

ST. IGNATIUS COLLEGE OF EDUCATION
(AUTONOMOUS)

Accredited by NAAC with 'A' Grade (Second Cycle)

Palayamkottai - 627 002.

Affiliated to

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.



SEMESTER I & III
CURRICULUM FOR B.ED. PROGRAMME

2022 – 2023

St. Ignatius College of Education (Autonomous)

Palayamkottai-627002

B.Ed. Curriculum - Semester I & III

Programme Learning Outcomes (PLOs)

Prospective Teachers

- | | |
|------|---|
| PLO1 | Recognize the significance of lifelong learning to cope with the changing trends in education.. |
| PLO2 | Develop skills needed for effective teaching-learning process. |
| PLO3 | Promote interest to employ 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 the society. |

Programme Specific Outcomes (PSOs)

Prospective Teachers

- | | |
|-------|--|
| PSO1 | Integrate information and communication technology (ICT) in 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 effective teaching-learning process.	1, 5, 7, 10
3	PLO3: Promote interest to employ 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 the society.	2, 3, 4, 5, 6, 7, 8, 9, 10

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

2. Regulations

a. Eligibility for admission to the course

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

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

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

i) Reservation of seats

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

ii) Duration

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

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

b) Programme content of the course

Course of Study

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

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

SEMESTER I,

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

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

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

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

c. Pedagogy of Language for Semester I, II

- 1. Pedagogy of Language – English / Tamil

d. Electives (Choice Based Credit System)

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

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

1. Art and Craft
2. Strengthening English Language Proficiency
3. Physical Education and Yoga

f. Teaching Competence

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

The practical training will include:

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

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

g. Educational Practicals

- i. Curriculum and Pedagogic studies (CPS), Pedagogy of Language
 - Microteaching
 - School – based teaching (Practice and Intensive teaching)
 - Construction of tests (diagnostic and achievement) and interpretation of Scores through statistical analysis.
 - Handling audio – visual equipments.
 - Preparation and use of instructional aids.
 - Visiting three different websites and Evaluation of any two of them.

- Preparation of Audio – Visual kit (Slides, Transparent sheets, Power Point Presentation)
- Reflective Record on Continuous and Comprehensive Evaluation
- Reflective record on Digital and Pedagogic tools

ii. School and Community Based Activities

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

iii. Project and Experiments

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

iv. Health and Hygiene

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

v. Cultural Activities

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

vi. Field Experience

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

vii. Personality Development Programmes

Seminars, Workshops and guest lectures on

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

Details of Educational Practicals

- ❖ Practice of microteaching: 3 skills in Curriculum and Pedagogic Studies and 3 Skills in Pedagogy of Language.
- ❖ School based teaching: Preparation of 40 Lesson Plans in Curriculum and Pedagogic studies and 40 in Pedagogy of Language.
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Curriculum and Pedagogic studies and Pedagogy of Language
- ❖ Teaching aids: student teachers are asked to prepare different types of teaching aids related to the school subjects.
- ❖ Statistical analysis and interpretation: Test scores shall be recorded and analysed.
- ❖ Audio-Visual: Each student teachers shall be given training in operating all the available audio-visual apparatus such as slide projector, OHP, film - strips projector, computer, LCD Projector and smart board.

- ❖ Socially Useful Productive Work: The teacher trainee shall be given opportunity to prepare and participate in 10 socially useful productive works.
- ❖ Community Service: The College would organize extension and community service programmes.
- ❖ Action Research Project: The student teachers can choose any problem related to classroom situation as an Action Research Project and prepare a report.
- ❖ Case Study: The student teachers should make a detailed case study of a school and an individual student and submit reports.
- ❖ Psychological Experiments: The student teachers shall conduct 5 Psychology Experiments and maintain a record of them.
- ❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.
- ❖ Science student teachers shall conduct 5 experiments and maintain an album of them.
- ❖ Humanities student teachers shall prepare an album on any specific theme related to the CPS courses.
- ❖ All the student teachers should individually prepare an album on Assistive technologies for special children
- ❖ Reflective records should be prepared on CCE and Digital and Pedagogic tools
- ❖ Projects shall be conducted for identifying and analysing the diverse needs of learners
- ❖ Projects shall be conducted on issues relevant to Environmental Education

DISTRIBUTION OF CREDITS – B.Ed .(2022-2023)**First Semester**

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

Total Credits : 24

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

B.Ed. SCHEME OF EXAMINATION (2022-2023)*Examination (Theory)**(i) 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	Information and Communication Technology in Education	40	60	100
4	Curriculum and Pedagogic studies	40	60	100
5	Pedagogy of Language - Tamil/English	40	60	100
6	Electives: Constitutional Values Education Environmental Education Value Education	40	60	100
7	EPC - Art and Craft			
	EPC- Strengthening English Language Proficiency	50		50
	EPC – Physical Education and Yoga	50	-	50
Total				750

SCHEME OF INTERNAL EXAMINATION***Internal Assessment for Theory- 3 credits papers.***

The student teachers are evaluated according to their performance in

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

➤ **Internal Test (Theory) for 40 Marks:- (for 3 credit papers)**

Time Duration: 1 hour 30 minutes

S. No	Type of Questions	No.of Questions	Marks	Total Marks 40	I internal 40 Marks	II internal 40 Marks
1	Objective type	5 (Compulsory)	5 X 1	5	5 X 1 = 5	5 X 1 = 5
2	Short Answer (Maximum of 50 Words for each question)	5 (Compulsory)	5 X 2	10	5 X 2 = 10	5 X 2 = 10
3	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**

Internal Exam - 20 marks

Task Assessment -15 marks

Practicum - 15 marks

Total - 50 marks

Scheme of Internal Exam (20 Marks) Maximum Time Duration : 1 Hour				
S.No	Type of Questions	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 Paper

Scheme of External Examination (60 Marks) Maximum Time Duration : 3 Hours				
S.No	Type of Questions	No. of Questions	Marks	Total Marks
1	Objective type	5 (Compulsory)	5 x 1 = 5	5
2	Short Answer (Maximum of 50 Words for each question)	5 (Compulsory)	5 x 2 = 10	10
3	Detail 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

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

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

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

Practical Examination

The External board (appointed by the Controller of Examinations in consultation with the Principal) will examine the teaching competence of the candidates and their practical work. The Board will examine the teaching competency of Group A in Level I Level II and Pedagogy of language and other practical aspects. The teaching competency of Group A carries 125 marks for each Level and 75 marks for Pedagogy of language – Tamil/English bringing to a total of 325 marks. The other practical aspects in group B carries 175 marks and group C carries 100 marks in total. **So total marks for practical is 325 +175 +100 = 600 Marks.** For the practical, a minimum of 50% marks for each category is required for pass.

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

Passing minimum and Award of Class

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

Class is awarded separately for theory and practical.

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

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

SEMESTER I		
Paper	Title	Sub Code
Perspectives in Education	1. Principles and prospects of Educational Psychology	22FBPE1
	2. Education in Emerging Indian Society	22FBPE2
	3. Information and Communication Technology in Education	22FBPE3
Curriculum and Pedagogic studies	1. Pedagogy of Biological Science - I	22FBCBS
	2. Pedagogy of Computer Science - I	22FB CCS
	3. Pedagogy of English - I	22FBCEN
	4. Pedagogy of History - I	22FBCHY
	5. Pedagogy of Mathematics - I	22FBCMA
	6. Pedagogy of Physical Science - I	22FBCPS
	7. Pedagogy of Tamil - I	22FBCTA
Pedagogy of Language	1. Pedagogy of Language - English - I	22FBPLE
	2. Pedagogy of Language - Tamil - I	22FBPLT
Electives	1. Constitutional Values Education	22FBECV
	2. Environmental Education	22FBEEE
	3. Value Education	22FBEVE
EPC	1. Art and Craft	21FBEAC
	2. Strengthening English Language Proficiency	22FBECF
	3. Physical Education and Yoga	22FBEPH
SEMESTER III		
	Internship	

CONTENTS

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

SEMESTER I

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

Course Code : 22FBPE1

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Educational Psychology

(L-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 - Significance of Educational Psychology for Teachers.

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

Unit II - Growth and Development

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

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

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

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

Unit III - Learning

(L – 11; T – 2; P- 3)

Learning: nature and characteristics, Learning Curves, Factors influencing

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

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

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

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

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

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

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

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

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

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

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

Note : The students should select any three Task Assessments

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Principles and Prospects of Educational Psychology

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recognizes knowledge of the concepts and principles of educational Psychology (L1)	1, 3, 4	1,3, 4, 8
2	classifies theoretical perspectives of various stages of human development (L2)	1,3,4, 5,6,8	1,3, 4, 6,
3	manipulates learning theories in constructivist learning. (L3)	1, 2, 4, 6, 7, 8	1, 2, 3, 5, 6
4	differentiates convergent and divergent thinking and analyses its significance in learning process. (L4)	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 5, 7, 8
5	discriminates learners on the basis of 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 classroom (L6)	2, 3, 4, 5,6, 7, 8	1, 3, 5, 6, 8, 9, 10

Course Mapping

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

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

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

Time: 3 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

Answer all the following questions in about 50 words each:

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:

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

(OR)

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

17. a. Describe Guilford's structure of intellect and evaluate its significance in teaching-learning. (L5)

(OR)

b. Explain in detail the theories of motivation and formulate methods to enhance students' motivation. (L6)

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

Course Code : 22FBPE2

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

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

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

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

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

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

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

Task Assessment : Conduct an elocution on different schools of philosophy

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

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

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

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

National Education Commissions: Mudaliar Commission (1954), Kothari Commission (1964-66): National Policy on Education (1986) - Right to Education (2009) and RUSA- National Educational Policy 2020 (NEP - 2020)

Task Assessment : Prepare an e-content on salient features of NEP - 2020

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

Norms and functional differences: Tamil Nadu, Kerala, New Delhi and Maharashtra - States wise variation in educational structure - Boards of Secondary Education - CBSE and ICSE - Structure and functions - Assessment and evaluation systems.

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

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

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Education in Emerging Indian Society

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code : 22FBPE2

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. Education refers to (L1)
 - a. Formal Education
 - b. Non-formal Education
 - c. Informal Education
 - d. All the above
2. Philosophy is the systematic study (L2)
 - a. of ideas and issues
 - b. of religion
 - c. of people
 - d. of countries
3. A reasonable and logical way of doing things is the view of (L4)
 - 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. Write short notes on colonial policy on education. (L3)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Describe the interplay of education and philosophy. (L)
(OR)
b. Enumerate the views of Dr.S.Rathakrishnan and his relevance to Modern Education.
(L5)
17. a. Write a brief history of education in pre-independent India. (L2)
(OR)
b. What are the major recommendations of NEP- 2020. (L1)

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

Course Code : 22FBPE3

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Concept of ICT

(L-5; T-2; P-3)

ICT in Education: Meaning, Concept, and Objectives - Psychological Principles of ICT Enabled Learning - Change in the role of Teacher/ e-tutors in Technology Enabled Learning - Empowerment of Learner by using ICT in Learning and Teaching - Educational Policies (UGC/ AICTE) in using ICT in formal Education - ICT Competency Framework for Teachers (UNESCO)

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

Unit II - ICT Integrated Pedagogy

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

Overview: Bloom’s Digital Taxonomy - Instructional Design: Meaning, Concept, Principle, Steps - Models of Instructional Design: ADDIE Model, Gagne's Nine Events of Instructions , Dick and Carey Model - Smart Pedagogy

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

Unit III - Artificial Intelligence in Education

(L-10; T-3; P-5)

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

Task Assessment : Write a Reflective Report on any of your preferable Smart Learning Environment

Unit IV –Web 3.0 in Education

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

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

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

Unit V –Recent trends in Education

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

Use of ICTs for administrative tasks in teaching and learning process : Record Keeping, Lesson Plan Development, Information Presentation, Basic Information Searches on the Internet – Flipped classroom –Digital Storytelling - Virtual Classroom – Digital Ethics – Cyber Security

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

Note : The students should select any three Task Assessments

(T-2;P-2)

References

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Information and Communication Technology in Education

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

Course Mapping

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

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

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

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

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Time: 3 hrs.

Course Code : 22FBPE3

Max. Marks: 60

SECTION-A

(5x1=5 marks)

Answer all the following questions :

- 1. Which of the following are the components of an ICT system**
 - a. People, Data
 - b. Hardware, Software
 - c. Information, Procedure
 - d. All of the above
- 2. Technology Enhanced Learning environment that can contribute to the fragmentation of the educational process to develop the principles of**
 - a. Smart Pedagogy
 - b. Critical Pedagogy
 - c. Mobile Pedagogy
 - d. Creative Pedagogy
- 3. What is the full form of "AI"?**
 - a. Artificially Intelligent
 - b. Artificial Intelligence
 - c. Artificially Intelligence
 - d. Advanced Intelligence
- 4. Which statement does not best describe micro learning?**
 - a. Training reorganised into several short courses
 - b. Focused, targeted information
 - c. Every content piece is shorter than two minutes
 - d. Actionable instruction for a specific behaviour
- 5. Which statement does not best describe micro learning?**
 - a. Training reorganized into several short courses
 - b. Focused, targeted information
 - c. Every content piece is shorter than two minutes
 - d. Actionable instruction for a specific behaviour

SECTION - B

(5X2=10 marks)

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

1. Write any two objectives in education
2. List out the steps involved for the Instructional Design
3. State any two differences of Augmented Reality and Virtual Reality
4. Define Meta Learning
5. Mention any two Record Keeping Tools

SECTION-C (3X5=15marks)

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

1. How can technology-enabled learning changes the role of teachers?
2. Explain the Implications of Gagne's Nine Events of Instruction
3. Enumerate the Foundations of Artificial Intelligence in Education
4. Give details for the purpose of Learning Management System with suitable examples
5. How do you adopt Digital Ethics while exploring Social Media

SECTION-D

(2X15=30 marks)

Answer the following questions in about 750 words each:-

1. (a) Describe the Psychological Principles of ICT Enabled Learning
(OR)
(b) Design Instructional Design based on ADDIE Model in your respective discipline
2. (a) Enlist the Application of AI in education with suitable illustrations
(OR)
(b) Discriminate the Implications of Web 3.0 in Teaching, Learning and Evaluation

PEDAGOGY OF BIOLOGICAL SCIENCE – I

[SEMESTER – I]

Course Code : 22FBCBS
Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Aims and Objectives

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

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

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

Unit II – Microteaching and Link Lesson

(L-6; T-2; P-7)

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

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

Unit III - Instructional Strategies

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

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

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

Unit IV- Planning for Teaching

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

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

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

Unit V - Content related to School Syllabus

(L-6; T-3; P-3)

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

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

Note: The students should select any three Task Assessments

(T – 2, P-2)

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Pedagogy of Biological science - I

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

Course Mapping

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

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

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

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

Time: 3 hrs.

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

Section – A

Answer all the following questions:-

1. Which of the following is a centre point of a lesson plan (L4)
a) principal b) teacher c) student d) none of the above
2. Micro teaching is based on ----- operant conditioning.
a) Mc Donald b) Flanders c) Allen d) Skinner
3. What describes a virtual classroom?
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”.
a) Henry Morrison b) Bossing c) Preston d) Elizabeth Berry
5. The demonstration method is known as the passive learning method because? (L4)
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. Explain 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. What is complete metamorphosis? (L1)
10. Define active learning method. (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 COIMPUTER SCIENCE - I

[SEMESTER - I]

Course Code: 22FBCCS

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Aims and Objectives

(L-10; T – 2; P-2)

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

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

Unit II - Microteaching and Link Lesson

(L-6; T – 2; P-7)

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

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

Unit III - Instructional Strategies

(L-9; T – 3; P-3)

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

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

Unit IV – Planning for Teaching

(L-9; T – 3; P-3)

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

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

Unit –V – Content related to School Syllabus

(L-6; T – 3; P-3)

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

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

Note : The students should select any three Task Assessments

(T – 2, P-2)

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- <https://link.springer.com/article/>

Pedagogy of Computer Science - I

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code : 22FBCCS

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

1. In school system HOTS means
 - 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?
 - a) Texas
 - b) Cambridge
 - c) Florida
 - d) Stanford
3. The standard duration of micro teaching cycle is ----- minutes.
 - a) 20
 - b) 15
 - c) 40
 - d) 36
4. How many components are there in skill of probing questions?
 - a) 5
 - b) 3
 - c) 4
 - d) 6
5. The octal number 176 is converted to hexadecimal as
 - 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.
7. List out the keywords for writing instructional objectives with respect to three domains of Blooms Taxonomy.
8. What do you mean by constructive approach of teaching?
9. Differentiate unit plan and year plan.
10. Write down a sample program for recursive call of statements.

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?
12. Draw the micro teaching cycle and explain the steps.
13. Explain the instructional design Model.
14. Discuss the Herbartian steps of a lesson plan.
15. What is operating system? Write the differences between
16. Windows and Linux?

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.

(OR)

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

18. a. Explain the Project method in detail.

(OR)

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

PEDAGOGY OF ENGLISH - I

[SEMESTER - I]

Course Code : 22FBCEN

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit - I Aims and objectives

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

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

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

Unit - II Micro Teaching and Link Lesson

(L-6; T - 2; P-7)

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

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

Unit -III Instructional strategies

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

Methods -Direct - Suggestopaedia - The silent way-Audio-Lingual Method - Active Learning Method - Differences between translation and direct method - Approaches - structural, situational, communicative, eclectic and interactive approaches - Differences between method and approach - Programmed Learning: Linear - Branching - Team teaching- Seminar- Symposium-Panel discussion- Computer Assisted Instruction (CAI)

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

Unit - IV Planning for Teaching

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

Year plan: Definition – Characteristics – Unit Plan : Definition – Characteristics – Steps – Lesson Plan : Definition, Components, Importance, Characteristics, Herbartian Steps – Digital Lesson plan.

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

Unit-V Content related to school syllabus

(L-6; T - 3; P- 3)

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

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

Note : The students should select any three Task Assessments

(T – 2, P-2)

References

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Pedagogy of English - I

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code : 22FBCEN

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section – C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

(OR)

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

17. a) Write short notes on the following. (L1)

- (i) Parts of Speech
- (ii) Prefix and Suffix
- (iii) Sentence and Clauses.
- (iv) Capitalisation

(OR)

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

LEISURE

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

- *William Henry Davies*

PEDAGOGY OF HISTORY - I

[SEMESTER I]

Course Code: 22FBCHY

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Aims and Objectives

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

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

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

Unit II – Microteaching and Link Lesson

(L-6; T-2; P-7)

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

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

Unit III - Instructional Strategies

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

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

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

Unit IV - Planning for teaching

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

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

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

Unit - V Content related to School Syllabus

(L- 6; T - 3; P-3)

Intellectual awakening and Socio Political changes - French Revolution - Causes and results - Establishment and Expansion of British Power in India - Struggle for Indian Independence - Vellore Mutiny 1806 - The Great Revolt 1857 -Tamilnadu under the Vijayanagar Empire -Later Cholas and Pandyas.

Task Assessment: Draw a map of India showing the centers of the Great Revolt 1857.

Note : The students should select any three Task Assessments

(T - 2, P-2)

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Pedagogy of History - I

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

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	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	✓			✓	✓		✓		✓	

Time: 3 hrs.

Course Code : 22FBCHY

Section – A

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

1. Which one is important aim of teaching History? (L1)
 - a) to develop integrity
 - b) to develop humanity
 - c) to develop nationality
 - d) all the above
2. Episode writing is related to: (L1)
 - a) Lesson Plan
 - b) Micro Teaching
 - c) Mini Teaching
 - d) Macro Teaching
3. Expansion of CAI (L1)
 - a) Collaborative Assist Instruction
 - b) Class Activity Instruction
 - c) Content Assist Instruction
 - d) Computer Assisted Instruction
4. Generalization is related to: (L3)
 - a) Anderson
 - b) Herbart
 - c) Bloom
 - d) Kothari
5. Vellore Mutiny happened in which of the following years? (L2)
 - a) 1806
 - b) 1608
 - c) 1680
 - d) 1860

6. What is Specific Instructional Objectives? (L1)
7. Write a short not on Link Lesson.(L2)
8. What is programmed learning? (L1)
9. What is recapitulation? (L1)
10. Write a short note about Vellore Mutiny 1806.(L2)

11. Explain the aims and importance of teaching History. (L1)
12. Explain the characteristics of Micro Teaching. (L4)
13. Discuss the uses of inductive method.(L5)
14. Explain the Herbartian steps in lesson planning? (L2)
15. Explaining the impact of French Revolution.(L5)

16. a. How will you classify the values of Teaching History? (L6)
(OR)
b. What is Active learning Method (ALM)? Prepared an ALM Lesson plan for a topic from Standard IX Social Science Text book (L3)

17. a. Evaluate the causes and impact of the Great Revolt 1857. (L4)
(OR)
b. Explain the Steps of Lesson Plan. (L2)

PEDAGOGY OF MATHEMATICS - I
[SEMESTER - I]

Course Code : 22FBCMA

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Aims and Objectives

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

Aims and objectives of teaching Mathematics at different levels: Primary - Secondary - Higher Secondary - Bloom's taxonomy of instructional objectives - Framing instructional objectives of teaching Mathematics in behavioural terms - Anderson and Krathwohl's revised Bloom's taxonomy - Nature 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 values of teaching mathematics

Unit II - Microteaching and Link Lesson

(L-6; T-2; P-7)

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

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

Unit III - Instructional Strategies

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

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

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

Unit IV- Planning for Teaching (L-9; T-3; P-3)

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

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

Unit V - Content related to School Syllabus (L-6; T-3; P-3)

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

Task Assessment: Prepare and submit a report on the application of Ratio and Proportion in everyday life.

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

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- Mathematics - Standard XI, Tamilnadu Text Book and Educational Services Corporation (2018)
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- <https://www.simpli.com>
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- <https://cft.vanderbilt.edu>.
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- <https://diksha.gov.in>

Pedagogy of Mathematics - I

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code : 22FBCMA

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 Bloom's taxonomy? (L4)
7. Define Microteaching (L1)
8. What are the principles of team teaching (L2)
9. Write down the importance of Unit plan (L3)
10. Find the value of k for which the given system of equations $kx+2y=3$; $2x-3y=1$ has a unique solution. (L5)

Section - C

(3 X 5 = 15)

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

11. Classify the aims of teaching mathematics (L3)
12. Discuss the skill of stimulus variation with relevant examples. (L2)
13. Differentiate the analytic and synthetic method of teaching mathematics (L4)
14. Describe the steps involved in the Herbartian approach for lesson planning (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

[SEMESTER-I]

Course Code :22FBCPS

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Aims and Objectives

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

Aims and objectives of teaching Physical Science at different levels – Primary, Secondary and higher secondary - Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor domains - Framing Instructional Objectives of teaching Physical Science in behavioural terms –Kathwohl 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 Maxims of teaching Physical Science

Unit II –Micro teaching and Link Lesson

(L-6; T-2; P-7)

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

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

Unit III – Instructional strategies

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

Lecture – Lecture cum Demonstration –Individual Practical – Assignment – Heuristic – Biographical – Active Learning Method –Inductive and deductive – Project

method - Programmed Learning : Linear, Branching - Team teaching- Seminar- Symposium-Panel discussion- Computer Assisted Instruction(CAI)

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

Unit IV – Planning for Teaching

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

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

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

Unit – V Content related to School Syllabus

(L-6; T-3; P - 3)

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

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

Note : The students should select any three Task Assessments

(T – 2, P-2)

Physical Science Experiments

Student teachers do five experiments in Physical Science

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Pedagogy of Physical Science - I

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code: 22FBCPS

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Explain Bloom's taxonomy of instructional objectives. L2
(OR)
b. "Micro teaching helps a teacher trainee to become an efficient teacher" – Discuss. L4
17. a. What is scientific method? With illustration explain the steps involved in it. L6
(OR)
b. Write a lesson plan on a topic in physics or chemistry at the secondary level. L2

தமிழ் கற்பித்தல் - I
(முதல் பருவம்)

Course Code : 22FBCTA

Credits :3

Total number of hours: 75 (L - 40; T - 15; P - 20)**பாடம் முடிவிலும் தருணத்தில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்**

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

அலகு - 1 நோக்கங்கள் மற்றும் குறிக்கோள்கள் (L -10; T - 2; P-2)

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

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

அலகு - 2- நுண்ணிலைக் கற்பித்தல், இணைப்புக் கற்பித்தல் (L - 6; T - 2; P-7)

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

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

அலகு - 3- கற்பிக்கும் முறைகள் (L - 9; T - 3; P- 3)

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

செய்முறை : ஒன்பதாம் வகுப்பு தமிழ் பாடபுத்தகத்தில் ஏதாவதொரு தலைப்புக்கான மின் உள்ளடக்கத்தை தயார் செய்க.

அலகு-4- கற்பித்தல் திட்டமிடுதல் (L - 9; T - 3; P- 3)

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

செய்முறை : ஒன்பதாம் வகுப்பு தமிழ் பாடநூலில் ஏதாவதொரு பாடப்பகுதியில் மின்னணு பாடத்திட்டம் உருவாக்குக

அலகு - 5 பள்ளித் தமிழ்ப்பாடக் கருத்துக்கள்

(L-6; T - 3; P- 3)

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

செய்முறை : இலக்கண படத்தொகுப்பு தயாரிக்க

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று செய்முறை பயிற்சியை தேர்வு செய்ய வேண்டும்

பார்வை நூல்கள்

இரத்தின சபாபதி. பி&விஜயா. கு (2016) தமிழ் கற்பித்தல் முறைகள் - 1 சாந்தா பதிப்பகம், கணபதி, வி ஜெயராயன் .பு (2005) - பைந்தமிழ் கற்பித்தல் - சாந்தா பதிப்பகம், கலைச்செல்வி, வெ (2008) - சிறப்புத்தமிழ் கற்பித்தல்- சஞ்ஜீவ்வெளியீடு. கோகிலா தங்கசாமி (2016). *தமிழ்மொழி, குழந்தைகள், ஆசிரியர்கள்*. பாவை பதிப்பகம், சக்திவேல் .சு (2006) தமிழ்மொழி வரலாறு, மணிவாசகர் பதிப்பகம், தமிழ்நாட்டுப் பாடநூல் நிறுவனம் (2001). *தமிழ்மொழி கல்வி கற்பித்தல்*. தீனதயாள், பேராசிரியர்.சிவக்குமார். ம - பைந்தமிழ் கற்பித்தல்(2010) ஸ்ரீ கிருஷ்ணா பதிப்பகம், பிரபாகரன் .உ (2009) சிறப்புத்தமிழ், சமயுக்தா பதிப்பகம், மீனாட்சி சுந்தரம் .அ, செல்வம் .பொ (2010), - சிறப்புத்தமிழ் கற்பித்தல் - காவ்யமாலா பதிப்பகம், விஜயலட்சுமி .வ (2016) நுண்ணிலைக் கற்பித்தல் - சாரதா பதிப்பகம், விஜயலட்சுமி .வ (2016) நுண்ணிலைக் கற்பித்தல் - சாரதா பதிப்பகம், வீரப்பன் .பா. (2000). *உயர்நிலைத் தமிழ் கற்பித்தல் ஆசிரியர் கையேடு*. தேசிய ஆராய்ச்சி பயிற்சி நிறுவனம்(NCERT), வேணுகோபால், பா (2009) கே.சாந்தகுமாரி, சிறப்புத்தமிழ் கற்பித்தல், சாரதா பதிப்பகம், வேணுகோபால் .இ.பா. (2013) - சிறப்புத்தமிழ் கற்பித்தல்- சாரதா பதிப்பகம், ஜெபா .எ.ஆர். (2014) தமிழ் கற்பித்தலில் புதுமைகள், ரத்தினப் பதிப்பகம், தமிழ் - 6ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2018) தமிழ் - 7ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2019) தமிழ் - 8ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2019) தமிழ் - 9ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2019) தமிழ் - 10ம் வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2019) பொதுத்தமிழ் - மேல்நிலைக்கல்வி இரண்டாமாண்டு, தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2017)

<https://www.eluthu.com>

<https://www.tamilvu.org>

<https://www.tamilkurinji.com>

<https://www.textbooksonline.tn.nic.in>

<https://diksha.gov.in>

Pedagogy of Tamil - I

CLOs	பாடம் முடிவறும் தருணத்தில் மாணவ ஆசிரியர்	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	PLO 3	PLO 4	PLO5	PLO6	PLO 7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

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

தமிழ் கற்பித்தல் - I

Max. Marks: 60

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக.

- பகுதி - ஆ (5x2=10 Marks)**

6. தாய்மொழிக் கற்பித்தலின் இன்றியமையாமையை எழுதுக. (L4)
7. நுண்ணிலை கற்பித்தல் சுழற்சியினை எழுதுக. (L3)
8. சார்பெழுத்துக்கள் யாவை? (L2)
9. பாடம் கற்பித்தல் திட்டம் எழுதுதலின் பயன்களை எழுதுக. (L2)
10. விளையாட்டு முறையில் கற்பிப்பதால் மாணவர்களிடத்தில் வளர்க்கப்படும் நற்குணங்கள் யாவை? (L4)

பகுதி - இ (3x5=15 Marks)

11. கேட்டல் திறனின் நோக்கங்களை எழுதுக. (L3)
12. இணைப்புப் பாடம் கற்பித்தலால் விளையும் நன்மைகள் யாவை? (L4)
13. நடிப்பு முறையில் கற்பித்தல் மூலம் மாணவர்களிடத்தில் மொழித்திறன்களை எவ்வாறு வளர்ப்பாய்? (L5)
14. திருந்திய பேச்சின் பொருந்திய நல்லியல்புகளை பட்டியலிடுக. (L4)
15. வலுவூட்டல் திறன் விளக்கி அதன் உட்கூறுகளை எழுதுக. (L4)

பகுதி - ஈ (2x15=30 Marks)

16. அ) தாய் மொழி பயிற்றுதலின் தலையாய நோக்கங்களை விவரிக்க (L3)
(அல்லது)
ஆ) செயல் திட்ட முறையின் படிநிலைகளை விவரித்து நன்மை தீமைகளை எழுதுக. (L3)

17. அ) பண்டைய பயிற்று முறைகளுக்கும் தற்கால பயிற்றுமுறைகளுக்கும் இடையே உள்ள வேறுபாட்டினை விவரி. (L4)
(அல்லது)
ஆ) ஒன்பதாம் வகுப்பிற்குப் பாடம் பயிற்றுதற்கான திட்டம் ஒன்று தயாரிக்க. (L6)

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

Course Code: 22FBPLE

Credits: 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Place of English in India

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

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

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

Unit II - Language as a skill subject

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

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

Task Assessment: Write any two conversation drills.

Unit III - Teaching of Prose and Poetry

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

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

Task Assessment: Prepare and submit a digital lesson plan for any one of the topic
from standard VII English Text book

Unit IV - Teaching of Grammar and Composition (L – 10 ; T – 3 ; P– 2)

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

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

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

Teaching of vocabulary - Active and Passive vocabulary - Content words and Structural words - Techniques to enhance spoken English - Types of drills - Repetition drills - Manipulation drills - Substitution tables .

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

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

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Pedagogy of Language – English- I

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Infers the rationale for learning English (L2)	5, 6	2, 8, 9, 10
2	Applies the skills of English in communication (L3)	1, 2, 3, 4, 8	5, 7, 8, 9
3	Demonstrates teaching of prose and poetry (L3)	1, 2, 4, 5, 8	1, 3, 5, 7, 8, 9
4	Distinguishes teaching of grammar from teaching of 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	PLO 3	PLO 4	PLO5	PLO6	PLO 7	PLO8
CLO1					✓	✓		
CLO2	✓	✓	✓	✓				✓
CLO3	✓	✓		✓	✓			✓
CLO4		✓				✓		
CLO5	✓	✓	✓	✓	✓		✓	
CLO6	✓	✓		✓	✓		✓	✓

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

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

Time: 2 hrs.

Course Code: 22FBPLE

Max. Marks: 45

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

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

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(2 X 5 = 10)

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

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

Section - D

(2 X 10 = 20)

Answer the following questions in about 750 words each:-

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

(OR)

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

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

(OR)

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

மொழிக் கற்பித்தல் - தமிழ் - I
[முதல் பருவம்]

Course Code : 22FBPLT

Credits :3

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

பாடம் முடிவிலும் தருணத்தில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்

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

அலகு - 1 மொழியின் சிறப்புகள்

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

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.

செய்முறை: தமிழ்மொழியின் சிறப்பு பற்றி கட்டுரை வழங்குக

அலகு - 2 உரைநடைக் கற்பித்தல்

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

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

செய்முறை: சொற்களஞ்சிய படத்தொகுப்பு உருவாக்குக.

அலகு - 3 செய்யுள் கற்பித்தல்

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

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

செய்முறை: செய்யுள், உரைநடை பாடத்தை கற்பிப்பதில் உள்ள வேறுபாடுகளை அட்டவணைப்படுத்துக

அலகு - 4 இலக்கணம் கற்பித்தல்

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

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.

செய்முறை: இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள் பற்றி கட்டுரை வரைக.

அலகு - 5 கட்டுரை, துணைப்பாடம் கற்பித்தல்

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

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

செய்முறை: அடுக்குத் தொடர், இரட்டைக்கிளவி, பழமொழிகளைத் தொடர்களில் அமைக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று செய்முறை பயிற்சியை தேர்வு செய்ய வேண்டும்

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மீனாட்சி சுந்தரம் .அ (2010) தமிழ் கற்பித்தல் பொதுத்தமிழ், காவ்யமாலா பதிப்பகம்,
<http://www.maanavan.com>
<http://www.valaitamil.com>
<http://book.tamilcube.com>
<https://diksha.gov.in>

Pedagogy of Language - Tamil- I

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code: 22FBPLT

Max. Marks: 60

பகுதி - அ

(5x1 = 5 Marks)

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

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

பகுதி - ஆ

(5x2=10 Marks)

கீழ்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

6. மொழியின் அமைப்பு யாது? (L3)
7. அடுக்கு மொழிநடை என்றால் என்ன? (L2)
8. செய்யுள் கற்பித்தலின் நோக்கங்கள் யாவை? (L3)
9. நடைமுறை இலக்கணம் கற்பித்தல் என்பது யாது?
10. கட்டுரையைத் திருத்தும் போது ஆசிரியர் மேற்கொள்ள வேண்டிய வழிமுறைகள் யாவை? (L4)

பகுதி - இ

(2x5=10 Marks)

கீழ்காணும் வினாக்கள் எவையேனும் இரண்டு வினாவிற்கு 250 சொற்களில் விடையளிக்கவும்:-

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

பகுதி - ஈ

(2x10=20 Marks)

கீழ்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்.

15. அ) செய்யுள் மற்றும் உரைநடை பாடம் கற்பித்தல் நோக்கங்களும் முறைகளும், வேறுபடும் விதத்தினை விவரி. (L5)
 (அல்லது)
 ஆ) தமிழ்மொழியின் கிளைமொழிகள் பற்றி கட்டுரை வரைக. (L4)
16. அ) சொற்களஞ்சியம் பெருக்கும் வழிமுறைகளை தக்க சான்றுகளுடன் விளக்குக. (L4)
 (அல்லது)
 ஆ) கட்டுரையின் வகைகளையும் அதன் வளர்ச்சி நிலைகளையும் விவரிக்க. (L5)

ELECTIVE -I- CONSTITUTIONAL VALUES EDUCATION (SEMESTER- I)

Course code: 22FBECV

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I – Introduction

(L-6; T-3; P-4)

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

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

Unit: II Indian Society and Constitutional Values

(L-6; T-4; P-7)

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

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

Unit III – Constitutional Provisions for Women and Children

(L-7; T-3; P-4)

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

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

Unit – IV Legislative Enactments

(L- 7; T - 2; P-5)

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

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

Unit- V Strategies for Dissemination

(L - 5; T -3; P- 10)

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

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

Note : The students should select any three Task Assessments

(T – 2, P-2)

References

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- Biswas. A. (2018). *Women Rights and Privileges in India*. Anjali publishers and distributors.
- Chakrabarty, B. (2019). *Indian Constitution: Text, Context and Interpretation*. Sage Publications.
- Cyril,A. Santhanam, A. Kennedy, J.S.M. (2021). *Protection of children from sexual offences Directions and Guidelines for Schools*. TANCEAN Publication.
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- Rao, D.B. (2018). *Right to Education*. Neelkamal Publications.

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- <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>

Elective: I- Constitutional Values Education

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

COURSE MAPPING

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

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

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

Time: 3 hrs.

Course Code: 22FBECV

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

(OR)

- b. Describe the nature of Indian society (L1)

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

(OR)

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

ELECTIVE -II- ENVIRONMENTAL EDUCATION [SEMESTER I]

Course Code :22FBEEE

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I- Environmental Education (L-10, T-2; P-2)

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

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

Unit II- Environmental Problems and Protection (L-6; T-2; P-7)

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

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

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

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

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

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

Unit IV- Environmental Management Practices

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

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

Task Assessment: Visit a vermicomposting unit and report it.

Unit V- Environmental Education and Curriculum Development

(L-6; T-3; P-3)

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

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

Note : The students should select any three Task Assessments

(T – 2, P-2)

References

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- <https://powermin.gov.in/en/content/protection-environment>

Elective II – Environmental Education

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code: 22FBEEE

Max. Marks: 60

Section - A

(5 X 1 = 5)

Choose the best answers

1. The solid outer part of the Earth is (L1)
a) Hydrosphere b) Lithosphere c) Atmosphere d) Ozone
2. Ocean acidification is due to absorption of _____ by seawater (L2)
a) O₃ b) O₂ c) CO₂ d) N₂
3. Utilization of limited natural resources wisely and with intelligence (L4)
a) sustainable development b) exploitation
c) maximum usage d) all of these
4. The plan of planting trees along railway line, roadsides and rivers are called (L2)
a) forest cover b) deforestation c) social forestry d) farming
5. Montreal protocol, an international agreement for (L1)
a) pollution b) ozone depletion c) forest conservation d) resource management

Section- B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

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

16. a) Write an essay on Components of environment. (L2)
(OR)
b) As a teacher, suggest effective teaching approach for environmental education. (L6)
17. a) Recommend strategy for sustainable development of natural resources. (L5)
(OR)
b) Describe the role of International agreements in protecting environment. (L3)

**ELECTIVE -III - VALUE EDUCATION
[SEMESTER I]**

Course Code : 22FBEVE

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I: Introduction to Value System

(L-6; T-4; P-7)

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

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

Unit II: Value Education for Holistic Development

(L-6; T-3; P-7)

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

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

Unit III: Value Education: Strategies and Approaches

(L-7; T-3; P-4)

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

Unit IV Therapeutic Measures for building values (L-7; T-2; P-5)

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

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

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

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

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

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

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- William, M. & Penman, D. (2010). Mindfulness an Eight-Week Plan for Finding Peace in a Frantic World, Rodale Publication
- Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.

Elective – III Value Education

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

Course Mapping

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

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

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

Time: 3 hrs.

Course Code: 22FBEVE

Max. Marks: 60

Section –A (5x1 = 5 Marks)

Answer all the questions:-

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

Choose the correct answer from the options given below:

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

Section – B

(5X2=10 Marks)

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

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

Section – C

(3X5=15 Marks)

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

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

Section – D

(2X15=15 Marks)

Answer the following questions in about 750 words:-

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

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

Course Code : 22FBEAC

Credits : 2

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

Course Learning Outcomes (CLO)

The student teacher

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

Unit I - Arts and Crafts - Concepts

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

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

Unit II - Writing Skills

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

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

Unit III - Teaching Learning Materials

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

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

Unit IV - Creative Art

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

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

Unit V - SUPW

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

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

Task Assessment (Any two)

(T-1;P-1)

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

References

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- 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
- <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

Course Code: 22FBEAC

Max. Marks: 20

Section - A

(5 X 1 = 5)

Answer all the following questions.

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

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

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

Section - C

(1X5=5 Marks)

Answer the following question in about 200 words.

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

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

**Course Code: 22FBECY
Credits :2**

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

Course Learning Outcomes (CLOs)

The student teacher

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

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

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

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

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

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

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

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

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

Unit V –Language Functions : LSRW Skills

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

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

Task Assessments (Any Two)

(T – 1, P-1)

1. Discuss any five communication activities for students at high school level.
2. Conduct mock interview sessions in your classroom.
3. Construct a structured summary of any book you read.

References :

- Bharathi, T. (2008). Personality Development. Hyderabad: Neelkamal Publications.
- Bolton, R. (2018). People skills: How to assert yourself, Listen to others, and resolve conflicts. A Touchstone Book published by Simon & Schuster
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- Ravindran Sharma, R.A. (2005). Teaching of English. Meerut: Suriya Publications.
- www.busyteacher.com
- www.managerialskills.org
- www.myenglishteacher.eu

EPC II – Strengthening English Language Proficiency

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

Course Mapping

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

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

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

Time: 1 hr

Course Code: 22FBECF

Max. Marks: 20

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

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

Section - B

5 X 2 = 10

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

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

Section - C

1 X 5 = 5

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

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

EPC - III - PHYSICAL EDUCATION AND YOGA [SEMESTER I]

Course Code: 22FBEPH

Credits :2

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Nature of Physical Education

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

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

Unit II - Nature of Yoga Education

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

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

Unit III - Physical Education and Yoga for Overall development

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

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

Unit IV - Physical Education and Yoga Programme in Secondary Schools

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

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

Unit - V - Hatha Yogic Practices

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

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

Task Assessment (Any two)

(T – 1, P-1)

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

References

- Payyappilly Celine & Carol Huss, (1989). *Holistic Health Work Book*. Sahaj.
- Dash. B.N. (2013). *Health and Physical Education*. Neelkamal Publications.
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- Ernest Wood, (1972). *Yoga*, Penguin Books
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- https://cbseacademic.nic.in/web_material/Manuals/physical-education-11.pdf
- <https://ncert.nic.in/pdf/publication/otherpublications/iehp101.pdf>
- <https://www.youtube.com/watch?v=IWDclSXSUV8>

EPC - III Physical Education and Yoga

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

Course Mapping

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

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

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

Time: 1 hr

Course Code: 22FBEPH

Max. Marks: 20

Section - A (5x1 = 5 Marks)

Answer all the following questions:-

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

Section - B

(5x2 = 10 Marks)

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

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

Section - C

(1x5 = 5 Marks)

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

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

Value Added Courses

1. Communicative English
2. Yoga for Daily life
3. Computer Fundamental and PC Software

Certificate Courses

1. Nutrition for Healthy Life Style
2. Fabric Painting
3. Presentation Skills

Self Study Courses

1. Swayam / NPTEL Course

Skill Enhancement Courses

1. Hindi
2. French
3. Instrumental Music
4. Aerobics

SEMESTER-III

Internship

Internship

Internship in schools is to be done for a period of 16 weeks, apart from the initial phase which includes 4 weeks of observation of the 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. 100 % attendance is compulsory during internship.

Internship Activities

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

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

GROUP - C- SCHOOL AND COMMUNITY BASED ACTIVITIES	
1	Art & Craft and S.U.P.W. Record
2	Record on Constitutional Rights Education Programme for Children
3	Physical Education, Yoga & Health Education Album
4	Special School Visit Record
5	Report on Organisation of Non-Scholastic Activities
6	Report on Maintenance of Records and Registers in Schools
7	Environmental Education Record
8	Attendance

SEMESTER I

COURSE DESIGNERS	
PERSPECTIVES IN EDUCATION (PE)	
Principles and Prospects of Educational Psychology	Dr.R.Indra Mary Ezhilselvi
Education in Emerging Indian Society	Rev.Sr.Dr.A. Nirmala Devi Dr.Maria Prema
Information and Communication Technology in Education	Ms. Gnana Kamali Ms. Rawoofu Nisha
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
Pedagogy of Biological Science - I	Dr.M.Maria Saroja Ms. Michael Jeya Priya
Pedagogy of Computer Science - I	Ms. Gnana Kamali Ms. Ponmalar
Pedagogy of English - I	Dr.E.C.Punitha Ms. Vennila Santha Ruby Ms. Bhuvaneswari Ms. Rajeswari
Pedagogy of History - I	Dr.Jeya Sudha
Pedagogy of Mathematics - I	Rev.Sr.Dr.L.Vasanthi Medona Ms. Stella Rajakumari Dr. Jani
Pedagogy of Physical Science - I	Dr.N. Theresita Shanthi Ms. Jeba Sheela Jenifer
Pedagogy of Tamil - I	Dr.Esther Maragathamani
PEDAGOGY OF LANGUAGE	
Pedagogy of Language - English	Dr.E.C.Punitha Ms. Vennila Santha Ruby Ms. Bhuvaneswari Ms. Rajeswari
Pedagogy of Language - Tamil	Dr.Esther Maragathamani
ELECTIVES	
Constitutional Values Education	Dr.R.Indra Mary Ezhilselvi Dr.J.Maria Prema Dr.Jeya Sudha
Environmental Education	Ms. Michael Jeya Priya Ms. Lilly Maria Praveena
Value Education	Dr.R.Indra Mary Ezhilselvi Ms. Rawoofu Nisha Dr. Lavanya
EPC	
Art and Craft	Ms. Chellammal
Strengthening English Language Proficiency	Dr.E.C.Punitha Ms. Bhuvaneswari Ms. Jebasheela Jenifer
Physical Education and Yoga	Dr.S.Josephine