

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.



SEMESTERS I & III

CURRICULUM FOR B.Ed. PROGRAMME

2025 - 26

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

Programme Learning Outcomes (PLOs)

Prospective Teachers

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

Programme Specific Outcomes (PSOs)

Prospective Teachers

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

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

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

2. Regulations

a. Eligibility for admission to the course

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

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

The basis of selection shall be in accordance with the statutory provisions of the University/Government of 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

b) Programme content of the course

Course of Study

- a. Perspectives in Education (PE)
- b. Curriculum and Pedagogic Studies (CPS)
- c. Pedagogy of Language
- e. Electives
- f. EPC Course
- g. Teaching Competence
- h. Educational Practical.

a. Perspectives in Education (PE) courses for Semester I
SEMESTER I

- 1. Principles and Prospects of Educational Psychology
- 2. Education in Emerging Indian Society
- 3. Constitutional Values Education

b. Curriculum and Pedagogy studies (CPS) for Semester I

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

e. EPC courses (Semester I) (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

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

Third Semester**Practical Activities**

Practical Activities						
S.No.		Credits	L	T	P	Total Hours
GROUP - A -TEACHING COMPETENCE						300
1.	Teaching Competence - CPS	6	-	50	100	
2.	Teaching Competence - PoL	6	-	50	100	
GROUP - B						
I	TEACHING BASED RECORDS	8	-	50	150	200
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					
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

B.Ed. SCHEME OF EXAMINATION (2024-25)
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

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 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 x 1 = 5	5
2	Short Answer (Maximum of 50 words for each question)	5 (Compulsory)	5 x 2 = 10	10
3	Detailed Answer (Maximum of 250 words for each question)	3 (Open choice) 3 out of 5	3 x 5 = 15	15
4	Essay (Maximum of 750 words for each question)	2 (Internal choice)	2 x 15 = 30	30
	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	

CONTENTS

S.No.	SEMESTER I	Page No
1.	PERSPECTIVES IN EDUCATION (PE) 1. Principles and Prospects of Educational Psychology 2. Education in Emerging Indian Society 3. Constitutional Values Education	19 25 31
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	36 42 47 54 60 67 72
3.	PEDAGOGY OF LANGUAGE 1. Pedagogy of Language - English / Tamil	77
4.	ELECTIVES (Any one) 1. Strengthening English Language Proficiency 2. Guidance and Counselling 3. Value Education	87 92 97
5.	ENHANCING PROFESSIONAL CAPACITIES (EPC) 1. Art and Craft 2. Information and Communication Technology in Education 3. Physical Education and Yoga	103 107 112
	Value Added Courses Self-Study Courses Certificate Course Skill Enhancement Courses	
	SEMESTER III	
	INTERNSHIP Value Added Courses (Online) Self-Study Courses	

SEMESTER – I

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

- Bhatnagar, Suresh. (2016). Childhood and Development Years. R-Lall Book Depot.
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- Clifford T. Morgan, Richard A. King, John R. Weisz & John Schopler. (2012). Introduction to Psychology (7th ed.). Tata McGraw Hill Publishing Company.
- Dandapani, S. (2007). General Psychology. Neelkamal Publications.
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- Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.
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- Robert A. Baron & Girishwar Misra. (2016). Psychology (Indian Subcontinent Edition). Pearson India Education Services.
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- Siegel, D. J. (2020). The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are. Guilford Publications.
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- 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	✓		✓		✓	✓		✓	✓	✓

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)

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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://tneducationinfo.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>

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Education in Emerging Indian Society

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

Course Mapping

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

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

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

**B.ED. (I YEAR) - I SEMESTER MODEL QUESTION PAPER
EDUCATION IN EMERGING INDIAN SOCIETY**

Time: 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.Rathakrishsan and his relevance to Modern Education.
(L5)
17. a. Write a brief history of education in pre-independent India. (L2)
(OR)
b. What are the main features of Illam Thedi Kalvi Scheme? Elucidate the impact of this scheme in Tamil Nadu (L4)

PE - III - 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)

References

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Supplementary Reading

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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>
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<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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- 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)

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<http://www.nap.edu/read15287/chapter/3>
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<http://science.univerve.edu.au/pubs/china/vol1/litao.pdf>
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<https://www.studysmarter.us/explanations/english/language-acquisition/constructivism/>
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<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:-

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

Section - B

(5 X 2 = 10)

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

6. Elucidate how biology is related to the environment. (L1)
7. Differentiate between learner centered teaching and teacher centered learning. (L5)
8. How can scientific method of teaching improve the qualities of learning? (L5)
9. Differentiate Incomplete metamorphosis and Complete metamorphosis. (L5)
10. 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:-

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

PEDAGOGY OF COMPUTER SCIENCE – I

Course Code: 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

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Pedagogy of Computer Science - I

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

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	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-Variety 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

- 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)
- 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

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<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	✓			✓	✓		✓		✓	

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

Time: 2.30 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

6. Write a short note on Anderson's Revised Bloom Taxonomy. (L1)
7. How do you link micro-skills of teaching? (L3)
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)

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Supplementary Reading

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- Babu, A. & Dandapani, S. (2013). *Micro Teaching Volume-1*. Neelkamal Publications.
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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)								LEARNING
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-Secundary -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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- 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.
- Johnson, T. M. (2024). Innovative Approaches to Microteaching: Harnessing the Power of AI. Pearson Education.
- Larkin, J.H. & Chabay, R.W. (2021). Computer-Assisted Instruction and Intelligent Tutoring Systems. Lawrence Erlbaum.
- 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

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Identify the main source of instructional objectives (L4)
 - a. The nature of the learner
 - b. societal requirements
 - c. Aims of education
 - d. Opinions of subject experts
2. The duration of microteaching cycle is----- (L1)
 - a.30 minutes
 - b.25 minutes
 - c. 40 minutes
 - d. 36 minutes
3. The learner-centred method is----- (L5)
 - a. Demonstration method
 - b. Problem solving method
 - c. Synthetic method
 - d. Analytical method
4. The plan of an instructional unit is called----- (L2)
 - a. Time plan
 - b. Year plan
 - c. Unit plan
 - d. Lesson plan
5. If $B - A$ is B , then $A \cap B$ 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.
- Garcia, S. L. (2023). *AI-Enhanced Micro Teaching: Revolutionizing Education Practices*. McGraw-Hill Education.
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- Johnson, T. M. (2024). *Innovative Approaches to Microteaching: Harnessing the Power of AI*. Pearson Education.
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- Mohsin Ali Khan (2023). *Pedagogy of Science Teaching*. Neelkamal Publications.
- Nanda, V.K. (2002). *Teaching of General Science in Elementary School*. Anmol Publications.
- Niaz, Mansoor (2015). *Chemistry Education and Contributions from History and Philosophy of Science*. Springer Cham Heidelberg Publishing.
- Passi, B.K. *Becoming Better Teacher: Microteaching Approach*. NCERT.
- Payal Bhola Jain (2022). *Pedagogy of Physical Science*. K.K. Book Depot.
- Sathyanarayana, G (2024). *Content Cum Pedagogy of Physical Sciences*. Neelkamal Publications.
- Soni, A. (2000). *Teaching of Physical Science*. Tandon Publications.
- Swati Tyagi (2024). *Teaching of Physical Science*. Blue Rose Publishers Pvt. Ltd.

Supplementary Readings

- Igal Galili (2022). *Scientific Knowledge as a Culture*. Springer International Publisher.
- Smith, A. R. (2023). *AI in Education: Transformative Strategies for Lesson Planning*. Springer.
- 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	✓			✓	✓		✓		✓	

தமிழ் கற்பித்தல் - I

Course Code: 25FBCTA

Credits :3

Total number of hours: 75 (L – 30; T – 15; P – 30)**பாடநெறி முடிவறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்**

- தாய்மொழி கற்பித்தலின் நோக்கங்களை விவரிப்பர் (L1)
- பல்வேறு நுண்ணிலைக் கற்பித்தல் திறன்களை வேறுபடுத்துவர்(L2)
- தமிழ் கற்பித்தல் முறைகளை தனது கற்பித்தலில் செயல்படுத்துவர்(L3)
- பாடத்திட்டம் தயாரிக்கும் முறையை ஒருங்கிணைப்பர் (L4)
தமிழை திறம்பட கற்பிப்பதற்கான கற்பித்தல் கருவிகளின் செயல்திறனை மதிப்பாய்வு செய்வர் (L5)
- தமிழ் கற்பித்தலுக்கான மின்னணு பாடத்திட்டம் உருவாக்குவர் (L6)

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

தாய் மொழியின் சிறப்பு – தாய்மொழி கற்பித்தலின் இன்றியமையாமை - வெவ்வேறு நிலைகளில் தமிழ் பயிற்றுதலின் நோக்கங்களும் குறிக்கோள்களும் : தொடக்கநிலை, உயர்நிலை, மேல்நிலை-புள்ளி கற்பித்தல் வகை தொகை-ஆன்டர்சன், க்ரத்துவார் என்பாரின் மறு பரிசீலிக்கப்பட்ட புள்ளி கற்பித்தல் நோக்க வகைபாடு-நால்வகை திறன்கள் - கேட்டல், பேசுதல், படித்தல் மற்றும் எழுதுதல் திறன்களை வளர்க்கும் வழிமுறைகள்

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

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

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

பணி மதிப்பீடு: நுண்ணிலை கற்பித்தல் திறன் மற்றும் இணைப்புப் பாடத்தை பயிற்சி செய்த அனுபவம் பற்றிய மின்னணு அறிக்கை தயாரிக்க.

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

மரபுவழி கற்பிக்கும் முறை-வகைகள்-விளையாட்டு முறை-நடிப்பு முறை-செயல்திட்ட முறை -செயல்வழி கற்றல் முறை-திட்டமிட்டு கற்றல் முறை-நேர்வழி, கிளைவழித் திட்டம்-மேம்படுத்தப்பட்ட செயல்வழி கற்றல் முறை - குழு கற்பித்தல் முறை-கருத்தரங்கம்-குழு விவாதம்-பட்டிமன்றம் - கருத்துக் கட்டமைப்பு கற்றல் முறை-சமூக மனவெழுச்சி கற்றல் முறை -கணினி துணையுடன் கற்றல் - செயற்கை நுண்ணறிவு உள்ளடக்க உருவாக்கமும் கட்டுப்பாடும்.

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

அலகு 4: தமிழ் பயிற்றுவிப்பதற்கான வளங்கள்**(L-4; T - 3; P- 5)**

கற்பித்தல் துணைக் கருவிகள் : பொருள் - சிறப்பியல்புகள் - தேவை - முக்கியத்துவம் - எட்கர் டேல் அனுபவக் கூம்பு - பல்லாடகக் துணைக்கருவிகள் - மேம்படுத்தப்பட்ட துணைக்கருவிகள் - தமிழ் கற்பித்தலுக்கான திறந்தவெளி கல்வி வளங்கள் - பாடநூல் - அச்ச ஊடகம் - வகுப்பறை நூலகம்

பணி மதிப்பீடு: இலக்கண படத்தொகுப்பு தயாரிக்க

அலகு 5: கற்பித்தல் திட்டமிடுதல்**(L-7; T-3; P-7)**

வருடப் பாடத்திட்டம்: வரையறை-பண்புகள் அலகு திட்டம்:வரையறை-பண்புகள்-படிநிலைகள்- பாடத்திட்டம்-வரையறை-பண்புகள்-உட்கூறுகள்-பயன்கள்-பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம்-பாடத்திட்டம் தயாரிக்கும்போது ஆசிரியர் மனதில் கொள்ளத்தக்கன-ஹெர்பார்டின் படிநிலைகள்-மின்னணு பாடத்திட்டம் - செயற்கை நுண்ணறிவுடன் பாடத்திட்டமிடல்

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

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது இரண்டு பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும் (இயங்கலை / நிகழ்நிலை)

பாடநூல்கள்

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துணை நூல்கள்

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தொழிற்புரட்சி. தமிழ் பதிப்பு
தமிழ் - 6ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2025)
தமிழ் - 7ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2025)
தமிழ் - 8ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2025)
தமிழ் - 9ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2025)
தமிழ் - 10ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2025)
பொதுத்தமிழ் - மேல்நிலைக்கல்வி முதலாமாண்டு, இரண்டாமாண்டு தமிழ்நாடு பாடநூல்
மற்றும் கல்வியியல் பணிகள் கழகம் (2025)

மின் வளங்கள்

<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->

தமிழ் கற்பித்தல் - I

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

Course Mapping

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

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

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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- Brindhamani, M. & Manichandran, T. (2013). *Teaching of English*. APH - Publishing Corporation
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- Huber, A. (2023). *AI for Content Creation: Tools and Techniques for Writers and Marketers*. TechPress.
- Johnson, T. M. (2024). *Innovative Approaches to Microteaching: Harnessing the Power of AI*. Pearson Education.
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- Murphy, R. (2011). *Essential English Grammar*. Cambridge University Press.
- Praveen Sharma (2018). *Pedagogy of English Language*. Shipra Publications.
- Rahman, M(2014). *Cultural contexts in English Language Learning and Teaching*. YKing Books.
- Richards & Jack .C (2006). *Communicative language teaching today*. Cambridge University Press
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- Saroj Sobti, Aujla Kaur Harpal (2018), *Pedagogy of English*. Twenty-first century Publications.
- Sharma, R.N. (2008). *Contemporary Teaching of English*. Surjeet Publications.
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- 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)

மொழிக் கற்பித்தல் - தமிழ் - I

Course Code : 25FBPLT

Credits :3

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

பாடநெறி முடிவிலும் நிலையில் மாணவ ஆசிரியர் பெரும் கற்றல் அடைவுகள்

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

அலகு 1: மொழியின் சிறப்புகள்

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

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

பணி மதிப்பீடு: தமிழ்மொழியின் சிறப்பு பற்றி கட்டுரை வழங்குக

அலகு 2: உரைநடைக் கற்பித்தல்

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

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

பணி மதிப்பீடு: சொற்களஞ்சிய படத்தொகுப்பு உருவாக்குக.

அலகு 3: செய்யுள் கற்பித்தல்

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

செய்யுள், கற்பித்தலின் நோக்கங்கள்-செய்யுள் கற்பிக்கும் முறை-செய்யுள் பாடத்தை கற்பிக்கத் தொடங்கும் முறை-செய்யுள் மற்றும் உரைநடை பாடங்களை கற்பிப்பதில் உள்ள வேற்றுமை-செய்யுள், உரைநடை வேறுபாடு - மின்னணு பாடத்திட்டம் - செயற்கை நுண்ணறிவு உள்ளடக்க உருவாக்கமும் கட்டுப்பாடும் - செயற்கை நுண்ணறிவுடன் பாடத்திட்டமில்

பணி மதிப்பீடு: செய்யுள், உரைநடை பாடங்களைக் கற்பிப்பதில் உள்ள வேறுபாடுகளை அட்டவணைப்படுத்துக

அலகு 4 : இலக்கணம் கற்பித்தல்

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

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

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

அலகு 5: கட்டுரை, துணைப்பாடம் கற்பித்தல்

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

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

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

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது இரண்டு பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும் (இயங்கலை / நிகழ்நிலை)

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துணை நூல்கள்

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வளநூல், ஆசிரியர் கல்விப் பட்டயப்பயிற்சி, தமிழ்மொழிக் கல்வி, சவிதா பதிப்பகம்
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மின் வளங்கள்

<http://www.maanavan.com>
<http://www.valaitamil.com>
<http://book.tamilcube.com>
<https://diksha.gov.in>

Pedagogy of Language – Tamil- I

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002

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

மொழிக் கற்பித்தல் - தமிழ் I

Time: 2.30 hrs.

மதிப்பெண்: 60

(5x1 = 5 மதிப்பெண்)

பகுதி - அ

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

- எண்ணத்தை வெளியிடும் கருவி (L2)
அ) மொழி ஆ) நடத்தை இ) எழுத்து ஈ) பேச்சு
- தமிழும் வடமொழியும் கலந்து அமையும் மொழி நடை (L2)
அ) நன்னடை ஆ) அடுக்கு நடை இ) மணிப்பிரவாள நடை
ஈ) செய்யுள் நடை
- புதிய சொற்களைப் பேச்சிலும் எழுத்திலும் உபயோகிப்பது (L2)
அ) சொற்களஞ்சியம் ஆ) பயன்படுத்தும் சொற்களஞ்சியம்
இ) அறிந்த சொற்களஞ்சியம் ஈ) சொற்களஞ்சியப் பெருக்கம்
- இலக்கணம் கற்பிக்க சிறந்த முறை (L1)
அ) விளையாட்டு முறை ஆ) விதிவரு முறை இ) விதிவிளக்க முறை
ஈ) விரிவுரை முறை
- உயர் நிலைக்கருத்தினை உணர்த்தும் மொழிப்பாடம் (L4)
அ) உரைநடை ஆ) இலக்கணம் இ) செய்யுள் ஈ) துணைப்பாடம்

பகுதி - ஆ

(5x2=10 மதிப்பெண்)

கீழ்க்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

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

பகுதி - இ

(2x5=10 மதிப்பெண்)

கீழ்க்காணும் வினாக்கள் எவையேனும் இரண்டு வினாவிற்கு 250 சொற்களில் விடையளிக்கவும்:-

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

பகுதி - ஈ

(2x10=20 மதிப்பெண்)

கீழ்க்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்.

- அ) செய்யுள் மற்றும் உரைநடை பாடம் கற்பித்தல் நோக்கங்களும் முறைகளும், வேறுபடும்

விதத்தினை விவரி. (L5)

(அல்லது)

ஆ) தமிழ்மொழியின் கிளைமொழிகள் பற்றி கட்டுரை வரைக. (L4)

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

(அல்லது)

ஆ) கட்டுரையின் வகைகளையும் அதன் வளர்ச்சி நிலைகளையும் விவரிக்க. (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)

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Supplementary Reading

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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)

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Srinivas Reddy, K & Ravindranath K. Murthy (2017). *Guidance and Counseling*. Neelkamal Publications

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New Indian Express. (2025, February 23). *Mandate counselling at schools: Psychologists*. *The New Indian Express*.

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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, Incultation, 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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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	PLO 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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- Manoj.M.K (2010). *Easy to draw animals*. Vasan's Publications.
- 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?
தனிக்கோடு (Single stroke) எழுத்துக்கள், இரட்டிப்பு கோடு (Double stroke) எழுத்துக்கள் யாவை?

Section - C

(1X5=5 Marks)

Answer the following question in about 200 words.

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

EPC- II- 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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- Technology and Digital Media in the Classroom*. United States: Course Technology.

E-Resources

- <https://searchenterpriseai.techtarget.com/definition/ai-artificial-intelligence>
- <https://www.britannica.com/technology/artificial-intelligence>
- <https://www.geeksforgeeks.org/web-1-0-web-2-0-and-web-3-0-with-their-difference>
- https://www.researchgate.net/.../283289734_information_and_communication
- <https://www.slideshare.net/vasudhak2000/ict-pedagogy-iintegration>
- <http://www.zmogo.com/web/web-40trip-down-the-rabbit-hole-or-brave-new-world/>

Information and Communication Technology in Education

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

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B.ED. (I YEAR) - I SEMESTER MODEL QUESTION PAPER

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Time: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.

References

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E-Resources

- 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)
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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.
- Martinet. A.V. & Thomson. A.J. (2007). A Practical English Grammar. Oxford University Press.
- Murphy, Raymond. (2007). Intermediate English Grammar. Cambridge University Press.
- Sinha, Sanjay Kumar. (2008). The King's Grammar. S. Chand & Company Ltd.
- Wadhwa, S. Teaching of English, Tandon Publication

E-Resources

<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

- Pankajsrivastava(2010), Handbook of Computer, Street Nina's Publications,
Dr.S.Rajasekar(2007), Computer Education & Educational Computing,
Neelkamamal Publications
Lalini Varanasi et.al (2017), Computer Education, Neelkamal Publications
Pearson(2011), Introduction to Computer Science, ITL Education Solutions Limited
Anita Goel(2010), Computer Fundamentals, Darling Kindersley Pvt.Ltd,
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=Cj0KCQjw3JanBhCPARIsAJpXTx5EUFyIQptsWDcrM07DYY8pr_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

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, 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

[hd;rp uhzp.g. (2011) ,d;W vd;d rikf;fyhk;. fw;gfk; Gj;jfhyak;

இராஜலட்சுமி.மரு.பெ. (2016) ஆரோக்கிய வாழ்வுக்கு எளிய மருத்துவம். சிவகுரு பதிப்பகம்

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 Pradeeep Enterprises

Mallika Badrinath. S, (1992). 100 Rice delight, (Vegetarian). Pradeeep 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&hl=en>

ORGANIC GARDENING FOR BEGINNERS

Course Code: 24BFSOG

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-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 sloane, *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