV : Recent Trends in Biological Science (L-8; T –3; P-3)

Genome Editing - mRNA Vaccines and RNA Therapeutics - Human Microbiome Studies - Artificial Intelligence in Biology - Stem Cell Research - Multiomics and Systems Biology – Nanobiotechnology-Biosystematics- Green Biotechnology and Sustainable Agriculture- Exosome Biology and Cell Communication.

Task Assessment: Prepare digital slides on ‘Exosomes: A New Frontier in Molecular Communication and Diagnostics.

Unit V - Evaluation and Action Research. (L-6 ;T –3 ; P-6)

Construction of a Diagnostic Test -Achievement Test - Preparing blue Print - Different Types of Test Items – Objective Type, Short Answer Type, Essay Type. - Action Research – Characteristics, Steps, Advantages in Action Research.

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

Note: The Prospective Teachers should select any two Task Assessments (Online)

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- <https://about.labxchange.org/teacher-resources>

PEDAGOGY OF BIOLOGICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the principles of curriculum construction (L1)	2, 4, 5	7, 8
2	interprets the use of technology in teaching biological science (L2)	2, 3, 5	1, 2, 3, 7, 9
3	applies the laboratory safety guidelines in organizing and maintaining a Biological Science Laboratory (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	identifies the suitable evaluation techniques and statistical skills to interpret the test results (L4)	2, 4, 5, 7	5, 9
5	analyzes the content related to Biological Science school syllabus (L5)	1, 2, 5, 6, 7, 8	4, 9, 10
6	creates appropriate audio-visual teaching aids for effective teaching of Biological Science (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO 3	PLO 4	PLO5	PLO6	PLO 7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF BIOLOGICAL SCIENCE - II**

Time: 3.00 hrs.**Max. Marks: 60
(5x1 = 5 Marks)****Section - A****Answer all the following questions:-**

1. Biological Sciences Curriculum Study is framed in --- (CLO1, L1)
 - a) 1964 b) 1954 c) 1958 d) 1968
2. Combination of online interactions, educational materials and traditional class room method is called ----- . (CLO2, L2)
 - a) distance learning b) synchronous learning
 - c) flipped learning d) blended learning
3. Virtual Biology Laboratories like LabXchange and PhET Simulations are used to: (CLO3,L2)
 - a) Replace all physical labs completely
 - b) Provide safe, interactive simulations of experiments
 - c) Make students memorize chemical formulas only
 - d) Reduce the importance of laboratory safety
4. Nanobiotechnology applies nanomaterials in biology to..... (CLO4,L2)
 - a) Visualize and manipulate biological molecules
 - b) Replace human organs
 - c) Modify language processing
 - d) Increase cell size
5. Which of the following is NOT a characteristic of action research?
 - a) Focus on practical problems in real settings
 - b) Conducted systematically and cyclically
 - c) Primarily theoretical with no practical application
 - d) Involves reflection and improvement

Section - B**(5 X 2 = 10 Marks)****Answer all the following questions in about 50 words each:-**

6. Point out any four defects in the present curriculum (CLO2,L4)
7. Why are improvised aids used in teaching learning process?(CLO3,L3)
8. Suggest a potential application of genome editing to cure a genetic disorder and justify your choice. (CLO4,L6)
9. Suggest safety modifications for conducting hazardous experiments in a school laboratory.(CLO3, L6)
10. Analyse the impact of antibiotic use on human gut microbiota.(CLO4,L5)

Section - C (3 X 5 = 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. (CLO4,L4)
12. Explain the possible laboratory accidents and the safety measures to overcome them. (CLO4,L3)
13. Write about the advantages and limitations of objective type questions. (CLO2,L2)
14. Compare Bruner's Concept Attainment Model and Joseph Jackson Schwab's Scientific Inquiry Model in terms of promoting critical thinking and problem-solving in biology teaching. (CLO3,L5)
15. Propose a novel RNA therapeutic approach for a viral disease and explain its potential mechanism. (CLO2, L2)

Section - D (2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Define: Curriculum. Explain the principles for designing Biological science curriculum with suitable example. (CLO3,L2)
(OR)
b) Evaluate the modern trends in biological science curriculum construction. (CLO3,L5)

17. a) Differentiate Real Biology laboratory and virtual Biology laboratory. Analyze and evaluate the advantages and limitations of them. (CLO5,L5)
(OR)
b) Analyse the therapeutic potential and limitations of stem cell therapy in regenerative medicine. (CLO4,L6)

PEDAGOGY OF COMPUTER SCIENCE – II

Course Code :25SBCCS

Credits :3

Number of Hours: 75 (L - 30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- states the principle of Curriculum construction in computer Science (L1)
- understands the role of Technology used in teaching computer science (L2)
- develops the skill of Organizing and maintaining a computer science laboratory (L3)
- explains the latest trends used in computer science (L3)
- acquires the knowledge of different evaluation techniques in computer science (L4)
- designs an action research proposal to solve a classroom problem (L6)

Unit I: Computer Science Curriculum and Transaction (L-6; T-3;P-6)

Curriculum - Meaning and Definition- Major objectives - Needs and Importance - Principles of Curriculum Construction - Criteria of Selection of Content. Curriculum Development for Computer Science -Approaches to Curriculum Construction- Process of Curriculum Evaluation- Modern Trends in Computer Science Curriculum Construction. National Curriculum Framework (NCF 2023) with a focus on Computer Science Education - Textbooks - Need and Importance, Qualities of a good textbook - Evaluation of Computer Science Textbook

Task Assessment: Critically analyze Standard XI Computer Science Textbook

Unit II : Technology in Teaching Computer Science (L-6; T –3; P-6)

Instructional Aids-Importance and Use of Instructional Aids - Guiding Principles for the Effective use of Audio Visual Aids - Classification of Audio Visual Aids - Development of Script Writing for Video Programme - Management Information System and Educational Planning - Teaching Computer Science through Online - e- Pathshala, DIKSHA, Network Communication- Internet:- Internet Protocols - Cloud Based Collaboration and Communication Tools - Safely Browsing the Web - Implementation of Software Package -Instructional Models

Task Assessment: Identify and prepare a topic from Std XI book and develop a Video script on the same topic and upload in our departmental YouTube channel.

Unit III : Computer Science Laboratory (L-6; T –3;P-6)

Computer Science Laboratory - Creating and sharing the norms to be Maintained by Students for the Computer Lab - Care to be provided and

Precautions to be Undertaken While Working with the Hardware – Students Using Computer in a Group – Stock Registers.

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

Unit IV : Recent Trends in Computer Science (L-6; T –3; P-5)

Internet Enhancing Teaching Learning Process - Virtual lab - Web Based Learning - Computer in Teaching Learning Process – Instructional Resource centre for Educational Technology - Educational Benefits of Multimedia Tools-Analysis of Big-data- Interactive White Board – Digital Classroom – Flat Panel display-5G Network Technology - Artificial Intelligence Powered Learning Environment

Task Assessment: Prepare and submit a report on your experience to access the Artificial Intelligence Powered Learning Environment

Unit V : Evaluation and Action Research (L-6; T –3; P-6)

Evaluation – Need and Importance - Characteristics of a Good Test in Computer Science– Types of Evaluation: Diagnostic, Formative, Summative - Achievement Test in Computer Science – Different Types of test items: Objective Type, Short Answer Type, Essay Type - Blue Print for Achievement Test - Steps, Characteristics and Advantages.

Task assessment: Prepare a report on analyse the types of classroom evaluation

Note: The Prospective Teachers should select any two Task Assessments (Online)

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- [https://www.is.muni.cz/www/408176/.../The_C_Programming_Language - Stroustrup](https://www.is.muni.cz/www/408176/.../The_C_Programming_Language_-_Stroustrup)
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PEDAGOGY OF COMPUTER SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	states the principle of Curriculum construction in computer Science (L1)	2, 4, 5	7, 8
2	understands the role of Technology used in teaching computer science (L2)	2, 3, 5	1, 2, 3, 7, 9
3	develops the skill of Organizing and maintaining a computer science laboratory (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	acquires the knowledge of different evaluation techniques in computer science (L4)	2, 4, 5, 7	5, 9
5	analyses the content of the school syllabus (L5)	1, 2, 5, 6, 7, 8	4, 9, 10
6	categorizes the various information system used in educational system (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

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

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

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

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

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

Time: 3.00 hrs.

Section - A

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

Answer all the following questions:-

1. Teaching and learning combine to make ----- (CLO1,L1)
 - a) Instruction
 - b) Curriculum
 - c) Syllabus
 - d) Course
2. The use of teaching aids is justified on the grounds of ----- (CLO2,L2)
 - a) Attracting students attention in the class
 - b) Minimizing students indiscipline in the class
 - c) Optimising learning outcomes of students
 - d) Effective management of student learning tasks
1. NCF 2023 emphasizes learning through: (CLO1,L3)
 - a) Memorization
 - b) Rote learning
 - c) Competency-based learning
 - d) Examination-oriented learning
2. The process of evaluation starts from (CLO4,L2)
 - a) Objectives
 - b) Learning activities
 - c) Teaching activities
 - d) Blue print
3. The problem identification referred to in Diagnostic test is (CLO5,L2).
 - a) General
 - b) Specific
 - c) Structural
 - d) Relational

Section - B

(5 X 2 = 10 Marks)

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

4. Define Curriculum. Write down the principles of curriculum construction. (CLO1,L2)
5. List out the guiding principles for the effective use of audio visual aids. (CLO2,L2)
6. How will you take care of the hardware in the computer science laboratory? (CLO3,L3)
7. Write down the characteristics of a good test in computer science (CLO4,L2).
8. State the differences between traditional classroom and digital classroom (CLO5,L3)

Section - C

(3 X 5 = 15

Marks)

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

9. What are the criteria used for the selection of content for computer science? (CLO1,L2)
10. Discuss the impact of digital classrooms on teachers' roles and responsibilities. How has technology changed modern teaching practices? (CLO2,L4)
11. How do you prepare and maintain stock registers for the computer science laboratory? (CLO3,L3)
12. Describe the different types of test items used for evaluation. (CLO4,L2)
13. Evaluate the role of a test blueprint in the construction of an achievement test. To what extent does it ensure the validity and reliability of the assessment? (CLO5,L6)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

14. a) What are the various approaches to curriculum construction? Compare and contrast. (CLO1,L4)
(OR)
- b) Explain the classification of audio-visual aids with appropriate examples. (CLO2,L3)
15. a) Evaluate the steps of action research in detail and justify its importance. (CLO4,L5)
(OR)
- b) Explain the implementation of a software package using instructional models. Discuss the major steps involved.(CLO5, L4)

PEDAGOGY OF ENGLISH - II

Course Code: 25SBCEN

Credits: 3

Number of Hours: 75 (L - 30; T - 15; P- 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- recognizes the principles of selection and organization of curriculum construction. (L1)
- adapts to the different technology in teaching English (L4)
- compares the knowledge related to reference and study skills (L5)
- applies the skill of evaluation techniques in assessment of English (L3)
- interprets the knowledge of grammatical terminology and the phonological system in English (L2)
- prepares instructional aids for effective teaching of Linguistics (L6)

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

(L - 6; T - 3; P - 5)

Principles of Selection of Curriculum - Principles of Organization of Curriculum - Methods of Curriculum Construction - Limitation of the Existing Curriculum - National Curriculum Framework (NCF 2023) with a focus on English Education - The Syllabi of Std. XI and Std. XII English Textbooks - Book Review-Suggestions for the Improvement of Textbooks in English.

Task Assessment: Analyse Standard IX/XI English Textbook.

Unit II: Technology in Teaching English

(L- 6; T - 3; P -

7)

- Digital Technology in English Education-Meaning, Need, and Importance, Digital Tools and Applications - Language Laboratory - Computer Assisted Language Learning -Digital Literacy for English Learners - Teaching English through Online -Digital Presentation - Identifying Websites - Smart Board - Interactive White Board - Recent Innovations - Blogs - Podcasts - Web Quests - Blended and Interactive Learning of English- e- Pathshala, DIKSHA - Digital Story Telling - Gamification

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

Unit III: Reference, Study Skills and Reading Techniques

(L - 6; T - 3; P -

7)

Dictionary Skills: Dictionary Resources-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 IV : Meaning and Scope of Linguistics (L - 6; T - 3; P - 5)

History, Meaning and Scope of Linguistics-Language Acquisition -- Morphology - Lexis - Semiotics - Syntax - Semantics and Pragmatics. English for Global Purpose - English for Academic Purpose- English for Occupational Purpose - English for Specific Purpose - Translation: Importance and Need - Translation as a Creative Activity.

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

Unit V: Evaluation and Action Research (L - 6; T - 3; P - 6)

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

Task Assessment: Construct an Achievement test in English.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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- www.languageguide.org/english
- <https://diksha.gov.in>
- <https://epathshala.nic.in>
- <https://www.cambridge.org/us/cambridgeenglish>

PEDAGOGY OF ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	extrapolates the principles of selection and organization of curriculum construction	2,3,7,8	1,2,3,4,5,7,8,9,10
2	adapts to the different technology in teaching English (L4)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	develops the skills of teaching reading and writing (L6)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	applies the skill of evaluation techniques in assessment of English (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	interprets the knowledge of grammatical terminology and the phonological system in English (L3)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	implements the principles of selecting vocabulary in writing composition. (L2)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH**

Time: 3.00 hrs.

Max. Marks:

60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Curriculum influences a learner's..... (CLO1, L2)
a. behaviour b. personality c. action d. attitude
2. Use of technology for higher education is based on the presumption of.....(CLO2,L2)
a. enriching curriculum based instruction b. replacing curriculum in the long run
c. everyone have the access to technology d. other means of instructions getting outdated
3. Note Making is one of the (CLO3,L1)
a. study skills b. dictionary skills c. reference skills d. memory skills
4. The strategy used by the teacher to overcome the difficulties of the learner is.....
(CLO4,L1)
a. action research b. remedial teaching c. test d. evaluation
5. The degree of force with which sound or syllable of a word is uttered is called.....(CLO5,L1)
a) stress b)intonation c) pause d) rhythm

Section - B

(5 X 2 = 10

Marks)

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

6. State any four principles of construction of curriculum. (CLO1, L2)
7. How does blended learning connect the pupil and the teacher? (CLO2, L3)
8. What are the uses of Bibliography Card? (CLO3, L2)
9. Evaluation is a continuous process – why? (CLO4, L4)
10. Share your ideas about basic sentence structure in English language. (CLO5, L3)

Section - C

(3 X 5 = 15 Marks)

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

11. "Textbooks have a significant impact in teaching-learning process" – Elucidate. (CLO1, L5)
12. Enumerate the importance of web quests in Education. (CLO2, L4)
13. Explain the three models of teaching 'reading'. (CLO3, L2)
14. Highlight your views on the ways to develop study skills. (CLO4, L4)
15. Illuminate the scope and objectives of action research. (CLO4, L3)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Suggest techniques and measures for improved teaching-learning strategies of second language learning through technology. (CLO2, L6)

(OR)

b. Describe in detail the recent innovations in Teaching English. (CLO2, L3)

17. a. Expound the steps involved in constructing an objective type test. (CLO4, L5)

(OR)

b. Explain about speech organs and their functions. (CLO5, L2)

PEDAGOGY OF HISTORY- II

Course Code: 25SBCHY

Credits: 3

Number of Hours: 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- describes the theories and principles of school curriculum construction (L1)
- summarizes the technological tools of teaching history (L2)
- classifies the various techniques for learning History (L3)
- analyses the process of evaluation (L4)
- evaluates the steps of action research (L5)
- designs an e- learning module illustrating the recent trends in history. (L6)

Unit I : School History Curriculum Construction and Transaction (L – 6; T -3; P – 4)

Curriculum – Meaning and Definition - Principles of Curriculum Designing - Curriculum Development Models: Tyler's Model, Taba's Model and Wheeler's Model Organization of Content: Chronological, Concentric, Topical, Spiral, Progressive, Regressive and Unit Approaches - Correlation: Principles, Types, Uses- Correlation of History with Geography, Political Science, Civics, Economics and Literature. National Curriculum Framework (NCF 2023) with a focus on History Education Textbook – Need and Importance, Qualities, Evaluation.

Task Assessment: Critically analyze Standard IX Social Science Textbook

Unit II: Technology in Teaching History (L – 6; T – 3 ; P- 9)

- Meaning and Importance of Technology in History Teaching - ICT Tools: Web based learning –Mobile learning – E-Learning – Blended Learning – Interactive Digital White Board and Collaborative Tools– ICT and Inquiry Learning - Flipped Classroom – Interactive Maps and Geographic Information System (GIS) and Historical Cartography - Digital tools: Interactive Power Point, ChronoZoom, Sutori, Mentimeter, Padlet, ArcGIS Story Maps, and ThingLink -Blogs - e-Pathshala, DIKSHA –Virtual Field Trips and Museum Visits Using Digital Technology.

Task Assessment: Use ArcGIS Story Maps to create a map showcasing historical sites from a specific region or period and add multimedia elements like images, videos, and descriptions.

Unit III : Techniques of History Learning (L – 6; T – 3; P – 6)

Assignment: Characteristics, Importance and Steps- Drill: Procedure, Merits and Demerits - Review: Process and Advantages - Notes Taking: Preparation, Principles and Benefits - Scaffolded Learning - Problem-Based Learning (PBL) - Peer Teaching - Concept Mapping - Mind Map- Collaborative Learning: Meaning, Definition, Types and Uses - PQ4R - Leitner System - Gamification.

Task Assessment: Design a simple quiz game on a historical topic using a digital tool.

Unit IV : Evaluation and Action Research

(L - 6; T -3; P -

5)

Construction of a Diagnostic Test - Achievement Test - Preparing blue Print - Different Types of Test Items - Objective Type, Short Answer Type, Essay Type - Characteristics of an Achievement Test - Action Research - Importance, Characteristics, Steps and Benefits.

Task Assessment: Construct an achievement test in History for secondary stage or higher secondary stage learners

Unit V: Recent Trends in History

(L - 6; T - 3; P -

6)

Archaeology - Branches of Archaeology - Modern Archaeology - New technology in Archaeology- Digital Archaeology - Use of AI in Archaeological Research - Recent archaeological excavations in Tamil Nadu: Keeladi, Adichanallur, Sivakalai, Korkai, Kodumanal, Mayiladumparai, Gangaikondacholapuram and Maligaimedu - Museology - - Augmented Reality (AR) and Virtual Reality (VR) in Archaeology - 3D Printing in Archaeology - Ethics of Digital Archaeology in Archaeology and Museums

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

Note: The Prospective Teachers should select any two Task Assessments (Online)

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E-Resources

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- <https://www.socrative.com/>
- https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf
- <https://leverageedu.com/blog/leitner-system/>
- <https://teachinghistory.org/digital-classroom/tech-for-teachers>
- <https://uk.sagepub.com/en-gb/eur/teaching-history/book232002#preview>
- <https://www.egyankosh.ac.in/bitstream/123456789/46732/1/Unit-6.pdf>
- https://www.researchgate.net/publication/349624559_audio_visual_aids
- <https://storymaps.arcgis.com/>
- <https://www.thinglink.com/>
- <https://academic.oup.com/ahr/article-abstract/128/3/1345/7282240>
- <https://www.history.org.uk/>
- <https://www.ibm.com/topics/generative-ai>
- <https://repositorio.uc.cl/dspace/bitstreams/5016aa63-ec1d-493f-ab001a93652dfbb7/download>
- <https://www.mdpi.com/books/book/5305-game-based-learning-gamification-in-education-and-serious-games>
- <https://scholarworks.calstate.edu/downloads/mk61rq74g>

PEDAGOGY OF HISTORY

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	describes the theories and principles of school curriculum construction (L1)	2,3,7,8	1,2,3,4,5,7,8,9,10
2	summarizes the technological tools of teaching history (L2)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	classifies the various techniques for learning History (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	analyses the process of evaluation (L4)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	appraises the steps of action research (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	constructs timeline for teaching history (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

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

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

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Which of the following correctly describes the “Spiral Approach” in curriculum organization? (CLO1, L2)
 - a. Content is arranged from the latest events to the earliest events
 - b. Content is repeated at increasing levels of depth and complexity
 - c. Content is taught only through integrated units
 - d. Content is organized purely by chronological order
2. Unit Plan is related to----- (CLO1, L2)
 - a) Lesson Plan b) Curriculum
 - c) Objectives d) Evaluation
3. Expansion of LCD is ----- (CLO3, L1)
 - a) Liquid Crystal Display b) Liquid Clarity Display
 - c) Lens Clarity Display d) Lens Crystal Display
4. The evaluation process used to identify learning deficiency is ----- (CLO5, L1)
 - a) Achievement Test b) Summative c) Continuous d) Diagnostic
5. The Keeladi excavation is primarily associated with which ancient culture? (CLO6, L1)
 - a. Chola b. Sangam Age Urban Settlement c. Indus Valley Civilization d. Megalithic Culture

Section - B

(5 X 2 = 10 Marks)

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

6. Define the term curriculum. (CLO1, L1)
7. Explain how a magnetic board is used as a teaching aid. (CLO2, L2)
8. How would you use numismatic evidence to study an ancient kingdom? (CLO2, L1)
9. Analyze the impact of Action Research on improving teaching practices. (CLO5, L2)
10. State one ethical issue related to 3D digitization of artefacts. (CLO5, L5)

Section - C

(3 X 5 = 15 Marks)

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

11. Explain the characteristics of good test. (CLO4, L4)
12. Elucidate the chronological approach of curriculum designing? (CLO1, L2)
13. Discuss the uses of time line for teaching History. (CLO2, L4)
14. Learning resources are essential for teaching History. Why? (CLO4, L4)
15. Assess the benefits and challenges of using Artificial Intelligence in archaeological research. (CLO6, L5)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each: -

16. a. Compare the different theories of curriculum construction. (CLO1, L4)
 (OR)
 b. What are print resources? Evaluate the various types of print resources. (CLO2, L 5)
17. a. Design a digital heritage preservation plan for a chosen Tamil Nadu archaeological site using AI, 3D scanning, AR/VR, and ethical data management strategies. Explain its components, expected outcomes, and challenges. (CLO6, L6)

(OR)

b. Analyse the contributions of recent Tamil Nadu excavations—Keeladi, Adichanallur, Sivakalai, Korkai, Kodumanal, Mayiladumparai, Gangaikondacholapuram and Maligaimedu—to reconstructing ancient Tamil society, economy, and culture. (CLO6, L3)

PEDAGOGY OF MATHEMATICS – II

Course Code :25SBCMA

Credits: 3

Number of Hours: 75 (L- 30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- describes the principles of curriculum construction in Mathematics (L1)
- exemplifies the various technologies for teaching Mathematics (L2)
- employs the various techniques of teaching Mathematics (L3)
- identifies the suitable evaluation techniques in Mathematics (L4)
- reviews recent trends in Mathematics Education (L5)
- designs a complete action research proposal to solve a classroom problem (L6)

Unit I : School Mathematics Curriculum Construction and Transaction

(L-6; T –3; P-4)

Curriculum: Definition, Mathematics Curriculum – Major objectives – Principles of Curriculum Construction – Guidelines for Selecting the Topics in Mathematics Curriculum – Characteristics of Modern Mathematics Curriculum – Place of Problems in Mathematics Curriculum – Characteristics of a Good Problem in Mathematics Mathematics - National Curriculum Framework (NCF 2023) with a focus on Mathematics Education – Textbook : Need, Importance, Qualities and Evaluation.

Task Assessment : Critically analyse Standard IX / XI Mathematics Textbook

Unit II: Technology in Mathematics Education

(L-6; T-3; P-6)

Digital Technology in Mathematics Education-Meaning, Need, and Importance, Digital Tools and Applications: Blog, e-Pathshala, DIKSHA, GeoGebra, IXL, Tools in Mathematics Education: Nearpod, Illustrative Mathematics, Math Planet-ICT for Inclusive and Interactive Mathematics Learning, ICT Driven Pedagogical Approaches: Mobile App-Based Learning in Mathematics, Blended Learning - Concept, Models, Advantages, and Limitations, Game-Based Learning (GBL) and Web Quest Learning, Flipped Classroom - Role of Technology in Supporting Individual Differences

Task Assessment : Compare two online mathematics learning tools in terms of usability, effectiveness, and student engagement.

Unit III : Techniques of Teaching Mathematics

(L-6;T –3; P-6)

Concept and Meaning – Drill Work in Mathematics: Advantages and Limitations. Home Work: Objectives, Principles - Oral Work in Mathematics:

Importance - Written Work in Mathematics: Advantages - Self-study in Mathematics: Importance- Supervised Study in Mathematics: Forms of Supervised Study - Experiential Learning and Collaborative Learning.

Task Assessment : Present a report on effective implementation of Experiential Learning in teaching of any mathematical topic

Unit IV: Recent Trends in Mathematics Education (L-6; T-3; P-6)

Industrial Mathematics - Robotics - Space Research - Cryptography- Computational and Acoustics and Electromagnetics - Data Mining - Neuroscience - Materials Science - Tribology - Data Science and Machine Learning.

Task Assessment : Discuss in group and present a report on “Recent Trends in Mathematics Education”

Unit V - Evaluation and Action Research (L-6;T –3; P-8)

Evaluation - Definition - Oral, Written and Performance Tests -Different Types of test items: Objective Type, Short Answer Type, Essay Type - Construction of Diagnostic Test and Achievement Test- Preparing Blue Print - Characteristics of an Achievement Test -Action Research: Steps in Action Research.

Task Assessment: Construct an Achievement Test in Mathematics for middle stage or secondary stage learners

Note: The Prospective Teachers should select any two Task Assessments (Online)

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Supplementary Readings

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- Sidhu, K. S. (2010). *Teaching of mathematics*. Sterling Publications.
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E-Resources

- <https://pressbooks.bccampus.ca/engineeroer/chapter/desmos-calculator/>
- <https://nearpod.com/blog/7-tips-for-teaching-math-in-any-classroom-with-nearpod/>
- <https://quizlet.com/270586887/math-methods-exam-1-flash-cards/>

<http://www.teachhub.com>

<https://diksha.gov.in>

<https://epathshala.nic.in>

<https://www.ibm.com/topics/generative-ai>

PEDAGOGY OF MATHEMATICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the principles of curriculum construction in Mathematics (L1)	2,3,7,8	1,2,3,4,5,7,8,9,10
2	exemplifies the various technologies for teaching Mathematics (L2)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	employs the various techniques of teaching Mathematics (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	identifies the suitable evaluation techniques in Mathematics (L4)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	reviews the content of school syllabus related to Mathematics (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	prepares instructional aids for effective teaching of Mathematics (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

**ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF MATHEMATICS**

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. The school mathematics curriculum should be -----.(CLO1, L2)
a. student-centred b. activity-centred c. community-centred d. teacher -centred
2. Personalised learning experience to the school students is provided by -----.(CLO2, L1)
a. IXL b. DIKSHA c. GeoGebra d. e- Pathshala
3. A technique used for teaching mathematics is -----.(CLO3, L2)
a. problem solving b. laboratory work c. supervised study d. use of teaching aids
4. A test that is used to identify the learning difficulties is -----.(CLO4, L2)
a. oral test b. written test c. achievement test d. diagnostic test
5. Cryptography deals with: (CLO5, L3)
a. Solving puzzles b. Encryption and data security
c. Weather prediction d. Time management

**Section - B
Marks)**

(5 X 2 = 10

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

6. Define curriculum. (CLO1, L1)
- 7.State any two features of interactive mathematics learning. (CLO2, L4)
8. Suggest any four steps to make Mathematics homework more effective. (CLO3, L6)
9. Classify the different types of test items (CLO4, L4)
- 10.How is data science connected with mathematics?(CLO4, L3)

Section - C

(3 X 5 = 15 Marks)

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

11. Discuss the characteristics of a good problem in mathematics. (CLO1, L4)
12. Explain the use of instructional modules for teaching mathematics. (CLO6,L3)
13. How will you implement brain storming technique for teaching a mathematical concept? (CLO3, L6)
14. Compare and contrast diagnostic and achievement tests in mathematics (CLO4, L4)
- 15.Evaluate the role of data science and machine learning in transforming educational practices.(CLO5, L5)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Explain the principles of curriculum construction. (CLO1, L2)

(OR)

b) How can technology be effectively utilized for teaching mathematics? Discuss the role of various media in mathematics education with illustrations. (CLO2, L3)

17. a) Elaborate the various techniques of teaching mathematics. (CLO3, L2)

(OR)

b) What is an achievement test? Construct an achievement test in mathematics for 25 marks secondary school students. (CLO4, L6)

PEDAGOGY OF PHYSICAL SCIENCE - II

Course Code : 25SBCPS

Credits :3

Number of Hours: 75 (L - 30; T - 15; P- 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- generalizes the principles and organization of curriculum construction (L2)
- identifies the Best Practices for Technology Integration in Physical Science Instruction (L1)
- promotes the laboratory skills to school environment (L3)
- categorizes virtual lab tools to organize online Physical Science experiments. (L4)
- discriminates appropriate evaluation techniques to assess the progress of pupils (L5)
- designs innovative research proposals based on recent research in Physical Science Education (L6)

Unit I : Curriculum Construction and Transaction (L-6; T-3; P-6)

Curriculum - Meaning and Definitions - Principles of Curriculum Construction - Selection and Organization of Science Content - Curriculum Improvement Projects in India NCERT, UNICEF and UNESCO Planning Mission - Curriculum Improvement Projects in Abroad (PSSC and CHEM study)- National Curriculum Framework (NCF 2023) with a focus on Physical Science Education Textbooks - Need and Importance, Qualities of a Good Textbook - Evaluation of Science textbook

Task Assessment: Critically analyse Standard IX / XI Science Textbook

Unit II : Technology in Teaching Physical Science (L-6; T-3; P-5)

Digital Technology - Definition, Meaning - Guiding Principles for Effective Teaching and Learning Through ICT - Web-based Learning - Synchronous - Asynchronous - Mobile Learning - Blended Learning - Virtual Reality - Flipped Classroom - Interactive White Board - Blogs - Phet Applications - Crocodile - Clips - Livewire - Intelligent Tutoring system -e- Pathshala, DIKSHA - Gamification and Game-Based Learning Practices- Role of Technology in supporting Individual Differences

Task Assessment: Create Digital Teaching Slides on a Physical Science Concept

Unit III : Physical Science Laboratory and its Organization (L-6; T-3; P-7)

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 – Instructional Cards- Virtual Physical Science Laboratory

Task Assessment: Perform any two virtual Physical Science experiments and give the report.

Unit IV: Recent trends in Physical Science

(L-6;T-3;P-5)

Nano Technology- Earth Science Today- Cryogenic Techniques and Manned Space - Fiber Optics – Current Trends in Astro Physics - Chandrayan Mission - Medical Physics - Geo Physics – Bio-Physics and Bio-Chemistry

Task Assessment : Create your own Blog to share educational insights and reflections

Unit V: Evaluation and Action Research

(L-6;T-3; P-7)

Evaluation – Need and Importance - Construction of Diagnostic Test and - 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-Characteristics of Achievement Test - Action Research – Meaning –Definition- Importance, Characteristics, Steps in Action Research Advantages and Disadvantages.

Task Assessment: Design a blue-print and Question Paper for achievement test on any five topics in Physical Science.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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Supplementary Readings

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E-Resources

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<https://phet.colorado.edu/>

<https://crocodileclips.net/>

<https://livewire1.software.informer.com/1.3/>

PEDAGOGY OF PHYSICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	generalizes the principles and organization of curriculum construction (L2)	1,2,3,4,5,	,2,3,4,,6,7,8,9,10
2	identifies the Best Practices for Technology Integration in Physical Science Instruction (L1)	1,2,3,4,5,	1,3,4,5,7,8,9,10
3	categorizes virtual lab tools to organize online Physical Science experiments. (L4)	1,2,3,4,5,6,7,	1,2,3,4,5,6,7,8,9,10
4	promotes the laboratory skills to school environment (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	discriminates appropriate evaluation techniques to assess the progress of pupils (L5)	1,2,3,4,5,6,7,	1,2,3,4,5,6,7,8,9,10
6	designs innovative research proposals based on recent research in Physical Science Education (L6)	1,2,3,4,5,6,7,	1,2,3,4,5,8,9,

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - II SEMESTER EXAMINATION
PEDAGOGY OF PHYSICAL SCIENCE – II

Time: 3 hrs.

Max. Marks: 60

Section – A (5 X 1 = 5)

Answer all the following questions: -

1. The term curriculum literally means CLO2 L1
 - a) Syllabus
 - b) Course to be run
 - c) Evaluation
 - d) Instruction
2. DIKSHA platform is launched by CLO1 L1
 - a) NCERT
 - b) MHRD
 - c) UNICEF
 - d) CBSE
3. Indent means CLO3 L1
 - a) Damage log
 - b) Purchase request
 - c) Time table
 - d) Experiment list
4. Chandrayaan-3 mission achieved CLO6 L2
 - a) Orbit around Jupiter
 - b) South Pole moon landing
 - c) Mars rover landing
 - d) Sun probe
5. Blueprint is prepared for CLO5 L2
 - a) Lesson plan
 - b) Test construction
 - c) Field trips
 - d) Laboratory work

Section - B (5 X 2 = 10)

Answer all the following questions in about 50 words each:

1. Why is textbook evaluation necessary? CLO2 L2
2. Mention two guiding principles of ICT in teaching. CLO1 L2
3. List two safety rules for the laboratory. CLO3 L1
4. What is nanotechnology? CLO6 L2
5. Write two steps in achievement test construction. CLO5 L1

Section - C (3 X 5 = 15)

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

1. Analyse how NCERT and UNICEF contribute to curriculum improvement and explain how their roles complement each other in promoting quality science education. CLO1 L4
2. Explain the applications of PhET and Crocodile Clips in teaching physical science and analyse how they help students understand abstract scientific concepts. CLO2 L3
3. Examine the functions of laboratory manuals in organising practical work and explain how they support scientific inquiry and student safety in physical science laboratories. CLO3 L4

4. Analyse how biophysics and biochemistry integrate concepts from multiple scientific disciplines and explain their relevance to understanding modern scientific problems. CLO6 L4
5. Classify different types of test items and analyse how each type helps assess different levels of student learning. CLO5L3

Section - D (2 X 15 = 30)

Answer the following questions in about 750 words each:-

1. Critically evaluate the PSSC and CHEM Study projects and synthesise their relevance for 21st-century Physical Science education. CLO2 L5

OR

Construct a comparative analytical framework to examine the strengths, limitations and pedagogical implications of synchronous, asynchronous, mobile, blended and flipped learning modes in modern science classrooms. CLO1L6

2. Design a comprehensive model for planning, designing and organising an ideal Physical Science laboratory, integrating safety protocols, infrastructure standards and virtual laboratory components. CLO3L6

OR

Develop a complete action research proposal to investigate a significant classroom problem detailing the problem identification, intervention planning, data tools, analysis and outcome evaluation. CLO5 L6

jkpo; fw;gpj;jy; - II

Course Code: 25SBCTA

Credits: 3

Number of Hours: 75 (L – 30; T – 15; P– 30)

ghlnewp KbTWk; epiyapy; khzt MrphpaH;

- fiyj;jpl;l tbtikj;jypd; Njh;e;njLj;jy; kw;Wk; xUq;fpizj;jy; Nfhl;ghLfisf; fz;lwpth; (L2)
- nkhopapay; rhh; Nfhl;ghLfS;> xyp cr;rhpg;Gfis ca;j;JzHtH (L2)
- gy;NtW cj;jpfisg; gad;gLj;jp jkpo;nkhop jpwd;fis kjpg;gpLth (L3)
- jkpo; fw;gpj;jypy; gy;NtW njhopy;El;gq;fis gad;gLj;JtH (L4)
- jkpopy; cUkhw;wf;\$ba Nghf;FfSf;F kpd;dZ fw;wy; njhFjpia vLj;Jf;fhl;LfSld; tbtikg;gH
- jkpo; nka;epfH E}yfj;ij ,iza topahf ghh;itapl;L jkpo;nkhopf; fw;gpj;jYf;Fg; gad;gLj;JtH (L5)

myF 1 : gs;spf; fy;tpapy; fiyj;jpl;l cUthf;fKk; ghpkhw;wKk; (L -6; T -3 ; P-6)

fiyj;jpl;lk;-tiuaiw- Nehf;fq;fs;- gad;fs; - fiyj;jpl;l;jpd; tiffs;- fiyj;jpl;lf; Nfhl;ghL – Njrpa ghlj;jpl;lf; fl;likg;G (NCF) gpuhe;jpa nkhopfspd; gq;F - ghIE}y; - ghIE}ypd; ey;ypay;Gfs; - Mwhk; tFg;G Kjy; gjpndhd;whk; tFg;G jkpo;g;ghl E}y;fs; - ghIE}y; kPs;ghh;it - fy;tpapd; Nehf;fq;fs;- Njrpa ,yf;FfSf;Fk; fy;tpapd; Nehf;fq;fSf;Fk; cs;s njhlHgpidf; fhzy; - fiyj;jpl;l;jpy; jha;nkhop ngWk; ,lk;.

gzp kjpg;gPL;: xd;gJ> gjpndhd;whk; tFg;G jkpo; ghIE}y;fis gFg;gha;T nra;f

myF 2 :jkpo; fw;gpj;jypy; njhopy;El;gk; (L - 6 ; T - 3 ; P - 6)

kpd;dZ njhopy;El;gk; - nghUs;> Njit kw;Wk; Kf;fpaj;Jtk; - kpd;dZ fUtpfSk; mjd; gad;ghLfSk; - ,iltpid ntz;nkd; gyif - ,aq;Fk; khjphp -,izatopahf jkpo; fw;gpf;f gad;gLk; jw;fhy GJikfs; - tiyg;gjpTfs; - tiynahspfs; - gy;NtW jkpo; tiyjsq;fs; - jP\h nrayp - jkpo; ,iza kpd;D}yfk; - jkpo;nkhopf; fw;gth;fSf;fhd vz;zpyf;ff; fUtpfs; - jdpahs; NtWghl;by; njhopy;El;gj;jpd; gq;F

gzp kjpg;gPL;: jkpo; ,iza kpd;D}yfj;ij ,izak; topahfg; ghh;itapl;L mwpf;if rkh;g;gpf;f.

myF 3: nkhopapay; (L - 6; T - 3 ; P- 6)

xyp nkhopahjy;- jkpo;nkhopapd; gpwg;G - capH> nka;nahypfspd; gpwg;G - Ngr;R cWg;GfSk; mjd; nray;ghLfSk;- jkpo;nkhopapd; mikg;G - milg;nghyp - cunrhyp - %f;nfhyp - Mnlhyp - kUq;nfhyp - xypad;fs;- xypad;fisf; fz;lwpAk; nfhs;iff;f.

gzp kjpg;gPL;: Ngr;RWg;Gfspd; glk; tiue;J ghfq;fisf; Fwpf;f.

myF 4: kjpg;gPL> nray; Muha;r;rp (L - 6 ; T -3 ; P - 6)

Fiwawpr; Nrhjid cUthf;Fjy; - milTj;Njh;T – tpdhj;jhs; tbtikg;G - FiwfisAk; fw;gpj;jy; - NjHtpd; tiffs; - Gwta tpdh – FWtpdh – fl;Liutpdh nray; Muha;r;rp - gbfs; - gz;Gfs; - gad;fs;

gzp kjpg;gPL;: tpdhj;jhs; tbtikg;G %yk; xH myfpw;F milTj;Njh;T tpdhj;jhs; jahhpf;f.

myF 5 : jkpo;nkhopapd; tsHr;rp epiy (L -10 ; T- 2 ; P -5)

fzpdpapy; jkpo; - mwptpay; jkpo;- gy;Y}lfKk; jkpo; fw;gpj;jYk; - nkhopngaHg;G - nkhop tsHr;rpapy; nkhopngaHg;gpd; gq;F - nkhopngah;g;gpd; tiffs;- nrhy;Yf;Fnrhy; nkhopngaHg;G - %yE}y; nkhopngaHg;G - jOty;- RUf;f nkhopngaHg;G- tphpthd nkhopngaHg;G – rhpahd nkhopngaHg;G - Nfhl;ghLfs;- rpf;fy;fs;- nkhopngaHg;gpd;NghJ ftdj;jpy; nfhs;s Ntz;bad

gzp kjpg;gPL;:- jkpo;nkhop tsH;r;rpapy; gy;Y}lf fw;gpj;jy; Jizf; fUtpfs; gq;fspg;igg gw;wp kpd; cs;slf;fk; jahhpf;f

Fwpg;G : khzt MrphpaH VjhtJ ,uz;L gzp kjpg;gPLfis Njh;T nra;a Ntz;Lk; (,aq;fiy / epfo;epiy)

ghh;it E}y;fs;:

m];yhk; Nf. (2022). *jkpo;fw;gpj;jy; EZf;fq;fs;>* rhe;jh gjpg;gfk;> ,uhN[e;jpud;> rq;fu NtyhAjk;> (2017). tuyhw;W nkhopapay; mbg;gilapy; jkpo;g; ngaHr;nrhw;fs; Ma;T ,uj;jpdrghgjp> gp (2022). jkpo; fw;gpj;jy; 1 & 2> rhe;jh gg;sp\H]; vl;tpd; n[gh> MH. (2014).*jkpo; fw;gpj;jypy; GJikfs;*. Nuh]; Mg;nrl; fzgjp, tp., &n[auhad;,+ (2005).*nghJjkpo;*. rhe;jh gjpg;gfk; fUzhfud;> fp. n[ah.t> (2015). nkhopapay; Gj;jfk; > rhe;jh gjpg;gfk; fiyr;nry;tp .nt (2012) *jkpo; gapw;wy; El;gq;fs;>*rQ;[Pt; ntspaPL Nfhksty;yp.rp (2016) fy;tpapay; jkpo; fw;gpf;Fk; Kiwfs; ghypNkj; gjpg;gfk; FUrhp kh.gh> fk;rhKifjPd; .K >fky;uh[; .k (2013) *Gs;spapay;>* = rf;jp ig Mh;l;];. rf;jpNty; .R (2006) *jkpo;nkhop tuyhW>* kzpthrfH gjpg;gfk; rz;KftbNty;...uh (2009) *jkpo;tsh;j;j rhd;Nwhh;fs;>* fiyQd; gjpf;fgk; rutzd;. g (2024) *nraw;if Ez;zwpT*. Rthrk; gg;spNf\id; jPdjahs;> NguhrphpaH.rptf;Fkhh; .k (2010) *ige;jkpo; fw;gpj;jy;>* = fpU\;zh gjpg;gfk;> nrd;id Jiu kzpfz;ld;> thdj j (2016) jkpo;f; fzpdp ,izag; gad;ghLfs;> fkydpd gjpg;gfk; ehfuh[d; .fp (2006) *fy;tp Muha;r;rp newpKiwfs;>*,uhk; gjpfk; gjpg;gfk; gukrptk; nrh. (2015) *ew;wkpo; ,yf;fzk;>* ftf;Fapy; mr;rfk;. gpughfud; .c (2009) *nghJjkpo;>* rk;Af;jh gjpg;gfk; nghpaz;zd; Nfh. (2016) jkpo;nkhop fw;gpj;jypy; Gjpa mZFKiwfs;> tdpjh gjpg;gfk; tp.khpa me;Njhzp> f. jpUkhwd; (1989) *jkpo; ,yf;fzk;.>*& nrz;gfh gjpg;gfk;. kPdhl;rp Re;juk; .m >nry;tk; .ngh (2010)>*nghJjkpo; fw;gpj;jy;>* fht;akhyh gjpg;gfk;. kPdhl;rp Re;juk; .M (2006) *fy;tpapay; kjpg;gpLjYk; Ma;Tk;>* fht;akhyh gjpg;gfk;>

uh[k;khs; uh[Nfhghy; .f (2006) fy;tpapay; kjpg;gPL> Gs;spapay; Muha;r;rp> rhe;jh
gjpg;gfk;.

tjuhrd; K. (1974) nkhopE}y;> jpUney;Ntyp njd; ,e;jpa irt rpj;jhe;jg; gjg;gff; fof
ntspaPL.

t[puNtY R (2019). jkpo; fw;g;gpf;Fk; Kiwfs; ,uhk; gjpg;gfk;

NtZNfhghy; .gh (2009) Nf.rhe;jFkhhp>rpwg;Gj;jkpo;fw;gpj;jy;> rhujh gjpg;gfk;

kpd; tsq;fs;

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<https://www.languageinindia.com>

<http://ilanguage.org>tamil>

<http://sites.uni.edu.beeker.Tamil>

<https://diksha.gov.in>

jkpo; fw;gpj;jy;

CLOs	ghlnewp KbTWk; epiyapy; khzt MrphpaH ngWk; fw;wy; milTfs;	PLO Addressed	PSO Addressed
1	fiyj;jpl;l tbtikj;jypd; Njh;e;njLj;jy; kw;Wk; xUq;fpizj;jy; Nfhl;ghLfisf; fz;lwpth; (L2)	1,2,4,5,6,7,8,	1,2,3,5,6,8,9
2	nkhopapay; rhh; Nfhl;ghLfs;> xyp cr;rhpg;Gfis ca;j;JzHtH (L2)	2,3,5,6,7,8	1,2,4,5,7,9
3	gy;NtW cj;jpfisg; gad;gLj;jp jkpo;nkhop jpwd;fis kjpg;gpLth (L3)	2,5,6	1,3,5,7,8
4	jkpo; fw;gpj;jypy; gy;NtW njhopy;El;gq;fis gad;gLj;JtH (L4)	1,2,5,6,7,8	1,3,5,7, 10
5	,yf;fzg; gjq;fisAk; tpjpfisAk; Ghpe;J gad;gLj;JtH (L4)	1,2,3,4,5,6,7	1,2,3,4,5,7,8
6	jkpo; nka;epfH E}yfi;j ,izatopahf ghh;itapl;L jkpo;nkhopf; fw;gpj;jYf;Fg; gad;gLj;JtH (L5)	2,3,4,5,7,8	1,2,3,5,7,8,9,10

Course Mapping

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

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

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

jkpo; fw;gpj;jy;

Time: 3.00 hrs.

Max. Marks: 60

gFjp - m

(5x1=5Marks)

rhpahd tpiliaj; NjHe;njLj;njOJf:-

1. fiyj;jpl;lk; vd;gjd; nghUs; ---- (CLO1, L3)
m) XLjsk; M) gapw;rpf;fsk; ,)gl;liw <)gzp mDgtk;
2. jkpo; ,izag; gy;fiyf;fofk; cs;s ,lk; ---- (CLO2, L2)
m) kJiu M) nrd;id ,) tpOg;Guk; <)jQ;rhT+u;
3. kpd;dZ fUtp ,y;yhj xd;W ---- (CLO2, L2)
m) njhiyf;fhl;rp M) kbf;fzpdp
,) tpsf;fg;glk; <) KfE}y;
4. nkhopj;jpwid mstpl elj;jg;gLk; Njh;T ---- (CLO4, L2)
m) Fiwawpj; Njh;T M) milTj;Njh;T
,) nkhopty;yikj; Njh;T <) gUtj;Njh;T
5. gilg;gpd; %yf;fUj;ij khw;whky; nra;ag;gLk; nkhopngaHg;G (CLO5, L2)
m) jOty; M) rhpahd nkhopngaHg;G
,) %yE}y; nkhopngaHg;G <) nrhy;Yf;F nrhy; nkhopngaHg;G

gFjp-M

(5 X 2=10 Marks)

fPo;fhZk; tpdhf;fs; xt;nthd;wpw;Fk; 50 nrhw;fs; kpfhky; tpilaspf;fTk;:-

6. fiyj;jpl;lk; - tiuaWf;f. (CLO1, L1)
7. kpd;dZ njhopy; El;gj;jpd; Kf;faj;Jtj;ij \$Wf (CLO2, L3)
8. nkhopngaHg;G tiuaW. (CLO5, L2)
9. Fiwawp Nrhjid vd;why; vd;d? (CLO4, L2)
10. nkhopngaHg;G Nfhl;ghLfs; ahit? (CLO5, L3)

gFjp-,

(3 x 5=15 Marks)

fPo;fhZk; tpdhf;fspy; vitNaDk; %d;W tpdhf;fSf;F 250 nrhw;fspy; tpilaspf;fTk;:-

11. fiyj;jpl;l Nfhl;ghLfis vOJf. (CLO1, L4)
12. jkpo; ,izakpd; E}yfk; gw;wpa fUj;Jf;fis rPh;J}f;fp fhz;f. (CLO2, L5)
13. xypad;fisf; fz;lwpAk; nfhs;iffis MuhaTk;. (CLO3, L4)
14. nkhopngaHg;gpd; NghJ ftdj;jpy; nfhs;s Ntz;bait ahit? (CLO5, L4)
15. milTj;Njh;T vd;why; vd;d? mjd; tiffis (v.fh) tpsf;Ff (CLO4, L3)

gFjp-<

(2x15=30 Marks)

fPo;fhZk; tpdhf;fSf;F 750 nrhw;fspy; tpilaspf;fTk;:-

16. m. gs;sp fiyj;jpl;l;jjpy; jha;nkhop ngWkplk; gw;wp tpthpf;f. (CLO1, L4)
(my;yJ)
M. jkpo; fw;gpj;jypy; jw;fhy njhopy;El;gj;jpd; gq;F tpsf;Ff. (CLO2, L5)
17. m. jkpo;nkhop tsHr;rpapy; fzpdpapd; gq;F gw;wp fl;Liu tiuf (CLO5, L4)
(my;yJ)
M. nkhopngaHg;gpd; tiffis jFe;j v.fh. gl;baypLf. (CLO5, L3)

PEDAGOGY OF LANGUAGE - ENGLISH- II

Course Code: 25SBPLE

Credits: 3

Number of Hours – 75 (L- 30; T-15;P-30)

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Aims, objectives and teaching skills (L – 8; T – 2 ; P – 3)

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

Task Assessment : Prepare an e-report on your experience of practicing micro teaching and Link Lesson

Unit II : Methods and Approaches (L – 4; T – 3; P- 10)

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

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

Unit III : Pronunciation and Spoken English (L-7; T-4; P-5)

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

Task Assessment: Present any two Conversation Drills

Unit IV : Listening Comprehension (L -7; T-3 ; P - 7)

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

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

Unit V : Resources of Teaching English (L – 4; T – 3; P – 5)

Programmed Learning – Principles of Programmed Learning – Remedial English Course – The English Reader – Types of English Readers – The Supplementary Reader – Criteria for the Selection of the Reader.

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

Note: The Prospective Teachers should select any two Task Assessments (Online)

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- <https://www.cambridgeenglish.org>
- <https://www.englishhch-hilfen.de>
- <https://www.talkenglish.com>

PEDAGOGY OF LANGUAGE ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	categorizes the micro teaching skills in teaching English (L2)	1,2,3,4,5,7,8	1,2,5,7,9,10
2	Gets mastery of the various methods and approaches in teaching English (L3)	1,2,3,4,5,7,8	1,2,5,6,7, 9,10
3	Practices correct pronunciation in spoken English (L5)	1,2,3,4,5,7,8	1,3,4,5,8,9
4	discriminates listening for perception and comprehension (L4)	2,5,6,7,8	1,5,7,8,9,10
5	identifies types of English Reader (L1)	1,5,6,8	1, 5, 8, 9, 7
6	develops the aptitude of teaching English using various resources (L6)	1,2,3,5,6,8	3,4,7,8,9,10

Course Mapping

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

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

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

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. One of the characteristics of micro-teaching is ----- (CLO1, L2)
 - (a) The student-teacher uses all the skills during teaching.
 - (b) The student-teacher takes a lesson for a period of 45 minutes
 - (c) It is one of the teaching methods to be followed in the macro-teaching class as it is.
 - (d) The re-teach-session gives the student teachers the necessary practice for mastering the concerned sub skills.
2. Among the following, the one which is not the direct method is ----- (CLO2, L2)
 - (a) Teaching is done through English language
 - (b) Mother-tongue is the language of instruction
 - (c) Students are made to think in English
 - (d) Both oral and written skills are evaluated.
3. The number of vowel and consonant sounds in English are _____ and _____ (CLO3, L1)
 - (a) 5 and 21 (b) 8 and 12 (c) 20 and 24 (d) 26 and 44
4. Taking down from auditory memory is _____. (CLO4, L2)
 - (a) Spelling (b) Dictation (c) Punctuation (d) Preposition
5. One of the principles of programmed learning is ----- (CLO6, L1)
 - (a) Large Step (b) Self Pace
 - (c) Digital Media (d) Teacher-centered learning

Section - B

(5 X 2 = 10 Marks)

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

6. Differentiate General Instructional Objectives from Specific Instructional Objectives. (CLO1, L4)
7. Mention any four advantages of play way method. (CLO2, L2)
8. Define diphthongs. (CLO3, L1)
9. Illustrate 'Listening for Perception' and 'Listening for Comprehension'. (CLO4, L3)
10. Evaluate the purpose of teaching supplementary reader? (CLO5, L5)

Section - C (3 X 5 = 15 Marks)

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

11. Explain how the 'Skill of Stimulus Variation' supports an English teacher to teach the concept in real classroom. (CLO1, L4)
12. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning – Justify (CLO2, L5)
13. Why is the learning of English pronunciation difficult for a second language learner? (CLO3, L3)
14. Elucidate the three phases of listening with examples. (CLO4, L3)
15. How will you organize Remedial English Course? Write a plan of action. (CLO6, L6)

Section - D (2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. (a) Discuss the aims of teaching English at secondary level. (CLO1, L2)
(OR)
(b) Describe the salient features of structural-situational approach of teaching English. (CLO2, L4)
17. (a) Illustrate five techniques to develop 'Speaking of English- skill' of your students. (CLO3, L3)
(OR)
(b) Mention the criteria you would bear in mind while selecting an English reader? (CLO5, L5)

nkhop fw;gpj;jy; - jkpo;

Course Code :24SBPLT

Credits : 3

Number of Hours – 75 (L- 30; T-15; P-30)

ghlnewp KbTWk; epiyapy; khzt MrphpaH ngWk; fw;wy; milTfs;

- jkpo; fw;gpj;jypy; Ez;zpiyf; fw;gpj;jy; jpwd;fis NtWgLj;JtH (L2)
- fw;gpj;jy; mZFKiwfisf; nfhz;L ghlk; fw;gpg;Gj; jpl;lk; jahhpf;Fk; jpwd; ngWtH (L6)
- jpUj;jkhf NgRk; Kiwfis mwpe;J kjpg;gPL nra;tH (L5)
- jkpo; fwgpj;jypy; gy;NtW fw;gpj;jy; cj;jpfisAk; KiwfisAk; gad;gLj;JtH (L4)
- gbj;jypd; gy;NtW tiffis milahsk; fhZtH (L1)
- ey;y ifnaOj;jpd; gz;Gfis mwpe;J jpwid Nkk;gLj;JtH (L4)

myF 1 : Ez;zpiyf; fw;gpj;jy;> fw;gpj;jy; Nehf;fq;fs;**(L-8; T - 2; P- 3)**

Ez;zpiyf; fw;gpj;jy;- tpsf;fk;- gbfs;- Row;rp - ed;ikfs;- gapw;rp ngWk; jpwd;fs;- tpsf;Fjy; jpwd;- gy;tifj; J}z;ly;fisg; gad;gLj;Jk; jpwd;- vLj;Jf;fhl;LfSlid; tpsf;Fjy; jpwd; - fw;gpj;jy; Nehf;fq;fs;- nghJ kw;Wk; rpwg;G Nehf;fq;fs;- ghlj;jpl;lk; - tpsf;fk;- ghlj;jpl;lk; jahhpf;jypd; Kf;fpaj;Jtk; - ghlj;jpl;lk; jahhpf;Fk; NghJ MrphpaH kdjpy; nfhs;sj;jf;fd - ghlj;jpl;lk;> fw;gpj;jy; jpl;lk; - NtWghL - ghlj;jpl;l gbtk; jahhpf;jy;- nra;As;- ciueil - ,yf;fzk;- Jizg;ghlk; - fl;Liu.

gzp kjpg;gPL:: VjhtNjhH caHepiy jkpo;g; ghlg;gFjpapy; ghlj;jpl;lk; jahhpf;f.**myF 2 : jkpo; fw;gpf;Fk; Kiwfs;****(L-4 ; T-3 ; P -****10)**

khz;bNrhhp Kiw - tpsf;fk;- rpwg;gpay;Gfs;- fyg;G Kiwf; fw;wy; - tpsf;fk; - tiffs; - rpwg;gpay;Gfs; - fpz;lH fhh;ld; Kiw - tpsf;fk; - rpwg;gpay;Gfs; - thh;jh Kiw – tpsf;fk; - rpwg;gpay;Gfs; - kpd; fw;wy; Kiw -tpsf;fk; - rpwg;gpay;Gfs; - fhnzhypf; fhl;rptopf; fw;wy; - tpsf;fk; - rpwg;gpay;Gfs;

gzp kjpg;gPL:: thh;jh fy;tpKiwapd; nkhop gad;fis njhFj;J fl;Liu tiuf**myF 3 : Nfl;ly;> NgRjy; jpwd;fs;****(L-7 ; T-4 ; P- 5)**

Nfl;ly; jpwd;- tpsf;fk;- Nehf;fq;fs;- Nfl;lypd; epiyfs;- Nfl;ly; jpwidg; ghjpf;Fk; fhuzpfs; - mff;fhuzpfs;> Gwf;fhuzpfs;-Nfl;ly; jpwdpd; tiffs;- Nfl;ly; jpwid tsHf;Fk; gapw;rpfs;- NgRjy; jpwd;- tpsf;fk;- Nehf;fq;fs;- jpUe;jpa Ngr;rpj; ey;ypay;Gfs; - jpUj;jkpy;yh Ngr;rpj; njd;gLk; Fiwfs;; - Fiwfisf; fisAk; Kiwfs; - NgRjy; jpwid tsHf;Fk; gapw;rpfs; - kjpg;gPLjy;

gzp kjpg;gPL::-eh nefpo>; eh gpwo; gapw;rpj; njhFg;G jahhpf;f.**myF 4 : gbj;jy; jpwd;****(L - 7; T-3 ; P- 7)**

gbj;jy; jpwd;- tpsf;fk;- Nehf;fq;fs;- gbf;ff; fw;gpf;Fk; Kiwfs; - vOj;JKiw gbg;G - nrhy;Kiw gbg;G - nrhw;nwhlH Kiw gbg;G - gbj;jypd; tiffs;-tha;tpl;Lg; gbj;jy;-

tha;f;;Fl;gbj;jy; - Mo;e;j gbg;G - mfd;w gbg;G- gbj;jy; jpwid tsHf;Fk; gapw;rpfs; -
 kjpg;gPLjy;
gzp kjpg;gPL;: VjhtJ ,uz;L ,iza jsq;fisg; gFg;gha;T nra;f.

myF 5: vOJjy; jpwd;

(L – 4 ; T–3; P– 5)

vOJjy; jpwd;- tpsf;fk;- Nehf;fq;fs;- vOjf; fw;gpf;Fk; Kiwfs;- thpnahw;wp vOJjy;-
 gh;J vOJjy;- nrhy;tJ vOJjy;- vOJ fUtpiag; gpb;Fk; Kiw - ey;y ifnaOj;jpd; ,ay;Gfs;-
 vOJjy; jpwid tsHf;Fk; gapw;rpfs; - kjpg;gPLjy;

gzp kjpg;gPL;:-ifnaOj;Jg; gpujp jahhpf;f.

Fwpg;G : khzt MrphpaH VjhtJ ,uz;L gzp kjpg;gPLfis Njh;T nra;a Ntz;Lk; (,aq;fiy /
 epfo;epiy)

ghh;it E}y;fs;

vl;tpd; n[gh> MH (2014).ghlg;ngHUs; kw;Wk; jkpo; fw;gpj;jy;. Nuh]; Mg;nrl;
 fzgjp.t (2010).ew;wkpo; fw;gpf;Fk; Kiwfs;> rhe;jh gjpg;gfk;
 goepNtY .Qh (2006).nre;jkpo; fw;gpf;Fk; Kiwfs;> ma;ah epiyak;>
 gpughfud; .c (2010).ngHJ;jkpo;> rk;Af;jh gjpg;gfk;> ehkf;fy; jkpo;ehl;Lg;
 ghIE}y;fofk;>
 Jiu kzpfz;ld;> thdjp j (2016) jkpo;f; fzpdp ,izag; gad;ghLfs;> fkydpd gjpg;gfk;
 jz;lghzp .R (2012).jkpo; fw;gpj;jy;> kPdh gjpg;gfk;
 Nfhkdy;yp.rp (2016) fy;tpapay; jkpo; fw;gpf;Fk; Kiwfs; ghypNkj; gjpg;gfk;
 Nfhpte;juhrd;.K (1990).ew;wkpo; gapw;wypd; Nehf;fq;fSk; Kiwfs;> ru];tjp gjpg;gfk;
 nghpaz;zd; Nfh. (2016) jkpo;nkhop fw;gpj;jypy; Gjpa mZFKiwfs;> tdpjh gjpg;gfk;
 NtZNfhghy; ..gh (2006).ige;jkpo;fw;gpj;jy;>rhe;jh gjpg;gfk;
 t[puNtY R (2019). jkpo; fw;g;gpf;Fk; Kiwfs; ,uhk; gjpg;gfk;
 tp[ayl;Rkp .t (2016).Ez;zpiyf; fw;gpj;jy;> rhujh gjpg;gfk;
 tsE}y;> MrphpaH fy;tpg;gl;lag;gapw;rp> jkpo;nkhop; fy;tp> rtpjh gjpg;gfk;
www.cict.in (nrk;nkhopj; jkpoha;T kj;jpa epWtdk;)
www.chennaiibaray.com
www.Tamizhagam.net
<https://www.languageinindia.com>
<http://ilanguage.org>tamil>

nkhopf;fw;gpj;jy; - jkpo;

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	jkpo; fw;gpj;jypy; Ez;zpiyf; fw;gpj;jy; jpwd;fis NtWgLj;JtH (L2)	1,2,3,4,5,7,8	1,2,5,7,9,10
2	fw;gpj;jy; mZFKiwfisf; nfhz;L ghlk; fw;gpg;Gj; jpl;lk; jahhpf;Fk; jpwd; ngWtH (L6)	1,2,3,4,5,7,8	1,2,5,6,7, 9,10
3	jpUj;jkhf NgRk; Kiwfis mwpe;J kjpg;gPL nra;tH (L5)	1,2,3,4,5,7,8	1,3,4,5,8,9
4	jkpo; fwgpj;jypy; gy;NtW fw;gpj;jy; cj;jpfisAk; KiwfisAk; gad;gLj;JtH (L4)	2,5,6,7,8	1,5,7,8,9,10
5	gbj;jypd; gy;NtW tiffis milahsk; fhZtH (L1)	1,5,6,8	1, 5, 8, 9, 7
6	ey;y ifnaOj;jpd; gz;Gfis mwpe;J jpwid Nkk;gLj;JtH (L4)	1,2,3,5,6,8	3,4,7,8,9,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
nkhopf; fw;gpj;jy; - jkpo; - II

Time: 3.00 hrs.

Max. Marks: 60

gFjp - m**(5x1 = 5 Marks)**

rhpahd tpiliaj; NjHe;njLj;njOJf:-

1. Ez;zpiy fw;gpj;jy; vd;Dk; nrhy;iy Kj; Kjypy; gad;gLj;jpath; --- (CLO1 L1)
m) ghrp M) Myd; ,)];lhd;Nghh;L <) mnrrd;
2. Neu;topj; jpl;lkpliyf; fz;lwpe;jtu;----- (CLO2, L1)
m)];f;pd;du; M) fpnuslu; ,)];ngd;ru; <) khz;bNrhup
3. Xypaiyfisg; gw;wpa tpopg;Gzh;T ----- (CLO3, L2)
m) Nfl;ly; M) cw;Wf;Nfl;ly;
,) nrtpkLj;jy; <) El;gkhff; Nfl;ly;
4. xU epkplj;jpw;Fs; ghu;j;J gbf;ff; \$ba nrhw;fspd;
vz;zpf;if ----- (CLO4, L1)
m) 100 - 130 M) 140 - 150 ,) 160 - 175 <) 250 - 300
5. xyp tbtq;fisf;; thptbtq;fshff; ntspapLtJ ----- (CLO5, L2)
m) vOj;J M) irif
,) xyp <) Ngr;R

gFjp - M**(5X2=10 Marks)****fPo;fhZk; tpdhf;fs; xt;nthd;wpw;Fk; 50 nrhw;fs; kpfhky; tpilaspf;fTk;-**

6. Ez;zpiy fw;gpj;jy; - tiuaW. (CLO1, L1)
7. jpl;lkpl;L fw;wypd; rpwg;gpay;Gfis vOJf. (CLO2, L2)
8. gs;spfsy; Nfl;ly; jpwid tsu;f;Fk; nray;ghLfs; ahit?
(CLO3, L2)
9. nrhy;tij vOJtjhy; Vw;gLk; ed;ikfs; ahit? (CLO5, L4)
10. tha;tpl;L gbj;jy; fw;wy; jpwid Nkk;gLj;j cjTkh - ck; \$w;iw
epahag;gLj;Jf.(CLO4, L5)

gFjp - ,**(3X5=15 Marks)****fPo;fhZk; tpdhf;fsy; vitNaDk; %d;W tpdhf;fSf;F 250 nrhw;fsy; tpilaspf;fTk;-**

11. gy;tif J}z;ly; jpwdpd; cl;jpwd;fis tpsf;Ff. (CLO1, L2)
12. fyg;GKiw fw;wypd; tiffs; ahit? (CLO2, L2)
13. jpUj;jkpy;yh Ngr;rpy; fhzg;gLk; Fiwfisf; fisAk; Kiwfis vOJf. (CLO3, L3)
14. mfd;wgbg;G> Mo;e;j gbg;gpw;Fs;s NtWghLfis vOJf.(CLO4, L4)
15. ey;y ifnaOj;jpd; ey;ypay;Gfs; ahit? (CLO5, L2)

gFjp - < (2X15=30 Marks)

fPo;fhZk; tpdhf;fSf;F 750 nrhw;fsfy; tpilaspf;fTk;-

16. m. jpUe;jpa Ngr; rpd; ey;ypay;Gfisg; gl;baypl;L
tphpj;njOJf. (CLO3, L4)

(my;yJ)

M. gbf;f fw;gpf;Fk; Kiwfis tpthpj;njOJf. (CLO4, L2)

17. m. nra;As; ghlg;gFjpf;Fg; ghlj;jpl;lk; xd;W vOJf. (CLO1, L6)

(my;yJ)

M. vOj fw;gpf;Fk; Kiwfis tpsf;Ff.(CLO5, L3)

ELECTIVE - PHYSICAL AND HEALTH EDUCATION

Course Code: 24SBEPH

Credits : 3

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

Course Learning Outcomes

The student teacher

- describes the origin and development of Olympic games. (L1)
- applies the knowledge to organize Physical activities and tournaments. (L1)
- revises the concepts of Health Education. (L5)
- analyzes the causes of malnutrition and vitamin deficiency diseases. (L4)
- applies knowledge of injuries and to provide first aid during emergencies. (L3)
- realizes the importance of recreation in daily life. (L3)

Unit I : Nature of Physical Education

(L - 6; T - 4 ; P - 7)

Physical Fitness- Meaning, Definition, Components and Benefits of Physical Fitness, Factors Influencing Physical Fitness - Origin and Development of Ancient and Modern Olympics - Olympic Torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games.

Task Assessment: Prepare a report on "Indian Participation in Olympic Games".

Unit II : Physical Education and Recreation

(L-6;T-3;P-7)

Recreation - Meaning, Definition, Objectives; Levels of Recreation, Importance of Methods and Materials in the Teaching of Recreation - Aquatic activities, Art & Craft, Calisthenics, Camping, Dance, Drama and Outdoor Activities.

Task Assessment: Prepare a booklet depicting various recreational activities indicating levels of recreation.

Unit III : Organizing Physical Activities and Tournaments

(L-7; T-3; P - 4)

Intramural and Extramural Competitions - Intramural Competition Committee, Tournaments - Types of Tournaments, Single Knock out Tournament - Merits and Demerits, Method of Drawing Fixtures for Single Knock out Tournament, Athletic meet -- Pre Meet Work, Meet Work and Post Meet Work.

Task Assessment: Prepare a report on "Sports Meet" with the details of Pre Meet, Meet and Post Meet works.

Unit IV : Concept of Health Education

(L-5 ; T - 4; P -

11)

Health Education - Meaning, Definition - Personal Hygiene - Health Services in Schools -Causes, Symptoms and Prevention of Common Cold, Malaria, Typhoid,

Dengue, Diabetics, Cancer and HIV/AIDS - Food - Meaning, Constituents of food, Deficiency Diseases, Malnutrition - Balanced diet

Task Assessment: Analyze the measures taken by the model school to protect the health and hygiene of the students.

Unit V – Safety Education and First Aid

(L- 9 ; T - 5 ; P -

4)

Safety Measures in Play fields, Road, School and Home - First Aid: Road, Water, Fire Accidents and Snake Bite - Principles of First Aid, First Aid Equipment, First Aid to Common Sports Injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

Task Assessment: Prepare an awareness video on Road Safety/First Aid to any injury to create awareness among School Children

Note: The Prospective Teachers should select any two Task Assessments (Online)

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<https://www.indianredcross.org/fmr/Module2.pdf>

PHYSICAL AND HEALTH EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the origin and development of Olympic games. (L1)	1, 2, 3, 4,5,7,8	1,2,3, 6
2	applies the knowledge to organize Physical Education activities and tournaments. (L4)	1, 2, 3, 4,5	1,2,3,4,5,9
3	revises the concepts of Health Education. (L5)	1, 2, 3,4, 6, 7, 8	3,4,5,6,8,9
4	analyzes the causes of malnutrition and vitamin deficiency diseases. (L4)	1,2, 3, 4, 6, 7	3,4,5,6,8,9
5	applies the knowledge of injuries and to provide first aid during emergencies. (L3)	1, 2, 5, 6, 7, 8	3,4,5,6,8,9,10
6	realizes the importance recreation in daily life. (L3)	2, 3, 4, 5, 6, 7, 8	3,5,6,7,8,9,10

Course Mapping

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

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

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI - 627 002.
I B.Ed - II Semester Examination
ELECTIVE - PHYSICAL AND HEALTH EDUCATION

Marks: 60

Time: 3 hrs

Part - A**Answer all the questions:-****(5x1=5 marks)**

1. *The Olympic motto is (CLO1,L1)*
 - a) *Altius, Citius, Fortius*
 - b) *Altius, Citrus, Fortius*
 - c) *Citius, Altius, Fortius*
 - d) *Altius, Fortius, Citius*
2. *The distance of marathon run is (CLO1, L2)*
 - a) *24.263 kilometers*
 - b) *42.263 kilometers*
 - c) *24.363 kilometers*
 - d) *42.363 kilometers*
3. *Extramural competition is the (CLO2,L1)*
 - a) *competition between the colleges*
 - b) *competition between the Students*
 - c) *competition within the college*
 - d) *competition within the classroom*
4. *Single knock out tournament is (CLO2,L1)*
 - a) *single pulling out tournament*
 - b) *single window tournament*
 - c) *single bye match*
 - d) *single elimination tournament*
5. *The food which is rich in fibre is (CLO4, L1)*
 - a) *Grians*
 - b) *Leafy vegetables*
 - c) *Green Vegetables*
 - d) *Fish*

Part - B**Answer all the questions:-****(5x2=10 marks)**

6. *Define Extramural competition (CLO2,L1)*
7. *write any two merits of intramural competitions (CLO2, L2)*
8. *What is olympic motto? (CLO1, L1)*
9. *List down the levels of Recreation? (CLO5,L2)*
10. *What are the constituents of food? (CLO4, L1)*

Part - C**Answer any three of the following questions:-****(3x5=15 marks)**

11. *Write the differences between ancient and modern olympic games? (CLO1, L4)*
12. *Explain the components of health related physical fitness. (CLO2, L3)*
13. *Draw a fixture for 10 teams in a single knock out tournament. (CLO2, L6)*
14. *Evaluate the factors affecting good health? (CLO4, L3)*
15. *Describe the history of Ancient Olympic games? CLO1, (L1)*

Part - D

Answer all the questions:-

(2x15=30 marks)

16) a. Origin and development of modern olympic games - explain in detail. (CLO1, L2)

(or)

b. Explain the three different stages of sports meet work. (CLO2, L2)

17. Write about sports injuries and their first aid? (CLO5, L2)

(or)

b) Illustrate the causes and symptoms of communicable diseases (CLO3, L3)

ELECTIVE - SELF SCIENCE EDUCATION

Course Code: 25SBESE

Credits :3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- applies the healthy habits and maintains personal boundaries.(L3)
- describes the importance of self-discipline in the teaching profession.(L1)
- identifies the personal strengths, weaknesses, emotions and aspirations.(L2)
- analyzes the personality through reflection, self-observation and personality tools.(L4)
- evaluates the personal values and ethical decisions in professional or social contexts.(L5)
- creates a digital work that expresses personal thoughts and supports holistic growth. (L6)

Unit I: Understanding the Self

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

Self-Science: Meaning, Nature, And Scope of Self-Science - Self-Awareness: Meaning And Importance of Self-Awareness - Components of The Self - Understanding Strengths, Weaknesses, Emotions and Aspirations - Metacognition: Meaning, Planning, Monitoring, Evaluating - Tools for Self-Awareness: Reflection and Self-Observation and Personality Frameworks - Teacher Identity Formation: Personal, Professional, Social Identity.

Task Assessment: Report on your self-identity, focusing on your strengths, weaknesses, emotions and future goals

Unit II: Self-Discipline and Personal Regulation

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

Meaning And Need For Self-Discipline In The Teaching - Habit Formation and Behavioral Regulation - Emotional Regulation - Decision-Making Skills - Sleep Hygiene - Respecting Bodily Autonomy and Boundaries - Resilience: Meaning, Types, Coping Strategies - Goal Setting: SMART Goals, Habit Stacking - Building Personal Boundaries - Work-Life Balance - Mind-Body Connection: Physiology of Emotions, Breath Work.

Task Assessment: Make A Weekly Timetable that Balances Study, Personal Time and Relaxation.

Unit III: Self-Values and Ethical Development (L-8, T-3, P-4)

Meaning and Importance of Self-Values - Types of Values: Personal, Moral, Social, Cultural, Professional Values - Ethical Reasoning In Teaching - Character-Building Practices: Gratitude, Compassion, Forgiveness - Purpose of Life, Inner Peace and Emotional Healing - Sexuality and Moral Conscience - Integrity, Transparency and Authenticity - Appreciating Our Womanhood: Understanding Feminine Identity, Dignity and Self-Worth.

Task Assessment: Write a Digital Gratitude note to someone who helped you.

Unit IV: Self-Responsibilities and Social Behavior (L-8, T-3, P-4)

Meaning And Scope of Self-Responsibility - Responsibility Toward Self: Personal Health, Safety, Emotional Well-Being - Teacher's Professional Responsibilities: Classroom Conduct, Professionalism, Punctuality, Procrastination Management, Equity, Inclusion- Social Behaviour and Community Responsibility - Responsible Digital Behaviour - Digital Distractions Control.

Task Assessment: Prepare a Table Showing Your Responsibilities for Health, Safety, Learning and Emotions

Unit V: Interpersonal Values and Holistic Growth (L-8, T-3, P-4)

Meaning And Importance of Interpersonal Values: Empathy, Respect, Cooperation, Trust - Components of Interpersonal Behavior - Concept of Holistic Development - Integration of Dimensions: Physical, Emotional, Social, Intellectual, Moral, Spiritual, Cultural, Digital and Environmental - Role of Teachers in Nurturing Whole-Child Development - Creativity and Self-Expression in Holistic Growth.

Task Assessment: Create and Upload a Digital Creative Work that Symbolises Your Thoughts and Identity.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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SELF SCIENCE EDUCATION

1	Describes the importance of self-discipline in the teaching profession (L1)	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 4, 5, 6, 8, 9
2	Identifies personal strengths, weaknesses, emotions and aspirations (L2)	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 6, 8, 9, 10
3	Applies healthy habits and maintains personal boundaries (L3)	1, 2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6, 8, 9, 10
4	Analyzes personality through reflection, self-observation and personality tools (L4)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 8, 9, 10
5	Evaluates personal values and ethical decisions in professional or social contexts (L5)	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 4, 5, 6, 8, 9, 10
6	Creates a digital work that expresses personal thoughts and supports holistic growth (L6)	1, 2, 3, 5, 7, 8	1, 2, 3, 4, 5, 6, 8, 9, 10

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

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓		✓			✓	
CLO2	✓	✓	✓				✓	
CLO3		✓	✓		✓			✓
CLO4			✓	✓	✓		✓	✓
CLO5	✓			✓	✓	✓		✓
CLO6	✓	✓	✓		✓	✓	✓	✓

COURSE MAPPING**MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC LEARNING OUTCOMES (PSLOs)**

	PSLO1	PSLO2	PSLO3	PSLO4	PSLO5	PSLO6	PSLO7	PSLO8	PSLO9	PSLO10
CLO1	✓	✓		✓		✓	✓			
CLO2	✓	✓	✓			✓	✓		✓	
CLO3		✓	✓		✓				✓	✓
CLO4			✓	✓	✓		✓		✓	✓
CLO5				✓	✓	✓		✓		✓
CLO6		✓	✓		✓	✓	✓	✓		✓

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE – SELF SCIENCE EDUCATION**

Time: 45 mins.

Max. Marks: 20

Section - A

(5x1 = 5 Marks)

Answer all the following questions.

1. Teacher identity formation primarily develops through: (CLO1, L2)
 - a) Memorizing teaching methods
 - b) Personal, professional and social experiences
 - c) Punishment and reinforcement
 - d) Stress management
2. Which of the following correctly represents the components of a SMART goal? (CLO2, L3)
 - A) Simple, Measurable, Achievable, Relevant, Timely
 - B) Specific, Measurable, Achievable, Relevant, Time-bound
 - C) Specific, Manageable, Attainable, Reliable, Timely
 - D) Simple, Manageable, Attainable, Relevant, Timely
3. **A teacher deciding to revise a policy to ensure honesty and transparency is engaging in:** (CLO3, L4)
 - A. Ethical reasoning
 - B. Values memorization
 - C. Conformity behavior
 - D. Passive decision-making
4. **Reducing digital distractions through selective app use demonstrates:** (CLO4, L3)
 - A. Social avoidance
 - B. Digital self-regulation
 - C. Punitive discipline
 - D. Declining self-worth
5. **A teacher encouraging students to express creativity during learning is supporting:** (CLO5, L3)
 - A. Physical development only
 - B. Holistic development
 - C. Strict academic discipline
 - D. Emotional suppression

Part - B

Answer all the questions:-

53x2=10 marks)

1. State any two components of the self. (CLO1, L1) (Remembering)
2. Define self-discipline. (CLO2, L2) (Remembering)
3. Analyze the meaning of moral values and how they influence a person's choices and actions. (CLO3, L4)
- 4 Evaluate the impact of digital behavior on society. (CLO4, L5)
5. Explain how a person's strengths and weaknesses influence their learning. (CLO5, L3)

Part - C

Answer any three of the following questions:- (3x5=15 marks)

1. Discuss the importance of Meta cognition in personal growth. (CLO1, L4)
2. Examine the importance of sleep hygiene in maintaining academic and personal efficiency.
(CLO2, L3).
3. Analyze the importance of equity and inclusion in a teacher's professional responsibilities. (CLO3, L4)
4. Discuss how teachers can manage procrastination and maintain professionalism.
(CLO4, L5)
5. Create a plan for how teachers can support the holistic development of every child.
(CLO5, L6)

Part - D

Answer all the questions:- (2x15=30 marks)

1. Design a critical framework to explain how self-awareness, emotional regulation and personal aspirations collectively shape teacher identity formation. (CLO1, L4)
(or)
Critically evaluate the extent to which personal, social, cultural and professional values influence a teacher's ethical identity and moral conscience. Support your judgment with relevant cases. (CLO2, L5)
2. Evaluate how self-responsibility, digital behavior and community participation help individuals become socially responsible. (CLO3, L6)
(or)
Analyze the physical, emotional, social, intellectual, moral, spiritual, cultural, digital and environmental dimensions interact to promote holistic development. (CLO4, L4)

ELECTIVE - DISASTER MANAGEMENT**Course Code: 25SBEDM****Credits: 3****Number of Hours:75 (L - 40; T - 15; P - 20)****Course Learning Outcomes:***The Prospective Teacher*

- recalls the fundamental concepts related to disaster management. (L1)
- analyzes the impact of different types of disasters on communities and the system of education. (L4)
- implements effective disaster preparedness plans in educational settings. (L3)
- demonstrates the ability to respond to a disaster situation appropriately. (L2)
- evaluates the recovery and rehabilitation processes following a disaster, with focus on educational continuity. (L5)
- proposes strategies for disaster mitigation and risk reduction within learning environment. (L6)

Unit I : Introduction**(L - 8; T - 2; P - 3)**

Disaster Management: Meaning, Definition, Terminology and Concepts - Historical Context of Disasters and Their Impact on Education - Classification: Natural and Human-Made Disasters - Social, Psychological and Educational Impact of Disasters on Individuals and Communities - Emerging Risk of Disasters - Climate Change - Role of Educators in Disaster Management.

Task Assessment: Collect evidences for natural and human-made disasters from media and present it signifying the role of an individual in disaster management.

Unit II : Approaches and Techniques**(L - 8; T - 4; P - 3)**

Principles and Framework - Theories of Disaster Management: Sustainable Development theory, Emergency Management Theory, System Theory, Policy Making Theory and Networking & Management Theory- Education for Sustainable Development.

Task Assessment: Create a concept map illustrating the interconnections among the theories of disaster management.

Unit III : Disaster Management in Indian Context**(L - 9; T - 2; P - 4)**

Disaster Profile of India - Major Disasters: 1984 Bhopal Gas Tragedy, 2001 Gujarat Earthquake, 2004 Indian Ocean Tsunami, 2013 Uttarakhand Floods, 2024 Wayanad Landslides - Disaster Management Act 2005 - Institutional and Financial Mechanism - National policy on Disaster Management - National Guidelines and Plans **Task Assessment:** Prepare an infograph highlighting any 3 major disasters in India.

Unit IV : Disaster Preparedness, Response and Management**(L - 7; T - 4; P - 6)**

School Disaster- Community Disaster Preparedness Plans - Risk Assessments in Educational Institutions - Training Teachers, Staff and Students in Disaster Preparedness - Immediate Response to a Disaster Situation - Evacuation Procedures and First Aid - Coordination with Local Authorities and Agencies

Task Assessment: Discuss in groups and design a disaster preparedness plan for a potential natural or human-made disaster relevant to a school in your locality.

Unit V : Recovery, Rehabilitation and Mitigation**(L - 8; T - 3; P - 4)**

Agencies: International, National and State - Post-disaster recovery and Continuity of Education - Psychological Support and Counselling for Students and Staff - Strategies for Mitigating Future Disaster Risks within the School Environment - Role of ICT in Mitigating Disaster Risks.

Task Assessment: Visit the websites of various agencies of Disaster Management Division, Ministry of Home Affairs, Government of India and prepare a guideline of contact.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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ELECTIVE -DISASTER MANAGEMENT

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	recalls the fundamental concepts and terminologies related to disaster management	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	analyzes the different types of disasters and their impact on communities and the system of education. (L4)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	implements effective disaster preparedness plans in educational settings.(L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	demonstrates the ability to respond to a disaster situation appropriately, ensuring the safety of learners and teachers.(L2)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	evaluates the recovery and rehabilitation processes following a disaster, with a focus on educational continuity. (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	proposes strategies for disaster mitigation and risk reduction within the learning environment.(L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE – DISASTER MANAGEMENT

Time: 45 mins.

Max. Marks: 20

Section - A

(5x1 = 5 Marks)

Answer all the following questions.

1. The meaning of the term "Mitigation" in the context of disaster management is _____. (CLO1, L2)
 - a. Immediate response to a disaster
 - b. Long-term actions to reduce the impact of disasters
 - c. Initial assessment of damages
 - d. Mobilizing resources for recovery
2. According to the emergency management cycle, _____ phase involves activities such as risk assessment and planning for potential disasters. (CLO3, L1)
 - a. Preparedness
 - b. Response
 - c. Recovery
 - d. Mitigation
3. In the context of first aid during disasters, the acronym "CPR" stands for _____.(CLO4, L1)
 - a. Cardiopulmonary Resuscitation
 - b. Critical Patient Relief
 - c. Crisis Prevention and Response
 - d. Casualty Pain Relief
4. The coastal region of India primarily affected by "Indian Ocean Tsunami" of 2004 is _____. (CLO1, L1)
 - a. East Coast
 - b. West Coast
 - c. Southern Coast
 - d. Northern Coast
5. The international organization which is responsible for coordinating humanitarian assistance and disaster response globally is _____.(CLO1, L1)
 - a. United Nations Development Programme
 - b. International Red Cross and Red Crescent Movement
 - c. World Health Organization
 - d. United Nations Office for Disaster Risk Reduction

Section – B (5 X 2 = 10)

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

6. What is the role of greenhouse effect in contributing to climate change? (CLO2, L2)
7. Mention the significance of networking in disaster management. (CLO4, L2)
8. List three key components of a school disaster preparedness plan. (CLO4, L1)
9. Elucidate the role of contingency funds in the financial mechanism for disaster management. (CLO3, L3)
10. What is the primary goal of psychological support in post-disaster recovery? (CLO5, L1)

Section - C (3 X 5 = 15)

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

11. Describe how educators can integrate disaster preparedness into the curriculum to support students' emotional well-being.(CLO3, L3)
12. Analyze the key principles of sustainable development theory of Disaster Management and evaluate how they can be practically implemented in a real-world context.(CLO4, L4)
13. Propose strategies for ongoing risk monitoring and adaptation in an educational institution. (CLO6, L6)

14. Evaluate the effectiveness of a specific national disaster management guideline and provide recommendations for improvements based on the evolving nature of disaster risks.(CLO4, L5)
15. Develop a practical plan outlining specific strategies for providing psychological support to both students and staff during the post-disaster recovery phase.(CLO5, L6)

Section – D (2 X 15 = 30)

Answer the following questions in about 600 words each:-

16. a. Analyze the distinctions between natural and human-made disasters, providing specific examples for each category. Discuss how understanding these distinctions can enlighten us on effective disaster preparedness and response strategies.(CLO2, L4)
(OR)
b. Design an innovative framework for coordinating emergency response efforts with local authorities and agencies, considering the advancements in technology and community engagement strategies.(CLO4, L6)
17. a. Evaluate the effectiveness of specific components within the National Policy on Disaster Management in India. (CLO5, L5)
(OR)
b. Apply your knowledge and understanding of Disaster Management to outline innovative strategies for mitigating future disaster risks within a school environment.(CLO6, L3)

EPC IV - SOFT SKILLS ENHANCEMENT

Course Code: 25SBESS

Credits: 2

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- identifies various aspects of soft skills to develop personality (L1)
- enhances the learner's soft skills by giving adequate exposure in LSRW and sub skills. (L3)
- develops attributes that enhance an individual's interactions, earning power and job performance.(L5)
- trains in interview skills, group discussions and presentation skills (L6)
- analyzes the type of communication in personal and professional environment. (L4)
- learns about leadership ,team building, decision making and stress management (L4)

Unit I : Understanding Self

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

Introduction to Soft Skills-Self-Discovery-Importance of Knowing Yourself- Johari's Window Model - Developing Positive Attitude-Improving Perceptions- - Value Formation and Ethics in Digital Age.

Task Assessment: Create a infographic on your own personal traits aspirations and goals.

Unit II : Interpersonal Skills

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

Developing Interpersonal Relationship-Importance of Interpersonal Skills- Team Building-Group Dynamics- Collaborative Leadership and Team Building - Net Working- Diversity and Inclusion in Teams

Task Assessment: Analyse the areas of your weak interpersonal skills and write a report for overcoming the same.

Unit -III : Communication Skills

(L-3; T-2; P-5)

Communication : Meaning and Significance -Principles of Communication- Importance of Listening, Speaking, Reading, Writing Skills in Communication - E-Mails - Netiquette

Task Assessment : Using LSRW skills ,construct a detailed summary of a book.

Unit IV : Interview Skills**(L-2; T-2; P-6)**

Job Interviews: Introduction, Resume, Curriculum Vitae, Job Application - Types of Interviews, Preparatory Steps for Job Interviews, Interview Skill Tips, Group Discussion: Introduction, Types of Group Discussions- Importance of Group Discussions.

Task Assessment : Conduct a Mock interview in your classroom

Unit V : Time and Stress Management Skills**(L-1; T-2; P-10)**

Introduction-The 80:20 Rule-Sense of Time Management- Five Steps to Successful Time Management - Time Management Matrix- Stress Management: Introduction-Meaning- Kinds of Stress -Sources of Stress - Effects of Stress -Stress Management Tips - Mindfulness-Based Stress Reduction

Task Assessment : Prepare a Time management matrix for your day routine.

Note: The Prospective Teachers should select any two Task Assessments (Online)

Practicum

1. Conduct a Mock interview in your classroom
2. Critically analyse yourself using SWOT analysis.
3. Conduct group discussion on "Dialogue and conversation have similar strategies-Is it Agreeable".
4. Discuss about "Importance of Soft skills".
5. Select a book review from any leading newspaper or a magazine/journal and analyze it from the point of view of book review.
6. Skit on "Relationship between a leader and his team"-Conduct in your classroom.

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E-Resources

- <https://www.goskills.com/Resources/Soft-skills-assessment>
- <https://in.indeed.com/career-advice/interviewing/soft-skills-interview-questions-and-answers>
- https://www.dgvaishnavcollege.edu.in/dgvaishnav-c/uploads/2020/01/7_PG-Soft-Skills-syllabus-2019-20-converted.pdf
- <http://www.sindhicollege.in/document/english/syllabus/softskills.pdf>
- <https://www.acumentoday.in/lsw-way-of-language-learning-listening-speaking-reading-writing/>

SOFT SKILLS ENHANCEMENT

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	develops communicative competence among the Students . (L3)	1, 2,4	3, 4, 5,7
2	enhances the learner's soft skills by giving adequate exposure in LSRW and sub skills. (L4)	1, 2,3, 4, 5	3, 4, 5,9
3	enables learners to put the life skills into practice with confidence.(L4)	1, 2, 3, 4,6, 8	1, 3, 5, 7
4	develops attributes that enhance an individual's interactions, earning power and job performance.(L5)	1, 2, 3, 6,7, 8	1, 2, 3, 4, 5, 7, 9
5	prepares them to deal with the external world in a collaborative manner, communicate effectively, take initiative, solve problems.(L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7,8, 9
6	trains the students in interview skills, group discussions and presentation skills, and enhance employability skills in students(L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EPC - SOFT SKILLS ENHANCEMENT**

Time: 45 mins.

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

Section - A

Answer all the following questions.

1. The kind of communication, "Talking with yourself", is called as _____. (CLO1, L1)
a. Formal b. Informal **c. Intrapersonal** d. Interpersonal
2. Visual perception as well as mental decoding of the symbols make reading a -----
(CLO2, L2)
a. cognitive process b. behavioural process c. reasoning process
d. decoding process
3. 'Main intention is to seek certain information' is appreciated in ---- (CLO2, L2)
a. empathetic listening b. appreciative listening c. evaluative listening
d. dialogic listening
4. Interpersonal communication can be called as ----- (CLO3, L1)
a. mass communication b. face to face public communication
c. dyadic communication d. virtual reality
5. Successful strategy for an interview is (CLO4, L2)
a. Personal rapport b. Good eye contact c. Clear idea of the key point
d. Good communication

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

6. What do you understand by soft skills? (CLO1, L2)
7. List any five factors that can destroy team spirit. (CLO4, L3)
8. Mention the functions of communication. (CLO5, L2)
9. What are the benefits of effective listening? (CLO2, L1)
10. Why is it important to keep updating one's knowledge and skill? (CLO1, L4)

Section - C

(1X5=5 Marks)

Answer any ONE of the following questions in about 250 words.

11. What are the main causes of stress? How can you reduce or avoid stress? Suggest your own ways. (CLO6, L6)
12. Appraise the predominant features of Group Discussion? (CLO4, L5)
13. Identify the characteristics found in a good listener. (CLO2, L4)

EPC – V - CREATIVE CRAFTS AND AESTHETICS

Course Code: 24SBECA

Credits: 2

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Arts and Crafts – Types

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

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

Task Assessment : Draw and Submit pictures using water colour

Unit II : Performing Arts

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

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

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

Unit III : Educational Instructional Aids

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

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

Task Assessment : Do free hand drawing using pencil and water colour

Unit IV : Creative Art

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

Emboss Painting – Glass Painting – Origami – Spray Painting – Print Making

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

Unit V : SUPW : Aesthetic Values

(L-2;T-3; P-7)

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

Task Assessment :Prepare any two artificial jewellery using clay.

Note: The Prospective Teachers should select any two Task Assessments (Online)

Practicum

Make creative Craft Booklet

1. Origami
2. 3 D Letters
3. Free Hand Drawing
4. Stick figures

References

Eleanor Watts. (1993). *The black board work*. Sangam Books India Ltd.

utpuh[;>S. (1990). *mofpa vOj;Jf;fs; vOJtJ vg;gb. ePA nrQ;Rhp Gf; `T];> (gp) ypkpnll;>*

Krishnamacharyulu, V. (2007). *Art education*, Neelkamal Publications Pvt. Ltd.

Nirmala C. Mistry. (1995). *Embroidery designs*. Naveent Publications (India) Limited.

Vijayan Nambiar, K.K. (2007). *Vocational studies & productive work (supw) in education*. Neelkamal Publications

<http://www.youtube.com/watch?v=SsZ5uSe3fEc&t=7s>

<http://youtu.be/QimxZ0n3E8E>

CREATIVE CRAFTS AND AESTHETICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recognize skills and knowledge about the various aspects of art education (L1)	1,3,4	1,3,4,8
2	contribute knowledge in performing arts utilizes leisure time profitably and usefully (L2)	1,3,4,5,6,8	1,3,4,6
3	constructs aesthetic skill and appreciation towards art form (L3)	1,2,4,5,8	1,3,5,7,8,9
4	designs educational instructional aids and creative works (L4)	1,6,8	2,3,4,5,6

Course Mapping

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

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

EPC-VI - LIBRARY AND INFORMATION SCIENCE**Course****Code:****25SBELS****Credits: 2****Number of Hours-50(L-10; T-10; P-30)****Course Learning Outcomes (CLOs)***The Prospective Teacher*

- states the importance of library in the field of education(L1)
- classifies the documentary and non-documentary sources(L2)
- interprets the various functions of library(L3)
- identifies the different types of e-resources available in the field of education(L4)
- utilizes the IT facilities available in the college (L3)
- collects the learning resources using library networks(L6)

Unit I: Library and Information Society**(L-2; T-2; P -4)**

Library: Definition Brief History of Library-S.R.Ranganathan-Father of Library Science-Five Laws of Library Science-Types of Libraries-National, Public, Academic and Special Libraries.

Unit II: Information Sources**(L-2; T-2; P -3)**

Definition of information Sources-Types of reference sources- Documentary Sources- Primary, Secondary and Tertiary Sources-Non Documentary Sources-Electronic/Web sources-e-books-e-journals.

Unit III Information Services**(L-2; T-2; P-6)**

Reference Service - Current Awareness Service - Selective Dissemination of Information Service (SDI) - Documentation Service - Reprographic Service -Web Based Library Services - Role of Teacher and Librarian in the Use of Library

Unit IV: Library Management System**(L-3; T -2; P -7)**

Structure and Functions of Library-Different Sections of Library-Classification-Cataloguing-Preservation and Conservation of Information Materials.

Unit V : ICT in Libraries**(L-1; T-2; P-10)**

Digital Library - Need and Importance of Library Automation - Library Softwares - KOHA Software - OPAC (Online Public Access Catalogue) - RFID (Radio Frequency Identification) Technology in Libraries - Library Networks-DELNET-INFLIBNET-UGC N-LIST Consortium - NDLI (National Digital Library of India)-

Note: The Prospective Teachers should select any two Task Assessments (Online)

Practicum:

1. Access and submit any e- book and e-journal Using DELNET (Developing Library Network)
2. People as Living Pages – Human Library
3. Read e- Newspapers using DELNET (Developing Library Network) and submit a report about it.
4. Design attractive postures for promoting reading using Canva or Google Slides.
5. Read any book/e-book related to education and post a book review on Google Doc.

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E-Resources

<https://nlist.inflibnet.ac.in>

<https://delnet.in>

<https://www.ndl.gov.in>

LIBRARY AND INFORMATION SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	states the importance of library in the field of education(L1)	1,3,4	1,3,4,8
2	classifies the documentary and non-documentary sources(L2)	1,3,4,5,6,8	1,3,4,6
3	interprets the various functions of library(L3)	1,2,4,5,8	1,3,5,7,8,9
4	identifies the different types of e-resources available in the field of education(L4)	1,6,8	2,3,4,5,6
5	collects the learning resources using library networks(L6)	1,2,3,4,6	1,5,7,8,9,10

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EPC - LIBRARY AND INFORMATION SCIENCE**

Time: 45 mins.

Max. Marks: 20

Section - A

(5x1 = 5 Marks)

Answer all the following questions.

1. Father of Library Science is (CLO 1, L1)
 - a) S.R.Ranganathan
 - b) Henry Fayal
 - c) Melvil Dewey
 - d) Srinivasa Reddy
2. Documentary sources are divided into parts (CLO 2, L2)
 - a) 2
 - b) 3
 - c) 4
 - d) 5
3. Identify the Primary source of information in the following. (CLO 2, L2)
 - a) Bibliography
 - b) Patent
 - c) Dictionary
 - d) Directory
4. INFLIBNET is located at. (CLO 5, L5)
 - a) Lucknow
 - b) Allahabad
 - c) Gujarat
 - d) Hyderabad
5. The classification number for Education is (CLO 3, L3)
 - a) T
 - b) E
 - c) D
 - d) N

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

6. Write the definition of Library. (CLO 1, L1)
7. What are different Sections of the library? (CLO 3, L3)
8. Define Primary Sources. Give some examples. (CLO 2, L2)
9. Draw the structure of the library? (CLO 3, L3)
10. Expand the following.(CLO 5 L5)
 - a) UGC
 - b) INFLIBNET
 - c) DELNET
 - d) NISSAT

Section - C

(1X5=5 Marks)

Answer any ONE of the following questions in about 250 words.

11. Explain the implications of any two laws of Library Science?(CLO 1, L1)
12. Write the services provided by INFLIBNET.(CLO 5, L5)
13. Describe information sources. (CLO 2, L2)

COURSE DESIGNERS	
PERSPECTIVES IN EDUCATION (PE)	
1. Psychology of Learners	Dr.R.Indra Mary Ezhil Selvi Ms.S.Arockia Reena Ms.E.Michael Jeya Priya
2. Curriculum Development in the Knowledge Era	Dr.J.Maria Prema Rev.Sr.L.Arul Suganthi Agnes Ms.D.Chandra Prabha
3. Assessment of Learning	Ms.S.Arockia Reena Ms.S.Jebasheela Jenifer Dr.V.Jani
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science - II	Dr.M.Maria Saroja Ms.E.Michael Jeya Priya
2. Pedagogy of Computer Science - II	Dr.M.Gnana Kamali
3. Pedagogy of English - II	Dr.E.C.Punitha Ms. C.Vennila Santha Ruby
4. Pedagogy of History - II	Dr.A.Jeya Sudha
5. Pedagogy of Mathematics - II	Rev.Sr.Dr.L.Vasanthi Medona Ms.S.Arockia Reena Dr.V.Jani
6. Pedagogy of Physical Science - II	Ms.S. Jebasheela Jenifer
7. Pedagogy of Tamil - II	Dr.G.Esther Maragathamani
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language - English - II	Dr.E.C.Punitha Ms. C.Vennila Santha Ruby Ms.D.Chandra Prabha
2. Pedagogy of Language - Tamil - II	Dr.Esther Maragathamani
ELECTIVES (Any One)	
1. Physical and Health Education	Dr.S.Josephine
2. Self-Science Education	Dr.V.Jani
3. Disaster Management	Dr.R.Indra Mary Ezhilselvi
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Soft Skills Enhancement	Rev.Sr.L.Arul Suganthi Agnes Dr.P.Johnny Rose Dr.V.Jani
2. Creative Crafts and Aesthetics	Ms. A.Mercy Jebathangam Pushpa
3. Library and Information Science	Dr.P.Johnny Rose
Value - Added Courses.	
Self-Study Courses	
Certificate Courses	

Value Added Courses

1. Yoga for Daily Life
2. E- content Development
3. Activity Based Learning

Self-Study Courses (Compulsory)

1. Any One Online Course SWAYAM / MOOC
2. TET Preparatory Course - Phase II

Self-Study Courses (Any One)

1. Data Communication and Networking
2. Story Telling and Dramatization

Certificate Course

1. Indian Knowledge System (Offline)
2. Community Engagement and Social Responsibility (Online)

SEMESTER - II
VALUE ADDED COURSES
(VAC)

YOGA FOR DAILY LIFE

Course Code : 25SBVYG

Course Learning Outcomes (CLOS)

The student teacher

- Identifies the concept of yoga and its significance (L2)
- realises the need of yoga in the present life situation (L1)
- Integrates yoga and meditation in life situation (L5)
- Acquires knowledge of the concepts of yoga and holistic health (L3)
- Performs various asanas, mudras, bhandas correctly and knows their benefits (L6)

Unit I : Foundations of Yogasana

Introduction - Meaning, Definition - Benefits of Yogasanas - Guidelines for doing Asanas - Surya Namaskar - Benefits of Surya Namaskar

Unit II : Understanding Standing Position Asanas

Procedure and benefits of Standing position Asanas - Thadasana - Ekapada Asana - Chakrasana - Uthkadasana - Trikonasana.

Unit III : Benefits and Practicing Sitting Position Asanas

Procedure and benefits of Sitting Position Asanas - Dandasana - Padmasana - Vajrasana - Sukasana - Yogamudra - Mandukasana - Mahamudra - Janusirasana - Paschimothasana - Ustrasana - Vakrasana - Gomukhasana.

Unit IV : Optimizing core strength with Asanas

Procedure and benefits of Lying position Asanas - Bhujangasana - Salabhasana - Dhanurasana - Naukasana - Makarasana - Pavana Mukthasana - Suptha Vajrasana - Matsyasana - Uddhana Padasana - Navasana - Halasana - Chakrasana - Savasana

Unit V : Rejuvenate the Life Force

Pranayama - Rules for Pranayama - Nadi Suddhi, Ujjaiyi, Seethali, Sithkari, Kapalabathi - Mudras - Chin mudra, vayu mudra, shunya mudra, prithvi mudra, surya mudra, varuna mudra, prana mudra, apana mudra, apana vayu mudra - Bandham - Jaladhara bandam, Uddyana bandam, Moola bandam.

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E- CONTENT DEVELOPMENT

Course Code : 25SBVEC

Course Learning Outcomes (CLO s)

The student teacher

- explains the meaning, need, importance, and types of e-content in education. (L1)
- follows the e-content development process, including scripting, stages, and phases, to create high-quality e-content. (L3)
- evaluates different authoring tools, such as survey tools, animation tools, and graphic editing tools, and choose the best one for a specific e-content purpose. (L5)
- creates interactive and engaging e-content using various tools, such as infographic and chart maker tools, presentation tools, media integration tools, TED-ED, and Canvas. (L6)
- designs and constructs an e-content project by synthesizing different instructional design models. (L6)

Unit I : Introduction to E-Content

E-Content: Meaning, Need, Importance, and Types – Kinds of E- Content Tools: freeware, open Source, proprietary, public domain – Roles and responsibilities of E- Content writer: Content Creation, Content Editing, Content Collaboration, Content Evaluation, Content Development

Unit II : E- Content Authoring Tools

Authoring Tools: Meaning, Need, Importance, Features, and Types – Survey Tools: Need, Importance, and Examples – Animation Tools and Graphic Editing Tools: Features and Applications

Unit III : Interactive Content Creation Tools

Infographic and Chart Maker Tools: Features and Applications – Powerpoint Presentation Tools: Features and Applications – Media Integration Tools: Features and Applications – Creating Interactive lessons using TED-ED and Canvas – Adding Apps and Quizzes in Canvas

Unit IV : Audio & Video Content Creation Tools

Podcast in Education: Meaning, Need, and Steps –Audacity: Features and Applications – Screen Recorders and Open Source Video Editors: Features and Applications – Video Editing Techniques: Tips and Tricks

Unit V : Designing and Development of E-content

E-content development: Meaning, Objectives, Need and UGC Guidelines- - E-content Development Process: Scripting, Stages, and Phases- E-content Development Model: Four Quadrant Approach, ADDIE, Dick and Carey, ASSURE

References:

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ACTIVITY BASED LEARNING

Course Code : 25SBVAL

Course Learning Outcomes (CLO s)

The student teacher

- generalizes quality in Education (L2)
- applies concepts to make children's participation (L3)
- integrates self-confidence and Self-reliance (L6)
- determines the evaluation procedure of the activity (L5)
- identifies the technical and professional competency that the students can learn to activity based learning (L4)

Unit- I : Introduction

ABL: Meaning - Definition - **Characteristics** - Process of ABL Method - Rationale for ABL - Benefits - Teachers Role

Unit II : Learning Strategies

Card Ladder - LOGOS and Grouping charts. Types of ABL Conventional Method - Learner-Centered Method - Learning within the World - ABL and children with disabilities.

Unit III : Classroom Processes

Preparing the classroom for ABL - Restructure of ABL - Assessment Techniques: Achievement chart - Challenges faced in ABL classroom.

Unit IV: Activities Included in Learning Process

Dramatization - Quizzes - Group discussions - Role play - Brainstorming - Problem solving - Debate - Field work - Discovery Learning - Project - Concept Mapping. Active Learning by thinking, discussing, investigating & creating.

Unit V: Teacher Student Relationship

Teachers as trusted participants - Teacher Student Relationship - students' autonomy and improve Self Accessing Strategy - Benefits of teacher - Impact on India.

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SEMESTER II
SELF-STUDY COURSES
(SSC)

TET PREPARATORY COURSE - PHASE II

Course Code : 25SBST2

COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

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

Unit I : GROWTH AND DEVELOPMENT OF THE CHILD**Unit II : THEORIES OF CHILD DEVELOPMENT****Unit III : ATTENTION, PERCEPTION AND MEMORY****Unit IV: MOTIVATION AND LEARNING****Unit V: INTELLIGENCE AND CREATIVITY****Unit VI: PERSONALITY****Unit VII SOCIALIZING AGENCIES OF CHILD DEVELOPMENT****Unit VIII: PEDAGOGICAL CONCERNS - PART I****Unit IX : PEDAGOGICAL CONCERNS - PART II****தமிழ்: (வகுப்பு VI முதல் VIII)**

பேசுதல் திறன், எழுதுதல் திறன், நிகழ்ச்சி நிரல் தயாரித்தல் , அறிக்கை எழுதுதல், முடிக்கத் தொடர்கள் எழுதுதல், இலக்கணம் ,செய்திகள், கருத்துகள், நூல்கள் ஆகியவற்றை கருத்தாய்வு செய்து எழுதுதல்

English: (STD VI TO VI)

Area/Skills: Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Supplementary Reader.

Maths: (STD VI TO VIII)

Area/Skills: Number system - I and II, Measurements, Algebra, Life mathematics, Geometry, statistics, Information processing.

Science: (STD VI TO VIII)

Area/Skills : Measurement, Forces and Motion, Heat, Electricity, Magnetism, Matter around us, Changes around us, Air, Water, Chemistry in Everyday life, Living

world of Plants and Animals, Health and Hygiene, The Cell, Human Organ System, Plants in daily life, Reproduction and Modification in Plants.

Social Science: (STD VI TO VIII)

Area/Skills: Human Evolution, Indus Civilisation, Ancient Cities of Tamilagam, Vedic Culture in North India and Megalithic Culture in South India, Great Thinkers and New Faiths, Society and Culture in Ancient Tamizhagam: The Sangam Age, The Post-Mauryan India, The Age of Empires: Guptas and Vardhanas, The Universe and Solar System, Land and Oceans , Resources, Globe, Understanding Diversity, National Symbols, The Constitution of India, Democracy.

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- Mathematics - Standard VI-X Tamil Nadu Textbook and Educational Services Corporation (2022)
- Science - Standard VI-X, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Social Science - VI- X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Computer Science - Higher Secondary - First Year - Volume I, Tamil Nadu Textbook and Educational Services Corporation (2020)
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INTERIOR DECORATION

Course Code : 25SBSID

Course Learning Outcomes (CLOs)

- extrapolates the principles of interior design (L2)
- interprets the knowledge of color pattern (L3)
- adapts the strategy of designs in interior and exterior (L4)
- interprets the knowledge of motif design (L3)
- implements the principles of art elements in the creation of new design (L2)

Unit-I : Interior design

Interior Design – Meaning and concepts. Development - a historic review. Place of interior design in the modern era- changing trends and salient features. Objectives of aesthetic planning - Beauty, expressiveness, functionalism and economy. Good taste – meaning, role and importance. Need for developing skill in aesthetics.

Unit II: Decorative Design

Design –Definition, meaning, purpose. Types - Structural and decorative design and characteristics. Classification of decorative design - Naturalistic, conventional, geometric, abstract, historic and biomorphic.

Unit III : Elements of Design

Elements of design - Line and direction, form and shape, size, colour, light, pattern, texture and space. Application of elements to form designs in interior and exterior. Application of colour harmonies in the interiors and exteriors.

Unit IV : Principles of Design

Principles of design –Balance, rhythm, emphasis, harmony, proportion – meaning, and its application in the interior and exterior houses and other commercial buildings.

Unit V : Motif design

Motif- meaning. Development of design from motifs and application of motifs in interior decoration. Man as a consumer of design, qualities and role of a good interior designer. Career options for interior designers.

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- <https://www.just.edu.jo/~arabed/assets/files/The-FundamentalsOfInteriorDesign-ARCH593A.pdf>
- https://www.iiid.in/files/upload_pdf/IIID-Design-Handbook.pdf

DATA COMMUNICATION AND NETWORKING

Course Code : 25SBSN

Course Learning Outcomes (CLOs)

The student teacher

- describes the function of communications and networking model (L1)
- differentiates the methods of data transmission (L2)
- practices the techniques of transmission modes (L3)
- categorizes the Guided and Unguided transmission media (L4)
- analyzes the services of networking protocols and OSI model (L5)

Unit I: Introduction to Communications and Networking

Introduction - Fundamental concepts - Data communications - Protocols-standards - Standards organizations - Signal propagations- Analog and Digital signals- data transmission rate and the bandwidth.

Unit II: Analog and Digital Transmission Methods

Introduction - Analog signal, Analog transmission - Digital signal, Digital transmission - Baud rate and bits per second -, Digital (Storage and) transmission.

Unit III : Modes of Data Transmission and Multiplexing

Introduction - Parallel and Serial communication - Asynchronous, Synchronous and Isochronous communication - Simplex, Half-duplex and Full-duplex communication - Multiplexing - Types of Multiplexing

Unit IV : Transmission Media

Introduction - Guided media - Un Guided media - Shannon capacity. Network topologies, switching and routing algorithms: Introduction - Mesh topology - Star topology - Tree topology - Ring topology - Bus topology - Hybrid topology -Switching basics- Circuit switching - Packet switching - Message switching Router and Routing.

Unit V : Networking Protocols and OSI Model

Introduction - Protocols in computer communications - The OSI model - OSI layer functions. ATM - Packet size - Virtual circuits in ATM - ATM cells - Switching - ATM layers .

References

Computer Networks” - Andrew S. (2010) Tanenbaum, 4th Edition, PHI.
Data and Computer Communications, W. Stallings, (2012) Eight Edition, Pearson Education.

Introduction to Data communication and networking “ – Behrouz Forouzan - Tata
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STORY TELLING AND DRAMATIZATION

Course Code : 25SBSSD

Course Learning Outcomes (CLOs)

The Student teacher

- understand the cultural, historical, and psychological aspects of storytelling. (L1)
- analyze different mediums and elements of storytelling. (L3)
- recognize the meaning and importance of drama. (L2)
- identify the various forms of drama. (L4)
- develop strategies of storytelling and drama techniques to engage and connect with diverse audiences. (L5)

Unit I: Introduction to Storytelling

Storytelling: Meaning, Definitions - Significance of storytelling: Historical, Cultural and Psychological impact - Forms: Oral storytelling traditions, Storytelling in literature and folklore.

Unit II: Presentation of Narratives

Medium of storytelling: Digital storytelling and multimedia narratives - Techniques: Character development and portrayal, Plot development - Integration of content - Use of visual aids - Voice modulation - Elements: Setting, Use of imagery, symbolism, and moral considerations.

Unit III: Introduction to Drama

Drama: Origin of Theatre and drama, Meaning, Definition, Importance - Elements of Drama: Plot, Character, Thought, Diction, Melody and Spectacle - Structure of Drama - History of Theatre - Role of Theatre in Human Culture - Elements of Theatre.

Unit IV: Categories of Drama

Classification of Drama: Formal Drama: Tragedy, Comedy - Thematic Drama: Historical, Mythological, Romantic - Stylistic Drama: Realistic, Symbolic, Expressionistic and Epic - Tragedy and Melodrama.

Unit V: Procedural Strategies of Storytelling and Drama

Strategies to develop and present storytelling performances - Representing diverse perspectives and voices - Strategies to Present drama: Mime - Simulation - Role-Play - Scripted play - Advantages of Storytelling and Drama.

References

- Brandon & James, R. (2018). *The Cambridge Guide to Asian Dramas*. Cambridge: Cambridge University Press
- Haven & Kendall. (2014). *Story Smart: Using the science of story to persuade, influence, inspire and teach*. Santa Barbara, CA: Libraries Unlimited
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SEMESTER II CERTIFICATE COURSES

INDIAN KNOWLEDGE SYSTEM (IKS)

Credits : 2

Number of Hours: 30 hours

Course Learning Outcomes (CLOs)

The student teacher

- recalls key concepts of the Indian Knowledge System (L1)
- explains the significance of arts and aesthetics in Indian architecture (L2)
- applies principles of ancient Indian social systems and values (L3)
- analyzes India's contributions to science and technology to modern education (L4)
- evaluates the integration of Indian Knowledge System into education (L5)
- designs innovative strategies to integrate traditional knowledge into education (L6)

Unit I: Foundations of Indian Knowledge System

Concept of Knowledge in Indian Tradition - Meaning and Scope of Indian Knowledge System - Types of Knowledge in Indian Tradition - Epistemological thoughts in India - Sources of Knowledge - Traditional Forms of Knowledge Dissemination.

Unit II: Indian Art and Aesthetics

The Concept of Navarasa (nine emotions) and their Significance in art - Folk Art and Art as an Educational Tool - Architecture as a Form of Art: Influence of Spirituality on Temple Architecture and Rock-cut Architecture and Cave Temples.

Unit III: Indian Social Systems and Education

Values in Family and Social Structure - Social Institutions and Governance - Law and Justice in Ancient India - Role of Festivals and Rituals in Social Education - Civic Responsibilities and Ethics.

Unit IV: Science and Technology in Indian Knowledge System

Contributions of India to Mathematics, Astronomy, Medicine, Metallurgy and Architecture - Significance of Traditional Crafts, Agricultural Practices and Technological Achievements - Sustainable and Holistic Approaches in Contemporary Science Education.

Unit V: Integration of Indian Knowledge System in Modern Education

Integration of Ayurveda, Yoga, and Meditation in Modern Educational Frameworks - Utilizing Digital Tools to Revive and Teach Traditional Knowledge - Integrating Indian Knowledge in Modern Curriculum - Teacher's Role in Indian Knowledge System.

References

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CERTIFICATE COURSE (online)

COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY

Credits : 2

Course Learning Outcomes:

The Prospective Teachers:

- analyses the concepts and dimensions of community engagement. (L4)
- interprets the framework of Localized Sustainable Development Goals (LSDGs) (L2)
- evaluates the teacher's role in promoting sustainable village development. (L5)
- demonstrates practical understanding of inclusion through visits to special schools and engagement with diverse learner needs. (L3)
- implements community-based activities such as awareness programmes, rallies, plantation drives, exhibitions, and signature campaigns for social well-being. (L1)
- participates effectively in Youth Parliament sessions by assuming parliamentary roles, conducting debates, drafting resolutions, and preparing documentation of proceedings. (L6s)

Unit I - Sustainable Development Goals (SDGs) Based Community Engagement

Community Engagement: Concept and Dimensions - Relationship between Higher Education Institutions and Community - Introduction to Unnat Bharat Abhiyan (UBA) Revamped Rashtriya Gram Swaraj Abhiyan (RRGSA) and the Sustainable Development Goals (SDGs): No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Reduced Inequalities, Sustainable Cities and Communities, Climate Action, Peace, Justice and Strong Institutions.

Task Assessment: Group discussion on the role of UBA/RRGSA in strengthening village communities.

Unit II - Conceptual Basics of the Localized Sustainable Development Goals (LSDGs):

Foundational concepts of Localized Sustainable Development Goals (LSDGs) - Essential Characteristics of various LSDG-based village models: Poverty-Free and Enhanced Livelihoods Village, Healthy Village, Child-Friendly Village, Water Sufficient Village, Clean and Green Village, Village with Self-Sufficient Infrastructure, Socially Just and Socially Secured Village, Village with Good Governance, Women-Friendly Village .

Task Assessment: Discussion on "Teacher's Role in promoting LSDGs"

Unit - III - Practical Exposure & Community-Based Activities:

Visits to Special Schools to understand inclusion and diverse learner needs - "Joy of Giving" initiatives to support the needy and underprivileged - Food Exhibition - Awareness programmes through tableau and street plays on Social Issues - Awareness Human chains and rallies, bicycle rallies, and walkathons to advocate social causes - Tree plantation drives - Signature Campaigns focusing on social well-being - Participation in literacy and cultural events such as Porunai Nellai Book Fair and Paint Tirunelveli Drawing Marathon

Task Assessment: Field visit report based on experiences from special schools or community awareness programmes

Unit - IV - Participatory Awareness Initiatives for Rural Transformation

Awareness Programmes: Water Conservation - Plastic-Free Village Campaigns - Household Surveys - Literacy Campaigns - Tree & Herbal Sapling Plantation - Free Medical Camps - Skill Training Workshops for Self Help Groups (SHGs) - Yoga Training - Orientation on Government Schemes - Pamphlet Distribution on helplines - Stakeholder Meetings - Grama Sabha Meetings.

Task Assessment: Submit a report on Citizenship Training Camp.

Unit - V - Youth Parliament

Introduction to Youth Parliament - parliamentary sessions - parliamentary roles (Speaker, Prime Minister, Ministers, Opposition, MPs) - Question Hour and Discussion on public welfare and development - Debates on national, educational, and social issues - Drafting resolutions - Implementation of resolution - documentation and evaluation of Youth Parliament proceedings.

Task Assessment: Submit a Youth Parliament proceedings report including agenda, Question Hour, debates, resolutions and outcomes.

References:

- Batra, P. (2019). *Teachers and Public Policy in India*. Routledge.
- Gandhi, M. K. *Constructive Programme: Its Meaning and Place*. Navajivan Publishing House.
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- IGNOU. *Community Education and Sustainable Development – Study Material*. Indira Gandhi National Open University.
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- UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO Publishing.
- United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development*. United Nations Publication.

COURSE DESIGNERS		
VALUE ADDED COURSES		
1.	Yoga for Daily Life	Dr.S.Josephine
2.	e-content Development	Dr.M.Gnana Kamali
3.	Activity Based Learning	Ms.S.Jebahseela Jenifer Ms. C.Vennila Shantha Ruby Ms.D.Chandra Prabha
SELF-STUDY COURSES (Compulsory)		
1.	TET Preparatory Course Phase - II	Dr.E.C.Punitha Ms. S.Arockia Reena
2.	Any one Online Course Swayam	Dr.M.Gnana Kamali
SELF-STUDY COURSES (Any One)		
3.	Interior Decoration	Ms. E.Michael Jeya Priya
4.	Data Communication and Networking	Dr. M.Gnana Kamali
5.	Story Telling and Dramatization	Ms.D.Chandra Prabha
CERTIFICATE COURSE (Compulsory)		
1.	Indian Knowledge System (IKS)	Dr.J.Maria Prema Ms.S.Arocckia Reena Dr.P.Johnny Rose
2.	Community Engagement and Social Responsibility (Online)	Dr.S.Josephine

SEMESTER-III

Internship

Internship

Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators, peer observation and practice teaching along with regular participation in the school routine during the first year.

Internship Activities

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

- ❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.
- ❖ Science prospective teachers shall conduct 5 experiments and maintain an album of them.
- ❖ Humanities prospective teachers shall prepare an album on any specific theme related to the CPS courses.
- ❖ All the prospective teachers should individually prepare an album on Assistive technologies for special children
- ❖ Reflective records should be prepared on CCE and Digital and Pedagogic tools
- ❖ Projects shall be conducted for identifying and analysing the diverse needs of learners
- ❖ Projects shall be conducted on issues relevant to Environmental Education

III Semester - Practical Activities		
Sl. No.	RECORDS	MARKS
GROUP – A –TEACHING COMPETENCE		
1	Teaching Competence - CPS	180
2	Teaching Competence – Tamil/English	180
	Total	360
GROUP – B		
	TEACHING BASED RECORDS	
1	Criticism Record – CPS	10
2	Criticism Record –Tamil/ English	10
3	Observation Record – CPS	10
4	Observation Record – Tamil/ English	10
5	Micro Teaching Record – CPS	15
6	Micro teaching Record – Tamil/ English	15
7	Test and Measurement Record - CPS	30
8	Psychology Experiments Record	20
9	Action Research Record	20
10	Case Study Record	10
11	Science Experiment Record/ Album / Tessellation & Tangram	10
	TEACHING BASED REPORTS	
12	Report on Reading and Reflecting on School Textbooks	10
13	Reflective Report on Continuous and Comprehensive Evaluation - CPS	10
14	Report on Identifying and Analyzing Diverse Needs of Learners	10
15	Reflective Report on Digital and Pedagogic Tools	10
16	Website Analysis Report - CPS	10
	TEACHING LEARNING MATERIALS	
17	Teaching learning Materials - CPS	30
18	Teaching learning Materials - PoL	30
	Total	270

GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES		
1	Art & Craft Report	20
2	S.U.P.W. Report	10
3	Report on Library usage and Open Educational Resources (OER)	10
4	Physical Education and Yoga Lesson Plans (8)	15
5	Special School visit Report	10
6	Citizenship Training Camp Report	15
7	Report on Organization of Non-Scholastic Activities	10
8	Report on Maintenance of Records and Registers in Schools	10
9	Report on Participation in Community Based Activities	10
10	Green Initiative Report	10
	Total	120
	(Group A 360 + Group B 270 + Group C 120 = 750) Grand Total	750

Value Added Courses (Online)

1. Content Knowledge for Competitive Exam
2. Women Empowerment

Self-Study Courses

Self-Study Courses (Compulsory)

1. SWAYAM / MOOC (Online)
2. TET Preparatory Course - Phase III (Online)

Self-Study Courses (Any One)

1. Social Skills
2. Mind Your Mind

CONTENT KNOWLEDGE FOR COMPETITIVE EXAM**Course Code : 24TBVCE****Duration : 30 hrs****Course Learning Outcomes (CLOs)**

The Prospective Teacher,

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

Unit I : General Science

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

Unit II : History and Culture of India

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

Unit III : Indian National Movement

National Renaissance -Early uprising against British rule -Indian National Congress -Emergence of leaders -B.R.Ambedkar, Bhagat Singh, Bharathiar, V.O.Chidambaranar, Jawaharlal Nehru, Kamarajar, Mahatma Gandhi, Maulana Abul Kalam Azad, Thanthai Periyar, Rajaji, Subash Chandra Bose, and others. Different modes of Agitation: Growth of Satyagraha and Militant movements. Communalism and partition.

Unit IV: Indian Polity

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

Unit V : Current Events

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

References

- VI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
VII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
<https://egyankosh.ac.in/>
<https://www.gktoday.in/current-affairs/>
<https://currentaffairs.adda247.com/>

WOMEN EMPOWERMENT

Course Code : 24TBVWE

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I : Women Empowerment in India

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

Unit II : Social Empowerment

Women in Higher Education; Gender issues in Health, Environment, Family welfare Measures, Indecent representation of Women in media - **Impact of Social Media and Online Harassment on women**

Unit III : Economic Empowerment

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

Unit IV : Political Empowerment

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

Unit V : Issues and Challenges in Women Empowerment

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

References:

- Amy S. Wharton. (2005). "The Sociology of Gender: An Introduction to Theory and Research". Blackwell Publishing, UK, Indian Reprint, Kilaso Books.
- Devaki Jain and Pam Rajput (Ed). (2003). "Narratives from the Women's Studies Family: Recreating Knowledge, Sage.
- European Institute for Gender Equality. (2024). *Combating cyber violence against women and girls* [PDF].
https://eige.europa.eu/sites/default/files/documents/combating_cyber_violence_against_women_and_girls.pdf
- Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, KumkumSangari and Sudesh Vaid."Recasting Women: Eassy in Colonial History".
- Lerner, Gerda. (1986). "The Creation of Patriarchy". Oxford University Press,
- Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakasham
- Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women.
- Mies, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company
- People's World. (2025). *Study reveals massive online sexual harassment of women: Cyberbullying and worse.* <https://www.peoplesworld.org/article/study-reveals-massive-online-sexual-harassment-of-women-cyberbullying-and-worse/>

SEMESTER III
SELF-STUDY COURSES
(SSC)

TET PREPARATORY COURSE - PHASE III**Course Code:23TBST3****COURSE LEARNING OUTCOMES (CLOs)**

The Prospective Teacher

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

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

Syllabus**Link:**

https://trb.tn.nic.in/TET_2022/16042022/TNTET%20Paper%20II.pdf

REFERENCES:

- Aggarwal, J.C. (2014). Essentials of Educational Psychology, Vikas Publishing House.
- Bhatnagar Suresh. (2016). Childhood and Development Years . R-Lall Book Depot.
- Bower, G.& Hilzard, E. (1977). Theories of Learning. Prentice Hall of India Publications.
- Chauhan, S.S. (2007). Advanced Educational Psychology. Vikas Publications.
- Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.
- Martha Kaufeldt (2010). Begin with the Brain, Second Edition, ISBN: 978-1-4129-7158-4, SAGE Pvt. Ltd.
- Mohan, A. (2011). Psychological Foundations of Education. Neelkamal Publications.
- Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan,
- jkpo; - 6 - 10; tFg;G jkpoehL ghLE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2022)
English - VI-X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Mathematics - Standard VI-X Tamil Nadu Text Book and Educational Services Corporation (2022)

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

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

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

SOCIAL SKILLS

Course Code: 24TBSSS

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit - I - Society and Skills

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

Unit - II - Social Skills

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

Unit - III- Types of Social Skills

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

Unit - IV- Process of Social Skills

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

Unit - V- Development of Social Skills

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

References

- Alan Barker, *Improve your communication skills*, kogan page
 Alex K, *Soft Skills*, S. Chand & Company
 Anita Acharya. *Interview skills tips and techniques*.
 Bhagyashree A.Dudhade, *Life Skills*, Neelkamal
 Bhardwaj Amita, *Improving Reading Skills*, Sarup & Sons Ltd.
 Bill Scott, *The Skills of Communicating*, Jaico Publishing House
 Catherine Fuller, *Motivational Skills*, Ane Books
 Chowdary. S.B.J.R., Naga RAju & Bhaskara Rao", *Mastery of Teaching Skills*,
 Discovery Publishing

- Condappa, P.D. *Enhancing Reading Skills through Multimedia HB*, Neelkamal Publication.
- Dale Carnegie Training, *The 5 Essential People Skills*, Simon & Schuster
- Doraiswamy, R., *Effective Communication Skills in English*, APH Pub. Cor
- Hariharan S., *Softskills*, Mjp Publishers
- John Langam, *Sentence Skills with Readings*, Deepti Book Center
- Judith f. Olson, *Writing Skills*, Goodwill Publishing House
- Krishna Mohan. *Developing Communication Skills*.
- Krishnaswamy, *Teaching spoken English and communication skills*, T. R. Publications
- Meena Kukreja, *Life Skills*, Better yourself Books
- Narindu kumar, *Life skills the art & Living Useful arts*, Unistar Books
- Nelson Richard Lones. *Human Relationship skills*.
- Nitin Bhatnagar, *Effective Communication & Soft skills*, Pearson
- Paul sloanc ,*The Leaders guide to Lateral Thinking Skills*, Kogan Page india
- Peter Levin, *Skilful Time Management*, Tata McGraw Hill Education
- Pramila ahuja, *How to develop Profitable listening skills*, A H Wheeler & Co
- Premvir Kapoor, *Counselling & Negotiation skills for managers*, Deepti Book Center
- Richa Dewani, *English Writing Skills*, Wisdom Press
- Richard Nelson-Jones, *Basic Counselling skills*, Sage Publication
- Stephen Bowkett, *100 ideas for Teaching Thinking Skills*, viva continuum
- Sue Bishop, *Assertiveness Skills Training*, Viva Books
- V. Sasikumar, *Oral communication skills*, Foundation Book
- Vijay A., Kamath SJ, *A Skilled Teacher*, Better yourself Books.

E-Resources

<http://www.edu-links.org>

<https://www.heretohelp.bc.ca> .

<https://www.nytimes.com>

<https://www.skillsyouneed.com>

MIND YOUR MIND

Course Code : 24TBSMM

Course Learning Outcomes:

The Prospective Teacher

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

Unit I : Introduction

Concept of Philosophy of Mind - Biopsychosocial approach - Psychological perspectives

Unit II : Goal Setting and Motivation

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

Unit III : Coping Skills and Dealing With Disappointments

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

Unit IV : MINDFULNESS PRACTICES

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

Unit V: Holistic Wellness

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

References:

Stephen P. Robbins, Timothy A. Judge, Neharika Vohra(2021), *Organizational Behaviour*, 18th edition, ISBN 978-93-530-6703-8, Pearson India Education Services.

E-Resources

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/p/Philosophy_of_mind.htm

<https://www.pearsonhighered.com/assets/samplechapter/0/1/3/4/0134039912.pdf>

<https://www.iedunote.com/motivation-theories>

<https://old.amu.ac.in/emp/studym/99994745.pdf>

<https://www.habitsforwellbeing.com/perma-a-well-being-theory-by-martin-seligman/>

<https://www.healthline.com/health/mind-body/mindfulness-activities#for-adults>

<https://positivepsychology.com/mihaly-csikszentmihalyi-father>

COURSE DESIGNERS		
Value Added Courses (Online)		
1.	Content Knowledge for Competitive Exam	Dr.E.C.Punitha Ms. E.Michael Jeya Priya
2.	Women Empowerment	Rev.Sr.L.Arul Suganthi Agnes Dr.V.Jani
Self-Study Courses		
Self-Study Course (Compulsory)		
1.	TET Preparatory Course - Phase III (Online)	Dr.E.C.Punitha Ms. S.Arockia Reena
Self-Study Courses (Any one)		
1.	Social Skills	Dr.J.Maria Prema
2.	Mind Your Mind	Dr.R.Indra Mary Ezhilselvi

PE VII- GENDER, SCHOOL AND SOCIETY

Course Code : 24LBPE7

Credits: 3

Number of hours: 75 (L - 40; T - 15; P - 20)

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I - Sociology and Education

(L - 7; T - 3; P -

4)

Sociology: Meaning Nature - Sociological Concepts: Society, Community, and Civilization - Educational Sociology: Meaning, Nature and Scope - Relationship between Education and Sociology - Social Groups - Social Stratification, Social Mobility, Social Change and their Consequences - India as a Plural Society - Education for Social Justice.

Task Assessment: Explore and present the Diversity of India as a poster.

Unit II - Social Agencies and their role in Socialization

(L - 8; T - 3; P -

3)

Socialization: Meaning and Nature - Agents of Socialization: Family, School, Peer Group, Religion, Community, Mass Media and Technology - Resocialization - Role of School in Modern Society - Education as a Social System, Social Process and Process of Social Progress - Culture: Meaning, Nature, Cultural Lag, Conservation, Development and Transmission.

Task Assessment: Create a concept map showing the relationship between socialization, culture, and education as a social system.

Unit III - Concept of Gender

(L -10; T - 3; P -

5)

Key Concepts: Gender, Sex, Sexuality, Patriarchy, Masculinity, Feminism and gender selection - Types of Gender - LGBTQ+ - Gender Bias, Gender Stereotyping and Empowerment- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity and Region - Intersectionality in Contemporary Society - Transgender: Epistemology and Rights for Social Inclusion.

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

Unit IV -Gender Studies

(L -7; T -3; P - 3)

Meaning and Scope - Paradigm Shift from Women’s Studies to Gender Studies - Social Learning Theory, Conflict Theory of Gender and Gender Schema Theory - Implications in the Indian Context.

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

Unit V - Gender Issues in School And Society

(L - 8; T - 3; P -

5)

Gender Identity - Schooling of Girls: Inequalities and Resistances - Issues of Access, Retention and Exclusion - Sexual Harassment and Abuse - Impact of Media and Virtual Space - Precautions and Restraints - Discrimination of Gender in School Activities - Gender Neutral Classrooms

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

Note: The Prospective Teachers should select any two Task Assessments (Online)

Reference Books

- Arulsamy, S. (2011). *Philosophical and Sociological Perspectives on Education*. Neelkamal Publications.
- Bhatia, K.K. (2010). *Philosophical, Sociological and Economic Bases of Education*. Tandon Publications.
- Bhatnagar, S. (2002). *Modern Indian Education and Its Problems*. R. Lall Book Depot.
- Gupta, R. (2011). *Philosophical, Sociological and Economic Bases of Education*. Tandon Publications.
- Singaravelu, G. (2016). *Education in the Emerging Indian Society*. Neelkamal Publications.
- Srinivas Reddy, K., et al. (2024). *Pedagogy Across Curriculum and ICT Integration*. Neelkamal Publications.

Supplementary Books

- Bhushan, V., & Sachdeva, D.R. (2009). *Introduction to Sociology*. Kitab Mahal Publications.
- Menon, N. (2012). *Seeing Like a Feminist*. Penguin Publications.
- Harvey, R., Murphy, M.J., Bigner, J.J., & Wetchler, J.L. (Eds.). (2021). *Handbook of LGBTQ-Affirmative Couple and Family Therapy* (2nd ed.). Routledge.
- Shelton, J., & Mallon, G.P. (Eds.). (2021). *Social Work Practice with Transgender and Gender Expansive Youth* (3rd ed.). Routledge.

Online Resources

<https://opentextbc.ca/introductiontosociology/chapter/chapter1-an-introduction-to-sociology/>
<https://doi.org/10.4324/9780429274626>
<https://doi.org/10.4324/9780429297687>
<https://egyankosh.ac.in/bitstream/123456789/21625/1/Unit-32.pdf>
<https://www.academia.edu/958588/agenciesofsocialisation>
<https://www.uua.org/lgbtq/identity>
<https://www.verywellmind.com/what-is-gender-schema-theory-2795205>
https://nhrc.nic.in/sites/default/files/Study_HR_transgender_03082018.pdf
https://www.academia.edu/1249657/The_Routledge_international_handbook_of_the_sociology_of_education
<https://www.esafety.gov.au/newsroom/blogs/gender-based-online-abuse-6-things-you-can-do-to-prevent-it-this-16-days>
https://www.scusd.edu/sites/main/files/file-attachments/gender_neutral_language_for_the_classroom.pdf
<https://www.undp.org/bosnia-herzegovina/blog/what-intersectionality-and-why-it-important-gender-equality>

GENDER, SCHOOL AND SOCIETY

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recalls the basic principles of sociology (L1)	1, 3, 4	1,3, 4, 8
2	identifies the agents of socialization (L2)	1,3,4, 6,8	1,3, 4, 6,
3	examines the concept of system and role of school in social systems (L3)	1, 2, 4, 6, 7, 8	1, 2, 3, 6
4	relates the concept of gender as a social construct (L4)	1, 2, 3, 4, 5,	1, 2, 3, 5, 7, 8
5	criticizes gender-based issues in the Indian context (L5)	1, 2, 5, 6, 7, 8	1, 3, 4, 5, 9
6	formulates plan to prevent sexual harassment and abuse in schools (L6)	2, 3, 4, 5,6, 7, 8	1, 3, 5, 6, 9, 10

Course Mapping

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

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

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

Time: 3 hrs.

Max. Marks: 60

Section – A (5 X 1 = 5)

Answer all the following questions:-

1. Two or more people who share a common identity is known as ---- (CLO1,L1)
a) social unity b) social system
c) social process d) social groups
2. The way a group of people learn and pass ideas and customs is known as ----- (CLO1, L1)
a) cultural transmission b) cultural by
c) cultural lapse d) cultural adoption
3. The patterned network of relationship constituting a coherent whole in a society is ---- (CLO2, L1)
a) social process b) social system
c) social cohesion d) social network
4. The over generalizations about the characteristics of an entire group based on gender is -- -- (CLO4, L1)
a) Gender stereo type b) Gender discrimination
c) Gender Bias d) Gender inequality
5. The process of learning to behave in a way that is acceptable to society is ----- (CLO3, L1)
a) social learning b) social behaviour
c) social mixing d) socialization

Section - B (5 X 2 = 10)

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

6. What is meant by social mobility? (CLO1, L2)
7. Why do we call education as a social system? (CLO3, L4)
8. What is patriarchy? (CLO4, L1)
9. Identify any two qualities of masculinity. (CLO4, L2)
10. What is the impact of gender selection? (CLO5, L2)

Section - C (3 X 5 = 15)

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

11. Illustrate the relationship between education and sociology with relevant examples. (CLO1, L3)
12. Classify the different types of social groups?(CLO2, L4)
13. Why do we call education as a process of social progress? Evaluate. (CLO3, L5)
14. Differentiate: gender and sex.(CLO4, L4)

15. Evaluate the activities of the school and conclude how they discriminate students on the basis of their gender.(CLO5, L5)

Section - D (2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) Illustrate with examples, the causes and consequences of social change.(CLO1, L3)

(OR)

- b) Compare the agents of socialization and evaluate their impact in the society.(CLO2, L5)

17. a) As a teacher, how will you promote gender equality in your classroom practices – Create an action plan.(CLO6, L6)

(OR)

- b) What do you consider as the causes for sexual harassment of women in India? Suggest ways to overcome these?(CLO5, L6)

PE VIII - INCLUSIVE EDUCATION**Course Code : 24LBPE8****Credits: 3****Number of Hours: 75 (L - 40; T - 15; P - 20)****Course Learning Outcomes (CLOs)***The Prospective Teacher*

- sensitises the needs and challenges of Inclusive Education (L4)
- recognises the national and international focus on inclusive education (L1)
- adopts the right classroom techniques for successful inclusion (L3)
- categorises the different physical and mental illness for good health and wellbeing(L4)
- determines the appropriate usage of assistive devices in Inclusive education (L5)
- creates the appropriate classroom ambience among the learners for sustainability (L6)

Unit I : Inclusive Education - An Introduction**(L-8; T-2; P-3)**

Meaning - Definition - Concept - Rationale for Inclusion - Classification of children with Diverse Needs - Multiple Disability - Challenges on Inclusive Education - Importance - Advantages of Inclusion - Components of Successful Inclusion - Continuum of Education Services for Students with Disabilities.

Task Assessment: Prepare an e-report on “*Designing Inclusive Digital Classrooms*” using ergonomic and accessibility principles for diverse learners.

Unit II : National and International Focus on Inclusive Education**(L-10; T-2; P-3)**

National Focus: Constitutional Obligations for Education of Diverse Groups - National Policy on Education (1986, 1992) - Rehabilitation Council of India Act 1992 - Persons with Disabilities Act, 2016 - National Policy for PWD - National Curriculum Framework (NCF 2005, 2009) - Samagra Shiksha 2018 (Integrated Scheme for School Education) - NEP 2020 - International Focus: United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) - Sustainable Development Goals (SDG's) - Schemes in Union and State Governments

Task Assessment: Collect e-news regarding ‘NEP 2020: Inclusive Education’, create a digital document with the source URL and submit.

Unit III :Classroom Management in Inclusive Education**(L - 7; T - 3; P -****3)**

Concept - Principles - Classroom Components - Determinants of Classroom Management - Universal Design for Learning (UDL) - Teacher's Role in Promoting Empathy, Respect for Diversity, and Learner Participation- Key Teacher

Intervention – Facilitating Interaction: Whole Class Work, Pair Work and Group Work – Establishing and Maintaining Appropriate Behaviour

Task Assessment: Watch any three short films on inclusive education in YouTube, create playlist, share your channel and submit your reflective report

Unit IV : Physical and Mental Wellness (L-8;T-4;P-2)

Physical and Mental Wellness: Meaning, Definition, Importance - Facilitating Physical and Mental Wellness in Inclusive Classrooms - Strategies to promote Mental Wellness: Increase Mental Wellness - Enhance Coping and Problem Solving Skills -Enhance Empathy and Respect for Diversity - Strategies to Promote Physical Wellness: through Healthy Lifestyle and Physical Education and Supportive School Environments

Task Assessment : Prepare a report on Promoting Healthy Behaviours in Special Schools

Unit V : Assistive Technologies in Inclusive Education (L - 7; T - 4; P - 4)

Assistive Technology: Meaning, Definition, Types & Guidelines for Inclusive Education - Assistive Technology and Classroom Applications- Availability and Accessibility of Technology- Socio-Economic Benefits of Assistive Technology- The Future of Education - Impact of Assistive Technology in Daily Life for Inclusive Education.

Task Assessment : Access the link and explore the United Nations' "Disability and Development" resources on ICT accessibility: UN Disability and Development. <https://aicte-india.org/AT> Submit a report on it based on your understanding.

Note: The Prospective Teachers should select any two Task Assessments (Online)

References

- Allen & Unwin. (2020). *Inclusive education for the 21st century*. Routledge Publication
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition DSM-5*, American Psychiatric Publishing (ebook)
- Arunachalam N. (2016) *Educating Children with Special Needs APH Publishing Corporation*.
- Biswas, S. (2021). *Understanding children with special needs : A handbook for parents and teachers*. Authors tree
- Bowie, M. J. & Schaffer, R. (2011). *Understanding ICD -10 – CM and ICD – 10 – PCS Coding: A Worktext*, DELMAR CENGAGE learning. (e-book)
- Chambers, D. (2020). *Assistive Technology to support inclusive education*. Emerald Publication

- Chen, X., & Coelho, V. (2023). *The impact of inclusive education on students with disabilities: A comprehensive review of social, emotional, and academic outcomes. Journal of Inclusive Education Research*, 12(3), 175–189.
- Darling-Churchill, K. E., & Lippman, L. H. (2023). *Promoting mental health and wellness in educational settings: Inclusive strategies and practices*. Routledge.
- Dell, A.G. , Newton, D.A. & Petroff, J. G. (2016) . *Assistive technology in the inclusive classroom: Enhancing the school experiences of students with disabilities*. Pearson Edn
- Dhawan, M.L. (2007). *Education of Children with Special Needs*. Isha Books
- Ghosh, S., & Srivastava, S. (2021).** *Inclusion and the Right to Education in India: Moving Beyond Policy and Rhetoric*. Sage Publications.
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E-Resources

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

Time: 3.00 hrs.

Max. Marks: 60

(5x1 = 5 Marks)

Section - A

Answer all the following questions:-

1. Education of children with special needs should be provided ----- (CLO2, L2)
 - a. along with other normal children
 - b. by methods developed for special children in special Schools
 - c. in special school
 - d. by special teachers in special schools
2. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion and ----- (CLO3, L1)
 - a. disparity
 - b. discrimination
 - c. inequality
 - d. equality
3. The three main principles of UDL are ----- (CLO1, L1)
 - a. Consultation, Persistence, Reflection
 - b. Engagement, Representation, Action & Expression
 - c. Identification, Participation, Expression & Communication
 - d. Demonstration, Familiarisation, Association & Connection
4. Psychological homeostasis has four main component processes called ----- (CLO3, L1)
 - a. well-being, motivation, emotion, action
 - b. well-being, planned behaviour, emotion, action
 - c. well-being, cognitive appraisal, emotion, action
 - d. well-being, self-efficacy, emotion, action
5. The importance of assistive technology is ----- (CLO4, L4)
 - a. it produces feelings of independence and self-accomplishment in disabled students.
 - b. it ensures that disabled students will rank near the top of their class academically.
 - c. it ensures that disabled students establish emotional bonds with their classmates.
 - d. it ensures that disabled students will advance beyond their peers academically.

Section - B

(5 X 2 = 10 Marks)

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

6. Sketch out the continuum of education services for students with disabilities (CLO2, L2)
7. Explain the teacher's role for successful inclusion (CLO3, L3)
8. What is meant by 'SDG3 Good Health and Wellbeing' (CLO2, L2)
9. Define Universal Design Learning (CLO1, L1)
10. Enumerate the aids and assistive devices recommended by National Thrust (CLO2, L2)

Section - C
Marks)

(3 X 5 = 15

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

11. Explain the classification of children with special needs (CLO2, L2)
12. Expand UNCRPD and explain its functions (CLO2, L2)
13. How will you facilitate interaction among the learners during inclusion (CLO3, L6)
14. Categorise the mental disorders of children listed in DSM-5 (CLO4, L4)
15. Describe AICTE's assistive technology for learning (CLO4, L3)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a Explain the continuum of education services for students with disabilities. (CLO2, L2)

(OR)

- b. Critically analyse and provide evidences for successful inclusion with respect to NEP 2020 (CLO5, L4)

17. a. Suggest ways in your perspective, to establish and maintain appropriate behaviour among the learners in a inclusive classroom? (CLO5, L6)

(OR)

- Appraise the ways and means to assure learning among the inclusive learners with the help of assistive devices (CLO5, L5)

PE IX - ENVIRONMENTAL STUDIES FOR SUSTAINABLE DEVELOPMENT**Course Code :
24LBPE9****Credits: 3****Number of Hours: 75 (L - 40; T - 15; P - 20)****Course Learning Outcomes (CLOs)***The Prospective Teacher*

- describes the importance, scope, and objectives of environmental education. (L1)
- understands the principles and challenges of environmental conservation and regeneration. (L2)
- interprets major environmental issues and evaluates global protection measures for sustainable development. (L3)
- identifies international and national initiatives and organizational frameworks for environmental protection. (L4)
- integrates methods of environmental protection and management through innovative teaching-learning approaches. (L5).
- analyzes sustainable practices to promote eco-friendly living. (L6)

Unit -I-Introduction to Environmental Education (L - 8; T - 3; P - 4)

Environmental Education: Meaning, Nature and Characteristics - Aims and Objectives -Need and Importance - Scope - Environmental Awareness - Environmental Attitude - Ecological Intelligence - Ecological Sensitivity - Evolution and Development of Environmental Education-Stockholm Conference-Tbilisi Conference-Rio Earth Summit.

Task Assessment: Prepare an Online Timeline Chart on the Chronological Development of Environmental Education

Unit-II Sustainable Development and Education (L - 10; T - 3; P - 4)

Meaning - Definition -Dimensions of Sustainable Development : Environmental - Economic and Social-Environmental Education at Different Levels of School Education - Environmental Education vs. Education for Sustainable Development-Innovative Methods of Teaching Environmental Education - Challenges in Implementing Environmental Education in School Curriculum - Suggestions to Overcome the Challenges - Role of Education in Achieving SDG 4.7.

Task Assessment: Prepare an Infographic on "Sustainable Development and Education" Highlighting SDG 4.7

Unit III-Environmental Challenges and Protection (L - 8; T - 3; P - 4)

Major Environmental Problems: Global Warming- Green House Effect- Climate Change, Ozone Layer Depletion- Acid Rain- Extinction of Flora and Fauna- Over Population- Disposal of Wastes-Urbanization and Industrialization- Plastic Pollution - E-Waste Pollution- Microplastics and Nanoplastics- Climate Anxiety and Eco-Psychology.

Task Assessment: Prepare a Digital Presentation on Environmental challenges in the 21st century: Issues, impacts and Innovations”.

Unit-IV Environmental Stewardship

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

Organic Gardening - Reforestation Through Seed Ball Preparation - Plantation Drives to Replenish the Environment - Garden Maintenance - Vermicomposting Practices, Urban Gardening and Terrace Farming - Rainwater Harvesting - Sustainable Waste Management - Soil Conservation Techniques - Water Conservation Methods, Plastic-Free Initiatives - Herbal Garden Development - Eco-Club Green Campus Activities - Climate Change Awareness Programmes - Energy Conservation Practices - Composting and Bio Fertilizer Preparation - Green Belt Development and Carbon Footprint Reduction Strategies.

Task Assessment: Prepare an Action Plan to Promote Environmental Sustainability in the Community.

Unit-V-Environmental Teaching Strategies

(L - 6; T - 3; P - 4)

Methods and Strategies: Experiential Outdoor Learning- Inquiry-Based Learning- Fieldwork - Project-Based Learning- Community - Based Learning- Herbal Garden-Plantation Drive- Digital Campaigns - Role of Teachers in Environmental Awareness and Action - Community Participation: Eco-Clubs- Green Audit- Energy Conservation - 7Rs of Sustainability-Green Campus Practices.

Task Assessment: Conduct a Green Audit and develop a digital action plan for sustainable campus initiative.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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CLOs	At the end of the course, the Prospective Teacher	PLOs Addressed	PSOs Addressed

1	describes the importance, scope, and objectives of environmental education.	1, 3, 5	1, 2, 4, 5
2	understands the principles and challenges of environmental conservation and regeneration.	1, 2, 4, 5, 6, 8	1, 3, 4, 5, 6
3	interprets major environmental issues and evaluates global protection measures for sustainable development.	1, 2, 4, 5, 7, 8	1, 4, 5, 6, 8
4	identifies international and national initiatives and organizational frameworks for environmental protection.	1, 3, 4, 5, 6, 7, 8	1, 2, 4, 5, 8, 9
5	integrates methods of environmental protection and management through innovative teaching-learning approaches.	1, 3, 4, 5, 6, 7, 8	1, 4, 5, 8, 9, 10
6	analyzes sustainable practices to promote eco-friendly living.	1, 2, 3, 4, 5, 6, 7, 8	1, 4, 5, 6, 8, 9, 10

Course Mapping

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

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

13. Analyse the role of schools in promoting environmental stewardship through Eco-clubs. (CLO1,L4)
14. Suggest methods to promote plastic-free initiatives. (CLO5,L5)
15. Construct an activity-based teaching module using experiential outdoor learning to engage students with local environmental issues(CLO6,L6).

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16.a Evaluate the chronological development of Environmental Education with reference to Stockholm, Tbilisi, and Rio. Create a timeline-based explanation. (CLO1,L6)

(or)

b) Design a school-wide action plan to integrate ESD (Education for Sustainable Development) across all subjects. (CLO2,L6)

17.a) Evaluate the major global environmental issues and propose a multi-level action plan for protection. (CLO3,L6)

(or)

b) Design a “Green Campus Model” incorporating waste management, energy conservation, and biodiversity enhancement. (CLO6,L6)

PE X - EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Code : 24LBPEX

Credits : 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- recognizes the conceptual basis of educational administration and management (L1)
- distinguishes effective management approaches (L2)
- applies the theories and approaches of educational management and administration to various educational contexts.(L3)
- develops the skills and competencies of planning, organizing, staffing, directing, coordinating, controlling, and evaluating educational activities.(L5)
- compares the different theories of leadership (L4)
- familiarizes the roles and functions of academic support structures in India. (L6)

Unit: I Conceptual Basis of Administration and Management (L - 7; T - 3; P - 4)

Educational Administration: Meaning - Nature - Aims and Objectives - Principles - Characteristics - Educational Management: Meaning - Scope - Objectives - Needs - Importance and Characteristics - Modern Management - Features of a well-managed Organization - Comparison between Administration and Management - **Planning and Decision Making in Education.**

Task Assessment: Based on your internship experience, identify the administrative challenges of your school.

Unit: II Trends in Administration and Management (L - 8; T - 3; P - 4)

Changing Concepts of Educational Administration - Efficiency Versus Human Relations Controversy - Factors Influencing the System of Educational Administration - Process of Educational Management - Management at Different Levels: Elementary - Secondary and Higher Education - SWOC Analysis for Improving Quality of Administrative Management - Challenges in Educational Administration.

Task Assessment: Analyze the challenges in administration of educational institutions faced by the administrator in the present scenario and submit the report on it.

Unit: III Theories and Approaches of Administrative Management**(L - 9; T - 3; P - 4)**

Basic Aspects of Administrative Theory: Planning - Organizing - Commanding - Coordinating and Controlling - Types of Theories: Scientific Management Theory - Classical Theory, Bureaucratic Theory and Human Relations Theory. Approaches: Behavioral Approach and System Approach - Man Power Approach - Cost Benefit Approach and Social Demand Approach.

Task Assessment: Organize a brainstorming session and find the approach for effective management.

Unit IV: Administration as a Process**(L - 7; T - 4; P -****5)**

Types of Administration - Basic Functions - Administrative Structure - Process of administration: Meaning - Stages - Steps - Merits and Challenges - Meeting the Psychological Needs of Employees - Decision Making: Nature - Division of Work - Centralization and Decentralization Action - Merits and Limitations - Organizational Compliance - Organizational Development - Program Evaluation and Review Technique (PERT).

Task Assessment: Conduct a group discussion on Program Evaluation and Review Technique (PERT) and prepare a report of it.

Unit V: Leadership and Administration**(L - 9; T - 4; P -****5)**

Meaning and Nature - Transformational Leadership in Education - Ethical Leadership - Theories of Leadership: Trait Theory - Type Theory - Behavioral Theory - Group Theory and Path Goal Theory - Leadership Styles - Measurements of Leadership - Role and Qualities of the Administrator - Role and Functions of Academic Support Structures: NUEPA - NCERT - SCERT - SIEMAT - DIET.

Leadership for Inclusive and Sustainable Education: Leadership Approaches for Equity - Inclusion and Social Justice in Schools and Colleges.

Task Assessment: Use any one Leadership Assessment Tool and assess the leadership style you have possessed.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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Educational Administration and Management

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	understands the meaning, scope, objectives, and principles of educational management. (L2)	1,5	2, 3
2	recalls the meaning, scope, objectives, and principles of educational administration. (L1)	1, 5	2, 3
3	applies the theories and approaches of educational management and administration to various educational contexts. (L3)	5, 7, 8	1, 3, 9
4	develops the skills and competencies of planning, organizing, staffing, directing, coordinating, controlling, and evaluating educational activities. (L4)	1, 2, 3, 7	3,4,8,9, 10
5	demonstrates the leadership styles and qualities required for effective educational management and administration. (L5)	4, 5	3, 4, 5, 6
6	identifies the roles and functions of various academic support structures in India and their contribution to educational quality. (L6)	1, 4, 6, 8	3, 6, 7, 8, 9, 10

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

Time: 3.00 hrs.

Max. Marks: 60

Answer all the questions:-

(5x1 = 5)

1. Bureaucratic management follows the principle of _____ (CLO1, L1)
A. rationality B. objectivity C. consistency D. accuracy
2. Principles of management explain how managers should _____ (CLO2, L2)
A. organize and interact with staff B. lead the staff C. govern the staff
D. govern the students
3. An appropriate use of means and resources for realizing specific objectives is known as _____ (CLO2, L1)
A. Planning B. Management C. Finance D. Development
4. In Team Leadership Model the leader follows _____ (CLO3, L2)
A. Directive Approach B. Passive Approach C. Extrinsic Motivation Approach
D. Intrinsic Motivation
5. _____ is the basis for PERT analysis. (CLO5 L1)
A. An optimistic time b. pessimistic period of time c. The date that is most likely
B. Analytical View

Section - B

(5X2=10)

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

6. What are the necessary qualities of a modern educational administrator? (CLO1, L1)
7. What are factors influencing the system of Educational Administration (CLO2, L3)
8. What is the approach to administrative theory? (CLO3, L1)
9. Discuss the measures you would take as a head of the school to enrol and retain children in the school. (CLO5, L4)
10. Analyse the elements influence the leadership style, based on Trait theory (CLO5, L4)

Section - C (3 x 5 = 15 Marks)

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

11. Explain the principles of Educational administration (CLO1, L3)
12. Justify: "Administrative Management theory tries to find a rational way to design an organization as a whole" (CLO3, L6)
13. Elucidate the essential elements of Organizational Compliance (CLO4, L5)
Explain

14. Describe the major functions of State Institutes of Educational Technology (SIETs). (CLO5, L4)
15. Enumerate the functions of the PERT. (CLO5, L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Bring out the difference between 'administration' and 'management' of educational institution and explain the management process in detail. (CO1, L4)

or

- b. As a school principal, suggest strategies / innovations you will introduce for the effective management of your institution. (CLO5, L6)

17. a. Discuss SWOC Analysis for Improving Quality of Administrative Management. Cite examples to support your answer. (CLO2, L5)

or

- b. Elaborately discuss on theories of leadership and leadership styles. (CLO5, L2)

PEDAGOGY OF BIOLOGICAL SCIENCE - IV**Course Code :****24LBCBS****Credits : 3****Number of Hours - 75 (L - 30; T - 15; P - 30)****Course Learning Outcomes (CLOs)***The Prospective Teacher*

- interprets the professional norms and ethics needed for Biology teacher (L2)
- evaluates the resources available in teaching of Biological Science (L5)
- acquires the content related to State Board secondary school syllabus (L1)
- integrates ICT in teaching biological science(L4)
- analyzes the content related to State Board secondary school syllabus (L4)
- integrates the content related to State Board higher secondary school syllabus (L3)
- creates e-content by leveraging AI- based resources for effective teaching and learning (L6)
- explains the strategies to conserve natural resources (L2)

Unit I : Professional Development of Biological Science Teacher (L-8; T-2; P-5)

Biology Teacher - Qualities of Science Teacher: Academic and Professional Qualification- Special Qualities Needed for a Biology Teacher - Biology Teachers Diary-Profession Training - Pre-service Training - Need - Advantages and Means of in-service Training - Associations for Biological Science Teacher - Ways and Means of Developing Scientific Skills and Scientific Hobbies.

Task Assessment: Present a report on your scientific hobbies.

Unit II : Resources (L-8; T-2; P-4)

Library-Journals in Biological Science Education - E-Resources - e-Journals - e-books - Internet Resources - Co-curricular Activities-Museum- Science Club - Objectives - Organization and Activities - Aquarium - School Garden - Eco park- Fieldtrips - AI Tools Enhanced Teaching Learning - Magic Write - Consensus- Utilization of AI Tools - Mind-luster - Gen AI Ed Tech.

Task Assessment: Prepare a podcast on AI Tools in Biological Science teaching .

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

Standard VI to VIII (Science) Tamil Nadu State Syllabus

Task Assessment : Prepare a digital scrapbook on "Unveiling Nature: A Scientific Exploration of Living Organisms".

Unit IV : Content Related to School Syllabus**(L-5; T –5; P-8)**

Standard IX to X (Science) Tamil Nadu State Syllabus

Task Assessment : Design a digital awareness poster illustrating the impact of vaccination on disease eradication and health protection.**Unit V : Content Related to School Syllabus****(L-5; T –3; P-8)**

Standard IX to X (Botany & Zoology) Tamil Nadu State Syllabus.

Task Assessment : Create a Digital Infographic on “The Spectrum of Animal Life: Structure, Diversity, and Organisation”.**Note:** The Prospective Teachers should select any two Task Assessments (Online)**References**

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- Science - VII Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Science - VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2023)
- Science - IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Science - X Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Biology Botany - XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Biology Zoology- XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Biology Botany - XII Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)
- Biology Zoology- XII Standard, Tamil Nadu Text Book and Educational Services Corporation (2024)

E-Resources

- <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>
- <https://about.labxchange.org/teacher-resources>
- <https://www.nsta.org>
- <https://www.shareouressays.com>

<http://www.Unesco.Org/education>

<http://books.google.co.in/>

<https://diksha.gov.in>

<https://microbenotes.com/bioremediation-types-factors/>

<https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>

<https://about.labxchange.org/teacher-resources>

<https://www.ibm.com/topics/generative-ai>

PEDAGOGY OF BIOLOGICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the recent trends in Biological Science (L1)	2, 4, 5	7, 8
2	explains the strategies to conserve natural resources (L2)	2, 3, 5	1, 2, 3, 7, 9
3	acquires the content related to State Board secondary school syllabus (L1)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	integrates the content related to State Board higher secondary school syllabus (L3)	2, 4, 5, 7	5, 9
5	creates e-content by leveraging AI- based resources for effective teaching and learning (L6)	1, 2, 5, 6, 7, 8	4, 9, 10
6	explains the strategies to conserve natural resources (L2)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

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

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

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF BIOLOGICAL SCIENCE - IV

Time: 3.00 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Which bacterium is used in the production of insulin by genetic engineering?
(CLO4,L3)

a) Saccharomyces	b) Rhizobium
c) Escherichia	d) Mycobacterium
2. The process of producing seedless fruits without fertilisation is known as parthenocarpy. (CLO5,L1)

a) Parthenogenesis	b) Parthenocarpy
c) Apomixis	d) Polyembryony
3. The Golden Rice variety is rich in _____ (CLO5,L1)

a. Vitamin C	b. B-carotene and ferritin	c. Biotin	d. Lysine
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4. The part of the cell that contains genetic material is..... (CLO4,L1)

a) Cytoplasm	b) Mitochondria
c) Nucleus	d) Chloroplast
5. Which meristem increases the girth of stems and roots? (CLO5,L2)

a) Apical meristem	b) Lateral meristem
c) Intercalary meristem	d) Secondary meristem

Section - B

(5 X 2 = 10)

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

6. Define Bioinformatics (CLO5,L1)
7. Mention the uses of in-service training in the professional development of biology (L5)
8. Create a Punnett square to show the cross between TT × tt. (CLO5,L6)
9. Why does photosynthesis slow down on cloudy days? Analyse the reason. (CLO4,L4)
10. Why is respiration essential for plants? Give two reasons. (CLO3,L2)

Section - C

(4 X 5 = 20)

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

11. Describe the applications of bioinformatics. (CLO3,L1)
12. Write about the applications of Biotechnology in industrial field (CLO5,L5)
13. Explain how the children with scientific hobbies are identified. (CLO5,L5)
14. What guidelines would you follow in organising a field trip? (CLO3,L3)
15. Compare Darwin's and Lamarck's theories of evolution (CLO4,L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) Discuss the present trends in genetic engineering in the field of medicine and Agriculture. (CLO3,L3)

(OR)

b) Describe in brief about the academic and professional qualities of the biology teacher (CLO4,L4)

17. a) Explain the role of scientific hobbies in the development of scientific skills in Biology (CLO5,L5)

(OR)

b) Develop an integrated farming system (IFS) combining agriculture, pisciculture, poultry, and dairy farming. Explain the structure, flow of resources, waste recycling, and economic benefits with diagrams.(clo4,L6)

PEDAGOGY OF COMPUTER SCIENCE - IV

Course Code : 24LBCCS

Credits : 3

Number of Hours - 75 (L - 30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- realizes the specific quality needed for a computer science teacher (L1)
- analyzes the ability to use a resources in computer science (L2)
- develops the knowledge about Employability Skills Development (L5)
- acquires the content related to State Board higher secondary school syllabus (L3)
- integrates the content related to State Board higher secondary school syllabus (L4)
- constructs the knowledge in developing Podcast using AI tools(L6)

Unit I : Professional Development of Computer Science Teacher

(L-7; T –2; 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 : Prepare the report on Professional Development Strategies of Computer Science Teacher.

Unit : II Resources in Computer Science

(L-8; T –4;P-4)

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 - AI Tools Enhanced Teaching Learning - Magic Write - Eduaide.AI - Blackbox.ai- Utilization of AI Tools:- Scikit-learn, Mind-luster - Gen AI Ed Tech

Task Assessment: Prepare a podcast using AI tools in computer science teaching

Unit : III Employability Skill Development

(L-2; T –2; P-9)

Development of an Educational Game using Python- Creating a Puzzle- Designing an Educational Website using Web Building Tools- -Payment Security Process - Page Layout Design Using Page Maker- Design Game-Based Adaptive Learning Model-Scaffolded Digital Learning Model.

Task Assessment: Develop an Educational website using web building tools

Unit IV : Content Related to School Syllabus**(L-5; T –5; P-8)**

Standard XI (computer science) Tamil Nadu State Syllabus.

Task Assessment : Design and Analyze digital logic circuit based on a real-life situation**Unit V : Content Related to School Syllabus****(L-5; T –3; P-8)**

Standard XII (computer science) Tamil Nadu State Syllabus.

Task Assessment : Use python programme to create digital dictionary and store students' names and marks .**Note:** The Prospective Teachers should select any two Task Assessments (Online)**References**

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Vanarasi, L., Sudhakar, V. & Mrunalini, T. (2010). *Computer Education*. Neelkamal Publications.

Xavier, C. (1996). *Introduction to Computers and Basic Programming*. Hyderabad: New Age International Publishers.

Supplementary Readings

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Computer Science - Higher Secondary-Second Year-Volume II, Tamil Nadu Text Book and Educational Services Corporation(2024).

Computer Application - Higher Secondary-Second Year-Volume II, Tamil Nadu Text Book and Educational Services Corporation(2024).

E-Resources

<http://www.Digital logic.com>

<http://www.ee.survey.ac.uk/projects/CAL/digital Logic/gates func/>

<http://www.scientificcomputing.com>

<http://www.searchsoa.techtarget.com>

<https://graphicmama.com/blog/digital-tools-for-classroom/>

<https://www.telecomlead.com>

<https://joon.us/cloud-based-collaboration-and-communication-tools>

<https://www.ibm.com/topics/generative-ai>

PEDAGOGY OF COMPUTER SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	realizes the specific quality needed for a computer science teacher (L3)	2, 4, 5	7, 8
2	develops the ability to use a resources in computer science (L2)	2, 3, 5	1, 2, 3, 7,9
3	identifies the individual differences among students in computer science (L4)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	specifies the knowledge about Computer network (L5)	2, 4, 5, 7	5. 9
5	recognizes the latest trends used in computer science (L1)	1, 2, 5, 6, 7, 8	4, 9. 10
6	constructs the knowledge in developing Podcast (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO 3	PLO 4	PLO5	PLO6	PLO 7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002

**B.ED. IV SEMESTER MODEL QUESTION
PEDAGOGY OF COMPUTER SCIENCE -IV****Time: 3.00 hrs.****Max. Marks: 60****Section - A****(5x1 = 5 Marks)****Answer all the following questions:-**

1. The computer science teacher should have ----(CLO1,L1)
 - a) Creativity
 - b) critical thinking
 - c) technology skill
 - d) All of them
2. In-service training is a ----- (CLO1,L1)
 - a) informal process
 - b) limited process
 - c) time dependent
 - d) continuous process
3. The E-Content video format must be in -----.(CLO2,L2)
 - a) .mp3
 - b) .MPEG4
 - c) .mkv
 - d) .flv
4. E-library is a collection of----- --. (CLO2,L1)
 - a) Text
 - b) text and images
 - c) text, images and videos
 - d) text, images, audios and videos
5. The File management system used by Linux is (CLO4,L2)
 - A) ext2
 - B) NTFS
 - C) FAT
 - D) NFTS

Section – B**(5 X 2 = 10)****Answer all the following questions in about 50 words each:-**

5. What is self-evaluation of teachers? (CLO1, L2)
6. Write any four advantages of conducting a field trip. (CLO2,L1)
7. Who are called slow learners? (CLO3,L2)
8. Identify the steps in browsing websites. (CLO4,L4)
9. Give any four benefits of multimedia tools in computer science. (CLO5,L3)

Section – C**(3 X 5 = 15)****Answer any four of the following questions in about 250 words each:-**

10. Reveal the qualities of a computer science textbook. , (CLO2,L2)
11. Discuss the need for a computer science club in secondary school. How do you organizesuch a club? (CLO,L6)
12. Find 1's Complement and 2's Complement for the following Decimal number
 - a) -98
 - b) -135(CLO3,L3)
 . What is virus? Elucidate the various types of computer virus. (CLO5,L2)
13. Elucidate the various technologies used in virtual reality. (CLO4,L4)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

14. a. Explain the steps to access any one open online educational resource for teaching computer science(CLO2,L2)

(OR)

b. How can the evaluation of teachers help in their professional development? (CLO2,L4)

15. a. Explain the fundamental gates with expression and truth table.. (CLO4,L5)

(OR)

b Explain with example Pure and impure functions..(CLO5,L6)

PEDAGOGY OF ENGLISH - IV

Course Code :
24LBCEN

Credits: 3

Number of Hours - 75 (L - 30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- synthesizes and disseminates the information pertaining to professional competency of an English Teacher (L6)
- evaluates the purpose of English in accordance with different context.(L5)
- generalizes the qualities, responsibilities and professional development of the English teacher (L2)
- demonstrates Understanding of Literary Texts in the English Language (L1)
- analyzes the content related to State Board secondary school syllabus (L4)
- integrates the content related to State Board higher secondary school syllabus (L3)

Unit I: Professional Competency of an English Teacher (L -6; T - 3; P - 7)

Professional Association for English Teachers - ELT Programmes for Quality Improvement - Journals of English Education - Using ICT and Internet for Continuous Professional Development (CPD) - Linguistics - Morphology - Lexis - Semiotics - Syntax - Semantics and Pragmatics - English for Global Purpose (EGP) - English for Specific Purpose (ESP) - English for Academic Purpose (EAP) - English for Occupational Purpose(EOP)

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

Unit II : Resources (L - 6; T - 3; P - 6)

Reading Materials-Online Resources - ESL - Library- Journals- e-journals - English Club: Objectives, Organization and Activities - Language Vocabulary Games - Virtual Field Trips - Language Laboratory - AI Tools Enhanced Teaching Learning - Magic Write - Eduaide.AI - Duolingo - Quizlet - Mind-luster - Utilization of AI Tools - Gen AI Ed Tech

Task Assessment: Submit a report on Virtual Library visit

Unit III : Content Related to School Syllabus (L - 6; T - 3; P - 4)

Standard VI to VIII (English) Tamil Nadu State Syllabus

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

Unit IV : Content Related to School Syllabus

(L - 6; T - 3; P -

4)

Standard IX and X (English) Tamil Nadu State Syllabus

Task Assessment: Create an E Quiz from the content of Standard X English units.

Unit V : Content Related to School Syllabus

(L - 6; T - 3; P -

5)

Standard XI and XII (English) Tamil Nadu State Syllabus

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

Note: The Prospective Teachers should select any two Task Assessments (Online)

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Panday, N. T. & Melissa N. (2024). Reading Habits, Study Skills and Student Engagement: A Causal Method to Language Learning Motivation. *Asian Journal of Language, Literature and Culture Studies*. 7. 486-502. [10.9734/ajl2c/2024/v7i3201](https://doi.org/10.9734/ajl2c/2024/v7i3201).

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- English - VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)
- English - X Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)
- English - XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- English - XII Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)
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- E-Resources**

<https://www.grammarly.com>

<https://www.talkenglish.com>

<https://www.ibm.com/topics/generative-ai>

PEDAGOGY OF ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	synthesizes and disseminates the information pertaining to professional competency of an English Teacher (L6)	2, 4, 5	4, 5, 7, 8, 9, 10
2	evaluates the purpose of English in accordance with different context.(L5)	2, 4, 5, 7, 8	3, 4, 7, 8, 10
3	generalizes the qualities, responsibilities and professional development of the English teacher (L2)	1, 2, 4, 5, 7	1, 3, 5, 7, 8, 9, 10
4	demonstrates Understanding of Literary Texts in the English Language (L1)	1,2,5, 6, 7, 8	3, 4, 5, 8, 9, 10
5	analyzes the content related to State Board secondary school syllabus (L4)	1, 2, 4, 5, 6, 7	1, 2, 5, 7, 8, 10
6	integrates the content related to State Board higher secondary school syllabus (L3)	1,2, 3,4,5,6,7,8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH**

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Linguistics means ----- . (CLO1, L1)
 - a. the study of language
 - b. the study of grammar
 - c. the study of spelling
 - d. the study of vocabulary
2. Morphology is the study of ----- . (CLO1, L1)
 - a. grammar
 - b. the forms of things
 - c. language skills
 - d. word formation and structures
3. Jigsaw listening is ----- .(CLO2, L2)
 - a. information gap exercise
 - b. group listening
 - c. individual listening
 - d. listening together
4. Oral fluency means ----- . (CLO2, L2)
 - a. ability to speak correctly
 - b. ability to speak continuously
 - c. ability to speak without mistakes
 - d. ability to speak perfectly
5. Remedial teaching is given after the ----- . (CLO3, L2)
 - a. achievement test
 - b. diagnostic test
 - c. talent test
 - d. slip test

Section - B

(5 X 2 = 10 Marks)

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

6. Comment on ESP. (CLO1, L4)
7. Mention the phases of Listening skill (CLO2, L2)
8. Write any two enrichment programme for gifted learners.(CLO3, L1)
9. Suggest any four uses of Thesaurus.(CLO4, L2)
10. State SQ3R methods of reading. (CLO4, L2)

Section - C

(3 X 5 = 15 Marks)

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

11. How do you differentiate Semantics from Pragmatics (CLO1, L3)
12. As a teacher of English, how could you identify gifted learners in your English classroom? (CLO2, L4)
13. If you want to develop your linguistic skills, what kind of learning resources will you refer? (CLO4, L3)
14. List out the activities of English Teacher Association? (CLO5, L2)
15. Mention some of the strategies to develop the reading skill of learners (CLO4, L3)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

17. Compare and contrast English for General Purposes (EGP) and English for Specific Purposes (ESP). (L6)

(OR)

Evaluate how Professional Associations for English Teachers (e.g., ELTAI, IATEFL, TESOL) contribute to continuous professional development (CPD). (L6)

18. a. Analyse how determination, support, and emotional encouragement shape a person's journey in the poem "Special Hero" (L6)

(OR)

b. Discuss the quality improvement programmes for English teachers?

Analyze the advantages of Association for English Teachers. (CLO5, L4)

Task Assessment: Construct a digital timeline of Tamil dynasties with major rulers, achievements, and inscriptions.

Unit V : Content Related to School Syllabus
5)

(L - 6; T - 3; P -

Standard XI and XII (History) Tamil Nadu State Syllabus.

Task Assessment: Create a visual album on art, architecture, and administration under Nayaks

Note: The Prospective Teachers should select any two Task Assessments (Online)

References

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Singh, U. (2008). *A History of Ancient & Early Medieval India: From the Stone Age to the 12th Century*. Pearson Longman.

Supplementary Readings

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

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

Social Science - VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)

Social Science - IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2020)

Social Science - X Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)

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

History - XII Standard, Tamil Nadu Text Book and Educational Services Corporation (2025)

E-Resources

<https://besthistorysites.net/general-history-resources/>

<https://journal.caa-international.org/articles/10.5334/jcaa.11/>

<https://nios.ac.in/media/documents/SrSecLibrary/LCh-008.pdf>

<https://www.nios.ac.in/media/documents/secpsycour/English/Chapter-3.pdf>

<https://www.thehindu.com/news/national/tamil-nadu/archaeological-excavations-set-to-begin-in-seven-more-places-in-tamilnadu/article33566589.ece>

<https://www.britannica.com/topic/museology>

PEDAGOGY OF HISTORY

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	interprets the professional norms and ethics needed for History Teacher (L2)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	evaluates the resources available in teaching of History (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	acquires the content related to State Board secondary school syllabus (L1)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	analyzes the content related to State Board secondary school syllabus (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	integrates the content related to State Board higher secondary school syllabus (L3)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	creates e-content by leveraging AI-based resources for effective teaching and learning (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

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

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions: -

1. 'The Historian' is a ----- (CLO2, L1)
 - a) Book of events b) History Novel c) History Book d) History Journal
2. The moral conduct that governs a profession is----- (CLO1, L1)
 - a) professional ethics b) professional growth c) professional management d) professional skill
3. Which river is known as the "Dakshin Ganga"? (CLO3, L2)
 - a. Krishna b. Kaveri c. Godavari d. Narmada
4. Who is known as the "Father of the Indian Constitution"?
 - a. Jawaharlal Nehru, b. B.R. Ambedkar, c. Rajendra Prasad, d. Sardar Patel
5. What was the main reason for the decline of the Indus Valley Civilization?
 - a. Greek invasion, b. Over-urbanization and ecological changes, c. Expansion of the Mauryan Empire, d. Lack of trade routes (CLO6, L2)

Section - B

(5 X 2 = 10 Marks)

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

4. List the human qualities of a history teacher? Give an example. (CLO1, L3)
5. Define globalization. (CLO4, L2)
6. Define a peninsula with an example from India. (CLO3, L1)
7. Distinguish between weather and climate (CLO 5, L4)
8. Do you think literacy is essential for national development? Give two reasons. (CLO3, L5)

Section - C

(3 X 5 = 15 Marks)

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

9. What would happen if pre service and in service training are given to a history teacher? (CLO1, L4)
10. Do you think the Non-Cooperation Movement was successful? Give two reasons to support your answer. (CLO6,L5)
11. "Urbanisation brings both opportunities and challenges." Do you agree? Evaluate the statement with suitable arguments. (CLO3, L5)
12. Analyse the causes and effects of the Industrial Revolution on world society. (CLO4, L4)
13. Using a map of India, identify and mark any five major physical features (Himalayas, Thar Desert, Western Ghats, Eastern Ghats, Indo-Gangetic Plains). Explain how these features influence climate or lifestyle. (CLO4, L5)

Section - D (2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

14. a) Discuss in detail the professional ethics of a history teacher. (CLO1, L4)

(OR)

b) “The National Movement of India was shaped by diverse ideologies, strategies, and leaders.” Evaluate this statement by analysing the role of: Moderates, Extremists, Mahatma Gandhi, Subhash Chandra Bose, Women and common people (CLO3, L5)

15. a) Evaluate the impact of globalization on India’s economy, culture, education, and environment. Provide justified arguments with examples. (CLO4, L5)

(OR)

b) Design a museum exhibit on “The History of Tamil Nadu from Sangam Age to the Cholas.” Your plan should include: Theme and objectives, Selection of artefacts, Use of maps, timelines, and digital tools, Visitor engagement strategies (AR/VR, audio guides, models), Justification for your choices (CLO6, L6)

PEDAGOGY OF MATHEMATICS - IV

Course Code : 24LBCMA

Credits: 3

Number of Hours - 75 (L - 30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- identifies the range of activities for a Mathematics teacher (L1)
- interprets the various learning resources in Mathematics (L2)
- applies the content of school syllabus to real life Mathematics (L3)
- constructs the content of school syllabus to represent complex real world classification (L4)
- evaluates the resources available in teaching of Mathematics (L5)
- organizes mathematics club meetings (L6)

Unit I : Professional Development of Mathematics Teachers (L-6; T – 2; P-5)

Qualities of a Mathematics Teacher - In Service Training - School Activities - Administrative Duties - Community Activities - Mathematics Teachers Association - Participation in Seminars/ Conferences / Workshops - Mathematics Teacher as a Researcher

Task Assessment : Write a one page analytical report on any mathematics article.

Unit II : Resources (L-6; T – 3; P-6)

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 Resource - AI Tools Enhanced Teaching Learning: Desmos - Quizlet - Mathway and Photomath- Utilization of AI Tools - Mind-luster- Gen AI Ed Tech

Task Assessment : Identify and prepare a list of Mathematical Websites.

Unit III : Content Related to School Syllabus (L-6; T – 3; P-6)

Standard VI to VIII (Mathematics) Tamil Nadu State Syllabus

Task Assessment: Create an E Quiz from the content of VIII STD Mathematics units.

Unit IV : Content Related to School Syllabus (L-6; T – 3; P-6)

Standard IX and X (Mathematics) Tamil Nadu State Syllabus

Task Assessment : Create a small digital instructional material for any topic in Standard IX and X Mathematics Text Book

Unit V : Content Related to School Syllabus (L-6; T – 3; P-6)

Standard XI and XII (Mathematics) Tamil Nadu State Syllabus

Task Assessment : Prepare a digital module on school content**Note:** The Prospective Teachers should select any two Task Assessments (Online)**References****Books:**

- Aggarwal, J.C. (2021) *Teaching of Mathematics*, Vikas Publishing House.
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- Tall, D. (2021). *How Humans learn to think mathematically: Exploring the three worlds of mathematics*. Cambridge University Press.
- Weiss, L.G. (2017). *Expanding individual difference research in the interaction*. John Benjamin Publication.

Supplementary Readings

- Mathematics – Standard VI Tamil Nadu Text Book and Educational Services Corporation (2024 editions)
- Mathematics – Standard VII Tamil Nadu Text Book and Educational Services Corporation (2024 editions)
- Mathematics – Standard VIII, Tamilnadu Textbook and Educational Services Corporation (2023)
- Mathematics – Standard IX, Tamil Nadu Textbook and Educational Services Corporation (2023)
- Mathematics – Standard X, Tamil Nadu Textbook and Educational Services Corporation (2019)
- Mathematics – Standard XI, Tamil Nadu Textbook and Educational Services Corporation (2018)
- Mathematics – Standard XII, Tamil Nadu Textbook and Educational Services Corporation (2019)

E-Resources

- <https://www.antonline.com>
- <https://www.greatmathsteachingideas.com>
- <https://www.mathematicsinschools.edu.au/resources>

PEDAGOGY OF MATHEMATICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the range of activities for a Mathematics teacher (L1)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	interprets the various learning resources in Mathematics (L2)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	applies the content of school syllabus to real life Mathematics (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	constructs the content of school syllabus to represent complex real world classification (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	evaluates the resources available in teaching of Mathematics (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	organizes mathematics club meetings (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

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

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

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

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Identify the one which need not be included in the professional quality of a mathematics teacher ----- (CLO1, L4)
 - a. To experiment well
 - b. Knowledge of self
 - c. Developing new trends
 - d. Satisfactory knowledge of social matter
2. The administrative duties of mathematics teacher is -----.(CLO1, L2)
 - a. Filling records of students
 - b. Allotting work assignments
 - c. Delivering public programs
 - d. Maintaining personal accounts
4. What does “handling hurdles in utilization” mainly refer to? (CLO2,L2)
 - a) Avoiding all digital tools
 - b) Identifying challenges and finding strategies to overcome them
 - c) Learning coding skills
 - d) Using only paid websites
5. Which of the following is a rational number? (CLO4,L4)
 - a) $\sqrt{2}$
 - b) π
 - c) $\frac{3}{11}$
 - d) $\sqrt{5}$

Section - B

(5 X 2 = 10 Marks)

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

6. Write the importance of Journals in Mathematics Education. (CLO1, L6)
7. State the role of workbook in teaching mathematics. (CLO2, L1)
8. Explain how the characteristics of a good mathematics workbook contribute to students' problem-solving skills. (CLO2,L4)
9. Apply the distributive property to simplify (CLO3,L3) $7(3x - 2) - 5(2x + 1)$.
10. Find the 10th term of the Arithmetic Progression : 3, 7, 11, 15... (CLO5,L3)

Section - C

(3 X 5 = 15

Marks)

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

11. Discuss the professional qualities required for a mathematics teacher. (CLO1, L2)
12. How will you establish a mathematics library in your school? (CLO2, L6)
13. Analyze how AI-based tools such as Desmos, Quizlet, Mathway, and Photomath transform the teaching–learning process in mathematics classrooms. Discuss with suitable examples. (CLO2,L4)
14. Find area of a trapezium: (Bases = 8 cm, 14 cm; Height = 6 cm) (CLO3,L3)
15. Find the distance between points A(-3, 4) and B(5, -2). (CLO5,L4)

Section - D**(2 X 15 = 30 Marks)****Answer the following questions in about 750 words each:-**

1. a) Explain the need for a mathematics club in a school. How do you organize such a club? Describe the activities that could be introduced in such clubs? (CLO2, L2)

(OR)

A rectangular park is 90 m long and 60 m wide. It has a path of uniform width built inside it along all four sides. The remaining area of the park is 4200 m².

- (i) Find the width of the path.
 (ii) Find the cost of fencing the outer boundary of the park at ₹45 per metre.
 (CLO3, L4)

2. Compare seminars, conferences, and workshops as professional development platforms. How they contribute uniquely to a mathematics teacher's pedagogical and content knowledge. (CLO1,L5)

(OR)

A teacher recorded the scores of 50 students in a test. The data (grouped) is shown below:

Class Interval	0–20	20–40	40–60	60–80	80–100
Frequency	5	11	16	12	6

PEDAGOGY OF PHYSICAL SCIENCE - IV

Course Code : 24LBCPS

Credits : 3

Number of Hours - 75 (L -30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The Prospective Teacher

- generalizes the qualities, responsibilities and professional development of the Physical Science teacher (L2)
- lists out the association for Physical Science teacher (L1)
- utilizes the resources of Physical Science for teaching learning process (L3)
- analyzes textbook - based science concepts and pedagogy approaches for deep understanding (L4)
- formulates new ideas and methods using textbook science concepts to address complex questions (L6)
- investigates scientific phenomena by applying factual knowledge from the text book (L5)

Unit I : Physical Science Teacher

(L-6; T-3; P-4)

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 : Prepare an Infographic chart on Physical Science associations and the key activities

Unit II : Resources for Physical Science

(L-6; T-3; P-7)

Reading Materials-Online Resources: e-library - e-journals - Library - Journals- Science Club: Objectives - Organization and Activities of Science Club- Science Exhibitions-Science Fairs- Virtual Field Trips - Science Museums - STEM Learning-AI Tools Enhanced Teaching Learning - Magic Write - Eduaide.AI - Julius.ai- Utilization of AI Tools - Mind-luster - Gen AI Ed Tech

Task Assessment : Write a Report on virtual field trips organized in your club

Unit III : Content Related to School Syllabus

(L-6; T -3; P-6)

Standard VI to VIII (Science) Tamil Nadu State Syllabus

Task Assessment: Designs Comprehensive study notes from the content of Standard VIII Science.

Unit IV: Content Related to School Syllabus

(L-6; T -3; P-6)

Standard IX and X (Science) Tamil Nadu State Syllabus

Task Assessment: Prepare an Comprehensive Instructional Module from the content of Standard IX and X (Science).

Unit V : Content Related to School Syllabus (L-6; T –3; P-7)

Standard XI and XII (Physics and Chemistry) Tamil Nadu State Syllabus

Task Assessment: Design an E- Instructional Module from the content of Standard XI and XII (Physics and Chemistry)

Note: The Prospective Teachers should select any two Task Assessments (Online)

References

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- Chemistry– Higher Secondary – First Year – Volume I & II, Tamil Nadu Text Book and Educational Services Corporation (2025).
- Physics – Higher Secondary – Second Year – Volume I & II, Tamil Nadu Text Book and Educational Services Corporation (2025).
- Chemistry– Higher Secondary – Second Year – Volume I & II, Tamil Nadu Text Book and Educational Services Corporation (2025).

E-Resources

- <http://www.southasianoutlook.com/education.htm>
- http://tifr.res.in/~vahia/base_details.html
- <http://www.loc.gov/>
- <http://www.epa.gov/kids/>
- <http://www.discover.com/>
- <https://www.biophysics.org/what-is-biophysics>
- https://www.isro.gov.in/Chandrayaan3_Details.html

PEDAGOGY OF PHYSICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	generalizes the qualities, responsibilities and professional development of the Physical Science teacher (L2)	1,2,3,4,5,8	,2,3,4,,6,7,8,9,10
2	. lists out the association for Physical Science teacher (L1)	1,2,3,4,5, 8	1,3,4,5,7,8,9,10
3	. utilizes the resources of Physical Science for teaching learning process (L3)	1,2,3,4,5,,7,8	1,2,3,4,5,6,7,8,9,10
4	. identifies the individual differences among students (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	builds the ability to use ICT resources to explore Physical Science (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
6	reviews the recent researches in Physical Science Education (L5)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,

Course Mapping**MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)**

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

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - IV SEMESTER EXAMINATION
PEDAGOGY OF PHYSICAL SCIENCE – IV

Time: 3 hrs.

Max. Marks: 60

Section – A (5 X 1 = 5

Answer all the following questions: -

1. An AI tool used for educational content creation is ----- CLO3 L1
 - a) Magic Write
 - b) Crocodile Clips
 - c) PhET
 - d) Vernier
2. STEM learning integrates: CLO3 L1
 - a) Science, Technology, Engineering, Mathematics
 - b) Science, Tamil, English, Mathematics
 - c) Social Science and Technology only
 - d) Maths and Engineering only
 1. Which planet is known as the ‘Red Planet’? CLO4 L1
 - a) Venus
 - b) **Mars**
 - c) Jupiter
 - d) Saturn
 2. The phenomenon responsible for the formation of rainbow is: CLO6 L1
 - a) Reflection
 - b) **Refraction**
 - c) Absorption
 - d) Scattering
 3. 5. The process of conversion of solid directly into gas is: CLO5 L1
 - a) Evaporation
 - b) Condensation
 - c) **Sublimation**
 - d) Fusion

Section - B (5 X 2 = 10)

Answer all the following questions in about 50 words each:

1. What is a virtual field trip? CLO3 L1
2. Mention two uses of AI tools in science teaching. CLO3 L1
3. Mention any two responsibilities of a Physical Science teacher. CLO2 L1
4. What are e-journals? CLO3 L1
5. Differentiate between conductors and insulators. CLO4 L2

Section - C (3 X 5 = 15)

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

1. Analyse how the organisation and major activities of a Science Club can enhance students’ scientific skills and attitudes. Illustrate with examples from school practice. CLO2 L4
2. Discuss the importance of science exhibitions and science fairs in school education. CLO3 L3
3. Explain how virtual field trips can be applied to improve the teaching-learning process in science. Suggest situations where they can be more effective than physical field trips. CLO3 L3
4. Analyse the significance of STEM learning in Physical Science classrooms. How can STEM-based activities transform students’ problem-solving abilities? CLO3 L4
5. Explain the working of an electric circuit with a diagram. CLO4 L2

Section - D (2 X 15 = 30)

Answer the following questions in about 750 words each:-

1. Evaluate the role of summer institutes, workshops and reflective practices in enhancing teacher efficiency. CLO1 L5

OR

Design a comprehensive professional development plan for Physical Science teachers integrating AI tools, online resources, STEM practices and reflective teaching. CLO3 L6

2. **Discuss acids, bases and salts—their properties, reactions, uses and safety rules for handling chemicals. CLO4 L2**

OR

Explain the concepts of heat, temperature, modes of heat transfer and effects of heat with diagrams. CLO5 L2

jkpo; fw;gpj;jy;

Course Code : 24LBCTA

Credits: 3

Number of Hours - 75 (L - 30; T - 15; P - 30)

ghlnewp KbTWk; epiyapy; khzt MrphpaH;

- nkhopahrphahpd; gz;GfisAk; fw;gpj;jy;jpwid Nkk;gLj;Jk; topKiwfisAk; ca;j;JzHth; (L2)
- jkpo;nkhop fw;gpj;jypd; gy;NtW tsq;fis mwpe;J gad;gLj;JtH (L5)
- jkpo; fw;gpj;jypy; jfty; kw;Wk; njhiyj;njhlHG njhopy;El;gg;fis xUq;fpizg;gH (L4)
- caHepiyg;gs;sp khepy fof ghlj;jpl;l;jpd; cs;slf;fj;ij ngWtH (L1)
- Nky;epiyg;gs;sp khepy fof ghlj;jpl;l;jpd; cs;slf;fj;ij gFg;gha;tH (L4)
- gaDs;s fw;gpj;jy; fw;wypy; nraw;if Ez;zwpT mbg;gilapyhd tsq;fisg; gad;gLj;jp cs;slf;fj;ij cUthf;FtH (L6)

myF 1 : jkpohrphahpd; njhopy; rhh;Nkk;ghL (L -6; T - 2; P - 6)

jkpohrphah – jkpohrphah; gz;Geyd;fs;- nghJg;gz;Gfs;- rpwg;Gg;gz;Gfs;- ed;D}y; \$Wk; Mrphahpd; gz;Geyd;fs; - fw;gpj;jy Nkk;gLj;Jk; topKiwfs; - Gj;jhf;fg; gapw;rpfs;- jfty; njhopy;El;gg; gapw;rpfs;- ,izajsk; %yk; jkpo;nkhop rhh;e;j nra;jpfis; Nrfhpj;jy;- nkhop rhh;e;j mz;ikr; nra;jpfis cLDf;FId; mwpe;J nfhs;Sjy;- gapw;rp; gl;liw- Gj;jwpT gapw;rp – gzpapilg; gapw;rp - fUj;juq;F - Njrpa; fUj;juq;F. rHtNjr fUj;juq;F- ,iza top Njrpa> gd;dhl;Lf; fUj;juq;F> gapyuq;F- Ma;tpjo;fs;- jkpohrphah rq;fk;

gzp kjpg;gPL;: jkpohrphahpd; fw;gpj;jy Nkk;gLj;Jk; topKiwfs; gw;wp fl;Liu tiuf

myF 2 : jkpo;nkhop tsq;fs; (L - 6 ; T - 4; P - 6)

jkpo; ghlE}y;- jkpo; mfuhjpf;- jkpo; ,yf;fpa kd;wk;- nkhopgapw;wha;Tf;\$lk;- jkpo; nka; ,izag; gy;fiyf;fofk; - rKjha tsq;fs;- ,yf;fpa tsq;fs;-gjpndz;Nky;f;fzf;F E}y;fs;- gjpndz;fPo;f;fzf;F E}y;fs;> fhg;gpaq;fs; - ,jpfhrq;fs;; - ,yf;fz tsq;fs;; - jkpo; ,izaf; fy;tpf;fofk; - mfo;thuha;r;rpfs; - fw;wy; fw;gpj;jy Nkk;gLj;Jk; nraw;if Ez;zwpT fUtpfs; - Talkpal - Talkio AI – ghlg;ngHUs; gad;ghl;bw;fhd nraw;if Ez;zwpT fUtpfs; - Play HT – nraw;if Ez;zwpT cr;rhp;Gk; xypapay; E}yfKk;

gzp kjpg;gPL;: fPob mUq;fhl;rpaf;ij nka;epfH topahf gh;itapl;L nra;jpfis Nrfhpj;J mwpf;if rkHg;gpf;f

myF 3 : gs;spj; jkpo;g;ghlf; fUj;Jf;fs; (L - 6 ; T - 3; P - 6)

jkpo;ehL ghlE}y; kw;Wk; fy;tpapay; gzpfs; fofj;jpd; MW Kjy; vl;lhk; tFg;G khepy ghlj;jpl;l;k;

gzp kjpg;gPL : vl;lhk; tFg;G ,yf;fzg; ghlg;gFjpf;F kpd;dZ cs;slf;fk; jahhpf;f

myF 4 : gs;spj; jkpo;g;ghlf; fUj;Jf;fs;

(L - 6 ; T - 3; P -

6)

jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofj;jpd; xd;gJ kw;Wk; gj;jhk; tFg;G
tiuapyhd khepy ghj;jpl;lk;

gzp kjpg;gPL : xd;gjhk; tFg;G ,yf;fz ghlg;gFjpfSf;F kpd;dZ glj;njhFg;G jahhpf;f

myF 5 : gs;spj; jkpo;g;ghlf; fUj;Jf;fs;

(L - 6 ; T - 3; P -

6)

jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofj;jpd; Nky;epiy Kjyhkhz;L kw;Wk;
,uz;lkhkhz;L khepy ghj;jpl;lk;

gzpkjpg;gPL : Nky;epiy Kjyhkhz;L ,yf;fz ghlg;gFjpfSf;F kpd;dD fl;lfk; jahhpf;f

Fwpg;G : khzt MrphpaH VjhtJ ,uz;L gzp kjpg;gPLfis Njh;T nra;a Ntz;Lk; (,aq;fiy /
epfo;epiy)

ghh;it E}y;fs;

m];yhk; Nf. (2022). *jkpo;fw;gpj;jy; EZf;fq;fs;>* rhe;jh gjpg;gfk;>
,uj;jpdrghgp> gp (2022). *jkpo; fw;gpj;jy; 1 & 2>* rhe;jh gg;sp\H];
,sq;Nfh> (2017) *jkpofj; njhy;ypay; Ma;Tfs; fPob tiu>* miyfs; ntspapl;lfk;
Qhdk;. (2022) *Gjpa Nehf;fpy; jkpo; fw;gpf;Fk; Kiwfs; ghfk; 1 & 2.* ruhjh gjpg;gfk;
fzgj .tp>n[auhad; .g+ (2005) *rpwg;Gj;jkpo; fw;gpj;jy;>* rhe;jh gjpg;gfk;>
fiyr;nry;tp .nt (2012) *fy;tpapay; rpwg;Gj;jkpo;>* rQ;[Pt; ntspaPL
Fkhpr;nropad;> NtZNFhghy;. .,gh (2016) *jha;nkhopf; fw;g;gpj;jy;>* ruhjh gjpg;gfk;
Nfhfpyh jq;frhkp. (2016). *jkpo;nkhop> Foe;ijfs;> Mrphpah;fs;.* ghit gjpg;gfk;>
rf;jpNty;.R (2006) *jkpo;nkhop tuyhW>* kzpthrfH gjpg;gfk;
rutzd;. g (2024) *nraw;if Ez;zwpT.* Rthrk; gg;spNf\ d;
jPdjahs;> rptf;Fkhh; .k (2010) *ige;jkpo; fw;gpj;jy;.* = fpU\;zh gjpg;gfk;>
gpughfud; .c (2012) *jkpo; gapw;wy; Kiwfs;>* mutpe;j; gjpg;gfk;
kPdhl;rp Re;juk; .m>nry;tk; ngh. (2010)>*ige;jkpo; fw;gpj;jy;.* fht;akhyh gjpg;gfk;>
uhkd; Nf. tp (2010) *njhy;ypay; Ma;Tfs;>* epA+ nrQ;Rhp Gf;];
Principles of preparing textbooks in mother tongue, NCERT Publication (1970).
gh .v.Mh;. (2014) *jkpo; fw;gpj;jy; GJikfs;>* uj;jpdg; gjpg;gfk;>

Jiz E}y;fs;

jkpo; - 6k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
jkpo; - 7k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
jkpo; - 8k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
jkpo; - 9k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)
jkpo; - 10k; tFg;G jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2025)

ngghJj;jkpo; - Nky;epiyf;fy;tp Kjyhkhz;L> ,uz;lkhkhz;L jkpo;ehL ghIE}y; kw;Wk;
fy;tpapay; gzpfs; fofk; (2025)

kpd; tsq;fs;

<https://www.murasu.com>

<http://ilanguages.org/tamil.Phb>

<https://www.kanithamizh.com>

<https://www.tamilboard.com>

<https://tamilelibrary.org/>

<http://play.ht>prouciation ->

<http://www.talkio.ai>ta-in>

<http://www.talkpal.ac.in>

<https://www.ibm.com/topics/generative-ai>

jkpo; fw;gpj;jy;

CLOs	ghlnewp KbTWk; epiyapy; khzt MrphpaH ngWk; fw;wy; milTfs	PLO Addressed	PSO Addressed
1	nkhopahrphahpd; gz;Gfis kPI;lwptH (L2)	2, 3, 4, 5, 6, 7	3, 4, 5, 7, 8, 9
2	jkpo;nkhop fw;gpj;jypd; gy;NtW tsq;fis mwpe;J gad;gLj;JtH (L3)	1, 2, 4, 5, 6	1, 3, 5, 7, 8, 9, 10
3	jkpo;ehl;bd; njhy;ypay; mfo;thuha;r;rpg; gw;wpa nra;jpfis njhFg;gh; (L6)		
4	jkpo; nkhopapd; tsHr;rp epiyfs; caj;JzHtH	1, 2, 3, 5, 8	4, 5, 6, 7, 8, 9, 10
5	nkhopf; fw;gpj;jypy; jdpahs; NtWghl;il ,dk; fz;lwpe;J fw;wYf;F topfhl;LtH (L2)	2, 3, 4, 5, 6, 8	1, 4, 5, 6, 7
6	nkhopahrphahpd; fw;gpj;jy; jpwd;fis Nkk;gLj;Jk; topKiwfis ca;j;JzHtH (L1)	2, 4, 5, 6, 7	3, 5, 7, 8, 9

Course Mapping

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

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

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

jkpo; fw;gpj;jy;

Time: 3.00 hrs.

Max. Marks: 60

gFjp - m

(5 X 1 = 5)

rhpahd tpiliaj; NjHe;njLj;njOJf.

1. nkhopgapw;wha;T \$lj;jpy; MizapLk; fUtp ----- (CLO2, L1)
m) fUtiw fUtp M) Kj;d;ik eh;lh
,) Ez;nzhyp fUtp <) jiyazp fUtp
2. ed;D}y; typAWj;Jk; Mrphpahpd; gz;G eyd;fSf;F vLj;Jf;fhl;lhf \$WtJ..... (CLO1, L3)
m) kyh;; M) gUj;jpf; Fz;bif ,) Klj;jpw;F <) kly;fisAila gid
kuk;
3. Gj;jkpj;jpuH vOjpa ,yf;fz E}y; ----- (CLO2, L2)
m) jz;b M) ed;D}y; ,) tPuNrhopak; <) njhd;D}y;
4. Fl;bj; njhy;fhg;gpak; vd;W miof;fg;gLk; ,yf;fz E}y; ----- (CLO2, L1)
m) tPuNrhopak; M) mfj;jpak; ,) njhd;D}y; tpsf;fk;
<) Gwg;ngHUs; ntz;ghkhiy
5. nkhopahrphpahpd; fw;gpj;jiy Nkk;gLj;j gad;gLk; topKiwfspy; xd;W ----- (CLO1, L2)
m) Njh;T M) gl;lwpT
,) gzpapilg;gapw;rp <) gapw;rpapd;ik

gFjp - M

(5 X 2 = 10)

fPo;fhZk; tpdhf;fs; xt;nthd;wpw;Fk; 50 nrhw;fs; kpfhky; tpilaspf;fTk;.

6. ed;D}y; \$Wk; ey;yhrphpahpd; gz;Gfs; ahit?. (CLO1, L4)
7. jkpo; tiysq;fspd; ngaHfis vOJf.(CLO2, L2)
8. nkhopahrphpahpd; fw;gpj;jiy Nkk;gLj;Jtjpy; gzpapilg; gapw;rpapd; Kf;fpaj;Jtj;ij vOJf. (CLO1, L4)
9. jkpo;nkhopf;F gad;gLk; mfuhjpfis tifg;gLj;Jf. (CLO2, L3)
10. kaq;nfhyp gpio vd;why; vd;d? (CLO4, L2)

gFjp - ,

(3 X 5 = 15)

fPo;fhZk; tpdhf;fs; vitNaDk; ehd;F tpdhf;fSf;F 250 nrhw;fspy; tpilaspf;fTk;.

11. nrhy; vd;why; vd;d? nrhy;ypd; tiffs; jFe;j v.fh. tpsf;Ff. (CLO3, L4)
12. nkhopgapw;wha;T \$lj;jpd; mikg;ig tpthpf;f. (CLO2, L4)
13. mzp vd;why; vd;d? v.fh. ctikazpia vfh tpsf;Ff (CLO4, L4)
14. ,yf;fpa kd;wj;jpd; mikg;G> nray;ghLfis tpsf;Ff. (CLO2, L3)
15. jkpo; ,izaf; fy;tpf;fofj;jpd; Fwpf;Nfhs;fis vOJf. (CLO2, L3)

gFjp - <

(2 X 15 =

30) fPo;fhZk; tpdhf;fSf;F 750 nrhw;fspy; tpilaspf;fTk;.

16. m. nkhopahrphpahpd; gz;G eyd;fisg; gl;baypl;L tphpj;njOJf.(CLO1, L4)
my;yJ
M. jkpo;nkhopia tsh;f;Fk; %yq;fs; gw;wp Ma;f. (CLO2, L5)
17. m. epWj;jw;Fwpfs; vd;why; vd;d? mjd; gy;NtW tiffis gl;baypl;L jFe;j
cjhuqzq;fSld; tpsf;Ff. (CLO4, L5)
my;yJ
M. nkhopahrphpahpd; fw;gpj;jiy Nkk;gLj;Jk; topKiwfis tpsf;Ff.(CLO1, L4)

ELECTIVE -HUMAN RIGHTS EDUCATION

Course Code : 24LBEHR

Credits : 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- recognizes the norms and values of human rights (L1)
- develops analytical skills to question and appraise Human Rights policies and practices at national and international levels (L6)
- explores the substantive knowledge of policies concerning Human Rights Education (L3)
- identifies potential roles for oneself in the promotion of Human Rights Education (L4)
- develops awareness and conviction to values for improving the quality of life (L6)
- realizes the roles of various state and non-state agencies in the promotion and enforcement for Human Rights (L2)

Unit-1 Basic Concepts of Human Rights (L-6, T-4; P-3)

Human Rights: Meaning, Definition, Nature, Importance-Origin and Development of Human Rights- Classification of Human Rights: Moral, Social, Cultural, Religious and Political - Human Rights Violations - Contemporary Challenges and Global Perspectives on Human Rights and Sustainable Development.

Task Assessment: Prepare a digital poster highlighting the challenges faced in eradicating human rights violations in your locality.

Unit-2 Human Rights-The International Perspective (L-6; T-3; P-4)

International human rights: UNO-Universal Declaration of Human Rights (UDHR)-International Covenant on Civil and Political Rights (ICCPR) - International Covenant on Economic, Social and Cultural Rights (ICESCR)-Human Right Declarations-Role of United Nations Commissions-United Nations Convention on the Rights of the Child (CRC or UNCRC)-Conventions on the Protection of the Rights of Migrant Workers and Disabled.

Task Assessment: Prepare an action plan for protection of disabled through inculcating human values

Unit-3 Human Rights in India (L-7; T-3; P-3)

The Constitution of India-Fundamental Rights-Right to Life and Liberty-

Directive Principles of State Policy–Fundamental Duties–Individual and Group Rights–Other facets of Human Rights–Measures for Protection of Human Rights in India.

Task Assessment: Conduct group discussion on measures for protection of human rights in India

Unit-4 Human Rights and Enforcement Mechanism (L-7; T-3; P-3)

Constitutional remedies –Public Interest Litigation (PIL) - Human Rights Act, 1993 – Supreme Court (Act 32) And High Courts (Act 226)-National Human Rights Commission – State Human Rights Commissions– Commission of Women – Children – Minority - SC/ST-Constitution of Human Right Courts- Constitutional Provisions for Children: Article 21A and 14, 15, 21, 23 and 45 – Constitutional Provisions for women: Article 23(1), 39(e), 243 D (3) and 243 T (4)

Task Assessment: Prepare and submit a report on National and State human rights commissions

Unit-5 Strategies of teaching Human Rights (L-5; T-4; P-7)

Seminar – Debate - Street Play - Role Play – Brainstorming – Quiz - Group Discussion – Questioning - Buzz Session- Activities: Picture – Drawings - Cartoons and Comics- Cooperative learning-Training teachers for Human Rights Education- Role of Media - Educational Institutions and NGOs on Human Rights.

Task Assessment: Conduct brain storming session on “Role of Media on and human rights education”

Note: The Prospective Teachers should select any two Task Assessments (Online)

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- Toppr. (n.d.). *National curriculum framework for teacher education*. <https://www.toppr.com/bytes/national-curriculum-framework-for-teacher-education/>

ELECTIVE: HUMAN RIGHTS EDUCATION

CLOs	At the end of the course, the Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	recognizes the norms and values of human rights (L1)	3,5,8	2,7,8
2	develops analytical skills to question and appraise Human Rights policies and practices at national and international levels (L6)	2,3,4,6,8	1,2,3,7,9
3	explores the substantive knowledge of policies concerning Human Rights Education (L3)	3,7,8	1,2,4,6,9
4	identifies potential roles for oneself in the promotion of Human Rights Education (L4)	1,2,3,5,6	3,9
5	develops awareness and conviction to values for improving the quality of life (L6)	1,2,4,6,8	3,4,9
6	realizes the roles of various state and non-state agencies the promotion and enforcement for Human Rights (L5)	2,3,5,6	4,5,9

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE- HUMAN RIGHTS EDUCATION

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. In international human rights law, the important role is played by ----- (CLO5, L2)
 - a. Economic summit
 - b. World War
 - c. The United Nations
 - d. Commissions
2. The first chairman of the commission on human rights is ----- (CLO6, L1)
 - a. Thomas Jefferson
 - b. Thomas Paine
 - c. Eleanor Roosevelt
 - d. Walter Rooswalt
3. The protection of Human Rights Act in India was enacted in the year -----(CLO1, L1)
 - a. 1993
 - b. 1994
 - c. 1995
 - d. 1996
4. Directive principles of state policy are borrowed from _____ (CLO3, L1)
 - a. American constitution
 - b. British constitution
 - c. French constitution
 - d. Irish constitution
5. **The headquarters of the National Human Rights Commission located in _____ (CLO4, L1)**
 - a. Delhi
 - b. Mumbai
 - c. Ahmedabad
 - d. Kolkata

Section - B

(5 X 2 = 10

Marks)

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

6. What do you mean by human rights? (CLO1, L2)
7. What is cultural right? (CLO3, L2)
8. Expand ICESCR. (CLO1, L1)
9. Who is a disabled person? (CLO1, L2)
10. List out any four fundamental rights. (CLO6, L1)

Section - C
Marks)

(3 X 5 = 15

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

11. Summarize the development of human rights education. (CLO4, L2)
12. Describe the fundamental duties given in the Indian Constitution. (CLO5, L2)
13. Classify human rights. (CLO1, L2)
14. How does the constitution support migrant workers? (CLO5, L4)
15. Evaluate the provisions for protection of human rights in India. (CLO6, L5)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Elaborately explain the international perspective of human rights. (CLO3, L4)

OR

- b) Write an essay on directive principles of state policy. (CLO2, L2)

17. a) Design an action plan for teaching human rights through different strategies. (CLO6, L6)

OR

- b) “Media plays an important role on human rights education”-Justify. (CLO5, L5)

ELECTIVE -EDUCATION IN THE INTERNATIONAL CONTEXT

Course Code : 24LBEEI

Credits: 3

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- develops intercultural understanding and global approach to teaching. (L1)
- compares the curriculum of schools affiliated to different boards. (L3)
- Inculcates universal values and International mindedness. (L2)
- adopts new methodologies for providing learning experiences. (L4)
- gains deeper insight through experiential learning provided in the classroom (L5)
- organizes international conferences on different themes (L6)

Unit I - International Education - An Introduction (L-8; T-3; P-3)

International Education - Meaning - Definition - Need and Importance-
Need for International Education in India - Comparison of Indian and
International Education with respect to the countries: USA - Finland - Singapore-
Challenges and Opportunities- Internationalization of Higher Education: Trends
and Impacts.

Task Assessment: Prepare e-report on Comparison of Indian and International
Education Systems align with modern interest

Unit 2 - International Curriculum (L-8, T-3; P-5)

International Baccalaureate Organization (IBO) and Cambridge International
Examination (CIE) : Vision-Mission -Aims - Objectives. Curriculum Framework of
IBO and CIE - Affiliation/Authorization - Licensing - Policies pertaining to
Academic Honesty - Language Assessment - SEN (Special Educational Needs).

Task Assessment: Design a visual presentation on the curricular framework of
major Indian Education Boards.

Unit 3: Understanding Diverse Learners in the Global Context (L-8, T-3; P-5)

Diversity & Cultural Awareness in the Classroom- Career Path &
Opportunities- Community Partnerships & Programs - Student Teaching and Field
Experiences: Practical Exposures to Diverse Classrooms- Value Orientation in the
Global Context: Promoting Global Citizenship and Ethical values.

Task Assessment: Prepare an e-content on international value education

Unit 4 Innovative Learning Strategies**(L-8; T-3; P-4)**

Dialogue Based Learning - Problem Based Learning - Theatre Based Learning - Process Drama - Student Engagement Activities: Collaborative Learning – Constructivism - Co-operative - Gallery Walk - Field Visits - Independent Study - Portfolio Development - Journals - Learning Logs - Cognitive Organizers - Literature Response.

Task Assessment : Prepare a digital booklet on anyone of the Innovative Learning Strategies.

Unit 5 : Comparative Perspectives of International Education System**(L-8; T-3; P-3)**

International Education System: School system – Functioning of Various Boards of School System – Norms and Standards – Assessment Systems of USA – UK – Finland System of Education – Comparative Perspectives- Emerging Trends in International Education System.

Task Assessment: Prepare a e- poster on International Curriculum Development.

Note: The Prospective Teachers should select any two Task Assessments (Online)

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- Kavitha, A. Sharma, (2008) *Internationalization of Higher Education “ An Aspect of the India’s Foreign Relations”* Gyan Publishing House
- Vanita Singh, Nirmala Sharma, (2008). *Reforms of Indian Higher Education*, Alfa Publications
- Pallavi Maitra (2008) *Higher Education and Global Challenges*. Saurabh Publishing House
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- Salend, S. J. (2016). *Creating inclusive classrooms: Effective and reflective practices* (8th ed.). Pearson.
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- Tomlinson, C. A., & Imbeau, M. B. (2019). *Leading and managing a differentiated classroom*. ASCD.
- Florian, L. (2014). *The SAGE handbook of special education: Volume 2* (2nd ed.). SAGE Publications.

Supplementary Reader :

- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Salend, S. J. (2016). *Creating inclusive classrooms: Effective and reflective practices* (8th ed.). Pearson.
- Florian, L. (2014). *The SAGE Handbook of Special Education (Vol. 2)* (2nd ed.). SAGE Publications.

E-Resources

<http://www.21things4teachers.net/13---interactive-learning-tools.html>

<https://www.google.co.in/#q=collaborative+learning+online>

<http://net.educause.edu/ir/library/pdf/eli7081.pdf>

<http://oro.open.ac.uk/6546/1/6546.pdf>

[http://www4.ncsu.edu/~jlnietfe/Creativity_%26_Critical_Thinking_Articles_files/Marin%20%26%20Halpern%20\(2011\).pdf](http://www4.ncsu.edu/~jlnietfe/Creativity_%26_Critical_Thinking_Articles_files/Marin%20%26%20Halpern%20(2011).pdf)

<http://www.education.com/reference/article/culturally-relevant-pedagogy/>

http://commcourses.com/iic/?page_id=324

http://www.nafsa.org/Connect_and_Network/Explore_Careers/International_Educators/

<http://www.cois.org/page.cfm?p=1160>

<https://drexel.edu/soe/resources/student-teaching/>

<https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/international-curriculum/>

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/curriculum/>

<https://nscpolteksby.ac.id/ebook/files/Ebook/Business%20Administration/Emerging%20themes%20in%20international%20management%20of%20human%20resources>

<https://www.liveabout.com/process-drama-strategy-teacher-in-role-2713006>

<https://www.tedlearning.co.uk/what-is-theatre-based-learning/>

<https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

UNESCO. (2015). *Global citizenship education: Topics and learning objectives*.

United Nations Educational, Scientific and Cultural Organization.

<https://unesdoc.unesco.org/ark:/48223/pf0000232993>

OECD. (2020). *Teachers and leaders in vocational education and training*. OECD Publishing.

<https://doi.org/10.1787/59d4fbb1-en>

EDUCATION IN THE INTERNATIONAL CONTEXT

S.No	Course Learning Outcomes	PLO	PSO
1	develops intercultural understanding and global approach to teaching. (L1)	1,2,4,5,7,8	1,2,3,4,5,6,8,9
2	compares the curriculum of schools affiliated to different boards. (L3)	1,2,3,4,5,7,8	1,2,3,4,5,8,9,10
3	Inculcates universal values and International mindedness. (L2)	1,2,3,4,5,7,8	1,2,3,4,5,6,8,9,10
4	adopts new methodologies for providing learning experiences. (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
5	gains deeper insight through experiential learning provided in the classroom(L5)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
6	organizes international conferences on different themes (L6)	1,2,3,5,7,8	1,2,3,4,5,8,9,10

COURSE MAPPING

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

COURSE MAPPING

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.

SEMESTER MODEL QUESTION PAPER

ELECTIVE - EDUCATION IN THE INTERNATIONAL CONTEX

Time: 3.00 hrs.

Max. Marks: 60

Section – A

(5 X 1 =

5)

Answer all the following questions:-

1. PYP of IB is designed for students aged CLO2 L1
 - a. **3 to 12.** b 3 to 10 c 3 to 5 d. 3 to 9
2. Assessment has important roles: CLO2 L2
 - a. to prove what a student has learnt
 - b. to improve a student's understanding and skills.
 - c. lifelong passport for study and work
 - d. integrate grading and learning
3. Career Path development of International education through: CLO4 L1
 - a. Placement of interested students into universities abroad,
 - b. Offers career choice counselling based on interest, perceived individual financial and skills ability
 - c. gateway for exploration of diverse cultures
 - d **a faster transition into career-relevant employment**
4. ----- is a classroom-based active learning strategy where students are encouraged to promote higher-order thinking, interaction and cooperative learning CLO5 L2
 - a. Dialogue based learning
 - b. Problem based learning
 - c. Theatre based learning
 - d. **Gallery walk**
5. What change in Education is necessitated by Globalization? CLO3 L1
 - (a) **Equality of Educational Opportunities** (b) Modernization of Education
 - (c) Vertical Mobility (d) Cultural Diffusion

Section - B

(5 X 2 = 10)

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

1. Why international education is needed for India? CLO1 L3
2. What are the procedures of language assessment?CLO2 L1
3. Mention the career opportunities of international education? CLO3 L2
4. How journals are used as learning strategy? CLO4 L3
5. What is reflection in mentoring? CLO5 L1

Section – C

(3 X 5 = 15)

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

- 1. Compare Indian and international education in brief? CLO1 L4**
- 2. Explain the special educational needs of IB? CLO2 L3**
- 3. Discuss about the field experiences in the global context? CLO5 L5**
- 4. Process drama is an innovative learning strategy in the classroom learning – justify?CLO5 L5**
- 5. Describe the importance of team building? CLO4 L3**

Section – D

(2 X 15 =

30)

Answer the following questions in about 750 words each:-

- 1. a. Discuss in detail about the internationalization of Higher education? CLO1 L5**
Or
b. Describe the Curriculum Framework of IBO and CIE? CLO2 L 3

- 2 .a. Explain the need and importance of Cultural Awareness in the Classroom. Mention the activities needed for Cultural Awareness? CLO4 L4**
Or
b. Explain in detail about the Student Engagement Activities of international curriculum? CLO5 L4

ELECTIVE - LANGUAGE ACROSS THE CURRICULUM

Course Code :

24LBPE9

Credits : 3

Number of hours: 75 (L - 40; T - 15; P - 20)

Course Learning Outcomes (CLOs)

The Prospective Teacher

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

Unit I - Functions of Language in Society

(L-8; T-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 : Prepare an evaluative e-report on the significance of language in society

Unit II - Language Diversity in Classrooms

(L-8; T-3; P-5)

Acquisition : First Language and Second Language - Significance of Teaching First and Second Language - Using First and Second Language in Classroom - Barriers in Using Language - Strategies to Overcome - Difference Between First Language and Second Language - Understanding the Use of Multilingualism in Classroom- Challenges of Teaching Language in Multi-Cultural Classroom.

Task Assessment : A Group on "Language as a tool for enhancing diversity in multicultural classrooms".

Unit III Activities for Developing LSRW Skills

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

Activities for Developing Listening Skills - Dictation - Listening Radio and Television News - Commentaries - Listening to Instructions: Activities for Developing Speaking Skills - Conversation - Group Discussion - Debate - Interview - Extempore Speech : Activities for Developing Reading Skills- Methods of Teaching Reading for Beginners - Alphabet - Phonetic - Word Phrase - Sentence Method and Eclectic Method - Activities for Developing Writing Skills -

Developing Mechanical Skills, Grammatical Skill, Judgment Skill and Discourse Skill - Utilizing Virtual Space for Developing LSRW Skills .

Task Assessment : Prepare an e-report and submit any three activities to develop speaking skills

Unit IV : Content Related to School Syllabus

(L-8; T-3, P-5)

Content of the present Standard VI to Standard IX English text books prescribed by Tamil Nadu Government

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

myF V : gs;spj; jkpo;g;ghlf; fUj;Jf;fs;

(L-8; T-3, P-5)

jkpo;ehL ghIE}y; kw;Wk; fy;tpapay; gzpfs; fofj;jpd; Mwhk; tFg;G – Vohk; tFg;G – vl;lhk; tFg;G – xd;gjhk; tFg;G jkpo; ghIE}y;

gzp kjpg;gPL : xd;gjhk;tFg;G ,yf;fz ghlg;gFjpfSf;F kpd;dZ glj;njhFg;G jahhpf;f.

Note: The Prospective Teachers should select any two Task Assessments (Online)

References

- Cumming, A. (2009). Language assessment in education: Tests, curricula, and teaching. *Annual Review of Applied Linguistics* 29, 90 - 100. DOI:10.1017/S0267190509090084
- Vollmer, Helmut Johannes & Beacco, Jean - Claude (2006) - *Towards a common Instrument for language (S) of (school) Educational, Preliminary study*. Council of Europe Language Policy Division Strasbourg
- Wijayanti, R. A. (2024). Linguistic Diversity in Education: Strategies for Inclusive Learning Environments. *ELECTRUM - The English Language and Education Spectrum*, 4(1). 30-46. DOI:10.53416/electrum.v4i1.228
- Winna, W. & Sabarun S. (2023). The Language Assessment in Teaching-Learning English. *DIAJAR Jurnal Pendidikan dan Pembelajaran* 2(4):413-419. DOI:10.54259/diajar.v2i4.1894

Supplementary Reading

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- Bharati Chand & Mrunalini, T. (2017) *Language Across Curriculum*. Neelkamal Publications.
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- Vallabi, J.E. (2017) *Language Across the Curriculum*, Neelkamal Publications.

E-Resources

- Forum for across the curriculum teaching - <http://www.factworld.info/>
[www.det.act.gov.au.LUACHandbook](http://www.det.act.gov.au/LUACHandbook)
<https://diksha.gov.in>
<https://www.grammarly.com>
<https://www.languagetesting.com/language-testing-and-assessment>
<https://onlinelibrary.wiley.com/doi/full/10.1002/9781118411360.wbcla083>

LANGUAGE ACROSS THE CURRICULUM

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the need for understanding language background of the learner (L1)	1, 3, 5	3, 4, 7
2	states the importance of first and second language on culture (L2)	1, 3, 5, 6	3, 4, 5, 7
3	identifies the language diversity in the classroom (L3)	1, 2, 3, 6, 7, 8	1, 3, 4, 5, 7
4	suggests activities for developing LSRW skills in the classroom (L4)	1, 2, 3, 4, 5, 7, 8	1, 3, 4, 5, 7, 8, 9
5	formulates strategies to develop communication skills at the school level (L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8, 9
6	prepares various activities for assessing the language skills (L5)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PE – IX – LANGUAGE ACROSS THE CURRICULUM

Time: 3 hrs.

Max. Marks: 60

Section – A

(10 X 1 = 10)

Answer all the following questions:-

1. What among the following is not applicable to language? (CLO1) (L2)
 - a. It is a form and means of communication
 - b. It is expressed through a system of arbitrary and vocal symbols.
 - c. All living beings, in creation, are bestowed with the power of using the language.
 - d. It is a habit formation process.
2. Learning a ----- language is in some measure repeating an old experience. (CLO2) (L1)
 - a. First b. Second c. Foreign d. None of the above.
3. Extempore Speech is an activity mainly to develop----- . (CLO4) (L4)
 - a. Listening b. Speaking c. Reading d. Writing
4. What among the following doesn't come under mechanical skill of writing? (CLO4) (L5)
 - a. Hand writing b. Grammar c. Punctuation d. Spelling.
5. ----- is a form of game or mind sport in which players attempt to answer questions correctly. (CLO4) (L5)
 - a. Debate b. Listening to radio talk c. Project d. Quiz.

Section - B

(5 X 2 = 10)

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

6. Differentiate home language from school language. (CLO1) (L4)
7. What do you mean by 'multi-lingualism'? (CLO3) (L1)
8. Write a short note on debate and interview. (CLO4) (L2)
9. Why should language skills be an essential qualification of teachers? (CLO6) (L5)
10. Define Assessment . (CLO6) (L1)

Section - C

(3 X 5 = 15)

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

11. When do you use the first and the second language in your classrooms? (CLO2) (L4)
12. Illustrate any four activities for developing listening skills. (CLO6) (L6)
13. Write a note on discourse skills of writing. (CLO6) (L2)
14. Suggest the suitable activities to be undertaken during in service programme to develop language skills of the teachers. (CLO 6) (L6)
15. Evaluate 'Computer Assisted Language Learning' as effective method of Language learning. (CLO 6) (L5)

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. Whether bravery always requires physical strength. Justify with examples from the text and real life. (L5)

17. a. Discuss different methods of teaching reading to the beginners. (L4)

(or)

Suggest how humorous story like “The Cat and the Painkiller” can help modern students reflect on responsibility and empathy. (L6)

EPC VII - EARLY CHILDHOOD CARE AND EDUCATION

Course Code : 24LBEEC

Credits : 2

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

Course Learning Outcomes (CLOs)

The Prospective Teacher

- identifies the needs of preschool children (L1)
- implements of appropriate childhood educational programme (L3)
- categorizes hygienic care practices for the children of various age group (L4)
- organizes programs for holistic development of children (L5)
- ensures active participation of community in child development (L4)
- practises effective teaching methods for children (L6)

Unit I: Introduction to Early Childhood Education (L-2; T-2; P-2)

Understanding the Context of the Child - Gender, Social Class, Religion, Family Structure, location - Critical Periods and Factors Affecting Development - Rights of Children - Survival, Development, Protection and Participation - *United Nations Convention on the Rights of the Child* (UNCRC), State Educational Children Policy

Task Assessment : Mention the articles pertaining to child rights

Unit II: Nutrition and Health Needs of the Child (L-2; T-2; P-2)

Nutrition, Importance of Nutrition, Food Habits in Childhood, Malnutrition, Common Childhood Illnesses - Mental and Physical Health - Prevention and Management, Hygienic Care Practices.

Task Assessment : Prepare an e content on malnutrition in childhood

Unit III: Activities for Holistic Child Development (L-3; T - 2; P -2)

Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral - Language Development in Children, Importance of Play in Child Development- Developmental Disorder: Autism -Hyperactivity and Attention Disorders - Multiple disability - Causes, Symptoms and Treatment, Record Maintenance.

Task Assessment : Critically review on the importance of traditional games in child development

Unit IV: Role of Community in Child Development (L-2; T-1; P -2)

Role of Parents, School, Community & Mass Media - Ways to Inculcate Positive Discipline Among Children - Ways to Build Positive Relationships with their Peers - Major Health Programmes - Integrated Child Development

Task Assessment: Conduct a Debate on role of Mass Media in Child Development

Unit V: Teaching Methods for Early Childhood

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

Discovery Method, Play way Method, Reggio Emilia Method, Waldorf Method, Montessori Method, Bank Street Method

Task Assessment: Practise any one of the above methods in a Pre-Primary School present a report on it.

Note: The Prospective Teachers should select any two Task Assessments (Online)

Practicum (15 Marks)

1. Visit to a nearby ICDS Centre
2. Prepare diet chart for 5-year-old child
3. Prepare an album for traditional games

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- Wharton, P., & Kinney, L. (2015). *Reggio Emilia encounters: Children and adults in collaboration*. London: David Fulton.

E-Resources

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- <https://www.linkedin.com/pulse/importance-nutrition-our-daily-life-dipali-patil>
- <https://study.com/learn/lesson/waldorf-curriculum-method-education-system.html>
- <https://www.waldorfpublishings.org/blogs/book-news/40270145-temperaments-in-a-waldorf-school>
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EPC- EARLY CHILDHOOD CARE EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the needs of preschool children (L2)	1, 3, 4	3, 4, 5
2	plans for implementation of appropriate childhood programme (L3)	1, 3, 4, 5, 6	3, 4, 5, 7
3	categorizes hygienic care practices for the children (L4)	1, 2, 3, 6, 7, 8	1, 2, 3, 5, 7
4	organizes programs for holistic development of children (L5)	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 4, 5, 8, 9
5	enhances the participation of community in child development (L4)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8, 9
6	practises effective teaching methods for children (L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
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MODEL QUESTION PAPER
EPC - EARLY CHILDHOOD CARE EDUCATION**

Time: 45 mins.

Max. Marks: 20

Section - A

(5x1 = 5 Marks)

Answer all the following questions.

1. Method which emphasizes hands on Learning and developing real world skills is.... (CLO6, L2)
a) Group discussion b) Montessori method
c) Lecture method d) all of these
2. Moral development theory was proposed by (CLO1, L1)
a) Piaget b) Gardner c) Bruner d) Kohlberg
3. Example for psychomotor skill is(CLO4, L3)
a) Thinking b) Sensation c) Drawing d) all of these
4. Lack of nutrients in the body is called as(CLO3, L1)
a) diet b) malnutrition c) nutrition d) disease
5. ICDS was launched in the year..... (CLO5, L1)
a) 1965 b) 1962 c) 1972 d) 1975

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

6. Highlight the educational rights for children mentioned in the Indian constitution (CLO1, L2)
7. Enlist the steps involved in language development of a child. (CLO4, L2)
8. Illustrate the role of hereditary factors in child development (CLO2, L4)
9. Categorize the dimensions of Child development. (CLO4, L2)
10. Suggest ways to develop positive discipline during childhood. (CLO5, L3)

Section - C

(1X5=5 Marks)

Answer any ONE of the following questions in about 250 words.

11. Analyze the importance of play in developing problem solving skills during childhood (CLO5, L4)
12. Justify the impact of mass media in moral development of the child (CLO2, L5)
13. Design a plan of action incorporating the principles of Montessori method to bring about multifaceted development of a child. (CLO6, L6)

COMPETITIVE EDGE: EXAM MASTERY**Course Code : 23LBEET****Credits : 2****Course Learning Outcomes:**

The student teacher

- identifies key concepts of general awareness and current affairs to enhance exam performance. (L1)
- applies reasoning and logical ability techniques to solve complex problems effectively. (L3)
- analyzes quantitative aptitude questions to determine efficient solving methods. (L4)
- evaluates general science principles to improve accuracy in exams. (L5)
- explains strategies for mastering computer literacy and applying them to competitive exams. (L2)
- designs personalized study plans to excel in competitive examinations and enhance employability. (L6)

Unit 1: General Awareness and Current Affairs

India: History and Culture, Polity and Governance - Indian Economy: Basic Economic Concepts, Significant Sectors and Current Issues - Geography: World, India and Tamilnadu - Science and Technology: Basic Scientific Principles, Recent Developments in Science and Technology and Their Impact on Society - Current Affairs: Important National and International Events, Personalities and Issues in the News - Tamilnadu: History and Governance.

Task Assessment: Construct a timeline of a major historical event of India.

Unit II: Reasoning and Logical Ability

Verbal Reasoning: Analogy - Classification - Coding-Decoding - Blood Relations And Logical Sequence of Words - Non-Verbal Reasoning: Series Completion - Image Classification - Mirror Images - Embedded Figures - Analytical Reasoning: Statement And Conclusion - Cause and Effect and Decision-Making.

Task assessment: Create a puzzle box with 5 different logical puzzles based on reasoning.

Unit III: Quantitative Aptitude

Arithmetic: Number Systems, Fractions, Decimals, Percentages Ratio and Proportion, Profit and Loss, Simple and Compound Interest, Time and Work - Time and Distance - Algebra: Linear Equations - Quadratic Equations - Inequalities

- Geometry: Lines – Angles – Triangles - Quadrilaterals and Circles - Mensuration - Data Interpretation: Tables – Graphs - Charts and Diagrams.

Task Assessment: Prepare an album representing real-world examples of triangles, quadrilaterals and circles. Also write the formulae for finding their area.

Unit IV: General Science

Physics: Basic Concepts of Motion – Force – Energy – Electricity – Magnetism - Light and Sound - Chemistry: Matter and Its Properties - Atoms and Molecules - Chemical Reactions – Acids – Bases - Salts And Everyday Chemistry - Biology: Living Organisms – Cells – Tissues – Organs - Human Body Systems - Genetics and Evolution - Environmental Science: Ecosystems - Environmental Pollution and Conservation.

Task Assessment: Prepare and present a scrapbook showcasing how scientific concepts are applied in daily life.

Unit V: Computer Literacy

Basic Computer Concepts: Hardware – Software - Operating Systems - Input And Output Devices - Internet And Networking: World Wide Web – Browsers – Email - Social Media and Online Security - Common Applications: Word Processing- Spreadsheets – Presentations - Databases - Digital Literacy: Information Search and Retrieval - Online Safety and Ethical use of Technology.

Task Assessment: Design a poster on safe internet practices and cyber security using infographics.

Note: The student teachers have to choose any two among the five tasks given.

Practicum:

1. Maintain a bulletin board displaying important national and international news.
2. Enact a classroom scenario where a teacher uses logical reasoning to mediate a conflict between two groups of students by gathering facts and identifying the root cause.
3. Create a step-by-step user guide for performing a basic computer operation. Include screenshots for clarity.

References:

- Aggarwal R.S.(2022). A Modern Approach to Verbal & Non-Verbal Reasoning. S Chand Publishing. ISBN : 9789355011534
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MASTERING CAREER ESSENTIALS

Course Code : 23LBEET

Credit : 2

Course Learning Outcomes (CLOs):

The student teacher

- recalls concepts in child development to understand growth and behaviour. (L1)
- explains pedagogies to enhance teaching effectiveness and promote learning. (L2)
- demonstrates language comprehension skills to interpret teaching-related content. (L3)
- analyzes topics of environmental studies and integrate sustainable practices into teaching. (L4)
- values the content of school syllabi from state and central boards for alignment with educational goals. (L5)
- creates a comprehensive teaching portfolio that reflects mastery in core areas of teacher eligibility exams. (L6)

Unit I: Child Development and Learning

Growth and Development of the child: concepts, principles, differences, stages of growth and dimensions of development - Theories of Child Development: Erikson, Piaget - Kohlberg - Vygotsky - Bronfenbrenner - Individual Differences - Understanding Children with Special Needs - Attention - Perception and Memory - Motivation and Level of Aspiration - Theories of Learning: Thorndike - Pavlov - Skinner - John Dewey - Carl Rogers - Bruner - Intelligence - Creativity - Personality - Cognition & Emotions - Socialization processes - Role of Play and Impact of Media on Child Development -- Gender as a Social Construct

Task Assessment: Create a concept map summarizing the key ideas, theories or processes related to a topic of your choice.

Unit II: Pedagogical Concerns

Enquiry Based Learning - Project Based Learning - Activity Based Learning - Co-Operative and Collaborative Learning - Individual and Group Learning - Paradigms of Organizing Learning: Teacher Centric - Subject Centric and Learner Centric - 21st Century Teaching Skills - Learning Resources - Classroom Management - Guidance and Counselling - Inclusive Education: Differentiated Instruction - Universal Design For Learning (UDL) - Assistive Technology - Assessment for Learning and Assessment of Learning - ICT Tools - Online Learning Courses for Teachers - Open Education Resources - Continuous and

Comprehensive Evaluation (CCE) - National Curriculum Framework (NCF, 2005) and Right To Education Act, 2009.

Task Assessment: Frame 10 objective questions on a topic and discuss answers in pairs.

Unit III: Pedagogy of Language Development

Principles Of Language Teaching - Language Skills - Learning and Acquisition - Role of Listening and Speaking - Function of Language - Reading: Comprehension - Inference - Grammar and Verbal Ability - Teaching-Learning Materials: Textbook - Multi-Media Materials - Multi Lingual Resources - Evaluating Language Comprehension And Proficiency: Speaking - Listening - Reading And Writing - Challenges of Teaching Language in a Diverse Classroom - Remedial Teaching

Task Assessment: Listen to a short recorded story provided by the faculty and retell it in your own words.

Unit IV: Environmental Studies and Human Values

The World of Living Things - People and Ideas - Food and Materials - Natural Phenomena And Resources -Natural Resources: Air - Water - Soil - Forests - Wildlife - Environmental Pollution: Causes - Effects and Prevention - Ecosystem - Biodiversity Values: Meaning - Nature - Classification - Value Oriented Education - Value Crisis - Role of Education in Resolving Value Crisis - Culture: Meaning and Characteristics - Cultural Pluralism and Culture Lag - Indian Cultural Heritage and Education

Task Assessment: Share personal experiences of learning in a diverse classroom.

Unit V: Academic Disciplines and Core Subjects

Content Included in Tamil - English - Mathematics - Science - Social Science and Environmental Studies Subjects of Standard Sixth to Tenth of State and Central Boards of School Education.

Task Assessment: Create a crossword puzzle using key terms of your subject of specialization. Swap puzzles with others and solve.

Note: The student teachers have to choose any two among the five task assessments.

Practicum:

1. Conduct a peer quiz where each group tests another group using their questions
2. Present a topic of your choice visually, followed by a questioning session.
3. Organize a mini cultural fair reflecting the Cultural Pluralism of India.

References:

- Aggarwal, J.C. (2014). Essentials of Educational Psychology, Vikas Publishing House.
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- <https://www.cbse.gov.in/ecbse/welcome.html>

COURSE DESIGNERS	
PERSPECTIVES IN EDUCATION (PE)	
1. Gender, School and Society	Dr.R.Indra Mary Ezhilselvi Dr.J.Maria Prema Ms.E.Michael Jeya Priya
2. Inclusive Education	Rev.Sr.L.Arul Suganthii Agnes Ms.S.Arockia Reena Dr.V.Jani
3. Environmental Studies for Sustainable Development	Dr.J.Maria Prema Ms.C.Vennila Santha Ruby Ms.E.Michael Jeya Priya
4. Educational Administration and Management	Dr.A.Jeyasudha Ms.S.Arockia Reena Ms.D.Chanrdra Prabha
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science - IV	Dr.M.Maria Saroja Ms.E.Michael Jeya Priya
2. Pedagogy of Computer Science - IV	Dr.M.Gnana Kamali
3. Pedagogy of English - IV	Dr.E.C.Punitha Ms. D.Chandra Prabha
4. Pedagogy of History - IV	Dr.Jeya Sudha
5. Pedagogy of Mathematics - IV	Rev.Sr.Dr.L.Vasanthi Medona Ms.S.Arockia Reena Dr.V.Jani
6. Pedagogy of Physical Science - IV	Ms.S.Jebasheela Jenifer
7. Pedagogy of Tamil - IV	Dr.G.Esther Maragathamani
ELECTIVES (Any One)	
1. Human Rights Education	Dr.J.Maria Prema
2. Education in the International Context	Ms.S.Jebasheela Jenifer
3. Disaster Management	Dr.R.Indra Mary Ezhilselvi
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Early Childhood Care and Education	Rev.Sr.Arul Suganthi Agnes Dr.S.Josephine Dr.M.Gnana Kamali
2. Competitive Edge: Exam Mastery	Dr.R.Indra Mary Ezhilselvi Dr.P.Johnncy Rose Ms.D.Chandra Prabha
3 Mastering Career Essentials	Dr.M.Gnana Kamali Ms.E.Michael Jeya Priya Dr.V.Jani
Value Added Courses	
Self Study Courses	
Certificate Courses	

VALUE ADDED COURSES

1. Workplace wellness for women
2. Safety in Cyber space
3. Interpersonal Relationship Management

Self Study Courses (Compulsory)

1. TET Preparatory Course Phase - IV
2. Any One Online Course SWAYAM / MOOC

Self Study Courses (Any one)

1. Entrepreneurship Skill Development
2. Folk Artifacts

Certificate Course

1. Child Rights and Protection

SEMESTER IV
VALUE ADDED COURSES
(VAC)

WORKPLACE WELLNESS FOR WOMEN

Course Code: 24LBVWW

Course Learning Outcomes (CLO s)

The student teacher

- describes the need and significance of workplace wellness (L1)
- summarizes the challenges of women in workplace (L2)
- classifies the various wellness strategies for psychological wellbeing (L3)
- analyses the constitutional provisions for women empowerment (L4)
- evaluates the acts related to workplace wellness for women (L5)

Unit I : Workplace Wellness

Wellness: Meaning, Dimensions of Wellness – Workplace Wellness: Meaning, Importance, Need and significance – Work environment – Methods to enhance workplace Wellness – Wellbeing programmes.

Unit II: Women in the Workplace

Historical Perspective – gender pay gap – Childcare Dilemma of Working Woman – Creating Work-Life Balance – Social, Physical, Mental and Domestic challenges related to Work.

Unit III: Working women and psychological well-being

Psychological well-being Importance – Components – Factors affecting psychological well-being – Diversity and Inclusion in the Workplace – Multiple roles of working women – Wellness strategies

Unit IV: Constitutional Provisions

Article 14, Article 15, Article 16, Article 39, Article 42, Article 51A, Article 243 D (3) and Article 243 T (3), Article 243 D (4) T (4).

Unit V: Legal Security

The Employees State Insurance Act, 1948, The Maternity Benefit Act, 1961, The Equal Remuneration Act, 1976 – The Occupational Safety, Health, and Working Conditions Code, 2020 – National Policy on Safety, Health, and Environment at Work Place- POSH Act.

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https://www.legalserviceindia.com/helpline/woman_rights.htm

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SAFETY IN CYBER SPACE

Course Code : 24LBVSC

Course Learning Outcomes (CLO s)

The student teacher

- understands the origin and development of cyber space (L1)
- develops a deeper understanding and familiarity with social media and its security (L2)
- identifies about Data Privacy and Data Security (L3)
- analyses the complicated issues in enforcing Intellectual Property Rights in Cyberspace (L4)
- acquires the knowledge about Cybercrime and Cyber law (L5)

Unit I : Overview of Cyberspace

Understand cyber space, Regulation of cyberspace, social media in cyber space, advantages, disadvantages, Basics of internet, www, http, html, DNS, IP Address.

Unit II : Social Media Overview and Security

Social networks, Types of social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media privacy, Security issues related to social media.

Unit III : Data Privacy and Data Security

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection, Data protection principles, Big data security issues and challenges. Personal Information Protection and Electronic Documents Act (PIPEDA).

Unit IV : Cybercrime and Cyber law

Cybercrimes, Common cybercrimes- cybercrime targeting computers and mobiles, financial frauds, Legal perspective of cybercrime, IT Act 2000 and its amendments.

Unit V : Intellectual Property Rights in Cyber Space

Intellectual Property Rights- Meaning, Nature-Copyright Issues in Cyberspace-: Cyber Theft of Intellectual Property- Data Accessibility And Privacy- Data backup, Downloading and management of third party software.

References

Mishra, R. C. (2012). Cyber Crime Impact in the New Millennium .Auther Press.

- Belapure, S., Godbole, N. (2011). Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives .Wiley India.
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- Elias, M. Awad,E.M. Electronic Commerce .Prentice Hall of India Pvt Ltd.
- Kumar, K. Cyber Laws: Intellectual Property & E-Commerce Security .Dominant Publishers.
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- <https://cbseacademic.nic.in>

INTERPERSONAL RELATIONSHIP MANAGEMENT

Course Code : 24LBVRM

Course Learning Outcomes (CLOS)

The student teacher

- recognizes the basic principles of interpersonal skills (L1)
- identifies the elements and factors influencing interpersonal relationship (L2)
- examines the stages of relationship in accordance with real life situations (L3)
- analyzes the barriers of Interpersonal Relationship (L4)
- criticizes theories of Interpersonal relationship based on applicability (L5)

Unit I : Interpersonal relationship

Interpersonal relationship: Introduction, Meaning, Purposes of Interpersonal relationship - Understanding interpersonal relationship-Inter & intrapersonal relationship- Importance of interpersonal relationship-Types of interpersonal relationship -The role of intrapersonal and interpersonal competencies in student success

Unit II : Elements and factors influencing interpersonal relationship

Elements & Factors influencing interpersonal relationship-Interpersonal Relationship Model -Stages of Relationship: Acquaintance, Development, - Continuation, Deterioration, Dissolution and Termination- Role of Communication in interpersonal relationship

Unit III : Barriers of interpersonal relationship

Barriers of Interpersonal Relationship: Situational barriers, Personal barriers, Sociocultural barriers - Personal barriers: Lack of honesty & trust, Lack of compatibility, Feeling of insecurity, Fear of rejection - Situational barriers: Adverse environmental situations, lack of territoriality, Large Distance, Lack of time - Sociocultural barriers: cultural diversity, Ethnic, social and Language diversity

Unit IV : Theories of interpersonal relationship

Social Exchange Theory: Costs vs. Benefits, Expectations and Comparison levels -Uncertainty Reductions Theory: Passive strategies, Active strategies, and Interactive strategies-Attachment Theory: attachment behavioral system, caregiving system, exploratory behavioral system, Stages of Attachment-Equity Theory: **Distribution, Dissatisfaction and Realignment**

Unit V : Interpersonal relationship skills

Interpersonal relationship skills: Active Listening, Teamwork, Responsibility, Dependability, Leadership, Motivation, Flexibility, Patience and Empathy- Tips to Improve Interpersonal Skills-Managing Conflict in Relationship

References

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Nyla R. Branscombe, Robert A. Baron, Preeti Kapur (2021), Social Psychology, 14th edition, ISBN 978-93-325-8611-6, Pearson India Education Services.

Dave Marks (2007), Communication and Interpersonal Relation, National Writing Ins

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<https://www.verywellmind.com/how-to-maintain-interpersonal-relationships-5204856>

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SEMESTER - IV
SELF-STUDY COURSES
(SSC)

TET PREPARATORY COURSE - PHASE IV

Course Code : 24LBST2

COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

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

Unit I : GROWTH AND DEVELOPMENT OF THE CHILD**Unit II : THEORIES OF CHILD DEVELOPMENT****Unit III : ATTENTION, PERCEPTION AND MEMORY****Unit IV: MOTIVATION AND LEARNING****Unit V: INTELLIGENCE AND CREATIVITY****Unit VI: PERSONALITY****Unit VII SOCIALIZING AGENCIES OF CHILD DEVELOPMENT****Unit VIII: PEDAGOGICAL CONCERNS - PART I****Unit IX : PEDAGOGICAL CONCERNS - PART II****தமிழ்: (வகுப்பு VI முதல் VIII)**

பேசுதல் திறன், எழுதுதல் திறன், நிகழ்ச்சி நிரல் தயாரித்தல் , அறிக்கை எழுதுதல், முடிக்கத் தொடர்கள் எழுதுதல், இலக்கணம் ,செய்திகள், கருத்துகள், நூல்கள் ஆகியவற்றை கருத்தாய்வு செய்து எழுதுதல்

English: (STD VI TO VI)

Area/Skills: Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Supplementary Reader.

Maths: (STD VI TO VIII)

Area/Skills: Number system - I and II, Measurements, Algebra, Life mathematics, Geometry, statistics, Information processing.

Science: (STD VI TO VIII)

Area/Skills : Measurement, Forces and Motion, Heat, Electricity, Magnetism, Matter around us, Changes around us, Air, Water, Chemistry in Everyday life, Living

world of Plants and Animals, Health and Hygiene, The Cell, Human Organ System, Plants in daily life, Reproduction and Modification in Plants.

Social Science: (STD VI TO VIII)

Area/Skills: Human Evolution, Indus Civilisation, Ancient Cities of Tamilagam, Vedic Culture in North India and Megalithic Culture in South India, Great Thinkers and New Faiths, Society and Culture in Ancient Tamizhagam: The Sangam Age, The Post-Mauryan India, The Age of Empires: Guptas and Vardhanas, The Universe and Solar System, Land and Oceans, Resources, Globe, Understanding Diversity, National Symbols, The Constitution of India, Democracy.

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English - VI-X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Mathematics - Standard VI-X Tamil Nadu Textbook and Educational Services Corporation (2022)
- Science - Standard VI-X, Tamil Nadu Textbook and Educational Services Corporation (2022)
- Social Science - VI- X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)
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- Tamil Nadu School Textbook Classes VI to VIII (New Syllabus 2022-23)

ENTREPRENEURSHIP SKILL DEVELOPMENT

Course Code : 23LBSES

Course Learning Outcomes (CLOs)

The student teacher

- develops basic understanding about entrepreneurship (L1)
- familiarizes Entrepreneurial process (L6)
- enhances Entrepreneurial Skills (L3)
- analyses planning skills of Entrepreneurship (L4)
- follows entrepreneurial career (L5)
- identifies Emerging trends in entrepreneurship (L2)

Unit I : Introduction to Entrepreneurship Introduction

Concept of Entrepreneur - Entrepreneurship and Enterprise- Definition of Entrepreneurship- Objectives of Entrepreneurship- Phases of Entrepreneurship Development.

Unit II : Entrepreneurial Process and Entrepreneurship Development:

Entrepreneurial competencies - traits - characteristics- motives-attitudes- Achievement orientation - self-assessment.

Unit III : Entrepreneurship Development Skills

Meaning of Entrepreneurship skill - Types of Entrepreneurship Skills: Business management skills - Teamwork and leadership skills -Communication and listening

Unit IV : Preparing for an Entrepreneurial Career:

Strategic thinking and planning skills - Technical skills -Time management and organizational skills - Branding, marketing and networking skills- Entrepreneurial skills in the workplace

Unit V : Emerging Trends in Entrepreneurship:

Technopreneurship- netpreneurs - agripreneurs -Women entrepreneurship - Portfolio entrepreneurship -Franchising.

References

- Charantimath, P.M. Entrepreneurship Development and Small Business Management, Person Education
- Desai Vasant, Fundamentals of Entrepreneurship and Small Business Management, Himalaya Publishing House.

Gupta CB, Srinivasan NP, Entrepreneurship Development in India, Text & Cases, Sultan Chand & Sons, New Delhi.

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<https://www.forbes.com/sites/ashleystahl/2023/04/07/5-emerging-entrepreneurship-trends/?sh=1a678b442260>

<https://rishihood.edu.in/emerging-trends-in-entrepreneurship/>

<https://onlinedegrees.sandiego.edu/how-to-become-an-entrepreneur/>

<https://www.collegexpress.com/interests/business/articles/career-business/5-ways-prepare-your-life-entrepreneur/>

<https://in.indeed.com/career-advice/career-development/entrepreneur-skills>

<https://www.krmangalam.edu.in/blog/10-effective-ways-to-develop-your-entrepreneurship-skills/345>

FOLK ARTIFACTS

Course Code : 24LBSFA

Course Learning Outcomes (CLOs)

The Student teacher

- knows about the various aspects of Indian culture in different countries of the world (L1)
- learns about a tribal and folk arts division with a core collection for conducting systematic scientific studies and for live presentations. (L2)
- serves to teach about and preserve the culture of the people, or folk, of which it speaks (L3)
- understands the important relationship of tradition and innovation in societal change as well as in their own lives (L4)
- develops attributes that enhance an individual's interactions, earning power and job performance.(L5)

Unit I: Folk Artifacts

Folk Artifacts: Meaning -Definition- Characteristics -History of Folk Art- Historical Examples of Folk Art.

Unit II: Types of folk art

Architecture-Painting-Sculpture-Print Makings-Textiles-Applied Art- Primitive Art-Tribal Art-Peoples Art-Traditional art-Working glass art- Terrocotta.

Unit III: Types of folk Artifacts

Tools -Pottery-Metal Objects -Books -Instruments-Figuring's-Coins-Bamboo Mat drying -Silk weaving-Rattan weaving -Palm leaf crafts-Making Clay dolls.

Unit IV: Folk Artifacts Association

Indian Folk Art Foundation - International India Folk Art Gallery -Indian Folk Art Market -India Folk Art Tribal Art Association -Artist for Artists Associations.

Unit V: Ancient Indian Artifacts

Victoria Memorial -Nalanda University -Konark Sun Temple-Shore Temple-Brahadeeswara Temple -Hampi- Mahabalipuram- Harmandu Sahib-Hawa Mahal-Taj Mahal-Museum Collections.

References

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January 2002, Publisher, National Book Trust, India, Original from, the
University of California

Indian Folk and Tribal Painting - Gupta, C.S. 2008

Folk and Tribal Art - National Portal of India

Folk Art Paintings - a Reflection of the True Ethos of India

<https://www.india.gov.in/topics/art-culture>

<http://ignca.nic.in>

<https://indianfolkart.org/>

<https://artandculturalaffairshry.gov.in/about-department/objectives-functions/>

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**SEMESTER IV
CERTIFICATE COURSE**

CHILD RIGHTS AND PROTECTION

Credits : 2

Number of Hours - 30

Course Learning Outcomes (CLOs)

The student teacher

- describes the concept and principles of child rights (L1)
- summarizes the Millennium Development Goals for child rights. (L2)
- classifies the various types of violence against children (L3)
- analyses the legal protection for children (L4)
- evaluates the child protection system in India (L5)
- creates a model for child friendly schools (L6)

UNIT I: Concept of Child Rights

Concept - Definition of Child and Child Rights - Need and Importance - United Nations Convention on the Rights of the Child (UNCRC) - The Sustainable Development Goals (SDGs) for child rights.

UNIT II: Violence Against Children

Concept - Types: Maltreatment, Child Labour, Child Trafficking, Child Marriage, Child Abandonment, Cyber Bullying and Sexual Abuse - Causes of Violence - Consequences of Impact of Violence on Children.

UNIT - III: Constitutional and Legal Protection

Article 21, 21(a), 24, 39(f) - Child Labour Act,1986- The Prohibition of Child Marriage Act 2006 - The Protection of Children from Sexual Offences Act (POCSO) 2012.

UNIT - IV: Child Welfare and Protection

Child Protection System in India - National Commission for Protection of Child Rights (NCPCR) - Child Help Line - Integrated Child Development Services (ICDS) - Child Rights and You (CRY).

UNIT - V: Child Friendly Schools and Role of Teachers

Concept and Importance - Child Protection Policy in Schools - Child Rights Clubs in Schools - Role of School Management Committees (SMCs) - Role of Teachers in Safeguarding the Rights of Children in Schools.

References

- Asha Bajpai. (2017). *Child Rights in India*. Oxford University Press.
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- Nuzhat Parveen Khan. (2016). *Child Rights and the Law*. Universal Law Publishing.
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- <https://hrea.org/resources/>
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- <https://ccl.nls.ac.in/publications/>
- <https://dsdcpimms.tn.gov.in/landing/index.html>
- <https://www.arpan.org.in/children-and-adolescents/>
- <https://resourcecentre.savethechildren.net/>
- [https://www.unicef.org/northmacedonia/play-based-learningactivities- children-aged-3-10](https://www.unicef.org/northmacedonia/play-based-learningactivities-children-aged-3-10)
- <https://www.unicef-irc.org/playing-the-game>

COURSE DESIGNERS		
1.	Workplace Wellness for Women	Dr.S.Josephine Ms.A.Mercy Jebathangam Pushpa Ms.E.Michael Jeya Priya
2.	Safety in Cyber Space	Ms.S.Jebasheela Jenifer Dr.M.Gnana Kamali Dr.V.Jani
3.	Interpersonal Relationship Management	Dr.P.Joncy Rose Ms.Arockia Reena Dr.G.Esther Maragathamani
SELF-STUDY COURSES		
1.	TET Preparatory Course Phase - II	Dr.E.C.Punitha Ms. S.Arockia Reena
2.	Any one Online Course Swayam	Dr.M.Gnana Kamali
3.	Entrepreneurship Skill Development (Any One)	Ms. S.Jebasheela Jenifer
4.	Folk Artifacts (Any one)	Ms.E.Michael Jeya Priya
CERTIFICATE COURSE		
1.	Child Rights and Protection	Dr.A.Jeya Sudha Dr.S.Josephine Rev.Sr.L.Arul Suganthi Agnes