

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

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

Palayamkottai - 627 002.

Affiliated to

TAMILNADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.



SEMESTERS I, II, III & IV

CURRICULUM FOR B.ED. PROGRAMME

**VALUE ADDED COURSES, SELF-STUDY COURSES &
CERTIFICATE COURSES**

2024 - 25

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2024-25**

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

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

Programme Learning Outcomes (PLOs)

Prospective Teachers

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

Programme Specific Outcomes (PSOs)

Prospective Teachers

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

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

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

2. Regulations

a. Eligibility for admission to the course

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

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

The basis of selection shall be in accordance with the statutory provisions of the University/Government of 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. Constitutional Values Education
- 4. Psychology of Learners
- 5. Curriculum Development in the Knowledge Era
- 6. Assessment of Learning
- 7. Gender School and Society
- 8. Inclusive Education
- 9. Language Across the Curriculum
- 10. Educational Administration and Management

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

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

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

c. Pedagogy of Language for Semester I, II

1. Pedagogy of Language – English / Tamil

d. Electives (Choice Based Credit System)

1. Strengthening English Language Proficiency
2. Environmental Education
3. Value Education
4. Physical and Health Education
5. Self Science Education
6. Guidance and Counselling
7. Human Rights Education
8. Education in the International Context
9. Disaster Management

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

compulsory for all students.

1. Art and Craft
2. Information and Communication Technology in Education
3. Physical Education and Yoga
4. Soft Skill Enhancement
5. Creative Crafts and Aesthetics
6. Library and Information Science
7. Early Childhood Care and Education
8. Peace Education
9. Semantic Web Tools in Education

f. Teaching Competence

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

The practical training will include:

- i. Six days of microteaching practice under simulated condition (3 skills in Curriculum and Pedagogic Studies and 3 skill in Pedagogy of Language – Tamil/English)

- ii. Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators, peer observation and practice teaching along with regular participation in the school routine during the first year.

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

g. Educational Practicals

- i. Curriculum and Pedagogic studies (CPS), Pedagogy of Language
 - Microteaching
 - School – based teaching (Practice and Intensive teaching)
 - Construction of tests (diagnostic and achievement) and interpretation of Scores through statistical analysis.
 - Handling audio – visual equipments.
 - Preparation and use of instructional aids.
 - Visiting three different websites and Evaluation of any two of them.
 - Preparation of Audio – Visual kit (Slides, Transparent sheets, Power Point Presentation)
 - Reflective Record on Continuous and Comprehensive Evaluation
 - Reflective record on Digital and Pedagogic tools
- ii. **School and Community Based Activities**
 - Extension and Community activity
 - Socially Useful Productive Work Activities
 - First Aid Training
 - Organization of Non scholastic activities in schools

- Maintenance of Records and Registers in schools
- Assistive Technologies for special children

iii. Project and Experiments

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

iv. Health and Hygiene

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

v. Cultural Activities

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

vi. Field Experience

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

vii. Personality Development Programmes

Seminars, Workshops and guest lectures on

- Stress Management
- Transactional Analysis

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

Details of Educational Practicals

- ❖ Practice of microteaching: 3 skills in Curriculum and Pedagogic Studies and 3 Skills in Pedagogy of Language.
- ❖ School based teaching: Preparation of 40 Lesson Plans in Curriculum and Pedagogic Studies and 40 in Pedagogy of Language.
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Curriculum and Pedagogic studies and Pedagogy of Language
- ❖ Teaching aids: student teachers are asked to prepare different types of teaching aids related to the school subjects.
- ❖ Statistical analysis and interpretation: Test scores shall be recorded and analysed.
- ❖ Audio-Visual: Each student teachers shall be given training in operating all the available audio-visual apparatus such as slide projector, OHP, film – strips projector, computer, LCD Projector and smart board.
- ❖ Socially Useful Productive Work: The teacher trainee shall be given opportunity to prepare and participate in 10 socially useful productive works.
- ❖ Community Service: The College would organize extension and community service programmes.
- ❖ Action Research Project: The student teachers can choose any problem related to classroom situation as an Action Research Project and prepare a report.
- ❖ Case Study: The student teachers should make a detailed case study of a school and an individual student and submit reports.
- ❖ Psychological Experiments: The student teachers shall conduct 5 Psychology Experiments and maintain a record of them.

- ❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.
- ❖ Science student teachers shall conduct 5 experiments and maintain an album of them.
- ❖ Humanities student teachers shall prepare an album on any specific theme related to the CPS courses.
- ❖ All the student teachers should individually prepare an album on Assistive technologies for special children
- ❖ Reflective records should be prepared on CCE and Digital and Pedagogic tools
- ❖ Projects shall be conducted for identifying and analysing the diverse needs of learners
- ❖ Projects shall be conducted on issues relevant to Environmental Education

DISTRIBUTION OF CREDITS – B.Ed .(2024-25)**First Semester**

The programme consists of theory and component and practicum components.

Total Credits : 24

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

DISTRIBUTION OF CREDITS – B.Ed. (2024-25)*Second Semester*

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

Total Credits : 24

Sl.No.	Course	Lecture	Tutorial	Practical	Total Hours	Credits
<i>Courses in Perspectives in Education</i>						
Course I	Psychology of Learners	40	15	20	75	3
Course II	Curriculum Development in the Knowledge Era	40	15	20	75	3
Course III	Assessment of Learning	40	15	20	75	3
Course IV	<i>Courses in Curriculum and Pedagogic studies</i> Teaching of Curriculum and Pedagogic studies	30	15	30	75	3
Course V	Pedagogy of Language - Tamil/English	30	15	30	75	3
Course VI	<i>Electives (Choice Based Credit System)</i> Physical and Health Education Self-Science Education Guidance and Counselling	40	15	20	75	3
<i>Courses on Enhancing Professional Capacities (EPC)</i>						
Course VII	Soft Skills Enhancement	10	10	30	50	2
Course VIII	Creative Crafts and Aesthetics	10	10	30	50	2
Course IX	Library and Information Science	10	10	30	50	2
Total					600	24

Third Semester**Practical Activities**

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

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

DISTRIBUTION OF CREDITS – B.Ed .(2024-25)

Fourth Semester

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

Total Credits : 24

Sl.No	Courses	Lecture	Tutorial	Practical	Total Hours	Credits
<i>Courses in Perspectives in Education</i>						
Course I	Gender, School and Society	40	15	20	75	3
Course II	Inclusive Education	40	15	20	75	3
Course III	Language Across the Curriculum	40	15	20	75	3
Course IV	Educational administration and Management	40	15	20	75	3
Course V	<i>Courses in Curriculum and Pedagogic studies</i> Teaching of Curriculum and Pedagogic studies	30	15	30	75	3
Course VI Course VI Course VI	<i>Electives (CBCS)</i> Human Rights Education Education in the International Context Disaster Management	40	15	20	75	3
<i>Courses on Enhancing Professional Capacities (CBCS)</i>						
Course VII	Early Childhood Care and Education	10	10	30	50	2
Course VIII	Peace Education	10	10	30	50	2
Course IX	Semantic Web Tools	10	10	30	50	2
Total					600	24

B.Ed. SCHEME OF EXAMINATION (2024-25)
Theory – First Semester

SL. No.	Courses	Internal Marks	External Marks	Total Marks
1.	Principles and Prospects of Educational Psychology	40	60	100
2.	Education in Emerging Indian Society	40	60	100
3.	Constitutional Values Education	40	60	100
4.	Curriculum and Pedagogic studies	40	60	100
5.	Pedagogy of Language -Tamil/English	40	60	100
6.	Elective: (Any one) Strengthening English Language Proficiency Environmental Education Value Education	40	60	100
7.	EPC Art and Craft Information and Communication Technology Education Physical Education and Yoga	50 50 50	-	50 50 50
Total				750

B.Ed. SCHEME OF EXAMINATION (2024-25)*Examination (Theory)***(i)** *Theory – Second Semester*

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

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

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

B.Ed. SCHEME OF EXAMINATION (2024-25)*Examination (Theory)***(ii)** *Theory – Fourth Semester*

SL. No	Course	Internal Marks	External Marks	Total Marks
1.	Gender, School and Society	40	60	100
2.	Inclusive Education	40	60	100
3.	Language Across the Curriculum	40	60	100
4.	Educational Administration and Management	40	60	100
5.	Curriculum and Pedagogic studies	40	60	100
6.	<i>Electives (CBCS):</i> Human Rights Education Education in the International Context Disaster Management	40	60	100
7.	<i>Enhancing Professional Capacities (EPC) (CBCS):</i> EPC-VII Early Childhood care and Education	50	-	50
	EPC -VIII Peace Education	50		50
	EPC -IX Semantic Web Tools in Education	50		50
Total				750

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

Passing minimum and Award of Class

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

Class is awarded separately for theory and practical.

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

SCHEME OF INTERNAL EXAMINATION

Internal Assessment for Theory- 3 credit courses.

The student teachers are evaluated according to their performance in

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

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

Time Duration: 1 hour 30 minutes

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

❖ **Enhancing Professional Capacities (EPC) courses - 2 Credit courses****Internal Assessment only**

Internal Exam	: 20 marks
Task Assessment	: 15 marks
Practicum	: 15 marks
Total	: <u>50 marks</u>

Scheme of Internal Exam (20 Marks) Maximum Time / Duration : 45 minutes				
Sl.No.	Type of Question	No. of Questions	Marks	Total Marks
1.	Objective type	5 (Compulsory)	1	$5 \times 1 = 5$
2.	Short Answer (Maximum 50 words for each question)	5 (Compulsory)	2	$5 \times 2 = 10$
3.	Detail Answer (Maximum of 250 words)	1 (Open choice) 1 out of 3	5	$1 \times 5 = 5$
	Total Marks			20

SCHEME OF EXTERNAL EXAMINATION

External Evaluation (Theory) for 60 Marks: 3 Credit courses

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

Passing minimum and Award of Class

For each theory paper the minimum marks required for pass is 50% for internal examination and 50% for external examination.

75% and above	- Distinction
60% to < 75%	- First Class
50% to < 60%	- Second Class
Less than 50%	- Reappear

SEMESTER - I		Course Code
1.	PERSPECTIVES IN EDUCATION (PE)	
	1. Principles and Prospects of Educational Psychology	24FBPE1
	2. Education in Emerging Indian Society	24FBPE2
	3. Constitutional Values Education	24FBPE3
	CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
	1. Pedagogy of Biological Science – I	24FBCBS
	2. Pedagogy of Computer Science – I	24FBCCS
	3. Pedagogy of English – I	24FBCEN
	4. Pedagogy of History – I	24FBCHY
	5. Pedagogy of Mathematics – I	24FBCMA
	6. Pedagogy of Physical Science – I	24FBCPS
	7. Pedagogy of Tamil – I	24FBCTA
	PEDAGOGY OF LANGUAGE	
	1. Pedagogy of Language – English– I / Tamil – I	24FBPLE
		24FBPLT
	ELECTIVE (Any one)	
	1. Strengthening English Language Proficiency	24FBELP
	2. Environmental Education	24FBEEE
	3. Value Education	24FBEVE
	Enhancing Professional Capacities (EPC)	
	1. Art and Craft	24FBEAC
	2. Information and Communication Technology in Education	24FBEIT
	3. Physical Education and Yoga	24FBEPY
	Value Added Courses	
	Self-Study Courses	
	Certificate Course	

SEMESTER- II

CONTENTS	Course Code
PERSPECTIVES IN EDUCATION (PE)	
1. Psychology of Learners	24SBPE4
2. Curriculum Development in the Knowledge Era	24SBPE5
3. Assessment of Learning	24SBPE6
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – II	24SBCBS
2. Pedagogy of Computer Science – II	24SBCCS
3. Pedagogy of English – II	24SBCEN
4. Pedagogy of History – II	24SBCHY
5. Pedagogy of Mathematics – II	24SBCMA
6. Pedagogy of Physical Science – II	24SBCPS
7. Pedagogy of Tamil – II	24SBCTA
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language – English – II	24SBPLE
2. Pedagogy of Language – Tamil – II	24SBPLT
ELECTIVES (CBCS)	
1. Physical and Health Education	24SBEPH
2. Self-Science Education	24SBESE
3. Guidance and Counselling	24SBEGC
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Soft Skills Enhancement	24SBESS
2. Creative Crafts and Aesthetics	24SBECA
3. Library and Information Science	24SBELS
Value - Added Courses Self-Study Courses Certificate Courses	

SEMESTER IV

Contents	Course Code
PERSPECTIVES IN EDUCATION (PE)	
1. Gender, School and Society	23LBPE7
2. Inclusive Education	23LBPE8
3. Language Across the Curriculum	23LBPE9
4. Educational Administration and Management	23LBPEX
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – IV	23LBCBS
2. Pedagogy of Computer Science – IV	23LBCCS
3. Pedagogy of English – IV	23LBCEN
4. . Pedagogy of History – IV	23LBCHY
5. . Pedagogy of Mathematics – IV	23LBCMA
6. . Pedagogy of Physical Science – IV	23LBCPS
7. Pedagogy of Tamil – IV	23LBCTA
ELECTIVE (CBCS)	
1. Human Rights Education	23LBEHR
2. Education in the International Context	23LBEEEI
3. Disaster Management	23LBEDM
EPC (CBCS)	
1. Early Childhood Care and Education	23LBEEC
2. Peace Education	23LBEPE
3. Semantic Web Tools in Education	23LBESE
Value Added Courses Self-Study Courses Certificate Courses	

SEMESTER - I	
1.	PERSPECTIVES IN EDUCATION (PE) 1. Principles and Prospects of Educational Psychology 2. Education in Emerging Indian Society 3. Constitutional Values Education
	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
	PEDAGOGY OF LANGUAGE 1. Pedagogy of Language – English– I / Tamil – I
	ELECTIVE (Any one) 1. Strengthening English Language Proficiency 2. Environmental Education 3. Value Education
	Enhancing Professional Capacities (EPC) 1. Art and Craft 2. Information and Communication Technology in Education 3. Physical Education and Yoga
	Value Added Courses Self-Study Courses Certificate Course

SEMESTER- II

CONTENTS
PERSPECTIVES IN EDUCATION (PE)
1. Psychology of Learners
2. Curriculum Development in the Knowledge Era
3. Assessment of Learning
CURRICULUM AND PEDAGOGIC STUDIES (CPS)
1. Pedagogy of Biological Science – II
2. Pedagogy of Computer Science – II
3. Pedagogy of English – II
4. Pedagogy of History – II
5. Pedagogy of Mathematics – II
6. Pedagogy of Physical Science – II
7. Pedagogy of Tamil – II
PEDAGOGY OF LANGUAGE
1. Pedagogy of Language – English – II
2. Pedagogy of Language – Tamil – II
ELECTIVES (CBCS)
1. Physical and Health Education
2. Self-Science Education
3. Guidance and Counselling
ENHANCING PROFESSIONAL CAPACITIES (EPC)
1. Soft Skills Enhancement
2. Creative Crafts and Aesthetics
3. Library and Information Science
Value - Added Courses
Self-Study Courses
Certificate Courses

SEMESTER III
INTERNSHIP
Value Added Courses Self-Study Courses

SEMESTER IV

Contents
PERSPECTIVES IN EDUCATION (PE)
1. Gender, School and Society
2. Inclusive Education
3. Language Across the Curriculum
4. Educational Administration and Management
CURRICULUM AND PEDAGOGIC STUDIES (CPS)
1. Pedagogy of Biological Science – IV
2. Pedagogy of Computer Science – IV
3. Pedagogy of English – IV
4. . Pedagogy of History – IV
5. . Pedagogy of Mathematics – IV
6. . Pedagogy of Physical Science – IV
7. Pedagogy of Tamil – IV
ELECTIVE (CBCS)
1. Human Rights Education
2. Education in the International Context
3. Disaster Management
EPC (CBCS)
1. Early Childhood Care and Education
2. Peace Education
3. Semantic Web Tools in Education
Value Added Courses
Self-Study Courses
Certificate Courses

SEMESTER – I

PE - I- PRINCIPLES AND PROSPECTS OF EDUCATIONAL PSYCHOLOGY

Course Code: 24FBPE1

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Educational Psychology

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

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

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

Unit II - Growth and Development

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

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

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

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

Unit III - Learning Theories

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

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

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

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

Unit- IV Individual Differences and Motivation

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

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

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

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

Unit V - Intelligence and Creativity

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

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

Creativity: Meaning, Definition, Process - Identification of a Creative Person-Artificial Intelligence and Creativity – Strategies for 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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[https://www.opentextbooks.org.hk/system/files/export/6/6118/pdf/Educational
Psychology_6118_r.pdf](https://www.opentextbooks.org.hk/system/files/export/6/6118/pdf/Educational_Psychology_6118_r.pdf)

Principles and Prospects of Educational Psychology

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

Course Mapping

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

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

Time: 2.30 hrs. **Max. Marks: 60**
Section – A **(5 X 1 = 5)**

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

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)

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)

Page 39

PE – II- EDUCATION IN EMERGING INDIAN SOCIETY

Course Code: 24FBPE2

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

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

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

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

Task Assessment: Analyze the Similarities and Differences between the philosophy of education in the Vedic period and contemporary India

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

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

Task Assessment: Conduct an elocution on different schools of philosophy

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

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

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

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

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

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

Unit V : Secondary Education system (L - 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-Council for School Education: CBSE, CISCE and CIE-Structure and Functions-Assessment and evaluation systems - Initiatives of Tamil Nadu state in School Education : Neighbourhood Schools, Illam Thedi Kalvi, Ennum Ezhuthum and Naan Mudhalvan.

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

Note : The students should select any three Task Assessments

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Ennum Ezhuthum

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Akkam Bakkam Schools

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

Education in Emerging Indian Society

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

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 (L2)
 - a. Pragmatism
 - b. Naturalism.
 - c. Idealism
 - d. Realism
4. Wood's Despatch recommended this at the primary school level. (L2)
 - a. Vernacular
 - b. mother tongue
 - c. English
 - d. Vernacular and English
5. What kind of teaching methods are suggested by naturalist? (L2)
 - a. Observation and Experimentation
 - b. Lecture Method
 - c. Heuristic Method
 - d. Discussion Method

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Describe the interplay of education and philosophy. (L)
 (OR)
 b. Enumerate the views of Dr.S.Rathakrishsan and his relevance to Modern Education.
 (L5)
17. a. Write a brief history of education in pre-independent India. (L2)
 (OR)
 b. What are the main features of Illam Thedi Kalvi Scheme? Elucidate the impact of this scheme in Tamil Nadu (L4)

PE - III - CONSTITUTIONAL VALUES EDUCATION

Course code: 24FBPE3

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 to the Indian Constitution

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

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

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

Unit II: Fundamental Right and Duties

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

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

Task Assessment: Write a report on why the fundamental rights are essential in a democratic country.

Unit III : Indian Society and Constitutional Values

(L-6; T-4; P-5)

Nature of Indian Society: Social life, unity in diversity, human dignity, equality and equity- different type of Violations - Violations on Dalits- Caste atrocity- Violence against women and children - Predetermination, Discrimination, Offensive behaviors- Social Justice and Affirmative Action:Constitutional provisions for SCs,

STs and OBCs - Reservation policies and their implementation -Article 17: Abolition of Untouchability - National Commission for Women (NCW) and National Commission for SCs and STs (NC SCs/ STs).

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

Unit IV: Legislative a Provisions for Children, Women and Transgender

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

Children's Rights:Child Labor (Prohibition & Regulation) Act, 1986 - Juvenile Justice (Care & Protection of Children) Act, 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, Gender Equality and Women's Rights : The Dowry Prohibition Act, 1961, The Protection of Women from Domestic Violence Act, 2005,Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act (POSH Act)- The Transgender Persons (Protection of Rights) Act, 2019 - Role of National Commission for Protection of Child Right (NCPCR) and National Commission for Women (NCW)

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 - Children Parliament - Student Parliament - Printed Manual and Pamphlets - Street Play - Role Play -Drama-Tableau - Expert talk, Digital media campaigns - Competitions - Exhibitions- Celebrations - National and Regional Festivals - Constitutional Value based activities in the School Curriculum- Teachers' Responsibility.

Task Assessment: Design a program to celebrate Constitution Day meaningfully

Note: The students should select any three Task Assessments

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Constitutional Values Education

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

COURSE MAPPING

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

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)

PEDAGOGY OF BIOLOGICAL SCIENCE – I

Course Code : 24FBCBS

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Aims and Objectives

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

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

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

Unit II : Micro Teaching and Link Lesson

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

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

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

Unit III : Instructional Strategies

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

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

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

Unit IV : Planning for Teaching

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

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

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

Unit V : Content related to School Syllabus

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

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

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

Note: The students should select any three Task Assessments

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Pedagogy of Biological science - I

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

Course Mapping

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

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

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

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

Time: 2 ½ hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

PEDAGOGY OF COMPUTER SCIENCE – I

Course Code: 24FBCCS

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Aims and Objectives

(L-8; T – 3; P-3)

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

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

Unit II : Micro Teaching and Link Lesson

(L-4; T – 3; P-10)

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

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

Unit III : Instructional Strategies

(L-7; T – 3; P-5)

Lecture method -lecture-cum-demonstration - Heuristic method - project method -Inductive-deductive-Analytic method-Synthetic method-programmed learning : Linear -Branching-Constructivist Learning–Social Emotional Learning-Team teaching- Seminar- Symposium-Panel discussion- Computer Assisted Instruction - Artificial Intelligence (AI) Assisted Content Creation and Curation

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

Unit IV : Planning for Teaching

(L-7; T – 3; P-7)

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

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

Unit V: Content related to School Syllabus

(L-4; T – 3; P-5)

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

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

Note : The students should select any three Task Assessments

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Pedagogy of Computer Science - I

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

(OR)

- Why Skill of Stimulus Variation is important? Explain it with the components and the coding sheet of this skill. (L2)
- a. Explain the Project method in detail. (L1)

(OR)

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

XI.(L2)

PEDAGOGY OF ENGLISH - I**Course Code : 24FBCEN****Credits : 3****Total number of hours: 75 (L - 30; T - 15; P-30)****Course Learning Outcomes (CLOs)***The student teacher*

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

Unit I : Aims and objectives**(L-8; T - 3; P- 3)**

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

Task Assessment : Prepare Ten slides on 'English as a Skill Subject'.

Unit II : Micro Teaching and Link Lesson**(L-4; T - 3; P-10)**

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

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

Unit III : Instructional strategies**(L-7; T - 3; P-5)**

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

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

Unit IV : Planning for Teaching

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

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

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

Unit V : Content related to school syllabus

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

Elements of English Language-Parts of speech-Sentence Structure-Concord- Rephrasing sentences -Question tags-Clauses and Sentences-Direct to Indirect speech – Gerund-Determiners-Linking words-Adverbs-Punctuation and Capitalization-Prefixes and Suffixes - The speech mechanism – The different speech organs and their roles.

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

Note : The students should select any three Task Assessments

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- English – X Standard, Tamil Nadu Text Book and Educational Services Corporation (2019)
- English - XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2018)
- English - XII Standard, Tamil Nadu Text Book and Educational Services Corporation (2019)

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

<https://diksha.gov.in>

Pedagogy of English - I

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

Course Mapping

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

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

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PALAYAMKOTTAI – 627 002.
B.Ed. (I Year) - I SEMESTER MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH - I

Time: 2.30 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section – C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

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

(OR)

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

LEISURE

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

- *William Henry Davies*

PEDAGOGY OF HISTORY - I

Course Code: 24FBCHY

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Aims and Objectives

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

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

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

Unit II : Micro Teaching and Link Lesson

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

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

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

Unit III : Instructional Strategies

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

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

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

Unit IV : Planning for teaching

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

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

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

Unit V: Content related to School Syllabus

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

History: Indus Valley Civilization - Intellectual Awakening - Buddhism - Jainism - From Chiefdoms to Empires: Mauryan Empire , Gupta Empire - Society and Culture in Ancient Tamilagam: The Sangam Age, Later Cholas and Pandyas - The Delhi Sultanate - Geography: The Universe and Solar System - Land and Oceans - Resources - Understanding Disaster, Civics: The Constitution of India - Understanding Diversity - Achieving Equality - Democracy - The Judiciary - National Symbols- Economics: An Introduction - Production- Money - Savings and Investments.

Task Assessment: Create a poster illustrating the fundamental rights and duties enshrined in the Indian Constitution.

Note : The students should select any three Task Assessments

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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	✓			✓	✓		✓		✓	

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

Time: 2.30 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

I. Answer all the following questions

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

Section - B

(5x2 = 10 Marks)

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

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

Section - C

(3x5 = 15 Marks)

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

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

Section - D (2x15 = 30 Marks)

Answer the following questions in about 750 words each: -

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

PEDAGOGY OF MATHEMATICS - I

Course Code : 24FBCMA

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Aims and Objectives

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

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

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

Unit II : Micro Teaching and Link Lesson

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

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

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

Unit III: Instructional Strategies

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

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

Computer Assisted Instruction (CAI) – Artificial Intelligence (AI) Assisted Content Creation and Curation

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

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

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

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

Unit V : Content related to School Syllabus (L-4; T-3; P-5)

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

Task Assessment: Prepare and submit a report on applying Ratio and Proportion in everyday life.

Note : The students should select any three Task Assessments

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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: 2.30 hrs.

Max. Marks: 60

Section – A

(5 X 1 = 5)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10)

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

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

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

(OR)

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

PEDAGOGY OF PHYSICAL SCIENCE – I

Course Code :24FBCPS

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Aims and Objectives

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

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

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

Unit II : Micro Teaching and Link Lesson

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

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

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

Unit III : Instructional strategies

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

Lecture - Lecture cum Demonstration-Individual Practical -Assignment - Heuristic -Biographical-Active Learning Method-Inductive and deductive - Project method- Programmed Learning : Linear, Branching - Constructivist Learning -

Social Emotional Learning -Team teaching-Seminar- Symposium-Panel discussion- Computer Assisted Instruction(CAI) – Artificial Intelligence (AI) Assisted Content Creation and Curation

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

Unit IV : Planning for Teaching

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

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

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

Unit V : Content related to School Syllabus

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

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

Task Assessment : Prepare any three models related to teaching of Physical Science
Note : The students should select any three Task Assessments

Physical Science Experiments

Student teachers do five experiments in Physical Science

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Pedagogy of Physical Science - I

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

Course Mapping

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

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

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

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

Time: 2.30 hrs.

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

Section – A

Answer all the following questions: -

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

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

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

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

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

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

(5 X 2 = 10)

Answer all the following questions in about 50 words each:

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

Section - C

(3 X 5 = 15)

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

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

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

(OR)

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

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

(OR)

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

தமிழ் கற்பித்தல் - I**Course Code: 24FBCTA****Credits :3****Total number of hours: 75 (L – 30; T – 15; P – 30)****பாடநெறி முடிவிலும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்**

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

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

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

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

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

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

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

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

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

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

அலகு 4: கற்பித்தல் திட்டமிடுதல்**(L–7; T–3; P–7)**

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

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

அலகு 5 : பள்ளித் தமிழ்ப்பாடக் கருத்துக்கள்

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

தமிழ் எழுத்துகளின் வகை தொகை-முதலெழுத்தும் சார்பெழுத்தும்-மொழி முதல் இறுதி எழுத்துக்கள்-இலக்கணம்-பொது-புறப்பொருள் இலக்கணம்-பா-வகை அலகிடுதல்-அணிகள்-சொல்வடைகள்-குற்றியலுகரம், குற்றியலிகரம்-இலக்கிய வகைச் சொற்கள்-ஒரெழுத்து ஒருமொழி, பகுபதம், பகாபதம் - வல்லினம் மிகு இடங்கள் - காப்பிய இலக்கணம்

பணி மதிப்பீடு: இலக்கண படத்தொகுப்பு தயாரிக்க

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

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தமிழ் கற்பித்தல் - I

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

Course Mapping

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

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

PEDAGOGY OF LANGUAGE - ENGLISH - I

Course Code: 24FBPLE

Credits: 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Place of English in India

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

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

Task Assessment: Prepare and Submit a Seminar for a topic Given by the Teacher.

Unit II : Language as a Skill Subject

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

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

Task Assessment: Write and Present any two Conversation Drills.

Unit III : Teaching Prose and Poetry

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

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

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

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

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

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

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

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

Task Assessment: Prepare an Album with Newspaper Clippings to Enhance Vocabulary.

Note : The students should select any three Task Assessments

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Pedagogy of Language – English- I

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 45

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

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

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

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

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

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

Section - C**(2 X 5 = 10)****Answer any TWO of the following questions in about 250 words each:-**

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

Section - D

(2 X 10 = 20)

Answer the following questions in about 750 words each:-

15. a) Trace the history of English language in India. (L1)
(OR)
b) Describe some activities to improve the communicative skill in English. (L2)
16. a) Discuss the types of composition. (L3)
(OR)
b) Describe the types of drills used in English classes. (L2)

மொழிக் கற்பித்தல் - தமிழ் - I**Course Code : 24FBPLT****Credits :3****Total number of hours: 75 (L-30; T-15; P-30)****பாடநெறி முடிவறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்**

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

அலகு 1: மொழியின் சிறப்புகள்**(L-8; T-2 ; P-3)**

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

பணி மதிப்பீடு: தமிழ்மொழியின் சிறப்பு பற்றி கட்டுரை வழங்குக**அலகு 2: உரைநடைக் கற்பித்தல்****(L-4 ; T -3; P- 10)**

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

பணி மதிப்பீடு: சொற்களஞ்சிய படத்தொகுப்பு உருவாக்குக.**அலகு 3: செய்யுள் கற்பித்தல்****(L-7 ; T-4 ; P-5)**

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

பணி மதிப்பீடு: செய்யுள், உரைநடை பாடங்களைக் கற்பிப்பதில் உள்ள வேறுபாடுகளை அட்டவணைப்படுத்துக

அலகு 4 : இலக்கணம் கற்பித்தல்**(L-7 ; T-3 ; P- 7)**

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

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

அலகு 5: கட்டுரை, துணைப்பாடம் கற்பித்தல்**(L-4 ; T-3 ; P-5)**

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

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

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது மூன்று பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

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வளநூல், ஆசிரியர் கல்விப் பட்டயப்பயிற்சி, தமிழ்மொழிக் கல்வி, சவிதா பதிப்பகம்
மீனாட்சி சுந்தரம் .அ (2010) தமிழ் கற்பித்தல் பொதுத்தமிழ், காவ்யமாலா பதிப்பகம்,
<http://www.maavan.com>
<http://www.valaitamil.com>
<http://book.tamilcube.com>
<https://diksha.gov.in>

Pedagogy of Language - Tamil- I

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**PALAYAMKOTTAI – 627 002****B.Ed. (I Year) I SEMESTER MODEL QUESTION PAPER****மொழிக் கற்பித்தல் - தமிழ் I****Time: 2.30 hrs.****மதிப்பெண்: 60****(5x1 = 5 மதிப்பெண்)****பகுதி - அ****சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-**

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

பகுதி - ஆ**(5x2=10 மதிப்பெண்)****கீழ்க்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-**

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

பகுதி - இ**(2x5=10 மதிப்பெண்)****கீழ்க்காணும் வினாக்கள் எவையேனும் இரண்டு வினாவிற்கு 250 சொற்களில் விடையளிக்கவும்:-**

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

பகுதி - ஈ**(2x10=20 மதிப்பெண்)****கீழ்க்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்.**

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

விதத்தினை விவரி. (L5)**(அல்லது)****ஆ) தமிழ்மொழியின் கிளைமொழிகள் பற்றி கட்டுரை வரைக. (L4)**

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

(அல்லது)**ஆ) கட்டுரையின் வகைகளையும் அதன் வளர்ச்சி நிலைகளையும் விவரிக்க. (L5)**

ELECTIVE - I - STRENGTHENING ENGLISH LANGUAGE PROFICIENCY

Course Code: 24FBELP

Credits : 3

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

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-10, T-3; P-3)

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

Task Assessment: Prepare a report on the importance of English in day to day life.

Unit II : Learning a Language: A Process of Habit Formation

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

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

Task Assessment: Prepare and present a classroom discussion on the topic "Language drills for habit formation".

Unit III : Interpersonal and communicative Skills

(L-9;T-3;P-4)

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

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

Unit IV : Study skills and Performance Skills

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

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

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

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

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

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

Task Assessment: Conduct mock interview sessions in your classroom.

Note : The students should select any three Task Assessments

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- www.busyteacher.com
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Elective – Strengthening English Language Proficiency

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.

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

ELECTIVE - I - STRENGTHENING ENGLISH LANGUAGE PROFICIENCY

Time: 2.30 hr

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

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

Section - B

(5 X 2 =10)

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

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

Section - C

(3 X 5 = 10)

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

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

Section – D

(3X15=15 Marks)

Answer the following questions in about 750 words each:-

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

ELECTIVE -II- ENVIRONMENTAL EDUCATION

Course Code :24FBEEE

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I: Environmental Education

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

Environment: Meaning, Need and Importance. Components: Atmosphere, Hydrosphere and Lithosphere-Environmental Education: Meaning, Objectives, Scope, Nature, Guiding Principles, Evolution and Development.

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

Unit II : Environmental Problems and Protection

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

Environmental Pollution and its Consequences: Overpopulation, Waste Disposal, Ocean Acidification, Loss of Biodiversity, Ozone Depletion, Public Health Issues - Ways of Protecting, Preserving and Restoring Environment- Green Peace- International Union for Conservation of Nature.

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

Unit III : Environmental Policies

(L-9; T-3; P-4)

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

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

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

Unit IV : Environmental Management Practices (L-9; T-3; P-3)

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

Task Assessment: Visit a vermicomposting unit and report it.

Unit V : Environmental Education and Curriculum Development (L-6; T-3; P-3)

Teaching Learning Strategies-Planning of Environmental Education in School-College-University-Curriculum Development in Environmental Education-Evaluation Techniques in Environmental Education-Role of ICT in Environmental Education-Eco Club: Meaning, Characteristics and Importance.

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

Note : The students should select any three Task Assessments

References

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- <https://ncert.nic.in/textbook/pdf/lebo116.pdf>
- <https://powermin.gov.in/en/content/protection-environment>
- <https://www.greenpeace.org/international/about/values/>

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	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 - ENVIRONMENTAL EDUCATION

Time: 2.30 hrs.

Max. Marks: 60

Section - A

(5 X 1 = 5)

Choose the best answers

1. The solid outer part of the Earth is (L1)
a) Hydrosphere b) Lithosphere c) Atmosphere d) Ozone
2. Ocean acidification is due to absorption of _____ by seawater (L2)
a) 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 : 24FBEVE
Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

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

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

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

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

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

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

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

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

Strategies: Curricular and Co-curricular: Seminar, Storytelling, Role-play, Drama, Tableau, Awareness Campaign, Debate, Think tank, e-Content – Approaches: Evocation, 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-3; P-6)

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

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

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

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

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

Note : The students should select any three Task Assessments

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Elective – III Value Education

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

Course Mapping

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

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

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

Time: 2.30 hrs.

Max. Marks: 60

Section –A (5x1 = 5 Marks)

Answer all the questions:-

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

Choose the correct answer from the options given below:

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

Section – B

(5X2=10 Marks)

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

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

Section – C

(3X5=15 Marks)

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

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

Section – D

(2X15=15 Marks)

Answer the following questions in about 750 words:-

16. (a) Derive the sources of Value system and explain in detail (L3)
(Or)
(b) Suggest the ways to cultivate Universal Human Values among the Gen Z learners (L4)

17. (a) Explain the following:
(i) Subconscious Mind (ii) Positive Thinking (iii) Rewire the Mind (L5)

(Or)

- (b) Determine the Roles and responsibilities of teachers for cultivating the values among the millennial learners. (L6)

EPC - I - ART AND CRAFT - I

Course Code : 24FBEAC

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 - Organdy flower stocking cloth flower - Paper Bag

Task Assessment (Any two)

(T-1;P-1)

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

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<https://youtu.be/6WVO2LbTFqU>

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EPC – I - Art and Craft

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

Course Mapping

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

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

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

Time: 1 hr

Max. Marks: 20

Section - A

(5 X 1 = 5)

Answer all the following questions.

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

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

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

Section - C

(1X5=5 Marks)

Answer the following question in about 200 words.

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

EPC- II- INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Course Code: 24FBEIT

Credits : 2

Total number of hours – 50 (L- 20 ; T-10 ; 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)
- explores the impact of web 4.0 Technologies in Education (L4)
- creates digital story for teaching the content (L6)
- follows digital ethics while accessing the digital space (L5)

Unit I : Concept of ICT

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

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

Unit II : ICT Integrated Pedagogy

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

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

Unit III : Artificial Intelligence (AI) in Education

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

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

Unit IV: Web 4.0 in Education

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

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

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

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

Note : The students should select any three Task Assessments

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

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

References

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Information and Communication Technology in Education

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

Course Mapping

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

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

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

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

Time:1 hrs

Max. Marks: 20

SECTION-A

(5x1=5 marks)

Answer all the following questions :

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

SECTION - B

(5x2=10 marks)

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

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

SECTION-C

(1x5=5marks)

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

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

EPC – III - PHYSICAL EDUCATION AND YOGA

Course Code: 24FBEPY

Credits :2

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Nature of Physical Education

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

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

Unit II : Nature of Yoga Education

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

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

Unit III: Physical Education and Yoga for Overall development

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

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

Unit IV: Physical Education and Yoga Programme in Secondary Schools

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

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

Unit V : Hatha Yogic Practices

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

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

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

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

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- <https://www.youtube.com/watch?v=IWDclSXSUV8>

EPC - III Physical Education and Yoga

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

Course Mapping

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

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

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

Time: 1 hr**Max. Marks: 20****Section - A (5x1 = 5 Marks)****Answer all the following questions: -**

1. Yoga means ----- (L1)

a) Meditation	b) Prayer	c) Union	d) Exercise
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2. In running, 100 meters dash is a ----- activity. (L1)

a) Aerobic	b) Endurance
c) Strength	d) Anaerobic
3. Bhujangasana is done in ----- position. (L1)

a) Supine	b) Standing
c) Prone	d) Sitting
4. Physical Education leads to ----- development. (L1)

a) Wholesome	b) Spiritual
c) Physical	d) Social
5. Physical exercises improve (L1)

a) Fat	b) Fitness
c) Knowledge	d) Height

Section - B**(5x2 = 10 Marks)****Answer all the following questions in about 50 words each: -**

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

Section - C**(1x5 = 5 Marks)****Answer any one of the following questions in about 250 words each: -**

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

SEMESTER I	
PERSPECTIVES IN EDUCATION (PE)	
Principles and Prospects of Educational Psychology	Dr.R.Indra Mary Ezhilselvi Ms. Deepa Dr.V.Lavanya
Education in Emerging Indian Society	Dr.Maria Prema Rev.Sr.L.Arul Suganthi Agnes
Constitutional Values Education	Dr.J.Maria Prema Dr.A.Jeya Sudha Ms.C.Deepa
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
Pedagogy of Biological Science – I	Dr.M.Maria Saroja Ms. E.Michael Jeya Priya
Pedagogy of Computer Science – I	Ms. Gnana Kamali
Pedagogy of English – I	Dr.E.C.Punitha Ms. C.Vennila Santha Ruby Ms. R.Bhuvaneswari Ms. D. Chandra Prabha
Pedagogy of History – I	Dr.Jeya Sudha
Pedagogy of Mathematics – I	Rev.Sr.Dr.L.Vasanthi Medona Ms. S.Arockia Reena Ms. J.Rawoofu Nisha
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. C.Vennila Santha Ruby Ms. R.Bhuvaneswari Ms. D. Chandra Prabha
Pedagogy of Language – Tamil	Dr.G.Esther Maragthamani
ELECTIVES (Any One)	
Strengthening English Language Proficiency	Dr.E.C.Punitha Ms.C. Vennila Santha Ruby Ms. R.Bhuvaneswari Ms. Chandra Prabha
Environmental Education	Ms. E. Michael Jeya Priya Ms. C.Deepa
Value Education	Rev.Sr.L.Arul Suganthi Agnes Ms. Deepa
EPC	
Art and Craft	Ms. Chellammal
Information and Communication Technology in Education	Dr.M.Gnana Kamali Ms.S Jebasheela Jenifer Ms. J. Rawoofu Nisha
Physical Education and Yoga	Dr.S.Josephine

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

SEMESTER – I

VALUE ADDED COURSES

(VAC)

VALUE- ADDED COURSES (VAC-I)

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

COMMUNICATIVE ENGLISH

Course Code : 24FBVCE

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The student teacher

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

Unit : I English Grammar and Usage

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

Unit : II Acquisition of listening and Speaking English language skills

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

Unit : III English for Entrepreneurship development

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

Unit : IV Technical English

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

Unit : V English for Inclusive purpose

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

Reference

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- <https://www.gamestolearnenglish.com/prepositions-game/>
- <https://www.education.com/games/common-nouns/>
- <https://busyteacher.org/17267-degrees-of-comparison-the-game.html>
- <https://busyteacher.org/14341-comparative-superlative-activities-how-to-teach.html>
- <https://www.teflcourse.net/blog/7-activities-for-teaching-passive-voice-in-the-eslclassroom/>

SOCIAL ETIQUETTE

Course Code : 24FBVSE

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The Student teacher

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

Unit I : Etiquette

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

Unit II : Personal Etiquette

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

Unit III : Digital Etiquette

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

Unit IV: Professional Etiquette

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

Unit V : Communication Etiquette

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

Reference

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

COMPUTER FUNDAMENTALS AND PC SOFTWARE

Course Code : 24FBVCS

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Computer Fundamentals

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

Unit II : Ms-Word

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

Unit III : Ms-PowerPoint

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

Unit IV : Ms-Excel

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

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

Unit V : Google's presentation app

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

References

- Pankajsrivastava(2010), Handbook of Computer, Street Nina's Publications,
Dr.S.Rajasekar(2007), Computer Education & Educational Computing, Neelkamamal Publications
Lalini Varanasi et.al (2017), Computer Education, Neelkamal Publications
Pearson(2011), Introduction to Computer Science, ITL Education Solutions Limited
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E.Balagurusamy(2019), Fundamentals of Computers, McGraw Hill Education Private Limited
V.Ramesh Babu et.al(2011), Fundamentals of Computing and Programming, VRB Publishers Pvt Ltd,
<https://www.guru99.com/excel-tutorials.html>
<https://byjus.com/govt-exams/microsoft-powerpoint/>
https://edu.gcfglobal.org/en/googleslides/?gclid=Cj0KCQjw3JanBhCPARIsAJpXTx5EUFyIQptsWDcrM07DYY8pr_7bIdczTnOxf4HGUFNQ3qc_H5BPE5caAgSwEALw_wcB#

SEMESTER I

SELF-STUDY COURSES

(SSC)

Self-Study Courses (SSC – I)

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

Course Learning Outcomes

The student teachers

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

Duration

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

Awarding Certificate

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

Guidelines for conducting Self Study Courses

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

TET PREPARATORY COURSE – PHASE I

Course Code: 24TBST1

COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

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

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

Syllabus Link:

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

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- Aggarwal, J.C. (2014). Essentials of Educational Psychology, Vikas Publishing House.
- Bhatnagar Suresh. (2016). Childhood and Development Years . R-Lall Book Depot.
- Bower, G.& Hilzard, E. (1977). Theories of Learning. Prentice Hall of India Publications.
- Chauhan, S.S. (2007). Advanced Educational Psychology. Vikas Publications.
- Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.
- Martha Kaufeldt (2010). Begin with the Brain, Second Edition, ISBN: 978-1-4129-7158-4, SAGE Pvt. Ltd.
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jkpo; - 6 - 10; tFg;G jkpoehL ghLE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2022)

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

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

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

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

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

TRADITIONAL CUISINE

Course Code : 24FBSTC

Course Learning Outcomes (CLOs)

The Student Teacher

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

Unit 1: Introduction to Traditional Cuisine

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

Unit 2: Health and Nutrition of Traditional Cuisine

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

Unit 3: Vegetable Delights and Non-Vegetarian Classics

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

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

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

Unit 5: Culinary Techniques and Presentation

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

References

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

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Johna Blinn, Quick & Delicious Breads. Published by Playmore INC

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Mallika Badrinath. S, (1992). 100 Rice delight, (Vegetarian). Pradeeep Enterprises

Sen, Collen Taylor (2005) Food Culture in India. Green Wood Press

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<https://www.mcgill.ca/cine/research/food/benefits>

ENHANCING STUDENTS' LINGUISTIC COMPETENCE

Course Code: 24FBSLC

Course Learning Outcomes (CLOs)

The Student teacher

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

Unit 1: Language and Basics of Linguistics

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

Unit 2: Grammar

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

Unit 3: Reading Comprehension

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

Unit 4: Business Communication

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

Unit 5: Creative Writing

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

References

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

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

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

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

<https://play.google.com/store/apps/details?id=org.cambridge.englishgrammar.e&hl=en>

ORGANIC GARDENING FOR BEGINNERS

Course Code: 24BFSOG

Course Learning Outcomes (CLOs)

The Student teacher

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

Unit 1: Introduction to Organic Gardening

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

Unit 2: Soil Health and Composting

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

Unit 3: Planning and Designing an Organic Garden

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

Unit 4: Organic Pest Management

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

Unit 5: Organic Garden Maintenance

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

References

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

SEMESTER I

CERTIFICATE COURSE (Compulsory)

ICM MISSION FOR WOMEN EMPOWERMENT

Unit I - ICM Across the Globe

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

Unit II-ICM in Education Ministry

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

Unit III-Education for all

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

Unit IV- Education for women empowerment

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

Unit V – Education for International Demands

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

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Heart of Mary.

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

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

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

SEMESTER – II

PE - IV - PSYCHOLOGY OF LEARNERS

Course Code: 24SBPE4

Credits: 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Information Processing and Complex Cognitive Processes

(L – 9; T – 3; P – 4)

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

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

Unit II : Personality Development

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

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

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

Unit III : Education of Exceptional Children

(L – 8; T – 3; P– 4)

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

Children: Socio Emotional Learning, Specialized Approaches and Assistive Technology.

Task Assessment: Evaluate the provisions available in a school nearby, which includes teaching strategies and resources, to meet the unique needs of exceptional children.

Unit IV : Group Dynamics

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

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

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

Unit V : Mental Health

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

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

Task Assessment: Participate in a brainstorming session and explore the role of defense mechanisms in coping with life's challenges, promoting self-awareness and emotional well-being.

Note : The students should select any two of the given five Task Assessments.

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- <https://www.indiastudychannel.com/resources/128605> Integrated personality. aspx
- <https://open.baypath.edu/psy321book/chapter/c16p2/><https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00439/full>
- [https://www.yourarticlelibrary.com/social-research/study-notes-on-sociometry-social-research / 92868](https://www.yourarticlelibrary.com/social-research/study-notes-on-sociometry-social-research/92868)
- <http://ijsw.tiss.edu/greenstone/collect/ijsw/archives/HASHb1ec/b9939448.dir/doc.pdf>
- <https://libguides.vcc.ca/c.php?g=409119&p=3024984>

PSYCHOLOGY OF LEARNERS

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

Course Mapping

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

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

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

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

Answer all the following questions:-

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

Section – B (5x2 = 10 Marks)

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

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

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

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

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

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

- b. Illustrate different types of defence mechanisms with suitable examples and mention its significance in maintaining a person's mental health. (CLO6, L3)

PE - V - CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA

Course Code :24SBPE5
Credits: 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Concept of Knowledge

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

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

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

Unit II : Current Issues and Challenges

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

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

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

Unit III : Emerging Trends in Learning Environment and its Impact on Education (L - 8; T -3; P - 4)

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

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

Unit IV :Concept of Curriculum (L - 8; T - 3; P - 5)

Curriculum - Meaning, Definition, Scope and dimensions and types. Learner centered, Teacher centered and Skill Based Curriculum. Need for Curriculum in School - Difference between Curriculum and Syllabus, Determinants of Curriculum in the Knowledge Era – SDG Integration into Curriculum Planning - Social, Political, Cultural, Geographical, Economic Diversity and Technological Possibilities.

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

Unit V : Curriculum Development: Evaluation and Implementation

(L - 8; T - 2; P - 5)

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

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

Note : The students should select any two of the given five Task Assessments.

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CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA

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

Course Mapping

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

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

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

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions: -

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

Section - B

(5 X 2 = 10

Marks)

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

6. List the sources of knowledge. (CLO1, L1)
7. Bring out the causes of 'Knowledge Explosion'. (CLO2, L2)
8. Give your perspective on the concept of Liberalization in Education. (CLO6, L6)
9. In a transacting world, what are the different forms of truth. (CLO4, L4)
10. Mention the principles of curriculum development. (CLO5, L2)

Section - C

(3 X 5 = 15 Marks)

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

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

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each: -

16. a) How do you acquire knowledge from various sources? (CLO6, L3)

(OR)

b) Give a detailed answer on National Knowledge Commission, 2005 (CLO2, L2)

17. a) “Educational quality is enhanced through Technology and Media” – Evaluate this statement (CLO4, L5)

(OR)

Bring out the merits and demerits of life centered curriculum. (CLO6, L4)

PE - VI – ASSESSMENT OF LEARNING

Course Code: 24SBPE6

Credits: 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Essentials of Assessment

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

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

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

Unit II: Learning Outcomes and Assessment

(L-8; T-3; P-

4)

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

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

Unit III: Historical and Contemporary Perspectives on Assessment

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

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

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

Task Assessment: Create Holistic Progress Card with 360-degree Assessment for the 9th Grade Learners based on the New Education Policy 2020

Unit IV: Assessment Tools and Techniques

(L-8; T-3; P-

4)

Tools : Meaning, Importance, Types - Focused Listing, Memory Matrix, Minute Paper, Categorising Grid, Word Journal, Concept Maps, Problem Recognition Tasks, Documented Problem Solutions, Audio-Videotaped Protocols, Human Tableau or Class Modeling, Project, Classroom Opinion Polls, Everyday Ethical Dilemmas, Focused Autobiographical Sketches, Productive Study-Time Logs, Group Work Techniques: Wikis and Blogs – Techniques: Rubrics and Rubric Development, Authentic Assessment, Performance Assessment, Quiz Development, Portfolio Assessment, Reflective Assessment, Self-Assessment, Collaborative Peer Assessment.

Task Assessment: Develop grading rubrics for 15 points on any one of your preferable assessment techniques

Unit V : Statistics in Measurement and Evaluation

(L-8; T-3; P-

4)

Statistical Treatment of Data: Frequency Distribution, Measures of Central Tendency - Measures of Variability - Coefficient of Correlation by Rank Differences and Product Moment Methods, Graphic Representation of Data, Percentile and Percentile Rank – Data Interpretation: Reliability – Validity- Scales of Measurement- Norms, Standards, Cut-off Scores, Feedback and Reporting - Trends in Evaluation: Continuous Comprehensive Evaluation (CCE), Grading, Credit System, Cumulative Record Card, ICT in Evaluation.

Task Assessment: Prepare a digital bar graph for the achievement Scores of your peers

Note: The students should select any two of the given five Task Assessments.

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ASSESSMENT OF LEARNING

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1.	acquires the knowledge to assess the learning outcome with respect to bloom's revised taxonomy (L2)	1,5,7,8	1,3,5,7,8,10
2.	differentiates test, measurement, assessment and evaluation and its implementation (L4)	1,2, 5	1,5,7,8,10
3.	integrates the assessment reforms in NEP 2020 in their assessment practices (L3)	1, 2, 3, 5, 7	1,5,7,9,10
4.	gets awareness about the different assessment agencies to assess the quality (L2)	1, 2, 5, 7	1,2,5,7,8,9,10
5.	determines the appropriate assessment approaches and techniques while administering the assessment (L5)	1, 2, 3, 4, 6	1,5,7,8,9,10
6.	creates the apt evaluation scheme based on the efficiency of the learners (L6)	1, 7, 8	1,4,5,6,7,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.

**MODEL QUESTION PAPER
ASSESSMENT OF LEARNING**

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions: -

1. The physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects (such as dioramas or models), and other material evidence that shows learning progress and academic accomplishment over a long period of time is ----- (CLO2, L2)
a. Presentation b. Debate c. Portfolio d. Project
2. “Students go to school to learn, not to take tests. In addition, tests cannot be used to indicate a student’s absolute level of learning. All tests can do is rank students in order of achievement, and this relative ranking is influenced by guessing, bluffing, and the subjective opinions of the teacher doing the scoring. The teacher-learning process would benefit if we did away with tests and depended on student self-evaluation.”

The propositions most essential to the final conclusion is ----- (CLO5, L2)

- a. Effective self-evaluation does not require the use of tests.
 - b. Tests place students in rank order only.
 - c. Test scores are influenced by factors other than achievement.
 - d. Students do not go to school to take tests.
3. 360-degree multidimensional report card will reflect in great detail the progress as well as the uniqueness of each student. It will cover all domains of learning. The odd option among the following is (CLO 3, L2)
a. Intuitive b. cognitive c. emotive d. psychomotor
 4. Good practice of making student’s portfolios is ----- (CLO2, L2)
A. Selecting work to be included in the portfolio on the basis of a specific reason
B. Selecting all items of work of a student to be put in portfolio
C. Making child select her/his work to be put in portfolio
D. Collecting range of student’s work over a period of time
a. A, B, and C
b. A and D
c. A, B, and D
d. A, C and D
 5. A teacher notes down the weight of each student in the class. In this case, the level of measurement used is ----- (CLO1, L2)
a. Ordinal
b. Nominal
c. Interval
d. Ratio

Section - B

(5 X 2 = 10 Marks)

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

6. How did Bloom classify learning outcomes? (CLO2, L2)
7. List out three main purposes of performance assessment? (CLO1, L2)
8. Compare and contrast the two types of measurement (CLO3, L4)
9. Differentiate between formative and summative assessment (CLO2, L4)
10. How is cognitive learning defined? (CLO5, L2)

Section - C

(3 X 5 = 15 Marks)

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

11. Discuss the importance of measurement scales. You may give your argument with reference to various measurement scales (CLO5, L5)
12. How are the learning outcomes of the cognitive domain classified? Discuss in detail (CLO2, L4)
13. Describe the techniques that help to stimulate divergent thinking (CLO3, L3)
14. Explain some of the major trends in examinations seen in recent times (CLO2, L3)
15. How does correlation analysis help us in examining? (CLO5, L3)

Section - D

(2 X 15 = 30

Marks)

Answer the following questions in about 750 words each:-

16. Illustrate with the help of an example, how measures of central tendency is calculated (CLO3, L3)

(or)

In the grading system, how are grades in scholastic areas decided? (CLO2, L2)

17. Analyze how using performance assessment can help you observe and document the students' behavior and skills in a specific task or role-play (CLO5, L4)

(or)

Discuss how the concept of assessment has evolved from the Vedic period to the present day in India (CLO5, L6)

PEDAGOGY OF BIOLOGICAL SCIENCE- II

Course Code: 24SBCBS

Credits: 3

Number of Hours: 75 (L - 30; T - 15; P - 30)

Course Learning Outcomes(CLOs)

The student teacher

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

Unit I - Biological Science Curriculum Construction and Transaction

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

Biological Science curriculum – Concept – Principles for designing Bio – Science Curriculum – Gaps in the Present Curriculum. Biological Science Curriculum Studies (BSCS), Nuffield Science Teaching Project – National Curriculum Framework (NCF 2023) with a focus on Science Education - National Talent Search Scheme – Modern trends in biological science curriculum construction. Text books – Need and importance, qualities of a good textbook - Evaluation of Science text book
Task Assessment: Critically analyse Standard IX / XI Science Text Book

Unit II - Technology in teaching Biological science.

(L-6; T – 3; P-6)

Dale's cone of experience – Importance of Audio - Visual aids, selection and use of Audio – Visual materials-Improvised aids-Online resources and Open Educational Resources in Teaching Biology -Utilization of E-Resources in Science Class Room-- use of internet in Biology Learning, Digital Presentation. Models of Teaching – Bruner's Concept Attainment Model. Joseph Jackson Schwab's Scientific Inquiry Model - Intelligent Tutoring System – e- Pathshala, DIKSHA

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

Unit III – Biological Science Laboratory (L-6; T-3; P-6)

Biology laboratory – Planning, Structure and design of Biology laboratory- Laboratory rules – Guidelines for the Teacher to Follow in the Laboratory, Rules to be Followed by the Students - Laboratory Accidents and Remedies – Laboratory Safety Measures – Laboratory Incident - Laboratory Registers and Laboratory Manuals- Virtual Biology Laboratory – Virtual Experiments and Simulations.

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

Unit IV - Evaluation and Action Research. (L-6 ;T – 3 ; P-6)

Diagnostic Testing and Remedial Teaching, construction of an Achievement Test - Oral, Written and Performance Tests - Different Types of Test Items – Objective Type, Short Answer Type, Essay Type. Preparing blue Print for Achievement Test - Action Research – Characteristics, Steps, Advantages in Action Research.

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

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

Morphology of flowering Plants – Parts of a Flowering Plant : Root system, Region of a typical root, Types of Root System, Functions of Roots – Root Modification :Modification of Taproot, Modification of Adventitious Roots – Shoot system : Modification of Stem : Aerial modifications, Sub- Aerial Modifications, Underground Modification – Leaf : Parts of a Leaf, Venation, Phyllotaxy, Leaf Modification – Immunology – Innate Immunity – Acquired Immunity – Antigen – Antibody – Vaccination and Immunization – Immuno deficiency diseases – Autoimmune Diseases

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

Note : The students should select any two of the given five Task Assessments.

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<https://about.lbxchange.org/teacher-resources>

PEDAGOGY OF BIOLOGICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the principles of curriculum construction (L1)	2, 4, 5	7, 8
2	interprets the use of technology in teaching biological science (L2)	2, 3, 5	1, 2, 3, 7, 9
3	applies the laboratory safety guidelines in organizing and maintaining a Biological Science Laboratory (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	identifies the suitable evaluation techniques and statistical skills to interpret the test results (L4)	2, 4, 5, 7	5. 9
5	analyzes the content related to Biological Science school syllabus (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	creates appropriate audio-visual teaching aids for effective teaching of Biological Science (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF BIOLOGICAL SCIENCE - II

Time: 3.00 hrs.

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

Section - A

Answer all the following questions:-

1. Biological Sciences Curriculum Study is framed in --- (CLO1, L1)
a) 1964 b) 1954 c) 1958 d) 1968
2. Combination of online interactions, educational materials and traditional class room method is called ----- (CLO2, L2)
a) distance learning b) synchronous learning
c) flipped learning d) blended learning
3. The true statement among the following, regarding vaccination is----- (CLO3,L3)
a) Vaccination is a method of active immunisation
b) Vaccination is a method of passive immunisation
c) vaccination is a method of artificial passive immunisation
d) vaccination is a method of natural passive immunisation
4. Gases exchange is connected with -----.(CLO2,L2)
a) Avicennia b) Cuscuta c) Colocasia d) Nepenthis
5. Pollination by bats is called as _____ (CLO2,L2)
a) Ornithophily b) Entomophily
c) Malacophily d) Cheiropterophily

Section - B

(5 X 2 = 10 Marks)

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

6. Point out any four defects in the present curriculum (CLO2,L4)
7. Why are improvised aids used in teaching learning process?(CLO3,L3)
8. Differentiate alternate phyllotaxy from whorled phyllotaxy with suitable examples (CLO4,L4)
9. Write the methods to control crop diseases caused by parasitic plants (CLO3, L2).
10. What is meant by modification of root? What type of modification of root is found in mangrove trees? (CLO4,L2)

Section - C

(3 X 5 = 15 Marks)

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

11. How National talent search scheme identify, nurture and form a young scientist? Explain its significance and the role of teacher.(CLO4,L4)
12. Describe Bruner's concept attainment model with suitable example. (CLO2,L2)
13. Explain the possible laboratory accidents and the safety measures to overcome them.(CLO4,L3)
14. Write about the advantages and limitations of objective type questions. (CLO2,L2)
15. Differentiate macro nutrients and micro nutrients. Explain the uses of both nutrients (CLO4,L4).

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Define: Curriculum. Explain the principles for designing Biological science curriculum with suitable example.(CLO3,L2)

(OR)

b) Describe Edgar Dales' cone of experience and its application in teaching of Biological science.(CLO3,L3)

17. a) Differentiate Real Biology laboratory and virtual Biology laboratory. Analyze and evaluate the advantages and limitations of them.
(CLO5,L5)

(OR)

b) Explain the steps in construction of an achievement test.(CLO2,L2)

PEDAGOGY OF COMPUTER SCIENCE – II

Course Code :24SBCCS

Credits :3

Number of Hours: 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- states the principle of Curriculum construction in computer Science (L1)
- understands the role of Technology used in teaching computer science (L2)
- develops the skill of Organizing and maintaining a computer science laboratory (L3)
- acquires the knowledge of different evaluation techniques in computer science (L4)
- analyses the Computer Science content of the school syllabus (L5)
- categorizes the various information system used in educational system (L6)

Unit I: Computer Science Curriculum and Transaction (L-6; T-3;P-6)

Curriculum – Meaning and Definition– Major objectives – Needs and Importance - Principles of Curriculum Construction – Criteria of Selection of Content. Curriculum Development for Computer Science –Approaches to Curriculum construction- Process of Curriculum Evaluation- Modern Trends in Computer Science Curriculum Construction. National Curriculum Framework (NCF 2023) with a focus on Computer Science Education - Textbooks – Need and Importance, Qualities of a good textbook - Evaluation of Computer Science textbook

Task Assessment: Critically analyse Standard XI Computer Science Textbook

Unit II : Technology in Teaching Computer Science (L-6; T – 3; P-6)

Instructional Aids-Importance and Use of Instructional Aids – Guiding Principles for the Effective use of Audio Visual Aids – Classification of Audio Visual Aids - The Edgar Dale’s Cone of Experience - Development of Script Writing for Video Programme – Management Information System and Educational Planning - Teaching Computer Science through Online -Intelligent Tutoring System – e-Pathshala, DIKSHA

Task Assessment: Identify and prepare a topic from Std XI book and develop a Video script on the same topic and upload in our departmental YouTube channel.

Unit III : Computer Science Laboratory (L-6; T – 3;P-6)

Computer Science Laboratory – Creating and sharing the norms to be Maintained by Students for the Computer Lab – Care to be Provided and Precautions to be Undertaken While Working with the Hardware – Students Using Computer in a Group – Stock Registers.

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

Unit IV : Evaluation and Action Research (L-6; T – 3; P-6)

Evaluation – Need and Importance - Characteristics of a Good Test in Computer Science- Types of Evaluation: Diagnostic, Formative, Summative - Achievement Test in Computer Science – Different Types of test items: Objective Type, Short Answer Type, Essay Type - Blue Print for Achievement Test - Steps, Characteristics and Advantages.

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

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

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

Overview of C++: Introduction, Basic Data Types, Variables. Basic Statement: Input /Output Statements, Declaration Statement, Assignment Statements, Control Structures, Structure of C++ Program, Program Development - Function C++ Enhancements : Introduction, Function Prototyping Calling Function, Parameters passing in functions, Returning Values, Inline Functions , Scope rules of variables. Theoretical concepts of operating system – Java Script Operators and Expressions, Python and CSV files.

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

Note: The students should select any two of the given five Task Assessments.

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PEDAGOGY OF COMPUTER SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	states the principle of Curriculum construction in computer Science (L1)	2, 4, 5	7, 8
2	understands the role of Technology used in teaching computer science (L2)	2, 3, 5	1, 2, 3, 7, 9
3	develops the skill of Organizing and maintaining a computer science laboratory (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	acquires the knowledge of different evaluation techniques in computer science (L4)	2, 4, 5, 7	5, 9
5	analyses the content of the school syllabus (L5)	1, 2, 5, 6, 7, 8	4, 9, 10
6	categorizes the various information system used in educational system (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

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

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

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

Time: 3.00 hrs.**Section - A****Max. Marks: 60**
(5x1 = 5 Marks)**Answer all the following questions:-**

1. Teaching and learning combine to make ----- (CLO1,L1)
a) Instruction b) Curriculum c) Syllabus d) Course
2. The use of teaching aids is justified on the grounds of ----- (CLO2,L2)
a) Attracting students attention in the class
b) Minimizing students indiscipline in the class
c) Optimising learning outcomes of students
d) Effective management of student learning tasks
3. The output of the following C++ program is ----- (CLO3,L3)

```
#include<stdio.h> (L3)
int main(int argc, char const *argv[ ])
{
    char a = 'a';
    printf("%d\n",      (int)sizeof(a));
    return 0;
}
```

a) 0 b) 4 c) 1 d) Compiler error
4. The process of evaluation starts from (CLO4,L2)
a) Objectives b) Learning activities
c) Teaching activities d) Blue print
5. The problem identification referred to in Diagnostic test is (CLO5,L2).
a) General b) Specific
c) Structural d) Relational

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

6. Define Curriculum. Write down the principles of curriculum construction. (CLO1,L2)
7. List out the guiding principles for the effective use of audio visual aids. (CLO2,L2)
8. How will you take care of the hardware in the computer science laboratory? (CLO3,L3)
9. Write down the characteristics of a good test in computer science (CLO4,L2).
10. Give the truth table for XOR and XNOR gates. (CLO5,L3)

Section - C

(3 X 5 = 15

Marks)

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

11. What are the criteria used for the selection of content for computer science? (CLO1,L2)
12. Why do we use Edgar Dale's cone of experience for using the varied teaching aids? (CLO2,L4)
13. How do you prepare and maintain stock registers for the computer sciencelaboratory?((CLO3,L3)
14. Describe the different types of test items used for evaluation. (CLO4,L2)
15. Explain Inline function with suitable example. (CLO5,L3)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) What are the various approaches to curriculum construction? Compare and contrast. (CLO1,L4)

(OR)

- b) Explain the classification of audio-visual aids with appropriate examples. (CLO2,L3)

17. a) Evaluate the steps of action research in detail and justify its importance. (CLO4,L5)

(OR)

- b) Which logic gates are called Universal gates? Why do you call them as universal gates? (CLO5, L4)

PEDAGOGY OF ENGLISH - II

Course Code: 24SBCEN

Credits: 3

Number of Hours: 75 (L - 30; T - 15; P- 30)

Course Learning Outcomes (CLOs)

The student teacher

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

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

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

Principles of Selection of Curriculum - Principles of Organization of Curriculum - Methods of Curriculum Construction - Limitation of the Existing Curriculum - National Curriculum Framework (NCF 2023) with a focus on English Education - The Syllabi of Std. XI and Std. XII English Textbooks - Book Review- Suggestions for the Improvement of Textbooks in English.

Task Assessment: Analyse Standard IX/XI English Textbook.

Unit II: Technology in Teaching English

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

Audio Visual Aids - Types - Characteristics - Importance - Uses - Overhead Projector -Edger Dale's Cone of Experience-Language Laboratory - Computer Assisted Language Learning -Digital Literacy for English Learners - Teaching English through Online -Digital Presentation - Identifying Websites - Smart Board - Interactive White Board - Recent Innovations - Blogs - Podcasts - Web Quests - Blended and Interactive Learning of English- e- Pathshala, DIKSHA - Digital Story Telling - Gamification

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

Unit III : Teaching of Reading and Writing Skills

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

Teaching of Reading: Objectives - Characteristics - Importance - Types - Methods - Comparison between Intensive and Extensive Reading - Causes of Retardation in Reading English - Suggestions for Teaching Effective Reading - Teaching of Poetry: Appreciation of Poetry - Teaching of Writing : Objectives and Characteristics of Good Writing - Importance and Methods of Writing- Teaching of

Composition: Types of Composition – Stages of Writing Guided and Free Composition- Suggestions for Effective Teaching of Composition.

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

Unit IV: Evaluation and Action Research (L – 6; T – 3; P – 6)

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

Task Assessment: Construct an Achievement test in English.

Unit V: Content Related to School Syllabus (L – 6; T – 3; P – 6)

Verb -Infinitives – Sentence Types – Phrases and Clauses – Pronouns – Five Sentence Pattern – The Syllable: Strong and Weak – Degrees of Comparison – Conditional Clause – Relative Pronouns – Punctuation – Common Errors – Accents and Dialects - The Speech Mechanism: The Different Speech Organs and their Roles– Consonant Cluster - Phonetic Transcription - Figures of Speech.

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

Note : The students should select any two of the given five Task Assessments.

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PEDAGOGY OF ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	extrapolates the principles of selection and organization of curriculum construction	2,3,7,8	1,2,3,4,5,7,8,9,10
2	adapts to the different technology in teaching English (L4)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	develops the skills of teaching reading and writing (L6)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	applies the skill of evaluation techniques in assessment of English (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	interprets the knowledge of grammatical terminology and the phonological system in English (L3)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	implements the principles of selecting vocabulary in writing composition. (L2)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Curriculum influences a learner's..... (CLO1, L2)
a. behaviour b. personality c. action d. attitude
2. Use of technology for higher education is based on the presumption of.....(CLO2,L2)
a. enriching curriculum based instruction b.replacing curriculum in the long run
c. everyone have the access to technology d. other means of instructions getting outdated
3. Looking at the time table and telling the break time is the example of..... (CLO3,L1)
a. skimming b. scanning c. intensive reading d. extensive reading
4. The strategy used by the teacher to overcome the difficulties of the learner is.....
(CLO4,L1)
a. action research b. remedial teaching c. test d. evaluation
5. The degree of force with which sound or syllable of a word is uttered is called.....(CLO5,L1)
a) stress b)intonation c) pause d) rhythm

Section - B

(5 X 2 = 10

Marks)

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

6. State any four principles of construction of curriculum. (CLO1, L2)
7. How does blended learning connect the pupil and the teacher? (CLO2, L3)
8. Point out the need for supplementary reader. (CLO3, L2).
9. Evaluation is a continuous process – why? (CLO4, L4)
10. Share your ideas about basic sentence structure in English language. (CLO5, L3)

Section - C

(3 X 5 = 15 Marks)

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

11. “Textbooks have a significant impact in teaching-learning process” – Elucidate.
(CLO1, L5)
12. Enumerate the importance of web quests in Education. (CLO2, L4)
13. Explain the three models of teaching ‘reading’. (CLO3, L2)
14. Give your suggestion to improve writing skills. (CLO4, L6)
15. Illuminate the scope and objectives of action research. (CLO4, L3)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Suggest techniques and measures for improved teaching-learning strategies of second language learning through technology. (CLO2, L6)
(OR)
b. Describe in detail the recent innovations in Teaching English. (CLO2, L3)
17. a. Expound the steps involved in constructing an objective type test. (CLO4, L5)
(OR)
b. Explain about speech organs and their functions. (CLO5, L2)

PEDAGOGY OF HISTORY- II

Course Code: 24SBCHY

Credits: 3

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

Course Learning Outcomes (CLOs)

The student teacher

- describes the theories and principles of school curriculum construction (L1)
- summarizes the technological tools of teaching history (L2)
- classifies the various techniques for learning History (L3)
- analyses the process of evaluation (L4)
- evaluates the steps of action research (L5)
- constructs timeline for teaching history (L6)

Unit I : School History Curriculum Construction and Transaction (L - 6; T -3; P - 6)

Curriculum - Meaning and Definition - Principles of Curriculum Designing - Curriculum Development Models: Tyler's Model, Taba's Model and Wheeler's Model Organization of Content: Chronological, Concentric, Topical, Spiral, Progressive, Regressive and Unit Approaches - Correlation: Principles, Types, Uses- Correlation of History with Geography, Political Science, Civics, Economics and Literature. National Curriculum Framework (NCF 2023) with a focus on History Education Textbook - Need and Importance, Qualities, Evaluation.

Task Assessment : Critically analyze Standard IX Social Science Textbook

Unit II : Technology in Teaching History (L - 6; T - 3 ; P- 6)

Need and Importance - Edgar Dale's Cone of Experience - Audio visual aids - Meaning, Characteristics, Importance and Uses - Digital tools - Interactive Power Point, ChronoZoom, Sutori, Mentimeter, Padlet, ArcGIS Story Maps, and ThingLink -Blog - e- Pathshala, DIKSHA -

Task Assessment : Use ArcGIS Story Maps to create a map showcasing historical sites from a specific region or period and add multimedia elements like images, videos, and descriptions.

Unit III : Techniques of History Learning (L - 6; T - 3; P - 6)

Assignment: Characteristics, Importance and Steps- Drill: Procedure, Merits and Demerits - Review: Process and Advantages - Notes Taking: Preparation, Principles and Benefits - Scaffolded Learning - Problem-Based Learning (PBL) - Peer Teaching -Concept Mapping - Mind Map- Collaborative learning: meaning, definition, types and uses - PQ4R - Leitner System - Gamification.

Task Assessment: Design a simple quiz game on a historical topic using a digital tool.

Unit IV : Evaluation and Action Research

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

Concept and Purpose of Evaluation, Types of Evaluation - Diagnostic, Formative, Summative, Achievement test in History - Oral, Written and Performance tests. Different Types of Test Items - Objective Type, Short Answer Type, Essay Type - Action Research - Importance, Characteristics, Steps and Benefits.

Task Assessment : Construct an achievement test in History for middle stage or secondary stage learners

Unit V : Content Related to School Syllabus

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

The Mughal Empire - The Marathas - The Coming of the Europeans - Effects of British Rule - Rise of Nationalism in India - Gandhian Phase - Last phase of Indian National Movement- World War I - Rise of Fascism and Nazism - World War II.

Task Assessment : Create a digital collage or presentation showcasing major Mughal architectural structures

Note : The students should select any two of the given five Task Assessments.

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PEDAGOGY OF HISTORY

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	describes the theories and principles of school curriculum construction (L1)	2,3,7,8	1,2,3,4,5,7,8,9,10
2	summarizes the technological tools of teaching history (L2)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	classifies the various techniques for learning History (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	analyses the process of evaluation (L4)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	appraises the steps of action research (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	constructs timeline for teaching history (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF HISTORY

Time: 3.00 hrs.

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

Section - A

Answer all the following questions:-

1. Industrial Revolution started in ----- (CLO6, L1)
a) Germany b) America c) England d) Japan
2. Unit Plan is related to----- (CLO1, L2)
a) Lesson Plan b) Curriculum
c) Objectives d) Evaluation
3. Expansion of LCD is ----- (CLO2,L1)
a) Liquid Crystal Display b) Liquid Clarity Display
c) Lens Clarity Display d) Lens Crystal Display
4. The evaluation process used to identify learning deficiency is ----- (CLO4, L1)
a) Achievement Test b) Summative c) Continuous d) Diagnostic
5. The community resource among the following is ---- (CLO2, L1)
a) Computer b) internet c) newspapers d) Monuments

Section - B

(5 X 2 = 10 Marks)

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

6. Define the term curriculum. (CLO1,L1)
7. Describe magnetic board. (CLO2, L2)
8. What is Numismatics? (CLO2, L1)
9. Write the importance of Action Research? (CLO5,L2)
10. What are the principles of Din-i-Ilahi? (CLO6, L1)

Section - C

(3 X 5 = 15 Marks)

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

11. Explain the characteristics of good test. (CLO4, L4)
12. Elucidate the chronological approach of curriculum designing? (CLO1,L2)
13. Discuss the uses of time line for teaching History. (CLO2, L4)
14. Learning resources are essential for teaching History. Why? (CLO4, L4)
15. Examine the importance of Quit India Movement. (CLO6, L5)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Compare the different theories of curriculum construction. (CLO1,L4)
(OR)
b. What are print resources? Evaluate the various types of print resources. (CLO2,L 5)
17. a. How would you elaborate the reason for World War I? (CLO6,L6)
(OR)
b. Elaborate the different types of test items with suitable examples. (CLO4,L3)

PEDAGOGY OF MATHEMATICS – II

Course Code :24SBCMA

Credits: 3

Number of Hours: 75 (L- 30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : School Mathematics Curriculum Construction and Transaction

(L-6; T – 3; P-6)

Curriculum: Definition, Mathematics Curriculum – Major objectives – Principles of Curriculum Construction – Guidelines for Selecting the Topics in Mathematics Curriculum – Characteristics of Modern Mathematics Curriculum – Place of Problems in Mathematics Curriculum – Characteristics of a Good Problem in Mathematics Mathematics - National Curriculum Framework (NCF 2023) with a focus on Mathematics Education – Textbook : Need, Importance, Qualities and Evaluation.

Task Assessment : Critically analyse Standard IX / XI Mathematics Textbook

Unit II : Technology in Teaching Mathematics

(L-6;T – 3; P-6)

Instructional Aids -Improvised Aids and Intelligent Tutoring System (ITS) – Applications in Mathematics Education: Blog, e- Pathshala, DIKSHA, GeoGebra and IXL – Tools in Mathematics Education: Near Pod, Illustrative Mathematics , Math Planet

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

Unit III : Techniques of Teaching Mathematics

(L-6;T – 3; P-6)

Concept and Meaning – Drill work in Mathematics: Advantages and Limitations. Home Work: Objectives, Principles – Oral Work in Mathematics: Importance – Written Work in Mathematics: Advantages – Self-study in Mathematics: Importance- Supervised study in Mathematics: Forms of Supervised Study – Experiential Learning and Collaborative Learning.

Task Assessment : Present a report on effective implementation of Experiential Learning in teaching of any mathematical topic

Unit IV - Evaluation and Action Research**(L-6;T – 3; P-6)**

Evaluation - Definition – Oral, Written and Performance Tests - Different Types of test items: Objective Type, Short Answer Type, Essay Type - Diagnostic Test and Achievement Test in Mathematics -Action Research: Steps in Action Research.

Task Assessment: Construct an Achievement Test in Mathematics for middle stage or secondary stage learners

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

Life Mathematics - Profit, Loss, Simple Interest and Compound Interest- Measurement and Mensuration - Area of a Triangle, Surface Area, Volume of Cube and Cuboids - Vector Algebra - Definition and Properties of a Scalar Product - Definition and Properties of a Vector Product – Product of Three Vectors - Complex Numbers - Definition – Complex Number System – Conjugate – Modulus – Roots of a Complex Number.

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

Note : The students should select any two of the given five Task Assessments.

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PEDAGOGY OF MATHEMATICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the principles of curriculum construction in Mathematics (L1)	2,3,7,8	1,2,3,4,5,7,8,9,10
2	exemplifies the various technologies for teaching Mathematics (L2)	1,2,4,5,7,8	1,3,4,5,6,7,8,9,10
3	employs the various techniques of teaching Mathematics (L3)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
4	identifies the suitable evaluation techniques in Mathematics (L4)	1,2,3,4,5,6,7,8	1,3,4,5,6,7,8,9,10
5	reviews the content of school syllabus related to Mathematics (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	prepares instructional aids for effective teaching of Mathematics (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF MATHEMATICS

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. The school mathematics curriculum should be -----.(CLO1, L2)
 - a. student-centred
 - b. activity-centred
 - c. community-centred
 - d. teacher -centred
2. Personalised learning experience to the school students is provided by -----(CLO2, L1)
 - a. IXL
 - b. DIKSHA
 - c. GeoGebra
 - d. e- Pathshala
3. A technique used for teaching mathematics is -----.(CLO3, L2)
 - a. problem solving
 - b. laboratory work
 - c. supervised study
 - d. use of teaching aids
4. A test that is used to identify the learning difficulties is -----.(CLO4, L2)
 - a. oral test
 - b. written test
 - c. achievement test
 - d. diagnostic test
5. If $|z| = 1$, then the value of $\frac{1+z}{1-\bar{z}}$ is _____ (CLO5, L3)
 - a. z
 - b. $\bar{z}$
 - c. $1/z$
 - d. 1

Section - B

(5 X 2 = 10

Marks)

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

6. Define curriculum. (CLO1, L1)
7. List out the importance of the Blog. (CLO2, L4)
8. Suggest any four steps to make Mathematics homework more effective. (CLO3, L6)
9. Classify the different types of test items (CLO4, L4)
10. The dimensions of a fish tank are $3.5m \times 2.4m \times 1.7m$. How many liters of water it can hold? (CLO5, L3)

Section - C

(3 X 5 = 15

Marks)

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

11. Discuss the characteristics of a good problem in mathematics. (CLO1, L4)
12. Explain the use of instructional modules for teaching mathematics. (CLO6, L3)
13. How will you implement brain storming technique for teaching a mathematical concept? (CLO3, L6)
14. Compare and contrast diagnostic and achievement tests in mathematics (CLO4, L4)
15. As a mathematics teacher, how would you explain the types of polynomials to students?
 (CLO5, L6)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Explain the principles of curriculum construction. (CLO1, L2)

(OR)

b) How can technology be effectively utilized for teaching mathematics? Discuss the role of various media in mathematics education with illustrations. (CLO2, L3)

17. a) Elaborate the various techniques of teaching mathematics. (CLO3, L2)

(OR)

b) What is an achievement test? Construct an achievement test in mathematics for 25 marks secondary school students. (CLO4, L6)

PEDAGOGY OF PHYSICAL SCIENCE - II

Course Code : 24SBCPS

Credits :3

Number of Hours: 75 (L - 30; T - 15; P- 30)

Course Learning Outcomes (CLOs)

The student teacher

- generalizes the principles and organization of curriculum construction (L2)
- Identifies recent trends in teaching physical science (L1)
- constructs the Audio – Visual Aids for teaching Physical Science (L6)
- promotes the laboratory skills to school environment (L3)
- discriminates appropriate evaluation techniques to assess the progress of pupils (L5)
- relates the knowledge of the content in Physical Science to the present context (L4)

Unit I : Curriculum Construction and Transaction (L-6; T-3; P-6)

Curriculum – Meaning and Definitions - Principles of Curriculum Construction – Selection and Organization of Science Content - Curriculum Improvement Projects in India NCERT, UNICEF and UNESCO Planning Mission - Curriculum Improvement Projects in Abroad (PSSC and CHEM study)- National Curriculum Framework (NCF 2023) with a focus on Physical Science Education Textbooks – Need and Importance, Qualities of a Good Textbook - Evaluation of Science textbook
Task Assessment: Critically analyse Standard IX / XI Science Textbook

Unit II : Technology in Teaching Physical Science (L-6; T-3; P-6)

Need and use of Instructional Aids in Teaching Science –Edger Dale Cone of Experience- Visual and AV Aids – Digital Presentation - Working Models – Low Cost Teaching Aids - Improvised Apparatus - Phet Applications – Crocodile Clips – Livewire - Intelligent Tutoring system – e- Pathshala, DIKSHA
Task Assessment: Prepare Multimedia presentation on anyone Physical Science Content

Unit III : Physical Science Laboratory and its Organization (L-6; T-3; P-6)

Planning of Physical Science Laboratory – Structure and Design – Location and Accommodation of Amenities – Administration of Practical Work – Grouping of Pupils, Instruction to Pupils, Discipline in the Laboratory - Preparation of Indent - Accidents and First aids - Storage of Chemicals – Care and Maintenance of Apparatus – Stock Registers – Laboratory Manuals – Instructional Cards- Virtual Physical Science Laboratory

Task Assessment: Perform any two virtual Physical Science experiments and give the report.

Unit IV: Evaluation and Action Research (L-6;T-3; P-6)

Evaluation – Need and Importance - Diagnostic test and Remedial Teaching - Construction of an Achievement Test - Oral, Written and Performance tests - Different Types of Test items – Objective Type, Short Answer type and Essay Type - Preparing Blue Print for Achievement Test – Interpretation of Test Scores - Action Research – Meaning –Definition- Importance, Characteristics, Steps in Action Research Advantages and Disadvantages.

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

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

Electricity and Heat – Light and Sound -- Carbon and its Compounds – Magnetic Effect of Electric Current and Light- Chemical Reaction –Chemical Bonding – Periodic Classification of Elements - Electromagnetic Induction and Alternating current – Electromagnetic Waves and Wave Optics –Dual Nature of Radiation and Matter – Semiconductor Devices and their Applications – Communication Systems – Co-ordination Compounds – Chemical Kinetics-II – Surface Chemistry.

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

Note: The students should select any two of the given five Task Assessments.

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PEDAGOGY OF PHYSICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	generalizes the principles and organization of curriculum construction (L2)	1,2,3,4,5,	,2,3,4,,6,7,8,9,10
2	identifies recent trends in teaching physical science (L1)	1,2,3,4,5,	1,3,4,5,7,8,9,10
3	constructs the Audio – Visual Aids for teaching Physical Science (L6)	1,2,3,4,5,6,7,	1,2,3,4,5,6,7,8,9,10
4	promotes the laboratory skills to school environment (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	discriminates appropriate evaluation techniques to assess the progress of pupils (L5)	1,2,3,4,5,6,7,	1,2,3,4,5,6,7,8,9,10
6	relates the knowledge of the content in Physical Science to the present context (L4)	1,2,3,4,5,6,7,	1,2,3,4,5,8,9,

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF PHYSICAL SCIENCE

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. The father of Modern Media isCLO2 L1
a Edgar dale b. Skinner c. Thorndike d. Crowder
2. Among the following, the one which is not a visual aid is CLO3 (L2)
a) Slides b) Films c) Black board d) Charts
3. When a chemical splashes in the eye, rinse for -----CLO4 (L2)
a) 10 sec b) 30 sec c) 5 min d) 15 min
4. The order register does not include CLO4 L2
a. Name of the company b. Articles Received
c. Order Data d. Details of broken item
5. The least resistance obtained by using $2\ \Omega$, $4\ \Omega$, $1\ \Omega$ and $100\ \Omega$ is CLO6 (L1)
a. $< 100\ \Omega$ b. $< 4\ \Omega$ c. $< 1\ \Omega$ d. $> 2\ \Omega$

Section - B

(5 X 2 = 10 Marks)

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

6. Define: Curriculum. CLO1(L1)
7. List out any three audio-visual aids for teaching physical science. CLO2 (L2)
8. What are the uses of practical work? CLO4(L3)
9. Create a blue print for 9th Std Physical science content. CLO (L5)
10. Give the uses of concave mirrors.CLO6 (L3)

Section - C

(3 X 5 = 15 Marks)

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

11. Analyze the qualities of good textbook . CLO1 (L4)
12. Elucidate the important features of intelligence tutoring system. CLO3 (L2)
13. How will you plan and conduct practical work in the laboratory? CLO4 (L6)
14. What are the various steps involved in the construction of a Diagnostic test? CLO5 (L2)
15. Describe the construction of Daniel Cell. CLO6 (L2)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Explain the various curriculum improvement projects in India. CLO1(L2)

(OR)

- b. Illustrate the Edgar Dale's cone of experience and its implications in science teaching.CLO2(L3)

17. a. How could you store and maintain science apparatus and different chemicals in the science laboratory? CLO4(L3)

(OR)

- b. How does Action Research improve students learning in Physical Science.(CLO5 L5)

தமிழ் கற்பித்தல் - II**Course Code:****24SBCTA****Credits: 3****Number of Hours: 75 (L – 30; T – 15; P– 30)****பாடநெறி முடிவுறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்**

- கலைத்திட்ட வடிவமைத்தலின் தேர்ந்தெடுத்தல் மற்றும் ஒருங்கிணைத்தல் கோட்பாடுகளைக் கண்டறிவர் (L2)
- மொழியியல் சார் கோட்பாடுகள், ஒலி உச்சரிப்புகளை உய்த்துணர்வர் (L2)
- பல்வேறு உத்திகளைப் பயன்படுத்தி தமிழ்மொழி திறன்களை மதிப்பிடுவர் (L3)
- தமிழ் கற்பித்தலில் பல்வேறு தொழில்நுட்பங்களை பயன்படுத்துவர் (L4)
- இலக்கணப் பதங்களையும் விதிகளையும் புரிந்து பயன்படுத்துவர் (L4)
- தமிழ் மெய்நிகர் நூலகத்தை இணைய வழியாக பார்வையிட்டு தமிழ்மொழிக் கற்பித்தலுக்குப் பயன்படுத்துவர் (L5)

அலகு 1 : பள்ளிக் கல்வியில் கலைத்திட்ட உருவாக்கமும் பரிமாற்றமும் (L –6; T –3 ; P–6)

கலைத்திட்டம்-வரையறை- நோக்கங்கள்- பயன்கள் - கலைத்திட்டத்தின் வகைகள்- கலைத்திட்டக் கோட்பாடு – தேசிய பாடத்திட்டக் கட்டமைப்பு (NCF) பிராந்திய மொழிகளின் பங்கு - பாடநூல் - பாடநூலின் நல்லியல்புகள் - ஆறாம் வகுப்பு முதல் பதினொன்றாம் வகுப்பு தமிழ்ப்பாட நூல்கள் - பாடநூல் மீள்பார்வை - கல்வியின் நோக்கங்கள்- தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ள தொடர்பினைக் காணல் - கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம்.

பணி மதிப்பீடு: ஒன்பது, பதினொன்றாம் வகுப்பு தமிழ் பாடநூல்களை பகுப்பாய்வு செய்க**அலகு 2 :தமிழ் கற்பித்தலில் தொழில்நுட்பம்****(L – 6 ; T – 3 ; P – 6)**

கற்பித்தல் துணைக்கருவிகள் - பயன்கள் - காட்சிக்கருவிகள்- கேள்விக்கருவிகள்- காட்சிக்கேள்விக் கருவிகள்- எட்கர் டேல் அனுபவக் கூம்பு - இடைவினை வெண்மென் பலகை - இயங்கும் மாதிரி -இணையவழியாக தமிழ் கற்பிக்க பயன்படும் தற்கால புதுமைகள் - வலைப்பதிவுகள் - வலையொளிகள் - பல்வேறு தமிழ் வலைதளங்கள் -தீவா செயலி - தமிழ் இணைய மின்னூலகம் - தமிழ்மொழிக் கற்பவர்களுக்கான எண்ணிலக்கக் கருவிகள்

பணி மதிப்பீடு: தமிழ் இணைய மின்னூலகத்தை இணையம் வழியாகப் பார்வையிட்டு அறிக்கை சமர்ப்பிக்க.

அலகு 3: மொழியியல்**(L – 6; T – 3 ; P– 6)**

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

பணி மதிப்பீடு: பேச்சுறுப்புகளின் படம் வரைந்து பாகங்களைக் குறிக்க.**அலகு 4: மதிப்பீடு, செயல் ஆராய்ச்சி****(L – 6 ; T –3 ; P – 6)****6)**

மதிப்பீடு - முக்கியத்துவம்- மதிப்பீட்டின் வகைகள் - வளரும்நிலை மதிப்பீடு - இறுதிநிலை மதிப்பீடு – உள் மதிப்பீடு – வெளி மதிப்பீடு – தரநிலை மதிப்பீடு – தொடர் மற்றும் முழுமையான மதிப்பீடு - தகுதிநிலை மதிப்பீடு – தேர்வு – நல்ல தேர்வின்

இன்றியமையாதக் கூறுகள் - வினா வகைகள் - புறவய வினா - வகைகள் - தயாரிக்கும் படிநிலைகள் - வினாக்களைப் பகுப்பாய்வு செய்தல் - தேர்வின் வகைகள்- மொழிவல்லமைத் தேர்வு - புறவயத்தேர்வு - குறையறித்தேர்வு மற்றும் குறைகளையும் கற்பித்தல்- அடைவுத்தேர்வு - வகைகள்- அடைவுத்தேர்வின் படிநிலைகள்- வினாத்தாள் வடிவமைப்பு. - செயல் ஆராய்ச்சி - படிகள் - பண்புகள் - பயன்கள்

பணி மதிப்பீடு: வினாத்தாள் வடிவமைப்பு மூலம் ஓர் அலகிற்கு அடைவுத்தேர்வு வினாத்தாள் தயாரிக்க.

அலகு 5 : பள்ளி தமிழ்பாடக் கருத்துகள்

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

எழுத்து - சொல் - வினா வகை - விடை வகை - ஒரு பொருட்பன்மொழி - உவம உருபுகள் - புணர்ச்சி - பொருளிலக்கணம் - அகப்பொருள் - புறப்பொருள் - மெய்மயக்கம் - - படைபாக்க உத்திகள் - கலைச் சொல்லாக்கம் - ஆக்கப் பெயர்கள் - நிறுத்தற்குறிகள் - படிமம் - தொன்மம் - குறியீடு

பணி மதிப்பீடு: இலக்கண படத்தொகுப்பு தயாரிக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது இரண்டு பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

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தமிழ் கற்பித்தல்

CLOs	பாடநெறி முடிவறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்	PLO Addressed	PSO Addressed
1	கலைத்திட்ட வடிவமைத்தலின் தேர்ந்தெடுத்தல் மற்றும் ஒருங்கிணைத்தல் கோட்பாடுகளைக் கண்டறிவர் (L2)	1,2,4,5,6,7,8,	1,2,3,5,6,8,9
2	மொழியியல் சார் கோட்பாடுகள், ஒலி உச்சரிப்புகளை உய்த்துணர்வர் (L2)	2,3,5,6,7,8	1,2,4,5,7,9
3	பல்வேறு உத்திகளைப் பயன்படுத்தி தமிழ்மொழி திறன்களை மதிப்பிடுவர் (L3)	2,5,6	1,3,5,7,8
4	தமிழ் கற்பித்தலில் பல்வேறு தொழில்நுட்பங்களை பயன்படுத்துவர் (L4)	1,2,5,6,7,8	1,3,5,7, 10
5	இலக்கணப் பதங்களையும் விதிகளையும் புரிந்து பயன்படுத்துவர் (L4)	1,2,3,4,5,6,7	1,2,3,4,5,7,8
6	தமிழ் மெய்நிகர் நூலகத்தை இணையவழியாக பார்வையிட்டு தமிழ்மொழிக் கற்பித்தலுக்குப் பயன்படுத்துவர் (L5)	2,3,4,5,7,8	1,2,3,5,7,8,9,10

Course Mapping

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

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

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

தமிழ் கற்பித்தல்

Time: 3.00 hrs.

Max. Marks: 60

பகுதி - அ

(5x1=5Marks)

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

1. கலைத்திட்டம் என்பதன் பொருள் ---- (CLO1, L1)
அ) ஒடுதளம் ஆ) பயிற்சிக்களம் இ)பட்டறை ஈ)பணி அனுபவம்
2. தமிழ் இணையப் பல்கலைக்கழகம் உள்ள இடம் ---- (CLO2, L1)
அ) மதுரை ஆ) சென்னை இ) விழுப்புரம் ஈ)தஞ்சாவூர்
3. இலக்கிய வகைச் சொற்களில் ஒன்று ---- (CLO5, L2)
அ) திரிசொல் ஆ) பெயர்ச்சொல்
இ) வினைச்சொல் ஈ) உரிச்சொல்
4. மொழித்திறனை அளவிட நடத்தப்படும் தேர்வு ---- (CLO4, L1)
அ) குறையறித் தேர்வு ஆ) அடைவுத்தேர்வு
இ) மொழிவல்லமைத் தேர்வு ஈ) பருவத்தேர்வு
5. விடையின் வேறுபெயர் (CLO5, L2)
அ) செப்பு ஆ) காரணம் இ) வழக்கு ஈ) நிலை

பகுதி-ஆ

(5 X 2=10 Marks)

கீழ்க்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

6. கலைத்திட்டம் - வரையறுக்க. (CLO1, L1)
7. கற்பித்தலில் துணைக்கருவிகளின் பயன்கள் யாவை? (CLO2, L3)
8. உயிரெழுத்துக்களின் பிறப்புப் பற்றி எழுதுக. (CLO3, L2)
9. குறையறி சோதனை என்றால் என்ன? (CLO4, L2)
10. நல்லதேர்வின் நற்பண்புகள் யாவை? (CLO4, L4)

பகுதி-இ

(3 x 5=15 Marks)

கீழ்க்காணும் வினாக்களில் எவையேனும் மூன்று வினாக்களுக்கு 250 சொற்களில் விடையளிக்கவும்:-

11. கலைத்திட்ட கோட்பாடுகளை எழுதுக. (CLO1, L2)
12. தமிழ் இணையமின் நூலகம் பற்றிய கருத்துக்களை சீர்தூக்கி காண்க. (CLO2, L5)
13. ஒலியன்களைக் கண்டறியும் கொள்கைகளை ஆராயவும். (CLO3, L4)
14. மதிப்பீட்டின் வகைகள் யாவை? (CLO4, L2)
15. புணர்ச்சியின் வகைகளை ஏற்ற எடுத்துக்காட்டுடன் விளக்குக. (CLO5, L3)

பகுதி-ஈ

(2x15=30 Marks)

கீழ்க்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்:-

16. அ. பள்ளி கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் பற்றி விவரிக்க. (CLO1, L4)
(அல்லது)
ஆ. தமிழ் கற்பித்தலில் தற்கால தொழில்நுட்பத்தின் பங்கு விளக்குக. (CLO2, L3)
17. அ. மதிப்பீட்டின் முக்கியத்துவத்தைக் கூறி,நல்ல தேர்வின் நல்லியல்புகளை பட்டியலிடுக. (CLO4, L3)
(அல்லது)
ஆ. ஏதேனும் மூன்று அணிவகைகளைச் சான்றுகள் தந்து விளக்குக. (CLO5, L3)

PEDAGOGY OF LANGUAGE - ENGLISH- II

Course Code: 24SBPLE

Credits: 3**Number of Hours – 75 (L- 30; T-15;P-30)****Course Learning Outcomes (CLOs)**

The student teacher

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

Unit I : Aims, objectives and teaching skills (L – 8; T – 2 ; P – 3)

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

Task Assessment : Prepare and submit an episode on any one of the micro skills**Unit II : Methods and Approaches (L – 4; T – 3; P– 10)**

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

Task Assessment : Compare and contrast the characteristics features of methods and approaches**Unit III : Pronunciation and Spoken English (L-7; T-4; P-5)**

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

Task Assessment : Critically analyse and submit the speaking activities given in the textbooks of classes VI and X**Unit IV : Listening Comprehension (L -7; T-3 ; P -7)**

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

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

Unit V : Resources of Teaching English**(L - 4; T - 3; P - 5)**

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

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

Note : The students should select any two of the given five Task Assessments.

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PEDAGOGY OF LANGUAGE ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	categorizes the micro teaching skills in teaching English (L2)	1,2,3,4,5,7,8	1,2,5,7,9,10
2	Gets mastery of the various methods and approaches in teaching English (L3)	1,2,3,4,5,7,8	1,2,5,6,7, 9,10
3	Practices correct pronunciation in spoken English (L5)	1,2,3,4,5,7,8	1,3,4,5,8,9
4	discriminates listening for perception and comprehension (L4)	2,5,6,7,8	1,5,7,8,9,10
5	identifies types of English Reader (L1)	1,5,6,8	1, 5, 8, 9 ,7
6	develops the aptitude of teaching English using various resources (L6)	1,2,3,5,6,8	3,4,7,8,9,10

Course Mapping

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

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

PEDAGOGY OF LANGUAGE ENGLISH

Max. Marks: 60

(5x1 = 5 Marks)

Answer all the following questions:-

1. One of the characteristics of micro-teaching is ---- (CLO1, L2)
 - (a) The student-teacher uses all the skills during teaching.
 - (b) The student-teacher takes a lesson for a period of 45 minutes
 - (c) It is one of the teaching methods to be followed in the macro-teaching class as it is.
 - (d) The re-teach-session gives the student teachers the necessary practice for mastering the concerned sub skills.
2. Among the following, the one which is not the direct method is ----- (CLO2, L2)
 - (a) Teaching is done through English language
 - (b) Mother-tongue is the language of instruction
 - (c) Students are made to think in English
 - (d) Both oral and written skills are evaluated.
3. The number of vowel and consonant sounds in English are _____ and _____ (CLO3, L1)
 - (a) 5 and 21
 - (b) 8 and 12
 - (c) 20 and 24
 - (d) 26 and 44
4. Taking down from auditory memory is _____. (CLO4, L2)
 - (a) Spelling
 - (b) Dictation
 - (c) Punctuation
 - (d) Preposition
5. One of the principles of programmed learning is ----- (CLO6, L1)
 - (a) Large Step
 - (b) Self Pace
 - (c) Digital Media
 - (d) Teacher-centered learning

(5 X 2 = 10 Marks)

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

6. Differentiate General Instructional Objectives from Specific Instructional Objectives. (CLO1, L4)
7. Mention any four advantages of play way method. (CLO2, L2)
8. Define diphthongs. (CLO3, L1)
9. Illustrate 'Listening for Perception' and 'Listening for Comprehension'. (CLO4, L3)
10. Evaluate the purpose of teaching supplementary reader? (CLO5, L5)

Section - C (3 X 5 = 15 Marks)

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

11. Explain how the 'Skill of Stimulus Variation' supports an English teacher to teach the concept in real classroom. (CLO1, L4)
12. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning – Justify (CLO2, L5)
13. Why is the learning of English pronunciation difficult for a second language learner? (CLO3, L3)
14. Elucidate the three phases of listening with examples. (CLO4, L3)
15. How will you organize Remedial English Course? Write a plan of action. (CLO6, L6)

Section - D (2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. (a) Discuss the aims of teaching English at secondary level. (CLO1, L2)
(OR)
(b) Describe the salient features of structural-situational approach of teaching English. (CLO2, L4)
17. (a) Illustrate five techniques to develop 'Speaking of English- skill' of your students. (CLO3, L3)
(OR)
(b) Mention the criteria you would bear in mind while selecting an English reader? (CLO5, L5)

மொழி கற்பித்தல் - தமிழ்

Course Code :24SBPLT

Credits : 3

Number of Hours – 75 (L- 30; T-15; P-30)**பாடநெறி முடிவறும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்**

- தமிழ் கற்பித்தலில் நுண்ணிலைக் கற்பித்தல் திறன்களை வேறுபடுத்துவர் (L2)
- கற்பித்தல் அணுகுமுறைகளைக் கொண்டு பாடம் கற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுவர் (L6)
- திருத்தமாக பேசும் முறைகளை அறிந்து மதிப்பீடு செய்வார் (L5)
- தமிழ் கற்பித்தலில் பல்வேறு கற்பித்தல் உத்திகளையும் முறைகளையும் பயன்படுத்துவர் (L4)
- படித்தலின் பல்வேறு வகைகளை அடையாளம் காணுவார் (L1)
- நல்ல கையெழுத்தின் பண்புகளை அறிந்து திறனை மேம்படுத்துவர் (L4)

அலகு 1 : நுண்ணிலைக் கற்பித்தல், கற்பித்தல் நோக்கங்கள்**(L-8; T - 2; P- 3)**

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

பணி மதிப்பீடு: ஏதாவதோர் உயர்நிலை தமிழ்ப் பாடப்பகுதியில் பாடத்திட்டம் தயாரிக்க.

அலகு 2 : தமிழ் கற்பிக்கும் முறைகள்**(L-4 ; T-3 ; P –****10)**

மாண்டிசோரி முறை - விளக்கம்- சிறப்பியல்புகள்- கலப்பு முறைக் கற்றல் - விளக்கம் - வகைகள் - சிறப்பியல்புகள் - கிண்டர் கார்டன் முறை - விளக்கம் - சிறப்பியல்புகள் - வார்தா முறை – விளக்கம் - சிறப்பியல்புகள் - மின் கற்றல் முறை -விளக்கம் - சிறப்பியல்புகள் - காணொலிக் காட்சிவழிக் கற்றல் - விளக்கம் - சிறப்பியல்புகள்

பணி மதிப்பீடு: வார்தா கல்விமுறையின் மொழி பயன்களை தொகுத்து கட்டுரை வரைக

அலகு 3 : கேட்டல், பேசுதல் திறன்கள்**(L-7 ; T-4 ; P- 5)**

கேட்டல் திறன்- விளக்கம்- நோக்கங்கள்- கேட்டலின் நிலைகள்- கேட்டல் திறனைப் பாதிக்கும் காரணிகள் - அகக்காரணிகள், புறக்காரணிகள்-கேட்டல் திறனின் வகைகள்- கேட்டல் திறனை வளர்க்கும் பயிற்சிகள்- பேசுதல் திறன்- விளக்கம்- நோக்கங்கள்- திருந்திய பேச்சின் நல்லியல்புகள் - திருத்தமில்லா பேச்சில் தென்படும் குறைகள் - குறைகளைக் களையும் முறைகள் - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல்

பணி மதிப்பீடு:-நா நெகிழ், நா பிறழ் பயிற்சித் தொகுப்பு தயாரிக்க.

அலகு 4 : படித்தல் திறன்**(L – 7; T–3 ; P– 7)**

படித்தல் திறன்- விளக்கம்- நோக்கங்கள்- படிக்கக் கற்பிக்கும் முறைகள் - எழுத்துமுறை படிப்பு - சொல்முறை படிப்பு - சொற்றொடர் முறை படிப்பு - படித்தலின் வகைகள்-வாய்விட்டுப் படித்தல்- வாய்க்குட்படித்தல் - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு- படித்தல் திறனை வளர்க்கும் பயிற்சிகள் - மதிப்பீடுதல்

பணி மதிப்பீடு: ஏதாவது இரண்டு இணைய தளங்களைப் பகுப்பாய்வு செய்க.

அலகு 5: எழுதுதல் திறன்**(L – 4 ; T–3; P– 5)**

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

பணி மதிப்பீடு:-கையெழுத்துப் பிரதி தயாரிக்க.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது இரண்டு பணிமதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

பார்வை நூல்கள்

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கோமனவல்லி.சி (2016) கல்வியியல் தமிழ் கற்பிக்கும் முறைகள் பாலிமேத் பதிப்பகம்
கோவிந்தராசன்.மு (1990).நற்றமிழ் பயிற்றலின் நோக்கங்களும் முறைகளும், சரஸ்வதி பதிப்பகம்
பெரியண்ணன் கோ. (2016) தமிழ்மொழி கற்பித்தலில் புதிய அணுகுமுறைகள், வனிதா பதிப்பகம்
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www.cict.in (செம்மொழித் தமிழாய்வு மத்திய நிறுவனம்)
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மொழிக்கற்பித்தல் - தமிழ்

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	தமிழ் கற்பித்தலில் நுண்ணிலைக் கற்பித்தல் திறன்களை வேறுபடுத்துவர் (L2)	1,2,3,4,5,7,8	1,2,5,7,9,10
2	கற்பித்தல் அனுகுமுறைகளைக் கொண்டு பாடம் கற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுவர் (L6)	1,2,3,4,5,7,8	1,2,5,6,7, 9,10
3	திருத்தமாக பேசும் முறைகளை அறிந்து மதிப்பீடு செய்வர் (L5)	1,2,3,4,5,7,8	1,3,4,5,8,9
4	தமிழ் கற்பித்தலில் பல்வேறு கற்பித்தல் உத்திகளையும் முறைகளையும் பயன்படுத்துவர் (L4)	2,5,6,7,8	1,5,7,8,9,10
5	படித்தலின் பல்வேறு வகைகளை அடையாளம் காணுவர் (L1)	1,5,6,8	1, 5, 8, 9, 7
6	நல்ல கையெழுத்தின் பண்புகளை அறிந்து திறனை மேம்படுத்துவர் (L4)	1,2,3,5,6,8	3,4,7,8,9,10

Course Mapping

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**PALAYAMKOTTAI – 627 002.****MODEL QUESTION PAPER****மொழிக் கற்பித்தல் - தமிழ் - II****Time: 3.00 hrs.****Max. Marks: 60****பகுதி - அ****(5x1 = 5****Marks)**

சரியான விடையைத் தேர்ந்தெடுத்தெழுதுக:-

1. நுண்ணிலை கற்பித்தல் என்னும் சொல்லை முதன் முதலில் பயன்படுத்தியவர் --- (CLO1 L1)
அ) பாசி ஆ) ஆலன் இ) ஸ்டான்போர்டு ஈ) அசெசன்
2. நேர்வழித் திட்டமிடலைக் கண்டறிந்தவர்----- (CLO2, L1)
அ) ஸ்கின்னர் ஆ) கிரௌடர் இ) ஸ்பென்சர் ஈ) மாண்டிசோரி
3. ஒலியலைகளைப் பற்றிய விழிப்புணர்வு ----- (CLO3, L2)
அ) கேட்டல் ஆ) உற்றுக்கேட்டல்
இ) செவிமடுத்தல் ஈ) நுட்பமாகக் கேட்டல்
4. ஒரு நிமிடத்திற்குள் பார்த்து படிக்கக் கூடிய சொற்களின் எண்ணிக்கை ----- (CLO4, L1)
அ) 100 - 130 ஆ) 140 - 150 இ) 160 - 175 ஈ) 250 - 300
5. ஒலி வடிவங்களைக் வரிவடிவங்களாகக் வெளியிடுவது -----.(CLO5, L2)
அ) எழுத்து ஆ) சைகை
இ) ஒலி ஈ) பேச்சு

பகுதி - ஆ**(5X2=10****Marks)**

கீழ்காணும் வினாக்கள் ஒவ்வொன்றிற்கும் 50 சொற்கள் மிகாமல் விடையளிக்கவும்:-

6. நுண்ணிலை கற்பித்தல் - வரையறு. (CLO1, L1)
7. திட்டமிட்டு கற்றலின் சிறப்பியல்புகளை எழுதுக. (CLO2, L2)
8. பள்ளிகளில் கேட்டல் திறனை வளர்க்கும் செயல்பாடுகள் யாவை? (CLO3, L2)
9. சொல்வதை எழுதுவதால் ஏற்படும் நன்மைகள் யாவை? (CLO5, L4)
10. வாய்விட்டு படித்தல் கற்றல் திறனை மேம்படுத்த உதவுமா - உம் கூற்றை நியாயப்படுத்துக.(CLO4, L5)

பகுதி - இ**(3X5=15 Marks)**

கீழ்காணும் வினாக்களில் எவையேனும் மூன்று வினாக்களுக்கு 250 சொற்களில் விடையளிக்கவும்:-

11. பல்வகை தூண்டல் திறனின் உத்திறன்களை விளக்குக. (CLO1, L2)
12. கலப்புமுறை கற்றலின் வகைகள் யாவை? (CLO2, L2)
13. திருத்தமில்லா பேச்சில் காணப்படும் குறைகளைக் களையும் முறைகளை எழுதுக. (CLO3, L3)
14. அகன்றபடிப்பு, ஆழ்ந்த படிப்பிற்குள்ள வேறுபாடுகளை எழுதுக.(CLO4, L4)
15. நல்ல கையெழுத்தின் நல்லியல்புகள் யாவை? (CLO5, L2)

பகுதி - ஈ

(2X15=30 Marks)

கீழ்க்காணும் வினாக்களுக்கு 750 சொற்களில் விடையளிக்கவும்:-

16. அ. திருந்திய பேச்சின் நல்லியல்புகளைப் பட்டியலிட்டு
விரித்தெழுதுக. (CLO3, L4)

(அல்லது)

ஆ. படிக்க கற்பிக்கும் முறைகளை விவரித்தெழுதுக. (CLO4, L2)

17. அ. செய்யுள் பாடப்பகுதிக்குப் பாடத்திட்டம் ஒன்று எழுதுக. (CLO1, L6)
(அல்லது)

ஆ. எழுத கற்பிக்கும் முறைகளை விளக்குக.(CLO5, L3)

ELECTIVE - PHYSICAL AND HEALTH EDUCATION

Course Code: 24SBEPH

Credits : 3

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

Course Learning Outcomes

The student teacher

- describes the origin and development of Olympic games. (L1)
- applies the knowledge to organize Physical activities and tournaments. (L1)
- revises the concepts of Health Education. (L5)
- analyzes the causes of malnutrition and vitamin deficiency diseases. (L4)
- applies knowledge of injuries and to provide first aid during emergencies. (L3)
- realizes the importance of recreation in daily life. (L3)

Unit I : Nature of Physical Education

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

Physical Fitness- Meaning, Definition, Components and Benefits of Physical Fitness, Factors Influencing Physical Fitness - Origin and Development of Ancient and Modern Olympics - Olympic Torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games.

Task Assessment: Prepare a report on “Indian Participation in Olympic Games”.

Unit II : Physical Education and Recreation

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

Recreation – Meaning, Definition, Objectives; Levels of Recreation, Importance of Methods and Materials in the Teaching of Recreation – Aquatic activities, Art & Craft, Calisthenics, Camping, Dance, Drama and Outdoor Activities.

Task Assessment: Prepare a booklet depicting various recreational activities indicating levels of recreation.

Unit III : Organizing Physical Activities and Tournaments

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

Intramural and Extramural Competitions - Intramural Competition Committee, Tournaments - Types of Tournaments, Single Knock out Tournament – Merits and Demerits, Method of Drawing Fixtures for Single Knock out Tournament, Athletic meet -- Pre Meet Work, Meet Work and Post Meet Work.

Task Assessment: Prepare a report on “Sports Meet” with the details of Pre Meet, Meet and Post Meet works.

Unit IV : Concept of Health Education

(L-5 ; T - 4; P -

11)

Health Education - Meaning, Definition - Personal Hygiene - Health Services in Schools -Causes, Symptoms and Prevention of Common Cold, Malaria, Typhoid,

Dengue, Diabetics, Cancer and HIV/AIDS - Food - Meaning, Constituents of food, Deficiency Diseases, Malnutrition - Balanced diet

Task Assessment: Analyze the measures taken by the model school to protect the health and hygiene of the students.

Unit V – Safety Education and First Aid

(L- 9 ; T - 5 ; P -

4)

Safety Measures in Play fields, Road, School and Home - First Aid: Road, Water, Fire Accidents and Snake Bite - Principles of First Aid, First Aid Equipment, First Aid to Common Sports Injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

Task Assessment: Prepare an awareness video on Road Safety/First Aid to any injury to create awareness among School Children

Note : The students should select any two of the given five Task Assessments.

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PHYSICAL AND HEALTH EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the origin and development of Olympic games. (L1)	1, 2, 3, 4,5,7,8	1,2,3, 6
2	applies the knowledge to organize Physical Education activities and tournaments. (L4)	1, 2, 3, 4,5	1,2,3,4,5,9
3	revises the concepts of Health Education. (L5)	1, 2, 3,4, 6, 7, 8	3,4,5,6,8,9
4	analyzes the causes of malnutrition and vitamin deficiency diseases. (L4)	1,2, 3, 4, 6, 7	3,4,5,6,8,9
5	applies the knowledge of injuries and to provide first aid during emergencies. (L3)	1, 2, 5, 6, 7, 8	3,4,5,6,8,9,10
6	realizes the importance recreation in daily life. (L3)	2, 3, 4, 5, 6, 7, 8	3,5,6,7,8,9,10

Course Mapping

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

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

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

I B.Ed - II Semester Examination

ELECTIVE - PHYSICAL AND HEALTH EDUCATION

Marks: 60

Time: 3 hrs

Part - A

Answer all the questions:-

(5x1=5 marks)

1. The Olympic motto is _____, _____, _____ (CLO1,L1)

a) Altius, Citius, Fortius	b) Altius, Citrus, Fortius
c) Citius, Altius, Fortius	d) Altius, Fortius, Citius
2. The distance of marathon run is _____ (CLO1,L2)

a) 24.263 kilometers	b) 42.263 kilometers
c) 24.363 kilometers	d) 42.363 kilometers
3. Extramural competition is the _____? (CLO2,L1)

a) competition between the colleges	b) competition between the Students
c) competition within the college	d) competition within the classroom
4. Single knock out tournament is _____ (CLO2,L1)

a) single pulling out tournament	b) single window tournament
c) single bye match	d) single elimination tournament
5. The food which is rich in fibre is _____ (CLO4, L1)

a) Grians	b) Leafy vegetables
c) Green Vegetables	d) fish

Part - B

Answer all the questions:-

53x2=10 marks)

6. Define Extramural competition (CLO2,L1)
7. write any two merits of intramural competitions (CLO2, L2)
8. What is olympic motto? (CLO1, L1)
9. List down the levels of Recreation? (CLO5,L2)
10. What are the constituents of food? (CLO4, L1)

Part - C

Answer any three of the following questions:-

(3x5=15 marks)

11. Write the differences between ancient and modern olympic games? (CLO1, L4)
12. Explain the components of health related physical fitness. (CLO2, L3)
13. Draw a fixture for 10 teams in a single knock out tournament. (CLO2, L6)
14. Evaluate the factors affecting good health? (CLO4, L3)
15. Describe the history of Ancient Olympic games? CLO1, (L1)

Part - D

Answer all the questions:-

(2x15=30 marks)

16) a. Origin and development of modern olympic games - explain in detail. (CLO1, L2)

(or)

b. Explain the three different stages of sports meet work. (CLO2, L2)

17. Write about sports injuries and their first aid? (CLO5, L2)

(or)

b) Illustrate the causes and symptoms of communicable diseases (CLO3, L3)

ELECTIVE - SELF SCIENCE EDUCATION

Course Code: 24SBESE

Credits :3

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

Course Learning Outcomes (CLOs)

The student teacher

- Identifies their own potential (L3)
- Recognizes the significance of Intrapersonal Awareness (L1)
- Develops a holistic and integrated understanding of the human self and personalities (L2)
- Understands the nature of intergroup conflict and examine conflict resolution strategies (L4)
- Comprehends the role of teacher (L2)
- Systematizes teaching practices that encourage autonomy, resilience, and a growth mindset. (L6)

Unit 1: Self and Self-Identity

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

Concept of Self and Self-Identity, Self-Esteem, Self Talk, Self Image - Aspects of Development of the Inner Self, Self-Development Strategies - Forms of Self-Expression: Personal constructs, Social Constructs Communication Skills - Self and Identity: Adult-Child gaps

Task Assessment: Reflections on critical moments in finding Self- Identity.

Unit 2: Intrapersonal Awareness

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

Emotional Intelligence: Nature and Importance, Components of Emotional Intelligence: Self-regulation, Self-Awareness, Motivation, Empathy and Social Skills - Stress Tolerance: Stress - Meaning and Definition, Factors Responsible for Inducing Stress, Development of Stress Tolerance -Assertiveness, Self -Actualization and Optimism- Concept, Meaning and Importance

Task Assessment: Organize a brain storming session on stress tolerance

Unit 3: Social Influence and Group Processes

(L-10; T-2; P-5)

Social Bonds, Group Formation, Co-operation & Competition- - Conflict Management- Meaning, Definition, Concept, Stages- Pre-Negotiation Stage, Negotiation stage, Post Negotiation Stage, Conflict Management and Success-Methods of Conflict Resolutions and Group and Social Harmony

Task Assessment: Prepare a report of various ways you will adopt in your class to promote social interaction among the students.

Unit 4: Nature of Group formation

(L-6; T-3; P-5)

Functions of Group: Role, Status, Norms and Cohesiveness - Impact of Groups on Individual Performance: Social facilitation and Social Loafing - Group Conflict - Decision Making in Groups

Task Assessment: Prepare a Report elaborating on your personal values towards Self and Society.

Unit 5: Role of Teacher in Developing Understanding of Self among Learners

(L-6; T-4; P-5)

Reflecting on One 'S Own Childhood and Adolescent years of Growing-Up - Facilitating Development of Awareness About Identity Among Learners - Developing Skills of Effective Listening, Accepting, Positive Regard as A Facilitator

Task Assessment: Analyze the role of the teacher in Identifying the talents within the classroom.

Note: The students should select any two of the given five Task Assessments.

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SELF SCIENCE EDUCATION

S.No	Course Learning Outcomes	PLO	PSO
1	identifies their own potential L3	1,2,4,5,7,8	1,2,3,4,5,6,8,9
2	recognizes the significance of Intrapersonal Awareness L1	1,2,3,4,5,7,8	1,2,3,4,5,8,9,10
3	develops the capacity to establish harmony within a group and methods of conflict resolution L2	1,2,3,4,5,7,8	1,2,3,4,5,6,8,9,10
4	acquaints with the knowledge of emotional intelligence and its importance to personal and professional success L4	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
5	comprehends the role of teacher L2	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
6	systematizes programmes on Emotional Self Awareness. L6	1,2,3,5,7,8	1,2,3,4,5,8,9,10

COURSE MAPPING

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

COURSE MAPPING

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE - SELF SCIENCE EDUCATION

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. The symptom of positive self-esteem is (CLO1, L1)
 - (a) Recognizing your own strengths and accepting your own weaknesses
 - (b) Hating yourself
 - (c) Being unable to trust others
 - (d) Thinking others are better than you
2. Learning to deal with different stressors is CLO2 L2
 - (a) Coping skills
 - (b) Empathy
 - (c) Critical thinking
 - (d) Decision making
3. The best conflict management style is CLO3 L2
 - (a).The avoiding style
 - (b).The problem-solving style
 - (c).The collaborative style
 - d. The smoothing style
4. Productivity and cohesiveness in groups are interconnected as ----- CLO4 L2
 - (a) As productivity increases, cohesiveness likely decreases
 - (b) As cohesiveness increases, productivity likely decreases
 - (c) . As cohesiveness decreases, productivity likely increases
 - (d) . Productivity and cohesiveness neither increases nor decreases
5. Teachers play an important role in ----- CLO5 L1
 - (a) nurturing a student's sense of dignity and self-worth.
 - (b)Help them to identify the positive people in their life
 - (c) Concentrate on strengths and weakness.
 - (d) acts as facilitator

Section - B

(5 X 2 = 10 Marks)

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

6. Mention the forms of self-expression CLO1 L2
7. Write down the factors responsible for inducing stress CLO2 L2
8. What are the stages of negotiation? CLO3 L1
9. Why is social loafing needed for group formation ? CLO4 L4
10. Define Cohesiveness? CLO4 L1

Section - C
Marks)

(3 X 5 = 15

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

11. Discuss about the integrated components of self and identity? CLO1 L2
12. Explain the importance of Optimism?CLO2 L2
13. Describe the Methods of Conflict Resolutions? CLO3 L2
14. Explain the Impact of Groups on Individual performance through Social facilitation? CLO4 L4
15. Role of Teacher in Developing Understanding of Self among Learners is important – Justify ? CLO5 L5

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. .a. Explain in detail about the aspects of development of the inner self, forms of self-expression? CLO1 L3

Or

- b. Describe the effects of Emotional Self-awareness and Success, development of emotional self-awareness in Intrapersonal Awareness of an individual ? CLO2 L3

17. .a. Explain the role of negotiation in social interaction? Discuss the methods of Conflict Resolutions? CLO3 L2

Or

- b. Teacher acts as facilitator in reflecting childhood and adolescent years of growing-up and facilitating development of awareness about identity among learners – Justify CLO5 L5

ELECTIVE - GUIDANCE AND COUNSELLING

Course Code :24SBEGC

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

Credits : 3

Course Learning Outcomes (CLOs)

The student teacher

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

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

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

Task Assessment : Prepare a report on Guidance services imparted to school students

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

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

Task Assessment : Write an evaluative report on vocational guidance.

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

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

Task Assessment : Identify a child with need for personal counselling. List down the factors responsible for abnormal behaviour. Suggest some measures to be adopted as a teacher to rehabilitate the student?

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

Steps in Counselling - Counselling Skills – Attending Skills, Responding Skills, Listening Skills, Skills of Personalizing and Initiating. Qualities of a Counsellor – Role of Teachers as Counsellor and Professional Ethics Associated

Task Assessment : Enact a counselling session in groups prepare a report to improve your skills as a counsellor.

Unit V - Counselling Tools, Techniques and Guidance to students with special needs
(L-6; T-4; P-5)

Counselling Tools and Techniques: Dream Analysis - Sociometric tests, Interest Inventories, Aptitude Tests, Anecdotal Record and Dealing with Problems: Lying, Stealing, Speech Disorders, Alcoholism and Drug – Addiction, Addiction to Media, Gender Related Problems and Learning Problems: Dyslexia, Dyscalculia and Dysgraphia.

Task Assessment : Prepare a mind map on “Learning Disabilities”

Note : The students should select any two of the given five Task Assessments.

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<https://doi.org/10.1038/s41467-023-35721-8>

<https://www.sciencedaily.com/releases/2021/06/210608203711.htm>

GUIDANCE AND COUNSELLING

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

Course Mapping

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

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

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

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

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

Section - B

(5 X 2 = 10 Marks)

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

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

Section - C

(3 X 5 = 15

Marks)

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

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

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

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

EPC IV - SOFT SKILLS ENHANCEMENT

Course Code: 24SBESS

Credits: 2

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

Course Learning Outcomes (CLOs)

The student teacher

- knows about the various aspects of soft skills and learn ways to develop personality (L1)
- enhances the learner's soft skills by giving adequate exposure in LSRW and sub skills. (L3)
- develops attributes that enhance an individual's interactions, earning power and job performance.(L5)
- trains in interview skills, group discussions and presentation skills (L6)
- understand the importance and type of communication in personal and professional environment. (L4)
- learns about leadership ,team building, decision making and stress management (L4)

Unit I : Understanding Self

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

Introduction to Soft Skills-Self-Discovery-Importance of Knowing Yourself-Johari's Window Model - Developing Positive Attitude-Improving Perceptions-Forming Values.

Task Assessment: Create a infographic on your own personal traits aspirations and goals.

Unit II : Interpersonal Skills

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

Developing Interpersonal Relationship-Importance of Interpersonal Skills-Team Building-Group Dynamics- Leadership and Team Building -Net Working-Improving Work Relationship

Task Assessment: Analyse the areas of your weak interpersonal skills and write a report for overcoming the same.

Unit -III : Communication Skills

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

Communication : Meaning and Significance -Principles of Communication-Importance of Listening, Speaking, Reading, Writing Skills in Communication - E-Mails - Netiquette

Task Assessment : Using LSRW skills ,construct a detailed summary of a book.

Unit IV : Interview Skills

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

Job Interviews: Introduction, Resume, Curriculum Vitae, Job Application - Types of Interviews, Preparatory Steps for Job Interviews, Interview Skill Tips, Group Discussion: Introduction, Types of Group Discussions- Importance of Group Discussions.

Task Assessment : Conduct a Mock interview in your classroom

Unit V : Time and Stress Management Skills

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

Introduction-The 80:20 Rule-Sense of Time Management- Five Steps to Successful Time Management - Time Management Matrix- Stress Management: Introduction-Meaning- Kinds of Stress -Sources of Stress - Effects of Stress -Stress Management Tips - Mindfulness-Based Stress Reduction

Task Assessment : Prepare a Time management matrix for your day routine.

Note : The students should select any two of the given five Task Assessments.

Practicum

1. Conduct a Mock interview in your classroom
2. Critically analyse yourself using SWOT analysis.
3. Conduct group discussion on “Dialogue and conversation have similar strategies-Is it Agreeable”.
4. Discuss about “Importance of Soft skills”.
5. Select a book review from any leading newspaper or a magazine/journal and analyze it from the point of view of book review.
6. Skit on “Relationship between a leader and his team”-Conduct in your classroom.

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SOFT SKILLS ENHANCEMENT

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	develops communicative competence among the Students. (L3)	1, 2,4	3, 4, 5,7
2	enhances the learner's soft skills by giving adequate exposure in LSRW and sub skills. (L4)	1, 2,3, 4, 5	3, 4, 5,9
3	enables learners to put the life skills into practice with confidence.(L4)	1, 2, 3, 4,6, 8	1, 3, 5, 7
4	develops attributes that enhance an individual's interactions, earning power and job performance.(L5)	1, 2, 3, 6,7, 8	1, 2, 3, 4, 5, 7, 9
5	prepares them to deal with the external world in a collaborative manner, communicate effectively, take initiative, solve problems.(L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7,8, 9
6	trains the students in interview skills, group discussions and presentation skills, and enhance employability skills in students(L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EPC - SOFT SKILLS ENHANCEMENT

Time: 45 mins.

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

Section - A

Answer all the following questions.

1. The kind of communication, "Talking with yourself", is called as _____. (CLO1, L1)
a. Formal b. Informal **c. Intrapersonal** d. Interpersonal
2. Visual perception as well as mental decoding of the symbols make reading a -----
(CLO2, L2)
a. cognitive process b. behavioural process c. reasoning process
d. decoding process
3. 'Main intention is to seek certain information' is appreciated in ---- (CLO2, L2)
a. empathetic listening b. appreciative listening c. evaluative listening
d. dialogic listening
4. Interpersonal communication can be called as ----- (CLO3, L1)
a. mass communication b. face to face public communication
c. dyadic communication d. virtual reality
5. Successful strategy for an interview is (CLO4, L2)
a. Personal rapport b. Good eye contact c. Clear idea of the key point
d. Good communication

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

6. What do you understand by soft skills? (CLO1, L2)
7. List any five factors that can destroy team spirit. (CLO4, L3)
8. Mention the functions of communication. (CLO5, L2)
9. What are the benefits of effective listening? (CLO2, L1)
10. Why is it important to keep updating one's knowledge and skill? (CLO1, L4)

Section - C

(1X5=5 Marks)

Answer any ONE of the following questions in about 250 words.

11. What are the main causes of stress? How can you reduce or avoid stress? Suggest your own ways. (CLO6, L6)
12. Appraise the predominant features of Group Discussion? (CLO4, L5)
13. Identify the characteristics found in a good listener. (CLO2, L4)

EPC – V - CREATIVE CRAFTS AND AESTHETICS

Course Code: 24SBECA

Credits: 2

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Arts and Crafts – Types

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

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

Task Assessment : Draw and Submit pictures using water colour

Unit II : Performing Arts

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

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

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

Unit III : Educational Instructional Aids

(L-2; T-1; P-

5)

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

Task Assessment : Do free hand drawing using pencil and water colour

Unit IV : Creative Art

(L-2; T-2; P-

6)

Emboss Painting – Glass Painting – Origami – Spray Painting – Print Making

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

Unit V : SUPW : Aesthetic Values

(L-2;T-3; P-

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

Task Assessment : Prepare any two artificial jewellery using clay.

Note : The students should select any two of the given five Task Assessments.

Practicum

Make creative Craft Booklet

1. Origami
2. 3 D Letters
3. Free Hand Drawing
4. Stick figures

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CREATIVE CRAFTS AND AESTHETICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recognize skills and knowledge about the various aspects of art education (L1)	1,3,4	1,3,4,8
2	contribute knowledge in performing arts utilizes leisure time profitably and usefully (L2)	1,3,4,5,6,8	1,3,4,6
3	constructs aesthetic skill and appreciation towards art form (L3)	1,2,4,5,8	1,3,5,7,8,9
4	designs educational instructional aids and creative works (L4)	1,6,8	2,3,4,5,6

Course Mapping

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

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

EPC-VI - LIBRARY AND INFORMATION SCIENCE

Course Code: 24SBELS

Credits: 2

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

Course Learning Outcomes(CLOs)

The student teacher

- states the importance of library in the field of education(L1)
- classifies the documentary and non-documentary sources(L2)
- interprets the various functions of library(L3)
- identifies the different types of e-resources available in the field of education(L4)
- collects the learning resources using library networks(L6)
- utilizes the IT facilities available in the college (L3)

Unit I: Library and Information Society (L-2; T-2; P -4)

Library: Definition Brief History of Library-S.R.Ranganathan-Father of Library Science-Five Laws of Library Science-Types of Libraries-National, Public, Academic and Special Libraries.

Task Assessment: Prepare attractive postures for promoting reading.

Unit II: Information Sources (L-2; T-2; P -3)

Definition of information Sources-Types of reference sources- Documentary Sources- Primary, Secondary and Tertiary Sources-Non Documentary Sources-Electronic/Web sources-e-books-e-journals.

Task Assessment: Read any book/e-book related to education and submit a review about it.

Unit III Information Services (L-2; T-2; P-6)

Reference Service - Current Awareness Service - Selective Dissemination of Information Service (SDI) - Documentation Service - Reprographic Service -Web Based Library Services - Role of Teacher and Librarian in the Use of Library

Task Assessment: Visit a central library or Public library and write a report about its services and functions.

Unit IV: Library Management System (L-3; T -2; P -7)

Structure and Functions of Library-Different Sections of Library-Classification-Cataloguing-Preservation and Conservation of Information Materials.

Task Assessment: Prepare and submit a report of reading and writing activities done throughout the course

Unit V : ICT in Libraries (L-1; T-2; P-10)

Digital Library - Need and Importance of Library Automation - Library Softwares - KOHA Software - OPAC (Online Public Access Catalogue) - RFID (Radio Frequency Identification) Technology in Libraries - Library Networks- DELNET-INFLIBNET-UGC N-LIST Consortium - NDLI (National Digital Library of India)

Task Assessment: Collect and Submit a report about an e-book and an e-journal using DELNET and N-List Consortium

Note: The students should select any two of the given five Task Assessments.

Practicum:

1. Access and submit any e- book and e-journal Using DELNET (Developing Library Network)
2. Access and submit any e- book and e-journal Using INFLIBNET (Information and Library Network).
3. Read e- Newspapers using DELNET (Developing Library Network) and submit a report about it

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- <https://delnet.in>
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LIBRARY AND INFORMATION SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	states the importance of library in the field of education(L1)	1,3,4	1,3,4,8
2	classifies the documentary and non-documentary sources(L2)	1,3,4,5,6,8	1,3,4,6
3	interprets the various functions of library(L3)	1,2,4,5,8	1,3,5,7,8,9
4	identifies the different types of e-resources available in the field of education(L4)	1,6,8	2,3,4,5,6
5	collects the learning resources using library networks(L6)	1,2,3,4,6	1,5,7,8,9,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EPC - LIBRARY AND INFORMATION SCIENCE

Time: 45 mins.

Max. Marks: 20

Section - A

(5x1 = 5 Marks)

Answer all the following questions.

1. Father of Library Science is (CLO 1, L1)
 - a) S.R.Ranganathan
 - b) Henry Fayal
 - c) Melvil Dewey
 - d) Srinivasa Reddy
2. Documentary sources are divided into parts (CLO 2, L2)
 - a) 2
 - b) 3
 - c) 4
 - d) 5
3. Identify the Primary source of information in the following. (CLO 2, L2)
 - a) Bibliography
 - b) Patent
 - c) Dictionary
 - d) Directory
4. INFLIBNET is located at. (CLO 5, L5)
 - a) Lucknow
 - b) Allahabad
 - c) Gujarat
 - d) Hyderabad
5. The classification number for Education is (CLO 3, L3)
 - a) T
 - b) E
 - c) D
 - d) N

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

6. Write the definition of Library. (CLO 1, L1)
7. What are different Sections of the library? (CLO 3, L3)
8. Define Primary Sources. Give some examples. (CLO 2, L2)
9. Draw the structure of the library? (CLO 3, L3)
10. Expand the following.(CLO 5 L5)
 - a) UGC
 - b) INFLIBNET
 - c) DELNET
 - d) NISSAT

Section - C

(1X5=5 Marks)

Answer any ONE of the following questions in about 250 words.

11. Explain the implications of any two laws of Library Science?(CLO 1, L1)
12. Write the services provided by INFLIBNET.(CLO 5, L5)
13. Describe information sources. (CLO 2, L2)

COURSE DESIGNERS	
PERSPECTIVES IN EDUCATION (PE)	
1. Psychology of Learners	Dr.R.Indra Mary Ezhil Selvi Ms.E.Michael Jeya Priya Ms.C. Deepa
2. Curriculum Development in the Knowledge Era	Dr.J.Maria Prema Ms. J.Rawoofu Nisha Dr.V.Lavanya
3. Assessment of Learning	Dr.N. Theresita Shanthi Ms. S. Arockia Reena Ms. C.Deepa
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – II	Dr.M.Maria Saroja Ms.E.Michael Jeya Priya
2. Pedagogy of Computer Science – II	Dr.M.Gnana Kamali
3. Pedagogy of English – II	Dr.E.C.Punitha Ms. C.Vennila Santha Ruby
4. Pedagogy of History – II	Dr.A.Jeya Sudha
5. Pedagogy of Mathematics – II	Rev.Sr.Dr.L.Vasanthi Medona Ms.S.Arockia Reena Dr.V.Jani
6. Pedagogy of Physical Science – II	Dr.N.Theresita Shanthi Ms.S. Jebasheela Jenifer
7. Pedagogy of Tamil – II	Dr.G.Esther Maragathamani
PEDAGOGY OF LANGUAGE	
1. Pedagogy of Language – English – II	Dr.E.C.Punitha Ms. C.Vennila Santha Ruby Ms.R.Bhuvaneswari Ms.D.Chandra Prabha
2. Pedagogy of Language – Tamil – II	Dr.Esther Maragathamani
ELECTIVES (Any One)	
1. Physical and Health Education	Dr.S.Josephine
2. Self-Science Education	Dr.V.Lavanya
3. Guidance and Counselling	Rev.Sr.L.Arul Suganthi Agnes
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Soft Skills Enhancement	Rev.Sr.L.Arul Suganthi Agnes Ms. S.Jebasheela Jenifer Ms.C. Deepa
2. Creative Crafts and Aesthetics	Ms. Chellammal
3. Library and Information Science	Dr.P.Johnny Rose
Value - Added Courses. Self-Study Courses Certificate Courses	

Value Added Courses

1. Yoga for Daily Life
2. E- content Development
3. Activity Based Learning

Self-Study Courses

1. Tet Preparatory Course – Phase II
1. Data Communication and Networking
2. Story Telling and Dramatization

Certificate Course (Online)

1. Indian Knowledge System
2. ICT integrated Teaching, Learning and Assessment (online)

SEMESTER - II

VALUE ADDED COURSES

(VAC)

VALUE- ADDED COURSES (VAC - II)

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

YOGA FOR DAILY LIFE

Course Code : 24SBVYG

Course Learning Outcomes (CLOS)

The student teacher

- Identifies the concept of yoga and its significance (L2)
- realises the need of yoga in the present life situation (L1)
- Integrates yoga and meditation in life situation (L5)
- Acquires knowledge of the concepts of yoga and holistic health (L3)
- Performs various asanas, mudras, bhandas correctly and knows their benefits (L6)

Unit I : Foundations of Yogasana

Introduction - Meaning, Definition - Benefits of Yogasanas - Guidelines for doing Asanas - Surya Namaskar - Benefits of Surya Namaskar

Unit II : Understanding Standing Position Asanas

Procedure and benefits of Standing position Asanas - Thadasana - Ekapada Asana - Chakrasana - Uthkadasana - Trikonasana.

Unit III : Benefits and Practicing Sitting Position Asanas

Procedure and benefits of Sitting Position Asanas - Dandasana - Padmasana - Vajrasana - Sukasana - Yogamudra - Mandukasana - Mahamudra - Janusirasana - Paschimothasana - Ustrasana - Vakrasana - Gomukhasana.

Unit IV : Optimizing core strength with Asanas

Procedure and benefits of Lying position Asanas - Bhujangasana - Salabhasana - Dhanurasana - Naukasana - Makarasana - Pavana Mukthasana - Suptha Vajrasana - Matsyasana - Uddhana Padasana - Navasana - Halasana - Chakrasana - Savasana

Unit V : Rejuvenate the Life Force

Pranayama - Rules for Pranayama - Nadi Suddhi, Ujjaiyi, Seethali, Sithkari, Kapalabathi - Mudras - Chin mudra, vayu mudra, shunya mudra, prithvi mudra, surya mudra, varuna mudra, prana mudra, apana mudra, apana vayu mudra - Bandham - Jaladhara bandam, Uddyana bandam, Moola bandam.

References:

Georg Feuerstein (2002) The Yoga Tradition: Its History, Literature, Philosophy and Practice. Bhavana Books & Prints.

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E- CONTENT DEVELOPMENT

Course Code : 24SBVEC

Course Learning Outcomes (CLO s)

The student teacher

- explains the meaning, need, importance, and types of e-content in education. (L1)
- follows the e-content development process, including scripting, stages, and phases, to create high-quality e-content. (L3)
- evaluates different authoring tools, such as survey tools, animation tools, and graphic editing tools, and choose the best one for a specific e-content purpose. (L5)
- creates interactive and engaging e-content using various tools, such as infographic and chart maker tools, presentation tools, media integration tools, TED-ED, and Canvas. (L6)
- designs and constructs an e-content project by synthesizing different instructional design models. (L6)

Unit I : Introduction to E-Content

E-Content: Meaning, Need, Importance, and Types – Kinds of E- Content Tools: freeware, open Source, proprietary, public domain – Roles and responsibilities of E- Content writer: Content Creation, Content Editing, Content Collaboration, Content Evaluation, Content Development

Unit II : E- Content Authoring Tools

Authoring Tools: Meaning, Need, Importance, Features, and Types – Survey Tools: Need, Importance, and Examples – Animation Tools and Graphic Editing Tools: Features and Applications

Unit III : Interactive Content Creation Tools

Infographic and Chart Maker Tools: Features and Applications – Powerpoint Presentation Tools: Features and Applications – Media Integration Tools: Features and Applications – Creating Interactive lessons using TED-ED and Canvas – Adding Apps and Quizzes in Canvas

Unit IV : Audio & Video Content Creation Tools

Podcast in Education: Meaning, Need, and Steps –Audacity: Features and Applications – Screen Recorders and Open Source Video Editors: Features and Applications – Video Editing Techniques: Tips and Tricks

Unit V : Designing and Development of E-content

E-content development: Meaning, Objectives, Need and UGC Guidelines- - E-content Development Process: Scripting, Stages, and Phases- E-content Development Model: Four Quadrant Approach, ADDIE, Dick and Carey, ASSURE

References:

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ACTIVITY BASED LEARNING

Course Code : 24SBVAL

Course Learning Outcomes (CLO s)

The student teacher

- generalizes quality in Education (L2)
- applies concepts to make children's participation (L3)
- integrates self-confidence and Self-reliance (L6)
- determines the evaluation procedure of the activity (L5)
- identifies the technical and professional competency that the students can learn to activity based learning (L4)

Unit- I : Introduction

ABL: Meaning – Definition – **Characteristics** – Process of ABL Method – Rationale for ABL – Benefits – Teachers Role

Unit II : Learning Strategies

Card Ladder – LOGOS and Grouping charts. Types of ABL Conventional Method – Learner-Centered Method – Learning within the World – ABL and children with disabilities.

Unit III : Classroom Processes

Preparing the classroom for ABL – Restructure of ABL – Assessment Techniques: Achievement chart – Challenges faced in ABL classroom.

Unit IV: Activities Included in Learning Process

Dramatization – Quizzes – Group discussions – Role play – Brainstorming – Problem solving – Debate – Field work – Discovery Learning – Project – Concept Mapping. Active Learning by thinking, discussing, investigating & creating.

Unit V: Teacher Student Relationship

Teachers as trusted participants – Teacher Student Relationship – students' autonomy and improve Self Accessing Strategy – Benefits of teacher – Impact on India.

References

Activity Based Learning Methodology Can Bring Improvement in Quality of Education in India Deepa Awasthi Research Scholar, Department of Education, University of Lucknow.

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https://en.wikipedia.org/wiki/Active_learning

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College Classroom Jennifer L. Faust & Donald R. Paulson California State University, Los Angeles

https://assets.publishing.service.gov.uk/media/58db95a3e5274a06b0000046/Report_1.pdf

SEMESTER II

SELF-STUDY COURSES

(SSC)

Self-Study Courses (SSC - II)

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

Course Learning Outcomes

The student teachers

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

Duration

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

Awarding Certificate

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

Guidelines for conducting Self Study Courses

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

TET PREPARATORY COURSE - PHASE II

Course Code : 24SBST2

COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

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

Unit I : GROWTH AND DEVELOPMENT OF THE CHILD**Unit II : THEORIES OF CHILD DEVELOPMENT****Unit III : ATTENTION, PERCEPTION AND MEMORY****Unit IV : MOTIVATION AND LEARNING****Unit V : INTELLIGENCE AND CREATIVITY****Unit VI : PERSONALITY****Unit VII : SOCIALIZING AGENCIES OF CHILD DEVELOPMENT****Unit VIII : PEDAGOGICAL CONCERNS - PART I****Unit IX : PEDAGOGICAL CONCERNS - PART II****தமிழ்: (வகுப்பு VI முதல் VIII)**

பேசுதல் திறன், எழுதுதல் திறன், நிகழ்ச்சி நிரல் தயாரித்தல், அறிக்கை எழுதுதல், முடிக்கத் தொடர்கள் எழுதுதல், இலக்கணம், செய்திகள், கருத்துகள், நூல்கள் ஆகியவற்றை கருத்தாய்வு செய்து எழுதுதல்

English: (STD VI TO VI)

Area/Skills: Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Supplementary Reader.

Maths: (STD VI TO VIII)

Area/Skills: Number system - I and II, Measurements, Algebra, Life mathematics, Geometry, statistics, Information processing.

Science: (STD VI TO VIII)

Area/Skills : Measurement, Forces and Motion, Heat, Electricity, Magnetism, Matter around us, Changes around us, Air, Water, Chemistry in Everyday life, Living

world of Plants and Animals, Health and Hygiene, The Cell, Human Organ System, Plants in daily life, Reproduction and Modification in Plants.

Social Science: (STD VI TO VIII)

Area/Skills: Human Evolution, Indus Civilisation, Ancient Cities of Tamilagam, Vedic Culture in North India and Megalithic Culture in South India, Great Thinkers and New Faiths, Society and Culture in Ancient Tamizhagam: The Sangam Age, The Post-Mauryan India, The Age of Empires: Gupta and Vardhanas, The Universe and Solar System, Land and Oceans, Resources, Globe, Understanding Diversity, National Symbols, The Constitution of India, Democracy.

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தமிழ் - 6 - 10 வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2022)

English – VI-X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)

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

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

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

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

Tamil Nadu School Textbook Classes VI to VIII (New Syllabus 2022-23)

INTERIOR DECORATION

Course Code : 24SBSID

Course Learning Outcomes (CLOs)

- extrapolates the principles of interior design (L2)
- interprets the knowledge of color pattern (L3)
- adapts the strategy of designs in interior and exterior (L4)
- interprets the knowledge of motif design (L3)
- implements the principles of art elements in the creation of new design (L2)

Unit-I : Interior design

Interior Design – Meaning and concepts. Development - a historic review. Place of interior design in the modern era- changing trends and salient features. Objectives of aesthetic planning - Beauty, expressiveness, functionalism and economy. Good taste –meaning, role and importance. Need for developing skill in aesthetics.

Unit II: Decorative Design

Design –Definition, meaning, purpose. Types - Structural and decorative design and characteristics. Classification of decorative design - Naturalistic, conventional, geometric, abstract, historic and biomorphic.

Unit III : Elements of Design

Elements of design - Line and direction, form and shape, size, colour, light, pattern, texture and space. Application of elements to form designs in interior and exterior. Application of colour harmonies in the interiors and exteriors.

Unit IV : Principles of Design

Principles of design –Balance, rhythm, emphasis, harmony, proportion – meaning, and its application in the interior and exterior houses and other commercial buildings.

Unit V : Motif design

Motif- meaning. Development of design from motifs and application of motifs in interior decoration. Man as a consumer of design, qualities and role of a good interior designer. Career options for interior designers.

References

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- Shea, L., Grimley, C., Love, M. (2013). The Interior Design Reference & Specification Book: Everything Interior Designers Need to Know Every Day. Rockport Publishers.
- <https://mindfulmantraembroidery.com/products/stick-and-stitch-designs-e-book-t-shirt-motifs>
- <https://isdi.in/blog/the-elements-and-principles-of-interior-design/>
- https://bharatskills.gov.in/pdf/E_Books/IDD_Volume_II_of_II_Theory.pdf
- <https://www.just.edu.jo/~arabed/assets/files/The-FundamentalsOfInteriorDesign-ARCH593A.pdf>
- https://www.iiid.in/files/upload_pdf/IIID-Design-Handbook.pdf

DATA COMMUNICATION AND NETWORKING**Course Code : 24SBSN****Course Learning Outcomes (CLOs)**

The student teacher

- describes the function of communications and networking model (L1)
- differentiates the methods of data transmission (L2)
- practices the techniques of transmission modes (L3)
- categorizes the Guided and Unguided transmission media (L4)
- analyzes the services of networking protocols and OSI model (L5)

Unit I: Introduction to Communications and Networking

Introduction - Fundamental concepts - Data communications - Protocols-standards - Standards organizations - Signal propagations- Analog and Digital signals- data transmission rate and the bandwidth.

Unit II: Analog and Digital Transmission Methods

Introduction - Analog signal, Analog transmission - Digital signal, Digital transmission - Baud rate and bits per second -, Digital (Storage and) transmission.

Unit III : Modes of Data Transmission and Multiplexing

Introduction - Parallel and Serial communication - Asynchronous, Synchronous and Isochronous communication - Simplex, Half-duplex and Full-duplex communication - Multiplexing - Types of Multiplexing

Unit IV : Transmission Media

Introduction - Guided media - Un Guided media - Shannon capacity. Network topologies, switching and routing algorithms: Introduction - Mesh topology - Star topology - Tree topology - Ring topology - Bus topology - Hybrid topology - Switching basics- Circuit switching - Packet switching - Message switching Router and Routing.

Unit V : Networking Protocols and OSI Model

Introduction - Protocols in computer communications - The OSI model - OSI layer functions. ATM - Packet size - Virtual circuits in ATM - ATM cells - Switching - ATM layers .

References

Computer Networks'' - Andrew S. (2010) Tanenbaum, 4th Edition, PHI.
Data and Computer Communications, W. Stallings, (2012) Eight Edition, Pearson Education.

Introduction to Data communication and networking “ – Behrouz Forouzan - Tata
Mcgraw Hill 2nd Edition,2006

<https://www.guru99.com/layers-of-osi-model.html>

<https://www.google.com/search?client=firefox-d&q=TRANSMISSION+MEDA>

<https://www.geeksforgeeks.org/data-communication-definition-components-types-channels/>

https://www.nios.ac.in/media/documents/330srsec/online_course_material_330/Theory/Lesson_05.pdf

<https://www.educba.com/computer-network-vs-data-communication/>

[https://www.tvu.edu.in/wpcontent/uploads/2020/01/DCN_Notes_Final%20\(1\)_compressed.pdf](https://www.tvu.edu.in/wpcontent/uploads/2020/01/DCN_Notes_Final%20(1)_compressed.pdf)

Douglas Comer, “Computer Networks and Internets”, 5th Edition, Prentice Hall,
2009.

<https://www.tutorialspoint.com>

<https://www.computerhope.com/jargon/e/email.htm>

<https://www.quora.com>

<https://www.webopedia.com>

<https://www.hackingarticles.in>

<https://techdifferences.com>

<https://www.slideshare.net>

STORY TELLING AND DRAMATIZATION

Course Code : 24SBSSD

Course Learning Outcomes (CLOs)

The Student teacher

- understand the cultural, historical, and psychological aspects of storytelling. (L1)
- analyze different mediums and elements of storytelling. (L3)
- recognize the meaning and importance of drama. (L2)
- identify the various forms of drama. (L4)
- develop strategies of storytelling and drama techniques to engage and connect with diverse audiences. (L5)

Unit I: Introduction to Storytelling

Storytelling: Meaning, Definitions – Significance of storytelling: Historical, Cultural and Psychological impact – Forms: Oral storytelling traditions, Storytelling in literature and folklore.

Unit II: Presentation of Narratives

Medium of storytelling: Digital storytelling and multimedia narratives – Techniques: Character development and portrayal, Plot development – Integration of content – Use of visual aids – Voice modulation – Elements: Setting, Use of imagery, symbolism, and moral considerations.

Unit III: Introduction to Drama

Drama: Origin of Theatre and drama, Meaning, Definition, Importance – Elements of Drama: Plot, Character, Thought, Diction, Melody and Spectacle – Structure of Drama – History of Theatre – Role of Theatre in Human Culture – Elements of Theatre.

Unit IV: Categories of Drama

Classification of Drama: Formal Drama: Tragedy, Comedy – Thematic Drama: Historical, Mythological, Romantic – Stylistic Drama: Realistic, Symbolic, Expressionistic and Epic – Tragedy and Melodrama.

Unit V: Procedural Strategies of Storytelling and Drama

Strategies to develop and present storytelling performances – Representing diverse perspectives and voices – Strategies to Present drama: Mime – Simulation – Role-Play – Scripted play – Advantages of Storytelling and Drama.

References

- Brandon & James, R. (2018). The Cambridge Guide to Asian Dramas. Cambridge: Cambridge University Press
- Haven & Kendall. (2014). Story Smart: Using the science of story to persuade, influence, inspire and teach. Santa Barbara, CA: Libraries Unlimited
- Simmons & Annette. (2019). The story factor: inspiration, influence & persuasion through the art of storytelling, 3rd Edition. New York: Basic Books.
- Creative Learning. (2021). What are the key elements of drama?. The Grand Theatre Blackpool. Retrieved from: <https://blackpoolgrand.co.uk/what-are-the-key-elements-of-drama>

SEMESTER II CERTIFICATE COURSES

INDIAN KNOWLEDGE SYSTEM (IKS)

Credits : 2

Number of Hours: 30 hours

Course Learning Outcomes (CLOs)

The student teacher

- recalls key concepts of the Indian Knowledge System (L1)
- explains the significance of arts and aesthetics in Indian architecture (L2)
- applies principles of ancient Indian social systems and values (L3)
- analyzes India's contributions to science and technology to modern education (L4)
- evaluates the integration of Indian Knowledge System into education (L5)
- designs innovative strategies to integrate traditional knowledge into education (L6)

Unit I: Foundations of Indian Knowledge System

Concept of Knowledge in Indian Tradition - Meaning and Scope of Indian Knowledge System - Types of Knowledge in Indian Tradition - Epistemological thoughts in India - Sources of Knowledge - Traditional Forms of Knowledge Dissemination.

Unit II: Indian Art and Aesthetics

The Concept of Navarasa (nine emotions) and their Significance in art - Folk Art and Art as an Educational Tool - Architecture as a Form of Art: Influence of Spirituality on Temple Architecture and Rock-cut Architecture and Cave Temples.

Unit III: Indian Social Systems and Education

Values in Family and Social Structure - Social Institutions and Governance - Law and Justice in Ancient India - Role of Festivals and Rituals in Social Education - Civic Responsibilities and Ethics.

Unit IV: Science and Technology in Indian Knowledge System

Contributions of India to Mathematics, Astronomy, Medicine, Metallurgy and Architecture - Significance of Traditional Crafts, Agricultural Practices and Technological Achievements - Sustainable and Holistic Approaches in Contemporary Science Education.

Unit V: Integration of Indian Knowledge System in Modern Education

Integration of Ayurveda, Yoga, and Meditation in Modern Educational Frameworks - Utilizing Digital Tools to Revive and Teach Traditional Knowledge - Integrating Indian Knowledge in Modern Curriculum - Teacher's Role in Indian Knowledge System.

References

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- Debi, P. (1990). *Educational Philosophy in Ancient India*. Concept Publishing Company.
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- Kapur, J. N. (1989). *The History of Science and Technology in Ancient India*. Indian National Science Academy.
- Majumdar, R. C. (Ed.). (2001). *The History and Culture of the Indian People: The Classical Age* (Vol. 3). Bharatiya Vidya Bhavan.
- Rao, S. R. (Ed.). (2004). *Indian Knowledge System*. Munshiram Manoharlal Publishers.
- Singh, B. N., & Rastogi, S. (2002). *The Indian Knowledge System and Modern Science*. National Institute of Science Communication.
- Dwivedi, V. P. (2017). *Indian Knowledge System and Human Values*. Shree Publishers.
- Ganesh, K. R. (2014). *Indigenous Knowledge System in India: Towards Sustainable Development*. Springer.
- Gupta, M., & Shankar, V. (Eds.). (2016). *Ancient Indian Wisdom for Modern Management*. SAGE Publications India.
- Rao, M., & Sharma, S. (2018). *Heritage of Ancient Indian Knowledge System*. National Book Trust.
- Sharma, R. (2018). *The Foundations of Indian Knowledge System: An Academic Exploration of Indigenous Learning*. Kalpaz Publications.
- Singh, B. (2019). *Modern Science and the Ancient Indian Knowledge System: Bridging the Gap*. New Age International.

ICT integrated Teaching, Learning and Assessment (Online)

Course Code : 23SBCIC

Requirements:

Digital gadgets (Desktop/Laptop/Smart Phone) with Internet Connectivity

Duration: 4 weeks

(30 hours)

Course Learning Outcomes (CLOs)

The Student Teacher,

- acquires the knowledge of web teaching tools such as Piktochart, Nearpod (L3)
- receives the platform to avail the Open Educational Resources (L3)
- practices the online assessment tools such as H5P and e-rubrics (L5)
- produces the video tutorial using open access tools (L6)
- creates the digital classroom and manages the content (L6)

Unit I: ICT tools for teaching

(6 hours)

Creation of Concept Map: Jam board, Drawing, Miro-Nearpod, Infographics: Piktochart

Unit II: Open Educational Resources

(6 hours)

Images, Videos, Pdf drive net, Bookboon, MOOCs: SWAYAM, Coursera, Udemy, FutureLearn

Unit III: ICT tools for Assessment

(6 hours)

Interactive Video-Html H5P, E-Rubrics, Reflective Journal (Blogs, WordPress)

Unit IV: e-Content Production

(6 hours)

Adobe Spark, Video Capturing software-OBS, audio editing software-audacity, video Editing tool-Olive, Creation of YouTube channel

Unit V: Learning and Management System

(6 hours)

Google Classroom, Canvas

Task Assessment: 2 x 25 points = 50 points

1. Creation of course either Google Classroom or Canvas, add students, post content.
2. E-content production with the help of open source tools and upload into the YouTube channel.

References

- Canvas LMS Tutorial - Using Modules to Build a Course is available at https://www.youtube.com/watch?v=SjRufr1AR_o&t=162s
- Complete Workshop on H5P (Part-1), H5p PPT Introduction, Demo, Interactive Video is available at <https://www.youtube.com/watch?v=wyr1uxzW38>
- Coursera login page is available at <https://www.coursera.org/in>
- Developing e-rubrics for mice course for facilitating online learning is available at <https://www.youtube.com/watch?v=3nmzheKF9AA>
- eBooks for you to **download for free** is available at <https://www.pdfdrive.com/>
- Futurelearn login page is available at <https://www.futurelearn.com/>

- Google Drawings the Complete Overview for Beginners' is available at https://youtu.be/m_SRYwmj41Y
- Google Jamboard' is available at <https://jamboard.google.com/>
- How To Create A YouTube Channel! (2020 Beginner's Guide) is available at <https://www.youtube.com/watch?v=6o7qODwjEz8>
- How To Make a Website With WordPress - 2021 (Beginners Tutorial) is available at <https://www.youtube.com/watch?v=O79pJ7qXwoE>
- How to Use Adobe Spark - Beginner's Tutorial is available at <https://www.youtube.com/watch?v=3zH5LNt8dH8>
- How to use Audacity to Record & Edit Audio - Beginners Tutorial is available at <https://www.youtube.com/watch?v=yzJ2VyYkmaA>
- How to Use Google Classroom - Tutorial for Beginners is available at <https://www.youtube.com/watch?v=pl-tBjAM9g4>
- How To Use Google Jamboard Tutorial For Teachers & Students - 2021 Guide' is available at https://youtu.be/8ikEojc9_wI
- How To Use Nearpod tutorial 2021 - Teacher Guide For Beginners is available at <https://www.youtube.com/watch?v=XVmkS4nGq5E>
- How to use OBS for Screen Recording or Streaming - Beginner Tutorial is available at
- How to Write a Reflective Journal with Tips and Examples is available at <https://journey.cloud/reflective-journal/>
- HTML 5 Package (H5P) Content Interaktif Moodle - Suatu Inovasi Luar Biasa Mendukung eLearning is available at <https://www.youtube.com/watch?v=XteOb2PS-30>
<https://www.youtube.com/watch?v=ySENWFIkL7c>
- Miro App: Full Miro Tutorial for Beginners in 2021! (A-Z Miro Guide) is available at <https://www.youtube.com/watch?v=vcCcFlXmIU>
- Miro collaborative board' is available at <https://miro.com/>
- Nearpod login page is available at <https://nearpod.com/>
- Olive Video Editor: Beginners Tutorial is available at <https://www.youtube.com/watch?v=UJFkPjHxccc>
- Piktochart is available at <https://piktochart.com/>
- Piktochart  All-in-one visual communication tool YouTube channel is available at <https://www.youtube.com/c/Piktochartvideo>
- Rubrics: Useful Assessment Tools is available at <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/rubrics-useful-assessment-tools>
- Step-By-Step Blogger Tutorial For Beginners - How to Create a Blogger Blog with a Custom Domain Name is available at <https://h5p.org/>
- Step-By-Step Blogger Tutorial For Beginners - How to Create a Blogger Blog with a Custom Domain Name is available at <https://www.youtube.com/watch?v=5n-ZpBo7cHI>
- Stunning free images & royalty free stock is available at <https://pixabay.com/>

- SWAYAM : Complete process of joining any Course is available at <https://www.youtube.com/watch?v=nsV6LhpnBc4>
- The best free stock photos, royalty free images & videos shared by creators is available at <https://www.pexels.com/>
- Udemmy login page is available at <https://www.udemy.com/>

COURSE DESIGNERS		
VALUE ADDED COURSES		
1.	Yoga for Daily Life	Dr.S.Josephine
2.	e-content Development	Dr.M.Gnana Kamali Ms. J. Rawoofu Nisha Dr.V.Jani
3.	Activity Based Learning	Ms. C.Vennila Shantha Ruby Ms. R.Bhuvaneswari Dr.V.Lavanya
SELF-STUDY COURSES		
1.	TET Preparatory Course Phase – II	Dr.E.C.Punitha Ms. S.Arockia Reena
2.	Any one Online Course Swayam	Dr.M.Gnana Kamali
3.	Interior Decoration	Ms. E.Michael Jeya Priya
4.	Data Communication and Networking	Dr. M.Gnana Kamali
5.	Story Telling and Dramatization	Ms. R. Bhuvaneswari
CERTIFICATE COURSE (Compulsory)		
1.	Indian Knowledge System (IKS)	Dr.J.Maria Prema Ms.S.Arocckia Reena Dr.P.Johnncy Rose
2	CT Integrated Teaching Learning and Assessment (Online)	Ms. J.Rawoofu Nisha

SEMESTER-III

Internship

Internship

Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators, peer observation and practice teaching along with regular participation in the school routine during the first year.

Internship Activities

- ❖ Practice of microteaching: 3 skills in Curriculum and Pedagogic Studies and 3 Skills in Pedagogy of Language.
- ❖ School based teaching: Preparation of 40 Lesson Plans in Curriculum and Pedagogic studies and 40 in Pedagogy of Language.
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Curriculum and Pedagogic studies and Pedagogy of Language
- ❖ Teaching aids: student teachers are asked to prepare different types of teaching aids related to the school subjects.
- ❖ Statistical analysis and interpretation: Test scores shall be recorded and analysed.
- ❖ Audio-Visual: Each student teachers shall be given training in operating all the available audio-visual apparatus such as slide projector, OHP, film – strips projector, computer, LCD Projector and smart board.
- ❖ Socially Useful Productive Work: The teacher trainee shall be given opportunity to prepare and participate in 10 socially useful productive works.
- ❖ Community Service: The College would organize extension and community service programmes.
- ❖ Action Research Project: The student teachers can choose any problem related to classroom situation as an Action Research Project and prepare a report.
- ❖ Case Study: The student teachers should make a detailed case study of a school and an individual student and submit reports.
- ❖ Psychological Experiments: The student teachers shall conduct 5 Psychology Experiments and maintain a record of them.
- ❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.

- ❖ Science student teachers shall conduct 5 experiments and maintain an album of them.
- ❖ Humanities student teachers shall prepare an album on any specific theme related to the CPS courses.
- ❖ All the student teachers should individually prepare an album on Assistive technologies for special children
- ❖ Reflective records should be prepared on CCE and Digital and Pedagogic tools
- ❖ Projects shall be conducted for identifying and analysing the diverse needs of learners
- ❖ Projects shall be conducted on issues relevant to Environmental Education

Practical Activities		
S.No.	Particulars	MARKS
GROUP - A -TEACHING COMPETENCE		
1.	Teaching Competence - CPS	180
2.	Teaching Competence - PoL	180
	Total	360
GROUP - B		
I	TEACHING BASED RECORDS	
18.	Criticism Record - CPS	10
19.	Criticism Record -PoL	10
20.	Observation Record - CPS	10
21.	Observation Record - PoL	10
22.	Micro Teaching Record - CPS	20
23.	Micro Teaching Record - PoL	20
24.	Test and Measurement Record - CPS & PoL	30
25.	Psychology Experiments Record	20
26.	Action Research Record	20
27.	Case Study Record	10
II	TEACHING BASED REPORTS	
28.	Report on Reading and Reflecting on School Text Books	10
29.	Reflective Report on Continuous and Comprehensive Evaluation - CPS	10
30.	Report on Identifying and Analyzing Diverse Needs of Learners	10
31.	Reflective Report on Digital and Pedagogic Tools	10
32.	Website Analysis Report - CPS	10
III	TEACHING LEARNING MATERIALS	
33.	Teaching Learning Materials - CPS	25
34.	Teaching Learning Materials - PoL	25
	Total	270

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

SEMESTER - III

VALUE ADDED COURSES

(VAC)

Value Added Courses (Online)

1. Content Knowledge for Competitive Exam
2. Women Empowerment

Self-Study Courses

Self-Study Courses (Compulsory)

1. SWAYAM / MOOC (Online)
2. TET Preparatory Course - Phase III (Online)

Self-Study Courses (Any One)

1. Social Skills
2. Mind Your Mind

CONTENT KNOWLEDGE FOR COMPETITIVE EXAM**Course Code : 23TBVCE****Duration : 30 hrs****Course Learning Outcomes (CLOs)**

The Student Teacher,

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

Unit I : General Science

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

Unit II : History and Culture of India

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

Unit III : Indian National Movement

National Renaissance -Early uprising against British rule -Indian National Congress -Emergence of leaders -B.R.Ambedkar, Bhagat Singh, Bharathiar, V.O.Chidambaranar, Jawaharlal Nehru, Kamarajar, Mahatma Gandhi, Maulana Abul Kalam Azad, Thanthai Periyar, Rajaji, Subash Chandra Bose, and others. Different modes of Agitation: Growth of Satyagraha and Militant movements. Communalism and partition.

Unit IV: Indian Polity

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

Unit V : Current Events

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

References

VI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
VII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
VIII Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
XI Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
IX Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
<https://egyankosh.ac.in/>
<https://www.gktoday.in/current-affairs/>
<https://currentaffairs.adda247.com/>

WOMEN EMPOWERMENT

Course Code : 23TBVWE

Duration : 30 hrs

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I : Introduction

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

Unit II : Social Empowerment

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

Unit III : Economic Empowerment

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

Unit IV : Political Empowerment

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

Unit V : Issues and Challenges in Women Empowerment

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

References:

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

SEMESTER III

SELF-STUDY COURSES

(SSC)

TET PREPARATORY COURSE - PHASE III**Course Code:23TBST3****COURSE LEARNING OUTCOMES (CLOs)**

The Student Teacher

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

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

Syllabus**Link:**

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

REFERENCES:

- Aggarwal, J.C. (2014). Essentials of Educational Psychology, Vikas Publishing House.
- Bhatnagar Suresh. (2016). Childhood and Development Years . R-Lall Book Depot.
- Bower, G.& Hilzard, E. (1977). Theories of Learning. Prentice Hall of India Publications.
- Chauhan, S.S. (2007). Advanced Educational Psychology. Vikas Publications.
- Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.
- Martha Kaufeldt (2010). Begin with the Brain, Second Edition, ISBN: 978-1-4129-7158-4, SAGE Pvt. Ltd.
- Mohan, A. (2011). Psychological Foundations of Education. Neelkamal Publications.
- Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.
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- jkpo; - 6 - 10; tFg;G jkpoehL ghLE}y; kw;Wk; fy;tpapay; gzpfs; fofk; (2022)
- English - VI-X Standard, Tamil Nadu Text Book and Educational Services Corporation (2022)
- Mathematics - Standard VI-X Tamil Nadu Text Book and Educational Services Corporation (2022)
- Science - Standard VI-X, Tamil Nadu Text Book and Educational Services Corporation (2022)

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

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

SOCIAL SKILLS

Course Code: 23TBSSS

Course Learning Outcomes (CLOs)

The Student Teacher

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

Unit – I - Society and Skills

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

Unit – II - Social Skills

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

Unit – III- Types of Social Skills

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

Unit – IV- Process of Social Skills

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

Unit – V- Development of Social Skills

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

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- Bill Scott, *The Skills of Communicating*, Jaico Publishing House
- Catherine Fuller, *Motivational Skills*, Ane Books
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- Richa Dewani, *English Writing Skills*, Wisdom Press
- Richard Nelson-Jones, *Basic Counselling skills*, Sage Publication
- Stephen Bowkett, *100 ideas for Teaching Thinking Skills*, viva continuum
- Sue Bishop, *Assertiveness Skills Training*, Viva Books
- V. Sasikumar, *Oral communication skills*, Foundation Book
- Vijay A., Kamath SJ, *A Skilled Teacher*, Better yourself Books.
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- <https://www.heretohelp.bc.ca> .
- <https://www.nytimes.com>
- <https://www.skillsyouneed.com>

MIND YOUR MIND

Course Code : 23TBSMM

Course Learning Outcomes:

The Student Teacher

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

Unit I : Introduction

Concept of Philosophy of Mind - Biopsychosocial approach - Psychological perspectives

Unit II : Goal Setting and Motivation

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

Unit III : Coping Skills and Dealing With Disappointments

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

Unit IV : MINDFULNESS PRACTICES

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

Unit V: Holistic Wellness

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

References:

- Stephen P. Robbins, Timothy A. Judge, Neharika Vohra(2021), *Organizational Behaviour*, 18th edition, ISBN 978-93-530-6703-8, Pearson India Education Services.
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- <https://www.iedunote.com/motivation-theories>
- <https://old.amu.ac.in/emp/studym/99994745.pdf>

<https://www.habitsforwellbeing.com/perma-a-well-being-theory-by-martin-seligman/>

<https://www.healthline.com/health/mind-body/mindfulness-activities#for-adults>

<https://positivepsychology.com/mihaly-csikszentmihalyi-father>

COURSE DESIGNER		
Value Added Courses (Online)		
1.	Content Knowledge for Competitive Exam	Dr.E.C.Punitha Ms. E.Michael Jeya Priya
2.	Women Empowerment	Rev.Sr.L.Arul Suganthi Agnes Ms.C.Deepa
Self-Study Courses		
Self-Study Courses (Compulsory)		
1.	TET Preparatory Course - Phase III (Online)	Dr.E.C.Punitha Ms. S.Arockia Reena
Self-Study Courses (Any one)		
1.	Social Skills	Dr.J.Maria Prema
2.	Mind Your Mind	Dr.R.Indra Mary Ezhilselvi

SEMESTER - IV

PE-VII- GENDER, SCHOOL AND SOCIETY

Course Code : 23LBPE7

Credits: 3

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

Course Learning Outcomes (CLOs)

The Student Teacher

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

Unit I - Sociology and Education

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

Sociology: Meaning Nature - Sociological Concepts: Society, Community, and Civilization - Educational Sociology: Meaning, Nature and Scope - Relationship between Education and Sociology - Social Groups - Social Stratification, Social Mobility, Social Change and their Consequences - India as a Plural Society.

Task Assessment: Explore and present the Diversity of India as a poster.

Unit II - Social Agencies and their role in Socialization

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

Socialization: Meaning and Nature - Agents of Socialization: Family, School, Peer Group, Religion, Community, Mass Media and Technology - Resocialization - Education as a Social System, Social Process and Process of Social Progress - Culture: Meaning, Nature, Cultural Lag, Conservation, Development and Transmission.

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

Unit III - Concept of Gender

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

Key Concepts: Gender, Sex, Sexuality, Patriarchy, Masculinity, Feminism and gender selection - Types of Gender - LGBTQ+ - Gender Bias, Gender Stereotyping and Empowerment- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity and Region - Transgender: Epistemology and Rights for Social Inclusion.

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

Unit IV -Gender Studies**(L -8; T -3; P - 4)**

Role of School in Modern Society – Paradigm Shift from Women’s Studies to Gender Studies - Social Learning Theory, Conflict Theory of Gender and Gender Schema Theory – Implications in the Indian context.

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

Unit V - Gender issues in school and society**(L - 8; T - 3; P - 4)**

Gender Identity - Schooling of Girls: Inequalities and Resistances - Issues of Access, Retention and Exclusion - Sexual Harassment and Abuse - Impact of Media and Virtual Space - Precautions and Restraints - Discrimination of Gender in School Activities - Gender neutral Classrooms

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

Note: The students should select any two of the given five Task Assessments.

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<https://www.academia.edu/958588/agenciesofsocialisation>
<https://www.uua.org/lgbtq/identity>
<https://www.verywellmind.com/what-is-gender-schema-theory-2795205>
https://nhrc.nic.in/sites/default/files/Study_HR_transgender_03082018.pdf
https://www.academia.edu/1249657/The_Routledge_international_handbook_of_the_sociology_of_education
<https://www.esafety.gov.au/newsroom/blogs/gender-based-online-abuse-6-things-you-can-do-to-prevent-it-this-16-days>
https://www.scusd.edu/sites/main/files/file-attachments/gender_neutral_language_for_the_classroom.pdf

GENDER, SCHOOL AND SOCIETY

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recalls the basic principles of sociology (L1)	1, 3, 4	1,3, 4, 8
2	identifies the agents of socialization (L2)	1,3,4, 6,8	1,3, 4, 6,
3	examines the concept of system and role of school in social systems (L3)	1, 2, 4, 6, 7, 8	1, 2, 3, 6
4	relates the concept of gender as a social construct (L4)	1, 2, 3, 4, 5,	1, 2, 3, 5, 7, 8
5	criticizes gender-based issues in the Indian context (L5)	1, 2, 5, 6, 7, 8	1, 3, 4, 5, 9
6	formulates plan to prevent sexual harassment and abuse in schools (L6)	2, 3, 4, 5,6, 7, 8	1, 3, 5, 6, 9, 10

Course Mapping

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

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

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

Time: 3 hrs.

Max. Marks: 60

Section – A (5 X 1 = 5)

Answer all the following questions:-

1. Two or more people who share a common identity is known as ---- (CLO1,L1)
a) social unity b) social system
c) social process d) social groups
2. The way a group of people learn and pass ideas and customs is known as ----- (CLO1, L1)
a) cultural transmission b) cultural by
c) cultural lapse d) cultural adoption
3. The patterned network of relationship constituting a coherent whole in a society is ---- (CLO2, L1)
a) social process b) social system
c) social cohesion d) social network
4. The over generalizations about the characteristics of an entire group based on gender is -- --(CLO4, L1)
a) Gender stereo type b) Gender discrimination
c) Gender Bias d) Gender inequality
5. The process of learning to behave in a way that is acceptable to society is ----- (CLO3, L2)
a) social learning b) social behavior
c) social mixing d) socialization

Section - B (5 X 2 = 10)

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

6. What is meant by social mobility? (CLO1, L2)
7. Why do we call education as a social system? (CLO3, L4)
8. What is patriarchy? (CLO4, L2)
9. Identify any two qualities of masculinity. (CLO4, L4)
10. What is the impact of gender selection? (CLO5, L2)

Section - C (3 X 5 = 15)

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

11. Illustrate the relationship between education and sociology. (CLO1, L3)
12. Classify the different types of social groups?(CLO2, L4)
13. Why do we call education as a process of social progress?(CLO3, L5)
14. Differentiate: gender and sex.(CLO4, L2)
15. Evaluate the activities of the school and conclude how they discriminate students on the basis of their gender.(CLO5, L5)

Section - D (2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a) Illustrate with examples, the causes and consequences of social change.(CLO1, L3)
(OR)

b) Compare the agents of socialization and evaluate their impact in the society.(CLO2, L5)

17. a) As a teacher, how will you promote gender equality in your classroom practices –
Create an action plan.(CLO6, L6)

(OR)

b) What do you consider as the causes for sexual harassment of women in India? Suggest
ways to overcome this?(CLO5, L6)

PE- VIII - INCLUSIVE EDUCATION**Course Code : 23LBPE8****Credits: 3****Number of Hours: 75 (L - 75; T - 15; P - 20)****Course Learning Outcomes (CLOs)**

The student teacher

- sensitises the needs and challenges of Inclusive Education (L4)
- recognises the national and international focus on inclusive education (L1)
- adopts the right classroom techniques for successful inclusion (L3)
- categorises the different physical and mental illness for good health and wellbeing(L4)
- determines the appropriate usage of assistive devices in Inclusive education (L5)
- creates the appropriate classroom ambience among the learners for sustainability (L6)

Unit I : Inclusive Education – An Introduction**(L-8; T-2; P-2)**

Meaning - Definition - Concept - Rationale for Inclusion - Classification of children with Special Needs - Challenges on Inclusive Education - Importance - Advantages of Inclusion - Components of Successful Inclusion - Continuum of Education Services for Students with Disabilities.

Task Assessment: Explore ergonomic design for inclusion based on the classification of children with special needs and submit a detail report

Unit II : National and International Focus on Inclusive Education**(L-8; T-2; P-5)**

National Focus: Constitutional Obligations for Education of Diverse Groups - National Policy on Education (1986, 1992) - Rehabilitation Council of India Act 1992 - Persons with Disabilities Act, 1995 - National Policy for PWD (2006) - National Curriculum Framework (NCF 2005, 2009) - Samagra Shiksha 2018 (Integrated Scheme for School Education) - NEP 2020 - International Focus: United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) - Sustainable Development Goals (SDG's)

Task Assessment: Collect the e-news regarding 'NEP 2020: Inclusive Education', create a digital document with the source URL and submit

Unit III :Classroom Management in Inclusive Education**(L - 8; T - 3; P -****3)**

Concept - Principles - Classroom Components - Determinants of Classroom Management - Universal Design for Learning (UDL) - Teacher's Role- Relationship Between Teacher and Students - Learner's Participation - Key Teacher Intervention

- Facilitating Interaction: Whole Class Work, Pair Work and Group Work - Establishing and Maintaining Appropriate Behaviour

Task Assessment: Watch any three short films on inclusive education in YouTube, create playlist, share your channel and submit your reflective report

Unit IV : Physical and Mental Wellness (L-9;T-4;P-5)

Physical and Mental Wellness: Meaning, Definition, Importance - Facilitating Physical and Mental Wellness in Inclusive Classrooms - Strategies to promote Mental Wellness: Increase Mental Wellness - Enhance Coping and Problem Solving Skills - Enhance Empathy and Respect for Diversity - Strategies to Promote Physical Wellness: Promoting Healthy Behaviors- Physical Education and Physical Activity- Healthy and Supportive School Environments

Task Assessment : Prepare a report on Promoting Healthy Behaviours in Special Schools

Unit V : Assistive Technologies in Inclusive Education (L - 7; T - 5; P - 5)

Assistive Technology: Meaning, Definition, Types & Guidelines for Inclusive Education - Assistive Technology and Classroom Applications- Availability and Accessibility of Technology- Socio-Economic Benefits of Assistive Technology- The Future of Education - Impact of Assistive Technology in Daily Life for Inclusive Education.

Task Assessment : Access the link and explore the United Nations' "Disability and Development" resources on ICT accessibility: UN Disability and Development. <https://aicte-india.org/AT> Submit a report on it based on your understanding.

Note : The students should select any two of the given five Task Assessments.

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- William, C. (2012). *The Well-Being Handbook Re-energising your mind-body and spirit*, JAICO Publishing House
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- <https://thenationaltrust.gov.in/content/innerpage/aids-and-assistive-devices.php>
- <https://www.aicte-india.org/sites/default/files/AT/ICT%20UNESCO.pdf>
- <https://aicte-india.org/AT>

INCLUSIVE EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	sensitises the needs and challenges of Inclusive Education (L2)	1,5,7,8	1,3,5,7,8,10
2	recognises the national and international focus on inclusive education (L2)	1,2, 5	1,5,7,8,10
3	adopts the right classroom techniques for successful inclusion (L3)	1, 2, 3, 5, 7	1,5,7,9,10
4	categorises the different physical and mental illness for good health and wellbeing (L4)	1, 2, 5, 7	1,2,5,7,8,9,10
5	determines the appropriate usage of assistive devices in Inclusive education (L5)	1, 2, 3, 4, 6	1,5,7,8,9,10
6	creates the appropriate classroom ambience among the learners for sustainability (L6)	1, 7, 8	1,4,5,6,7,10

Course Mapping

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

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

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PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER IV SEMESTER
INCLUSIVE EDUCATION

Time: 3.00 hrs.

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

Section - A

Answer all the following questions:-

1. Education of children with special needs should be provided ----- (CLO2, L2)
 - a. along with other normal children
 - b. by methods developed for special children in special Schools
 - c. in special school
 - d. by special teachers in special schools
2. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion and ----- (CLO3, L1)
 - a. disparity
 - b. discrimination
 - c. inequality
 - d. equality
3. The three main principles of UDL are ----- (CLO1, L1)
 - a. Consultation, Persistence, Reflection
 - b. Engagement, Representation, Action & Expression
 - c. Identification, Participation, Expression & Communication
 - d. Demonstration, Familiarisation, Association & Connection
4. Psychological homeostasis has four main component processes called ----- (CLO3, L1)
 - a. well-being, motivation, emotion, action
 - b. well-being, planned behaviour, emotion, action
 - c. well-being, cognitive appraisal, emotion, action
 - d. well-being, self-efficacy, emotion, action
5. The importance of assistive technology is ----- (CLO4, L4)
 - a. it produces feelings of independence and self-accomplishment in disabled students.
 - b. it ensures that disabled students will rank near the top of their class academically.
 - c. it ensures that disabled students establish emotional bonds with their classmates.
 - d. it ensures that disabled students will advance beyond their peers academically.

Section - B

(5 X 2 = 10 Marks)

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

6. Sketch out the continuum of education services for students with disabilities (CLO2, L2)
7. Explain the teacher's role for successful inclusion (CLO3, L3)
8. What is meant by 'SDG3 Good Health and Wellbeing' (CLO2, L2)
9. Define Universal Design Learning (CLO1, L1)
10. Enumerate the aids and assistive devices recommended by National Thrust (CLO2, L2)

Section - C
Marks)

(3 X 5 = 15

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

11. Explain the classification of children with special needs (CLO2, L2)
12. Expand UNCRPD and explain its functions (CLO2, L2)
13. How will you facilitate interaction among the learners during inclusion (CLO3, L6)
14. Categorise the mental disorders of children listed in DSM-5 (CLO4, L4)
15. Describe AICTE's assistive technology for learning (CLO4, L3)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a Explain the continuum of education services for students with disabilities. (CLO2, L2)
(OR)
 - b. Critically analyse and provide evidences for successful inclusion with respect to NEP 2020 (CLO5, L4)
 17. a. Suggest ways in your perspective, to establish and maintain appropriate behaviour among the learners in a inclusive classroom? (CLO5, L6)
(OR)
- Appraise the ways and means to assure learning among the inclusive learners with the help of assistive devices (CLO5, L5)

PE - IX - LANGUAGE ACROSS THE CURRICULUM

Course Code :

23LBPE9

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

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

Unit I - Functions of Language in Society

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

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

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

Unit II - Language Diversity in Classrooms

(L-8; T-2; P-5)

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

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

Unit III Activities for developing LSRW Skills

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

Activities for developing listening skills - Dictation - Listening Radio and Television News - Commentaries - Listening to instructions : Activities for developing speaking skills - Conversation - Group discussion - Debate - Interview - Extempore Speech : Activities for developing reading skills- Methods of teaching Reading for Beginners - Alphabet - Phonetic - Word phrase - Sentence method

and Eclectic method - Activities for developing writing skills - Developing mechanical skills, grammatical skill, judgment skill and discourse skill - Utilizing virtual space for developing LSRW skills .

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

Unit IV Teaching as communication

(L-9; T-4; P-

5)

Communication, meaning and concept - Elements of communication - Types of communication - Verbal and Non verbal communication, Formal and Informal communication -- Basic qualification of a teacher and importance of language skill .

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

Unit V - Language assessment in curriculum of school subjects

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

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

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

Note : The students should select any two of the given five Task Assessments.

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- <https://diksha.gov.in>
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LANGUAGE ACROSS THE CURRICULUM

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the need for understanding language background of the learner (L1)	1, 3, 5	3, 4, 7
2	states the importance of first and second language on culture (L2)	1, 3, 5, 6	3, 4, 5, 7
3	identifies the language diversity in the classroom (L3)	1, 2, 3, 6, 7, 8	1, 3, 4, 5, 7
4	suggests activities for developing LSRW skills in the classroom (L4)	1, 2, 3, 4, 5, 7, 8	1, 3, 4, 5, 7, 8, 9
5	formulates strategies to develop communication skills at the school level (L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8, 9
6	prepares various activities for assessing the language skills (L5)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PE – IX – LANGUAGE ACROSS THE CURRICULUM

Time: 3 hrs.

Max. Marks: 60

Section – A

(10 X 1 = 10)

Answer all the following questions:-

1. What among the following is not applicable to language? (CLO1) (L2)
 - a. It is a form and means of communication
 - b. It is expressed through a system of arbitrary and vocal symbols.
 - c. All living beings, in creation, are bestowed with the power of using the language.
 - d. It is a habit formation process.
2. Learning a ----- language is in some measure repeating an old experience. (CLO2) (L1)
 - a. First
 - b. Second
 - c. Foreign
 - d. None of the above.
3. Extempore Speech is an activity mainly to develop----- . (CLO4) (L4)
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. Writing
4. What among the following doesn't come under mechanical skill of writing? (CLO4) (L5)
 - a. Hand writing
 - b. Grammar
 - c. Punctuation
 - d. Spelling.
5. ----- is a form of game or mind sport in which players attempt to answer questions correctly. (CLO4) (L5)
 - a. Debate
 - b. Listening to radio talk
 - c. Project
 - d. Quiz.

Section - B

(5 X 2 = 10)

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

6. Differentiate home language from school language. (CLO1) (L4)
7. What do you mean by 'multi-lingualism'? (CLO3) (L1)
8. Write a short note on debate and interview. (CLO4) (L2)
9. Why should language skills be an essential qualification of teachers? (CLO6) (L5)
10. Define Assessment . (CLO6) (L1)

Section - C

(3 X 5 = 15)

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

11. When do you use the first and the second language in your classrooms? (CLO2) (L4)
12. Illustrate any four activities for developing listening skills. (CLO6) (L6)
13. Write a note on discourse skills of writing. (CLO6) (L2)
14. Suggest the suitable activities to be undertaken during in service programme to develop language skills of the teachers. (CLO 6) (L6)
15. Evaluate 'Computer Assisted Language Learning' as effective method of Language learning. (CLO 6) (L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

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

PE X - EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Code : 23LBPEX

Credits : 3

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

Course Learning Outcomes (CLOs)

The student teacher

- recognizes the conceptual basis of educational administration and management (L1)
- distinguishes effective management approaches (L2)
- applies the theories and approaches of educational management and administration to various educational contexts.(L3)
- develops the skills and competencies of planning, organizing, staffing, directing, coordinating, controlling, and evaluating educational activities.(L5)
- compares the different theories of leadership (L4)
- familiarizes the roles and functions of academic support structures in India. (L6)

Unit: I Conceptual Basis of Administration and Management

(L – 7; T – 3; P –3)

Educational Administration: Meaning, Nature, Aims and Objectives, Principles, Characteristics and Challenges - Educational Management: Meaning, Scope, Objectives, Needs, Importance and Characteristics - Modern Management - Features of a well-managed Organization - Comparison between Administration and Management.

Task Assessment: Based on your internship experience, identify the administrative challenges of your school.

Unit: II Trends in Administration and Management

(L – 8; T – 3; P –

5)

Changing Concepts of Educational Administration - Efficiency Versus Human Relations Controversy - Factors Influencing the System of Educational Administration - Process of Educational Management, Management at Different Levels: Elementary, Secondary and Higher Education - SWOC Analysis for Improving Quality of Administrative Management - Issues in Educational Administration.

Task Assessment: Analyze the issues in administration of educational institutions faced by the administrator in the present scenario and submit the report on it.

Unit: III Theories and Approaches of Administrative Management**(L - 9; T - 3; P - 3)**

Basic Aspects of Administrative Theory: Planning, Organizing, Commanding, Coordinating and Controlling. Types of Theories: Scientific Management Theory, Classical Theory, Bureaucratic Theory and Human Relations Theory. Approaches: Behavioral Approach and System Approach, Man Power Approach, Cost Benefit Approach and Social Demand Approach.

Task Assessment: Organize a brainstorming session and find the approach for effective management.

Unit IV: Administration as a Process**(L - 7; T - 4; P - 6)**

Types of Administration - Basic Functions - Administrative Structure - Process of administration: Meaning, Stages, Steps, Merits and Challenges - Meeting the Psychological Needs of Employees - Decision Making: Nature, Division of Work, Centralization and Decentralization Action, Merits and Limitations. Organizational Compliance - Organizational Development-Program Evaluation and Review Technique (PERT) .

Task Assessment: Conduct a group discussion on Program Evaluation and Review Technique (PERT) and prepare a report of it.

Unit V: Leadership and Administration**(L - 9; T - 4; P - 5)**

Meaning and Nature - Transformational Leadership in Education - Ethical Leadership - Theories of Leadership: Trait Theory, Type Theory, Behavioral Theory, Group Theory and Path Goal Theory - Leadership Styles -Measurements of Leadership - Role and Qualities of the Administrator - Role and Functions of Academic Support Structures: NUEPA, NCERT, SCERT, SIEMAT, DIET.

Task Assessment: Use any one Leadership Assessment Tool and assess the leadership style you have possessed.

Note: The students should select any two of the given five Task Assessments.

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Educational Administration and Management

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	understands the meaning, scope, objectives, and principles of educational management. (L2)	1,5	2, 3
2	recalls the meaning, scope, objectives, and principles of educational administration. (L1)	1, 5	2, 3
3	applies the theories and approaches of educational management and administration to various educational contexts. (L3)	5, 7, 8	1, 3, 9
4	develops the skills and competencies of planning, organizing, staffing, directing, coordinating, controlling, and evaluating educational activities. (L4)	1, 2, 3, 7	3,4,8,9, 10
5	demonstrates the leadership styles and qualities required for effective educational management and administration. (L5)	4, 5	3, 4, 5, 6
6	identifies the roles and functions of various academic support structures in India and their contribution to educational quality. (L6)	1, 4, 6, 8	3, 6, 7, 8, 9, 10

Course Mapping

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

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

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MODEL QUESTION PAPER
EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Time: 3.00 hrs.

Max. Marks: 60

Answer all the questions:-

(5x1 = 5)

1. Bureaucratic management follows the principle of _____ (CLO1, L1)
 A. rationality B. objectivity C. consistency D. accuracy
2. Principles of management explain how managers should _____ (CLO2, L2)
 A. organize and interact with staff B. lead the staff C. govern the staff
 D. govern the students
3. An appropriate use of means and resources for realizing specific objectives is known as _____ (CLO2, L1)
 A. Planning B. Management C. Finance D. Development
4. In Team Leadership Model the leader follows _____ (CLO3, L2)
 A. Directive Approach B. Passive Approach C. Extrinsic Motivation Approach D. Intrinsic Motivation
5. _____ is the basis for PERT analysis. (CLO5 L1)
 A. An optimistic time b. pessimistic period of time c. The date that is most likely
 B. Analytical View

Section – B

(5X2=10)

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

6. What are the necessary qualities of a modern educational administrator? (CLO1, L1)
7. What are factors influencing the system of Educational Administration (CLO2, L3)
8. What is the approach to administrative theory? (CLO3, L1)
9. Discuss the measures you would take as a head of the school to enrol and retain children in the school. (CLO5, L4)
10. Analyse the elements influence the leadership style, based on Trait theory (CLO5, L4)

Section – C (3 x 5 = 15 Marks)

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

11. Explain the principles of Educational administration (CLO1, L3)
12. Justify: “Administrative Management theory tries to find a rational way to design an organization as a whole” (CLO3, L6)
13. Elucidate the essential elements of Organizational Compliance (CLO4, L5)
 Explain
14. Describe the major functions of State Institutes of Educational Technology (SIETs). (CLO5, L4)
15. Enumerate the functions of the PERT. (CLO5, L5)

Section - D

(2 X 15 = 30)

Answer the following questions in about 750 words each:-

16. a. Bring out the difference between 'administration' and 'management' of educational institution and explain the management process in detail. (CO1, L4)

or

b. As a school principal, suggest strategies / innovations you will introduce for the effective management of your institution. (CLO5, L6)

17. a. Discuss SWOC Analysis for Improving Quality of Administrative Management. Cite examples to support your answer. (CLO2, L5)

or

b. Elaborately discuss on theories of leadership and leadership styles. (CLO5, L2)

PEDAGOGY OF BIOLOGICAL SCIENCE - IV**Course Code :****23LBCBS****Credits : 3****Number of Hours – 75 (L – 30; T – 15; P – 30)****Course Learning Outcomes (CLOs)**

The student teacher

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

Unit I : Professional Development of Biological Science Teacher (L-10; T – 2; -5)

Biology Teacher – Qualities of Science Teacher: Academic and Professional Qualification- Special Qualities Needed for a Biology Teacher – Biology Teachers Diary-Profession Training – Pre-service Training - Need, Advantages and Means of in-service Training. Associations for Biological Science Teacher - Ways and Means of Developing Scientific Skills and Scientific Hobbies.

Task Assessment: Present a report on your scientific hobbies.

Unit II : Resources (L-6; T – 2; P-4)

Library-Journals in Biological Science Education - E-Resources – e-Journals – e-books – Internet Resources - Co-curricular Activities-Museum- Science Club – Objectives, Organization and Activities – Aquarium – School Garden – Eco park- Fieldtrips - AI Tools Enhanced Teaching Learning - Magic Write – Consensus-Labxchange - Utilization of AI Tools - Mind-luster – Gen AI Ed Tech.

Task Assessment: Conduct an experiment using labxchange AI tool and submit the report

Unit III : Provision for Individual Differences. (L-6; T – 3; P-4)

Need and Identification of Gifted Students, Characteristics of Gifted Students, Problems of Gifted Children, Avenues for Gifted Students – Slow learners in Biology – Identification of Slow Learners, Characteristics of Slow Learners, - Assessment Techniques for Gifted and Slow Learners - Role of Technology in Supporting Individual Differences - Universal Design for Learning (UDL).

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

Unit IV : Learning Biological Science through ICT (L-10; T – 5; P-4)

ICT – Definition, Meaning – Guiding Principles for Effective Teaching and Learning Through ICT - Web-Based Learning – Synchronous – Asynchronous – Mobile Learning – Blended learning – Virtual Reality -Flipped Classroom - Interactive White Board-Blogs.

Task Assessment : Prepare a podcast on Blended Learning.

Unit V : Recent Trends in Biological Science (L-8; T – 3; P-3)

Recent Trends in Biological Science – Bio-technology: Definition, Scope, Branches and Importance, Applications of Bio-technology - Bio-informatics - Definition, Applications of Bio-informatics - Bioremediation- Biopiracy- Bioethics - Hybridization in Plants and Animals – Animal Husbandry – Aquaponics – Hydroponics - Lac Culture – Prawn Culture - Poultry Farming – Pisciculture – Aquaculture – Apiculture.

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

Note : The students should select any two of the given five Task Assessments.

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PEDAGOGY OF BIOLOGICAL SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the recent trends in Biological Science (L1)	2, 4, 5	7, 8
2	explains the strategies to conserve natural resources (L2)	2, 3, 5	1, 2, 3, 7,9
3	recognizes the professional norms and ethics needed for Biology teacher (L3)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	identifies the avenues for educating children with special needs (L4)	2, 4, 5, 7	5. 9
5	integrates the resources available in teaching of Biological Science (L5)	1, 2, 5, 6, 7, 8	4, 9. 10
6	creates e-content on Ecopark (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	PLO7	PLO8
CLO1		✓		✓	✓			
CLO2		✓	✓		✓			
CLO3	✓	✓		✓	✓	✓	✓	✓
CLO4		✓		✓	✓		✓	
CLO5	✓	✓		✓	✓		✓	✓
CLO6	✓			✓	✓		✓	✓

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

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

**MODEL QUESTION PAPER
PEDAGOGY OF BIOLOGICAL SCIENCE - IV**

Time: 3.00 hrs.**Max. Marks: 60****Section – A****(5 X 1 = 5)****Answer all the following questions:-**

1. Which bacterium is used in the production of insulin by genetic engineering?
(CLO3,L3)

a) Saccharomyces	b) Rhizobium
c) Escherichia	d) Mycobacterium
2. What is the IQ level of a gifted children -----(CLO2, L2)
a.80-90 b.115-129 c.95-110 d.90-110
3. The Golden Rice variety is rich in _____ (CLO1,L1)
a. Vitamin C b. B-carotene and ferritin c. Biotin d. Lysine
4. The close observation of specimens and models available in _____
(CLO3,L3)
a. Science library b. science museum c. science textbooks d. Aquarium
5. Bright child is not superior to companions in (CLO3,L3)
b) skills with words b) skills in numbers c) manipulative skills
d) skills in drawing

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

6. Define Bioinformatics (CLO1,L1)
7. Write the uses of flipped classroom in teaching biological science (CLO2,L2)
8. Mention the uses of in-service training in the professional development of biology(L5)
9. How a school garden can help in inculcating scientific attitude in pupils?
(CLO5,L5)
10. As a teacher how will you handle gifted children? (CLO6,L6)

Section - C**(4 X 5 = 20)****Answer any four of the following questions in about 250 words each:-**

11. Describe the applications of bioinformatics. (CLO1,L1)
12. Write about the applications of Biotechnology in industrial field (CLO5,L5)
13. Explain how the children with scientific hobbies are identified. (CLO5,L5)
14. What guidelines would you follow in organising a field trip? (CLO3,L3)
15. Mention few problems faced by gifted children, write few avenues for them (CLO4,L4).

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

Answer the following questions in about 750 words each:-

16. a) Discuss the present trends in genetic engineering in the field of medicine and Agriculture. (CLO3,L3)

(OR)

- b) Describe in brief about the academic and professional qualities of the biology teacher (CLO4,L4)

17. a) Explain the role of scientific hobbies in the development of scientific skills in Biology (CLO5,L5)

(OR)

- b) Explain how you will identify the slow learners in your classroom write the ways and means to increase their learning skill?(CLO4,L4)

PEDAGOGY OF COMPUTER SCIENCE - IV

Course Code : 23LBCCS

Credits : 3

Number of Hours – 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- realizes the specific quality needed for a computer science teacher (L4)
- develops the ability to use a resources in computer science (L3)
- identifies the individual differences among students in computer science (L1)
- specifies the knowledge about Computer network (L6)
- explains the latest trends used in computer science (L2)
- constructs the knowledge in developing Podcast (L6)

Unit I : Professional Development of Computer Science Teacher

(L-8; T – 2; P-2)

Qualities of a Computer Science Teacher – Opportunities of In-Service Professional Development for Computer Science Teachers – Evaluation of Teachers: Evaluation by Pupils, Self-Evaluation – Basic Strategies for Professional Development of Computer Science Teacher – Role of Reflective Practices in Professional Development

Task assessment : create a podcast and share it on podcasting site.

Unit : II Resources in Computer Science

(L-10; T – 4;P-3)

Field trip - Computer Science Club: Objectives, Organization and Activities - Value of the Computer Science Library – E-resources: E-Content – E-Library – Open Online Educational Resources in Computer Science - AI Tools Enhanced Teaching Learning - Magic Write – Eduaide.AI - blackbox.ai- Utilization of AI Tools Scikit-learn, Mind-luster – Gen AI Ed Tech

Task Assessment: Prepare and submit a report on uses of e-library in education

Unit : III Provision for Individual Differences

(L-10; T – 2;P-5)

Slow Learner – Characteristics of Slow Learners, – Remedial Teaching Strategies - Gifted Children – Identification of The Gifted Children – Role of Teacher in Educating Slow Learners and Gifted Children – Classroom Techniques for Slow Learners - Assessment Techniques for Gifted and Slow Learners - Role of Technology in Supporting Individual Differences

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

Unit IV: Network and Communication**(L-6; T – 3; P-5)**

Network: - Introduction, Benefits of Network, Types of Network - Internet:- Internet protocols – Cloud Based Collaboration and Communication tools - safely browsing the Web – E-Mail – Accessibility and Retrieval of Information – Viruses: categories of viruses, protection systems – Implementation of Software Package

Task Assessment: Visit a BSNL Regional Office and write a report on Data Transmission process

Unit V : Recent Trends in Computer Science**(L-6; T – 3; P-5)**

Internet Enhancing Teaching Learning Process - Virtual lab - Web Based Learning - Computer in Teaching Learning Process – Instructional Resource centre for Educational Technology - Educational Benefits of multimedia Tools-Analysis of Big-data- Interactive White Board – Digital Classroom – Flat Panel display-5G Network Technology - Artificial Intelligence Powered Learning Environment

Task Assessment: Prepare and submit a report on your experience to access the Artificial Intelligence Powered Learning Environment

Note : The students should select any two of the given five Task Assessments.

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- <https://www.telecomlead.com>
- <https://joon.us/cloud-based-collaboration-and-communication-tools>
- <https://www.ibm.com/topics/generative-ai>

PEDAGOGY OF COMPUTER SCIENCE

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	realizes the specific quality needed for a computer science teacher (L3)	2, 4, 5	7, 8
2	develops the ability to use a resources in computer science (L2)	2, 3, 5	1, 2, 3, 7,9
3	identifies the individual differences among students in computer science (L4)	1, 2, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 7, 8, 10
4	specifies the knowledge about Computer network (L5)	2, 4, 5, 7	5. 9
5	recognizes the latest trends used in computer science (L1)	1, 2, 5, 6, 7, 8	4, 9. 10
6	constructs the knowledge in developing Podcast (L6)	1, 2, 4, 5, 7, 8	1, 4, 5, 7, 9

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002

**B.ED. IV SEMESTER MODEL QUESTION
PEDAGOGY OF COMPUTER SCIENCE -IV****Time: 3.00 hrs.****Max. Marks: 60****Section - A****(5x1 = 5 Marks)****Answer all the following questions:-**

1. The computer science teacher should have ----(CLO1,L1)
 - a) Creativity
 - b) critical thinking
 - c) technology skill
 - d) All of them
2. In-service training is a ----- (CLO1,L1)
 - a) informal process
 - b) limited process
 - c) time dependent
 - d) continuous process
3. The E-Content video format must be in----- --.(CLO2,L2)
 - a) .mp3
 - b) .MPEG4
 - c) .mkv
 - d) .flv
4. E-library is a collection of----- --. (CLO2,L1)
 - a) Text
 - b) text and images
 - c) text, images and videos
 - d) text, images, audios and videos
5. Among the following, the character which does not represent a gifted child is ----- (CLO3,L2)
 - a) Low IQ level
 - b) High IQ level
 - c) Seek out challenges
 - d) High on self-efficacy

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

6. What is self-evaluation of teachers? (CLO1, L2)
7. Write any four advantages of conducting a field trip. (CLO2,L1)
8. Who are called slow learners? (CLO3,L2)
9. Identify the steps in browsing websites. (CLO4,L4)
10. Give any four benefits of multimedia tools in computer science. (CLO5,L3)

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

11. Reveal the qualities of a computer science textbook. , (CLO2,L2)
12. Discuss the need for a computer science club in secondary school. How do you organize such a club? (CLO,L6)
13. Describe the remedial measures for slow learners. (CLO3,L3)
14. What is virus? Elucidate the various types of computer virus. (CLO5,L2)
15. Elucidate the various technologies used in virtual reality. (CLO4,L4)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a. Explain the steps to access any one open online educational resource for teaching computer science(CLO2,L2)

(OR)

- b. How can the evaluation of teachers help in their professional development? (CLO2,L4)

17. a. Differentiate the characteristics of slow learners and gifted Children. Evaluate the classroom techniques adopted for teaching them. (CLO3,L5)

(OR)

- b. Explain digital classroom? How will you utilize Digital classroom in your Teaching Learning process.(CLO5,L6)

PEDAGOGY OF ENGLISH - IV

Course Code : 23LBCEN

Credits: 3

Number of Hours – 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- synthesizes and disseminates the information pertaining to professional competency of an English Teacher (L6)
- categorizes the purpose of English in accordance with different context.(L4)
- implements the techniques of listening and speaking skills of English. (L3)
- identifies individual differences among learners of English (L1)
- compares the knowledge of reference and study skills in reading English (L5)
- explains the fundamentals of linguistics (L2)

Unit I: Professional Competency of an English Teacher (L -6; T - 3; P - 5)

Professional Association for English Teachers – ELT Programmes for Quality Improvement - Participation in Conference, Seminar and Workshops - Journals of English Education – Using ICT and Internet for Professional Development - Continuous Professional Development (CPD) - Continuous Professional Development through ICT - AI Tools Enhanced Teaching Learning - Magic Write – Eduaide.AI - Duolingo -Utilization of AI Tools - Mind-luster – Gen AI Ed Tech

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

Unit II : Teaching of Listening and Speaking Skills (L – 10; T – 4; P – 3)

Listening Skill: Meaning - Three Phases - Material - Activities: Dictation- Telephone Commentaries - Jigsaw Listening - Speaking Skill: Techniques - Tasks - Topic Based Discussion Class - Improving Oral Fluency – Dramatization - Story Telling - Situational Conversation – Language Laboratory and Multimedia Resources **Task Assessment:** Prepare and submit any three play way activities to enhance listening and speaking skills.

Unit III : Provision for Individual Differences (L – 10; T – 2; P – 5)

Gifted Learners : Identification– Characteristics– Enrichment programmes. Slow Learners: Identification– Characteristics– Classroom Techniques – Remedial Teaching Strategies - Assessment Techniques for Gifted and Slow Learners - Role of Technology in Supporting Individual Differences.

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

Unit IV: Reference, Study Skills and Reading Techniques (L – 6; T – 4; P – 5)

Dictionary Skills: Dictionary Resources-Study Skills: Note-Making and Note-Taking - Summarizing – Paraphrasing – Reference Skills: Library – Thesaurus - Encyclopedia – Bibliography - Annotated Bibliography - Reading Techniques: SQ3R-Reading Styles - Levels of Reading - Strategies to Develop Reading.

Task Assessment: Practice and submit any three comprehension exercises

Unit V : Meaning and Scope of Linguistics (L – 8; T – 2; P – 2)

History, Meaning and Scope of Linguistics-Language Acquisition -- Morphology – Lexis – Semiotics - Syntax – Semantics and Pragmatics. English for Global Purpose - English for Academic Purpose- English for Occupational Purpose - English for Specific Purpose - Translation: Importance and Need – Translation as a Creative Activity.

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

Note : The students should select any two of the given five Task Assessments.

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PEDAGOGY OF ENGLISH

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	explains the fundamentals of linguistics	2, 4, 5	4, 5, 7, 8, 9, 10
2	categorizes the purpose of English in accordance with different context	2, 4, 5, 7, 8	3, 4, 7, 8, 10
3	implements the techniques of listening and speaking skills of English. (L2)	1, 2, 4, 5, 7	1, 3, 5, 7, 8, 9, 10
4	identifies individual differences among learners of English (L1)	1,2,5, 6, 7, 8	3, 4, 5, 8, 9, 10
5	compares the knowledge of reference and study skills in reading English (L5)	1, 2, 4, 5, 6, 7	1, 2, 5, 7, 8, 10
6	Synthesizes and disseminates the information pertaining to professional competency of an English Teacher (L6)	1,2, 3,4,5,6,7,8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF ENGLISH

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Linguistics means -----.(CLO1, L1)
 - a. the study of language
 - b. the study of grammar
 - c. the study of spelling
 - d. the study of vocabulary
2. Morphology is the study of -----.(CLO1, L1)
 - a. grammar
 - b. the forms of things
 - c. language skills
 - d. word formation and structures
3. Jigsaw listening is -----.(CLO2, L2)
 - a. information gap exercise
 - b. group listening
 - c. individual listening
 - d. listening together
4. Oral fluency means -----.(CLO2, L2)
 - a. ability to speak correctly
 - b. ability to speak continuously
 - c. ability to speak without mistakes
 - d. ability to speak perfectly
5. Remedial teaching is given after the -----.(CLO3, L2)
 - a. achievement test
 - b. diagnostic test
 - c. talent test
 - d. slip test

Section - B

(5 X 2 = 10 Marks)

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

6. Comment on ESP. (CLO1, L4)
7. Mention the phases of Listening skill (CLO2, L2)
8. Write any two enrichment programme for gifted learners.(CLO3, L1)
9. Suggest any four uses of Thesaurus.(CLO4, L2)
10. State SQ3R methods of reading. (CLO4, L2)

Section - C

(3 X 5 = 15 Marks)

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

11. How do you differentiate Semantics from Pragmatics (CLO1, L3)
12. As a teacher of English, how could you identify gifted learners in your English classroom?
(CLO2, L4)
13. If you want to develop your linguistic skills, what kind of learning resources will you refer? (CLO4, L3)
14. List out the activities of English Teacher Association? (CLO5, L2)
15. Mention some of the strategies to develop the reading skill of learners (CLO4, L3)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

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

(CLO3, L5)

(OR)

b. A student in a English classroom was found to be a late-bloomer. What sort of remedial measures could you provide to achieve success of the student? (CLO2, L6)

17. a. Elucidate the characteristics of slow learners in English. Write the classroom techniques you would formulate for slow learners in English. (CLO3, L6)

(OR)

b. Discuss the quality improvement programmes for English teachers?

Analyze the advantages of Association for English Teachers. (CLO5, L4)

PEDAGOGY OF HISTORY- IV

Course Code: 23LBCHY

Credits: 3

Number of Hours – 75 (L – 30; T – 15; P– 30)

Course Learning Outcomes (CLOs)

The student teacher

- describes the qualities of a history teacher (L1)
- categorizes the various resources in history (L2)
- executes the provisions for gifted and slow learners (L3)
- integrates ICT in teaching of History (L4)
- explains the steps of historical research (L5)
- compiles the information about archaeological excavations in Tamil Nadu (L6)

Unit I: Professional Development of History Teacher **L – 8; T – 2; P – 2)**

Qualities of a History Teacher – Academic, Personal, Professional and Social – Pre-service and In- Service Training – Continuous Professional Development (CPD) – Continuous Professional Development through ICT – Participation in Academic Programmes – Professional Associations for History Teachers – Objectives and activities

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

Unit II: Resources **(L – 10; T – 4; P– 3)**

Journals in History Education – Autobiographies and Biographies – History club –History Library – Field Trips – Excursions – Museum- Monuments – Numismatics – Archives – E-resources –E-library- History Websites: Know India, BBC, The National Archives of India, World History Encyclopedia and Teachinghistory.org – AI Tools Enhanced Teaching Learning: Tiki-Toki, Quizlet Utilization of AI Tools – Mind-luster – Gen AI Ed Tech

Task Assessment: Evaluate the credibility and educational value of a historical website

Unit III: Provision for Individual Differences **(L – 10; T – 2; P– 5)**

Individual Differences: Meaning and Causes of Individual Differences in Learning History – Gifted and Slow Learners – Characteristics – Strength and Difficulties in Learning – Enrichment Programmes for Gifted and Remedial Measures For Slow Learners – Assessment Techniques for Gifted and Slow Learners in History – Role of Technology in Supporting Individual Differences in History Learning.

Task Assessment: Create a visual timeline of a significant historical event for slow learners

Unit IV: Learning History through ICT (L – 6; T – 3; P –5)

ICT – Meaning, Definition, and Principles – Internet enhancing learning and teaching – Web based learning – Mobile learning – E-Learning – Blended Learning – Interactive Digital White Board and Collaborative Tools– ICT and Inquiry Learning – Geographic Information System (GIS) and Historical Cartography.

Task Assessment: Practice blended learning in your classroom and report your experience

Unit V: Recent Trends in History (L – 6; T – 4; P –5)

Archaeology - Modern Archaeology – New technology in Archaeology- Digital Archaeology - Use of AI in Archaeological Research - Recent archaeological excavations in Tamil Nadu: Keeladi, Adichanallur, Sivakalai, Korkai, Kodumanal, Mayiladumparai, Gangaikondacholapuram and Maligaimedu – Museology - Virtual Museum –Importance of virtual museums for modern education - Augmented Reality (AR) in Archaeology and Museums

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

Note: The students should select any two of the given five Task Assessments.

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PEDAGOGY OF HISTORY

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	describes the qualities of a history teacher (L1)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	categorizes the various resources in history (L2)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	executes the provisions for gifted and slow learners (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	integrates ICT in teaching of History (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	apprises the steps of historical research (L5)	1,2,4,5,6,7,8	1,2,3,4,5,7,8,9,10
6	compiles the information about archeological excavations in Tamil Nadu (L6)	1,2,4,5,6,7,8	1,3,4,5,6,7,8,9,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF HISTORY

Time: 3.00 hrs.

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

Section - A

Answer all the following questions: -

1. 'The Historian' is a ----- (CLO2, L1)
a) Book of events b) History Novel c) History Book d) History Journal
2. The moral conduct that governs a profession is----- (CLO1, L1)
a) professional ethics b) professional growth c) professional management d) professional skill
3. When you touch the SMART Board with your finger, it is the same as ---- (CLO4, L2)
a) Using an eraser b) Turning off the computer c) A left-mouse-button click
d) Turning on the SMART Board
4. The right order of doing historical research is ----- (CLO5, L2)
1. Isolate the problem, 2. Collect Source Materials, 3. Evaluate Source Material, 4. Formulate Hypotheses, 5. Report and Interpret Findings
(a) 1,4,2,3,5 (b) 2,1,3,4,5 (c) 1,2,3,4,5 (d) 3,1,2,4,5
5. The community resource among the following is ----- (CLO2, L3)
a) Textbook b) Public library c) School library d) school play ground

Section - B (5 X 2 = 10 Marks)

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

4. List the human qualities of a history teacher? Give an example. (CLO1, L3)
5. How do archaeologists make use of LiDAR technology? (CLO6, L2)
6. Describe the objectives of a history club? (CLO2, L2)
7. How would you identify a gifted student in your classroom? (CLO 3, L3)
8. Define the term – ICT. (CLO4, L1)

Section - C (3 X 5 = 15 Marks)

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

9. What would happen if pre service and in service training are given to a history teacher? (CLO1, L4)
10. Elaborate the characteristics of a slow learner? (CLO3, L2)
11. Analyze the advantages and disadvantages of web-based learning. (CLO4, L4)
12. Participation in the conferences and workshops enhance the professional development of a history teacher – Justify. (CLO1, L5)
13. Evaluate the significance of research in history. (CLO5, L5)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

14. a) Discuss in detail the professional ethics of a history teacher. (CLO1,L4)

(OR)

b) Explain the recent archaeological excavations conducted in Tamilnadu. (CLO6, L2)

15. a) How will you identify slow learners? Explain the remedial measures for slow learners. (CLO3, L3)

(OR)

b) Illustrate the steps of a historical research and describe the problems faced by a researcher in history. (CLO6,L4)

PEDAGOGY OF MATHEMATICS - IV

Course Code :
23LBCMA

Credits: 3

Number of Hours – 75 (L – 30; T – 15; P – 30)

Course Learning Outcomes (CLOs)

The student teacher

- identifies the range of activities for a Mathematics teacher (L1)
- interprets the various learning resources in Mathematics (L2)
- examines the provision for individual differences in Mathematics (L3)
- integrates the principles of ICT for teaching Mathematics (L4)
- reviews recent trends in Mathematics education (L5)
- organizes mathematics club meetings (L6)

Unit I : Professional Development of Mathematics Teachers (L-8; T – 2; P-2)

Qualities of a Mathematics Teacher – In Service Training - School Activities - Administrative Duties - Community Activities – Mathematics Teachers Association - Participation in Seminars/ Conferences / Workshops - Mathematics Teacher as a Researcher

Task Assessment : Write a one page analytical report on any mathematics article.

Unit II : Resources (L-10; T – 4; P-3)

Work books – Need and Characteristics - Mathematics Library – Functions, books and Materials for Mathematics Library - Mathematics Club – Functions, activities - Mathematics Laboratory – Materials, Instruments and Equipments for Mathematics Laboratory, Field Trips – Advantages - Mathematical Websites- Handling Hurdles in Utilization of Resource - AI Tools Enhanced Teaching Learning: Desmos, Quizlet, Mathway and Photomath- Utilization of AI Tools - Mind-luster- Gen AI Ed Tech

Task Assessment : Identify and prepare a list of Mathematical Websites.

Unit III : Provision for Individual Differences (L-10; T – 2; P-5)

Identification of the Gifted in Mathematics: Characteristics of the Mathematically Gifted – Enrichment Programme for the Gifted - Slow Learners in Mathematics: Characteristics of Slow Learners in Mathematics – Classroom Techniques for Slow Learners - Disability in Mathematics: Dyscalculia, Remedies- Developing Speed, Accuracy and Interest in Mathematics - Assessment Techniques for Gifted and Slow Learners - Role of Technology in Supporting Individual Differences

Task Assessment : Prepare a video on an enrichment programme for the gifted children in Mathematics.

Unit IV : Mathematics for all through ICT

(L- 6; T-3; P-5)

Guiding Principles for Effective Teaching and Learning Through ICT - Web-Based Learning – Synchronous – Asynchronous – Advantages and Limitations – Virtual Learning – Advantages and Limitations – Mobile Learning – The values of Mobile Learning and Limitations - Blended Learning – Advantages and Limitations. Game Based Learning (GBL) - Web Quest Learning- Tele Conferencing, Flipped Classroom – Enhancing Mathematics Learning through ICT Across Mathematics Curriculum.

Task Assessment : Prepare a report on teaching any mathematical concept through blended learning.

Unit V : Recent Trends in Mathematics Education

(L-6; T-3; P-5)

Industrial Mathematics – Robotics – Space Research - Cryptography- Computational and Acoustics and Electromagnetics - Data Mining – Neuroscience – Materials Science – Tribology – Data Science and Machine Learning

Task Assessment : Discuss in group and present a report on “Recent Trends in Mathematics Education”

Note : The students should select any two of the given five Task Assessments.

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PEDAGOGY OF MATHEMATICS

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the range of activities for a Mathematics teacher (L1)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	interprets the various learning resources in Mathematics (L2)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	examines the provision for individual differences in Mathematics (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	integrates the principles of ICT for teaching Mathematics (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	reviews recent trends in Mathematics education (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	organizes mathematics club meetings (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
PEDAGOGY OF MATHEMATICS

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. Identify the one which need not be included in the professional quality of a mathematics teacher ----- (CLO1, L4)
 - a. To experiment well
 - b. Knowledge of self
 - c. Developing new trends
 - d. Satisfactory knowledge of social matter
2. The administrative duties of mathematics teacher is -----.(CLO1, L2)
 - a. Filling records of students
 - b. Allotting work assignments
 - c. Delivering public programs
 - d. Maintaining personal accounts
3. A drawing instrument that can be kept in a mathematics laboratory is -----.(CLO3, L2)
 - a. Clinometer
 - b. Measuring Jar
 - c. Ruler
 - d. Graduated cylinder
4. Learning disability in Mathematics is called as ----- (CLO4, L2)
 - a. Dyslexia
 - b. Dysgraphia
 - c. Dyspraxia
 - d. Dyscalculia
5. The type of learning where the combination of two or more instructional methods occur is ----- (CLO5, L4)
 - a. Web-based learning
 - b. Virtual learning
 - c. Mobile learning
 - d. Blended learning

Section - B

(5 X 2 = 10 Marks)

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

6. Write the importance of Journals in Mathematics Education. (CLO1, L6)
7. State the role of workbook in teaching mathematics. (CLO2, L1)
8. How will you identify the gifted children in your classroom? CLO3, (L4)
9. How can you effectively use mobile learning in mathematics? (CLO4, L3)
10. Classify the types of Data mining? (CLO5, L2)

Section - C

(3 X 5 = 15

Marks)

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

11. Discuss the professional qualities required for a mathematics teacher. (CLO1, L2)
12. How will you establish a mathematics library in your school? (CLO2, L6)
13. Write the purpose of neuroscience in mathematics (CLO5, L4)
14. How will you help the students with Dyscalculia to overcome their learning difficulties? (CLO3, L3)
15. Explain the components of tribology. (CLO5, L1)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Explain the need for a mathematics club in a school. How do you organize such a club? Describe the activities that could be introduced in such clubs? (CLO2, L2)
(OR)

b) How do you identify slow learners in a mathematics class?
Suggest appropriate remedies for the problems faced by the slow learners in learning mathematics. (CLO3, L6)

17. a) Suggest some of the ways by which students can develop speed, accuracy and interest in mathematics. (CLO3, L6)

(OR)

b) How can ICT be used as an effective tool to improve learning of mathematics? Explain. (CLO4, L2)

PEDAGOGY OF PHYSICAL SCIENCE - IV

Course Code : 23LBCPS

Credits : 3

Number of Hours - 75 (L -30; T - 15; P - 30)

Course Learning Outcomes (CLOs)

The student teacher

- generalizes the qualities, responsibilities and professional development of the Physical Science teacher (L2)
- lists out the association for Physical Science teacher (L1)
- utilizes the resources of Physical Science for teaching learning process (L3)
- identifies the individual differences among students (L4)
- builds the ability to use ICT resources to explore Physical Science (L6)
- reviews the recent researches in Physical Science Education (L5)

Unit I : Physical Science Teacher

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

Physical Science Teacher - Qualities of Physical Science Teacher - Academic and Professional Qualifications - Responsibilities - Professional Development - Pre-Service Training - In-service Training - Summer Institutes, Reflective Practices in Professional Development - Associations for Physical Science Teacher.

Task Assessment : Give a list of Associations for Physical Science and review any one of the activity you wish.

Unit II : Resources for Physical Science

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

Reading Materials-Online Resources -e-library-e-journals Library - Journals- Science Club: Objectives, Organization and Activities of Science Club- Science Exhibitions-Science Fairs- Virtual Field Trips - Science Museums - AI Tools Enhanced Teaching Learning - Magic Write - Eduaide.AI - Julius.ai- Utilization of AI Tools - Mind-luster - Gen AI Ed Tech

Task Assessment : Write a Report on virtual field trips organized in your club

Unit III : Provision for Individual differences

(L-6; T-2; P-5)

Identification of the Gifted in Physical Science - Strengths and Problems of the gifted - Enrichment Programmes for the Gifted - Identification of Slow Learners in Physical Science - Problems of Slow Learners - Remedial Measures for Slow Learners - Assessment Techniques for Gifted and Slow Learners - Role of Technology in Supporting Individual Differences.

Task Assessment : Discuss and report the enrichment activities that can be given for gifted learners

Unit IV : Physical Science through ICT (L-8;T-3; P-5)

ICT - Definition, Meaning - Guiding Principles for Effective Teaching and Learning Through ICT -- Web-based Learning - Synchronous - Asynchronous - Mobile Learning - Blended Learning - Virtual Reality - Flipped Classroom - Interactive White Board - Blogs.

Task Assessment : Develop an e-content presentation for any Physical Science topic.

Unit V : Recent trends in Physical Science (L-10;T-4;P-4)

Nano Technology- Earth Science Today- Cryogenic Techniques and Manned Space - Fiber Optics - Current Trends in Astro Physics - Chandrayan Mission - Medical Physics - Geo Physics - Bio Physics and Bio Chemistry

Task Assessment : Develop your own blog for Physical Science Education

Note : The students should select any two of the given five Task Assessments.

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PALAYAMKOTTAI – 627 002.

PEDAGOGY OF PHYSICAL SCIENCE

Max. Marks: 60

Section - A

1. Among the following, the general quality that need not be present in a teacher is -----

(CLO1, L2)

2. To orient the teachers in the development in different fields of science as well as in the

a) Unitary Institute
b) Sequential Institutes
c) Special Institutes
d) Project Technology Institutes

- a) Science Club b) Science Exhibition c) Science Museum d) Field

- a) Directly involved in teaching-learning process
- b) Feeling inferior in academic matters
- c) Get involved when teachers give home work
- d) Participate in all field work

- a. Blended Learning
b. Synchronous Learning
c. Asynchronous Learning
d. Distance learning

(5 X 2 = 10

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

6. Mention the special qualities of a physical science teacher.(CLO1, L2)
7. Write down the learning characteristics of slow learners? (CLO4, L2)
8. Justify the relevance of mobile learning in the present day context. (CLO5, L5)
9. How does online resources help in learning? (CLO5, L3)
10. Write down the cryogenic techniques used in Chandrayan. (CLO6, L1)

(3 X 5 = 15

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

11. Write about In-Service Training of Science teachers. (CLO1, L2)
12. Formulate some enrichment programmes for the gifted students in your science classroom.(CLO3, L6)
13. Critically analyze the challenges for the implementation of flipped classroom? (CLO4, L4)
14. What is field trip? Discuss the steps involved in planning a field trip? (CLO3, L2)
15. List down the applications of Nano technology? (CLO6, L3)

Section - D

(2 X 15 = 30

Marks)

Answer the following questions in about 750 words each:-

16. a) As a science teacher, how will you organize a science club in your school. Enlist the activities that can be conducted by the science club. (CLO2, L6)
(OR)
b) How will you identify slow learners in your class and what are the remedial measures you will adapt for the development of slow learners. (CLO4, L4)
17. a) Explain blended learning with its types. Discuss its merits and challenges. (CLO5, L2)
(OR)
b) Discuss the pros and cons of utilizing online resources in learning physical science (CLO5, L4)

தமிழ் கற்பித்தல்

Course Code : 23LBCTA

Credits: 3

Number of Hours - 75 (L - 30; T - 15; P - 30)**பாடநெறி முடிவிலும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்**

- மொழியாசிரியரின் பண்புகளை மீட்டறிவர் (L2)
- தமிழ்மொழி கற்பித்தலின் பல்வேறு வளங்களை அறிந்து பயன்படுத்துவர் (L3)
- தமிழ்நாட்டின் தொல்லியல் அகழ்வாராய்ச்சிப் பற்றிய செய்திகளை தொகுப்பர் (L6)
- தமிழ் மொழியின் வளர்ச்சி நிலைகளை உய்த்துணர்வர் (L4)
- மொழிக் கற்பித்தலில் தனியாள் வேறுபாட்டை இனம் கண்டறிந்து கற்றலுக்கு வழிகாட்டுவர் (L2)
- மொழியாசிரியரின் கற்பித்தல் திறன்களை மேம்படுத்தும் வழிமுறைகளை உய்த்துணர்வர் (L4)

அலகு 1 : மொழி ஆசிரியரின் பண்புநலன்கள்**(L -8; T -2; P - 2)**

மொழி ஆசிரியரின் பண்புநலன்கள்- பொதுப்பண்புகள்- சிறப்புப்பண்புகள்- கல்விநிலை - மொழிப்பற்று - ஆழ்ந்த புலமை - சகிப்புத்தன்மை - நடுநிலைமை - உளவியல் அறிஞர் - பஸ்துறை அறிவு - பலமொழி அறிவு - நகைச்சுவை உணர்வு - நடிப்புத்திறன் - நட்புணர்வு - பணிமீது பற்றுடைமை - சிறந்த இலக்கணப் புலமை - பாடம் சார்ந்த செயல்களில் ஈடுபாடு - அனைத்து ஆசிரியர்களுடன் நட்பு பாராட்டுதல்- நன்னூல் கூறும் ஆசிரியரின் பண்புநலன்கள் **பணி மதிப்பீடு:** ஆசிரியரின் பண்புநலன்கள் பற்றி நன்னூலார் கூறும் கருத்துகளை தொகுக்க

அலகு 2 : தமிழ்மொழி வளங்கள்**(L - 10 ; T - 4; P - 3)**

தமிழ் பாடநூல்- தமிழ் அகராதிகள்- தமிழ் நூலகம் - தமிழ் பாடநூலகத்திற்குத் தேவைப்படும் நூல்கள்- தமிழ் இலக்கிய மன்றம்- மொழிபயிற்றாய்வுக்கூடம் - தமிழ் மெய் இணையப் பல்கலைக்கழகம் - தமிழ் வலைதளங்கள் - சமுதாய வளங்கள் - களப்பயணம், நாட்டுப்புறக் கலைஞர்கள் -இலக்கிய வளங்கள் -பத்துப்பாட்டு, எட்டுத்தொகை, புதினெண்கீழ்க்கணக்கு நூல்கள், காப்பியங்கள் - இதிகாசங்கள் - கலைக்களஞ்சியம் - அபிதான சிந்தாமணி - உரை நூல்- தமிழ்லெக்சின் (தமிழ் சொற்களஞ்சிய பொதுப்பார்வை நூல்) - இலக்கண வளங்கள் - அகத்தியம், தொல்காப்பியம், நேமிநாதம், தொன்னூல் விளக்கம் - புறப்பொருள் வெண்பாமாலை - ஆய்வுக்கட்டுரைகள் - தமிழ் இணையக் கல்விக்கழகம் - அகழ்வாராய்ச்சிகள் - கற்றல் கற்பித்தலை மேம்படுத்தும் செயற்கை நுண்ணறிவு கருவிகள் - Talkpal - Talkio AI - பாடப்பொருள் பயன்பாட்டிற்கான செயற்கை நுண்ணறிவு கருவிகள் - Play HT - செயற்கை நுண்ணறிவு உச்சரிப்பும் ஒலியியல் நூலகமும் **பணி மதிப்பீடு:** தமிழகத்தில் அகழ்வாராய்ச்சி மேற்கொள்ளப்பட்ட இடங்கள் பற்றிய செய்திகளை சேகரித்து அறிக்கை சமர்ப்பிக்க.

அலகு 3 : தமிழ்மொழியின் வளர்ச்சி நிலை**(L -10 ; T - 2 ; P -5)**

கணினியில் தமிழ் - அறிவியல் தமிழ்- பல்லாடகமும் தமிழ் கற்பித்தலும் - மொழிபெயர்ப்பு - மொழி வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு - மொழிபெயர்ப்பின் வகைகள்- சொல்லுக்குசொல் மொழிபெயர்ப்பு - மூலநூல் மொழிபெயர்ப்பு - தழுவல்- சுருக்க மொழிபெயர்ப்பு- விரிவான மொழிபெயர்ப்பு - சரியான மொழிபெயர்ப்பு - கோட்பாடுகள்- சிக்கல்கள்- மொழிபெயர்ப்பின்போது கவனத்தில் கொள்ள வேண்டியன **பணி மதிப்பீடு:-** தமிழ்மொழி வளர்ச்சியில் இணையத்தின் பங்களிப்பை ஒப்படைவாக சமர்ப்பிக்க

அலகு 4 : மொழிப்பாடத்தில் தனியாள் வேறுபாட்டை இனங்காணுதல்**(L - 6; T - 3; P - 5)**

மொழிப்பாடம் கற்பதில் மாணவர்களை அடையாளம் காணுதல் - மீத்திறன் - சராசரி - மெதுவாகக் கற்கும் மாணவர்கள் - மீத்திறன் மாணவர்களுக்கான வளமைத் திட்டங்கள் - மெதுவாகக் கற்போரை ஊக்கப்படுத்தும் வகுப்பறை உத்திகள் - மீத்திற, மெதுவாகக் கற்போருக்கான மதிப்பீட்டு உத்திகள் - தனியாள் வேறுபாட்டில் தொழில்நுட்பத்தின் பங்கு - ஏதமிழ்ப்பாடம் கற்கும்போது எதிர்கொள்ளும் இடர்பாடுகள் - சொற்பிழைகள் - மயங்கொலி எழுத்துகளை ஒலிப்பதில் குறைபாடுகள் - சந்திப்பிழைகள் - ஒற்றுப்பிழைகள் - வாக்கியப் பிழைகள் - குறைதீர் முன்னேற்ற செயல்பாடுகள்.

பணி மதிப்பீடு: மீத்திற மாணவர்களுக்கான வளமைத் திட்டங்களை சேகரிக்க.

அலகு 5 : மொழியாசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள்**(L - 6; T - 4; P - 5)**

புத்தாக்கப் பயிற்சிகள்- தகவல் தொழில்நுட்பப் பயிற்சிகள்- இணையதளம் மூலம் தமிழ்மொழி சார்ந்த செய்திகளைச் சேகரித்தல்- மொழி சார்ந்த அண்மைச் செய்திகளை உடனுக்குடன் அறிந்து கொள்ளுதல்- பயிற்சிப் பட்டறை- புத்தறிவு பயிற்சி - பணியிடைப் பயிற்சி - கருத்தரங்கு - தேசியக் கருத்தரங்கு. சர்வதேச கருத்தரங்கு- இணைய வழி தேசிய, பன்னாட்டுக் கருத்தரங்கு, பயிலரங்கு- ஆய்விதழ்கள்- தமிழாசிரியர் சங்கம்

பணி மதிப்பீடு: ஆசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள் பற்றி கட்டுரை வரைக.

குறிப்பு : மாணவ ஆசிரியர் ஏதாவது இரண்டு பணி மதிப்பீடுகளை தேர்வு செய்ய வேண்டும்

பார்வை நூல்கள்

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தமிழ் கற்பித்தல்

CLOs	பாடநெறி முடிவிலும் நிலையில் மாணவ ஆசிரியர் பெறும் கற்றல் அடைவுகள்	PLO Addressed	PSO Addressed
1	மொழியாசிரியரின் பண்புகளை மீட்டறிவர் (L2)	2, 3, 4, 5, 6, 7	3, 4, 5, 7, 8, 9
2	தமிழ்மொழி கற்பித்தலின் பல்வேறு வளங்களை அறிந்து பயன்படுத்துவர் (L3)	1, 2, 4, 5, 6	1, 3, 5, 7, 8, 9, 10
3	தமிழ்நாட்டின் தொல்லியல் அகழ்வாராய்ச்சிப் பற்றிய செய்திகளை தொகுப்பர் (L6)		
4	தமிழ் மொழியின் வளர்ச்சி நிலைகள் உயத்துணர்வர்	1, 2, 3, 5, 8	4, 5, 6, 7, 8, 9, 10
5	மொழிக் கற்பித்தலில் தனியாள் வேறுபாட்டை இனம் கண்டறிந்து கற்றலுக்கு வழிகாட்டுவர் (L2)	2, 3, 4, 5, 6, 8	1, 4, 5, 6, 7
6	மொழியாசிரியரின் கற்பித்தல் திறன்களை மேம்படுத்தும் வழிமுறைகளை உய்த்துணர்வர் (L1)	2, 4, 5, 6, 7	3, 5, 7, 8, 9

Course Mapping

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

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
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	✓				✓		✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

ELECTIVE -HUMAN RIGHTS EDUCATION

Course Code : 23LBEHR

Credit : 3

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

Course Learning Outcomes (CLOs)

The student teacher

- recognizes the norms and values of human rights (L1)
- develops analytical skills to question and appraise Human Rights policies and practices at national and international levels (L6)
- explores the substantive knowledge of policies concerning Human Rights Education (L3)
- identifies potential roles for oneself in the promotion of Human Rights Education (L4)
- develops awareness and conviction to values for improving the quality of life (L6)
- realizes the roles of various state and non-state agencies in the promotion and enforcement for Human Rights (L2)

Unit-1 Basic Concepts of Human Rights

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

Human Rights: Meaning, Definition, Nature, Importance-Origin and Development of Human Rights- Classification of Human Rights: Moral, Social, Cultural, Religious and Political - Human Rights Violations.

Task Assessment: Prepare a chart on origin and development of human rights

Unit-2 Human Rights-The International Perspective

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

International human rights: UNO-Universal Declaration of Human Rights (UDHR)-International Covenant on Civil and Political Rights (ICCPR) - International Covenant on Economic, Social and Cultural Rights (ICESCR)-Human Right Declarations-Role of United Nation Commissions-United Nations Convention on the Rights of the Child (CRC or UNCRC)-Conventions on the Protection of the Rights of Migrant Workers and Disabled.

Task Assessment: Prepare an action plan for protection of disabled through inculcating human values

Unit-3 Human Rights in India

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

The Constitution of India-Fundamental Rights-Right to Life and Liberty-Directive Principles of State Policy-Fundamental Duties-Individual and Group Rights-Other facets of Human Rights-Measures for Protection of Human Rights in

India.

Task Assessment: Conduct group discussion on measures for protection of human rights in India

Unit-4 Human Rights and Enforcement Mechanism (L-7; T-3; P-6)

Constitutional remedies –Public Interest Litigation (PIL) - Human Rights Act, 1993 – Supreme Court (Act 32) And High Courts (Act 226)-National Human Rights Commission – State Human Rights Commissions– Commission of Women, children, Minority, SC/ST-Constitution of Human Right Courts- Constitutional provisions for children: Article 21A and 14, 15, 21, 23 and 45 – Constitutional Provisions for women: Article 23(1), 39(e), 243 D (3) and 243 T (4)

Task Assessment: Prepare and submit a report on National and State human rights commissions

Unit-5 Strategies of teaching Human Rights (L-5; T-4; P-10)

Seminar, Debate, Street Play, Role play, Brainstorming, Quiz, Group Discussion, Questioning, Buzz session- Activities based on: Picture, Drawings, Cartoons and Comics- Cooperative learning-Training teachers for Human Rights Education-Role of Media, Educational Institutions and NGOs on Human Rights.

Task Assessment: Conduct brain storming session on “Role of Media on and human rights education”

Note : The students should select any two of the given five Task Assessments.

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ELECTIVE: HUMAN RIGHTS EDUCATION

CLOs	At the end of the course, the Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	recognizes the norms and values of human rights (L1)	3,5,8	2,7,8
2	develops analytical skills to question and appraise Human Rights policies and practices at national and international levels (L6)	2,3,4,6,8	1,2,3,7,9
3	explores the substantive knowledge of policies concerning Human Rights Education (L3)	3,7,8	1,2,4,6,9
4	identifies potential roles for oneself in the promotion of Human Rights Education (L4)	1,2,3,5,6	3,9
5	develops awareness and conviction to values for improving the quality of life (L6)	1,2,4,6,8	3,4,9
6	realizes the roles of various state and non-state agencies in the promotion and enforcement for Human Rights (L5)	2,3,5,6	4,5,9

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE- HUMAN RIGHTS EDUCATION

Time: 3.00 hrs.
60

Max. Marks:

Section - A

(5x1 = 5 Marks)

Answer all the following questions:-

1. In international human rights law, the important role is played by ----- (CLO5, L2)
 - a. Economic summit
 - b. World War
 - c. The United Nations
 - d. Commissions
2. The first chairman of the commission on human rights is ----- (CLO6, L1)
 - a. Thomas Jefferson
 - b. Thomas Paine
 - c. Eleanor Roosevelt
 - d. Walter Rooswalt
3. The protection of Human Rights Act in India was enacted in the year ----- (CLO1, L1)
 - a. 1993
 - b. 1994
 - c. 1995
 - d. 1996
4. Directive principles of state policy are borrowed from _____ (CLO3, L1)
 - a. American constitution
 - b. British constitution
 - c. French constitution
 - d. Irish constitution
5. **The headquarters of the National Human Rights Commission located in**
_____ (CLO4, L1)
 - a. Delhi
 - b. Mumbai
 - c. Ahmedabad
 - d. Kolkata

Section - B

(5 X 2 = 10

Marks)

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

6. What do you mean by human rights? (CLO1, L2)
7. What is cultural right? (CLO3, L2)
8. Expand ICESCR. (CLO1, L1)
9. Who is a disabled person? (CLO1, L2)
10. List out any four fundamental rights. (CLO6, L1)

Section - C
Marks)

(3 X 5 = 15

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

11. Summarize the development of human rights education. (CLO4, L2)
12. Describe the fundamental duties given in the Indian Constitution. (CLO5, L2)
13. Classify human rights. (CLO1, L2)
14. How does the constitution support migrant workers? (CLO5, L4)
15. Evaluate the provisions for protection of human rights in India. (CLO6, L5)

Section - D

(2 X 15 = 30 Marks)

Answer the following questions in about 750 words each:-

16. a) Elaborately explain the international perspective of human rights. (CLO3, L4)

OR

- b) Write an essay on directive principles of state policy. (CLO2, L2)

17. a) Design an action plan for teaching human rights through different strategies. (CLO6, L6)

OR

- b) “Media plays an important role on human rights education”-Justify. (CLO5, L5)

ELECTIVE -EDUCATION IN THE INTERNATIONAL CONTEXT

Course Code : 23LBEEI

Credits: 3

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

Course Learning Outcomes (CLOs)

The student teacher

- develops intercultural understanding and global approach to teaching. (L1)
- compares the curriculum of schools affiliated to different boards. (L3)
- Inculcates universal values and International mindedness. (L2)
- adopts new methodologies for providing learning experiences. (L4)
- gains deeper insight through experiential learning provided in the classroom (L5)
- organizes international conferences on different themes (L6)

Unit I - International education - An Introduction (L-6; T-4; P-7)

International Education -meaning -definition-Need and importance- need for International education in India - Comparison of Indian and International Education-Internationalization of Higher Education.

Task Assessment: Prepare a detailed comparative report of Indian and International Education

Unit 2 - International Curriculum (L-6, T-3; P-7)

International Baccalaureate Organization (IBO) and Cambridge International Examination (CIE) : Vision-Mission -Aims - Objectives. Curriculum Framework of IBO and CIE - Affiliation/Authorization - Licensing - Policies pertaining to Academic Honesty - Language Assessment - SEN (Special Educational Needs).

Task Assessment: Design a curricular frame work on Indian Education Boards

Unit 3: Understanding Diverse learners in the global context (L-7 T-3; P-5)

Diversity & Cultural Awareness in the Classroom- Career Path & Opportunities- Community Partnerships & Programs- Student Teaching and Field Experiences- Value orientation in the global context.

Task Assessment: Prepare an e-content on international value education

Unit 4 Innovative Learning Strategies**(L-7; T-4; P-5)**

Dialogue based learning - Problem based learning - Theatre based learning - Process Drama - Student Engagement Activities: Collaborative learning – Constructivism - Co-operative - Gallery walk - Field visits - Independent study - portfolio development - journals - learning logs - cognitive organizers - literature response.

Task Assessment : Prepare a booklet on anyone of the Innovative Learning Strategies.

Unit 5 : Comparative Perspectives of International Education System**(L-5; T-4; P-10)**

International Education System : School system – Functioning of Various Boards of School system – Norms and Standards – Assessment systems of USA – UK – Finland system of education – Comparative Perspectives.

Task Assessment: Prepare a report on International Curriculum Development

Note : The students should select any two of the given five Task Assessments.

References:

- Majibur Rahman M.D. (2014). *Cultural contexts in English Language Learning and Teaching*, Yking Books.
- Kavitha, A. Sharma, (2008) *Internationalization of Higher Education “ An Aspect of the India’s Foreign Relations”* Gyan Publishing House
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- <http://www.21things4teachers.net/13---interactive-learning-tools.html>
- <https://www.google.co.in/#q=collaborative+learning+online>
- <http://net.educause.edu/ir/library/pdf/eli7081.pdf>
- <http://oro.open.ac.uk/6546/1/6546.pdf>
- [http://www4.ncsu.edu/~jlnietfe/Creativity_%26_Critical_Thinking_Articles_files/Marin%20%26%20Halpern%20\(2011\).pdf](http://www4.ncsu.edu/~jlnietfe/Creativity_%26_Critical_Thinking_Articles_files/Marin%20%26%20Halpern%20(2011).pdf)
- <http://www.education.com/reference/article/culturally-relevant-pedagogy/>
- http://commcourses.com/iic/?page_id=324
- http://www.nafsa.org/Connect_and_Network/Explore_Careers/International_Educators/
- <http://www.cois.org/page.cfm?p=1160>

<https://drexel.edu/soe/resources/student-teaching/https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/international-curriculum/>
<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/curriculum/>
<https://nscpolteksby.ac.id/ebook/files/Ebook/Business%20Administration/Emerging%20themes%20in%20international%20management%20of%20human%20resources>
<https://www.liveabout.com/process-drama-strategy-teacher-in-role-2713006>
<https://www.tedlearning.co.uk/what-is-theatre-based-learning/>
<https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

EDUCATION IN THE INTERNATIONAL CONTEXT

S.No	Course Learning Outcomes	PLO	PSO
1	develops intercultural understanding and global approach to teaching. (L1)	1,2,4,5,7,8	1,2,3,4,5,6,8,9
2	compares the curriculum of schools affiliated to different boards. (L3)	1,2,3,4,5,7,8	1,2,3,4,5,8,9,10
3	Inculcates universal values and International mindedness. (L2)	1,2,3,4,5,7,8	1,2,3,4,5,6,8,9,10
4	adopts new methodologies for providing learning experiences. (L4)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
5	gains deeper insight through experiential learning provided in the classroom(L5)	1,2,3,4,5,6,7,8	1,2,3,4,5,8,9,10
6	organizes international conferences on different themes (L6)	1,2,3,5,7,8	1,2,3,4,5,8,9,10

COURSE MAPPING

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

COURSE MAPPING

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI – 627 002.

SEMESTER MODEL QUESTION PAPER

ELECTIVE - EDUCATION IN THE INTERNATIONAL CONTEX

Time: 3.00 hrs.

Max. Marks: 60

Section – A

(5 X 1 =

5)

Answer all the following questions:-

1. PYP of IB is designed for students aged CLO2 L1
 - a. **3 to 12.** b 3 to 10 c 3 to 5 d. 3 to 9
2. Assessment has important roles: CLO2 L2
 - a. to prove what a student has learnt
 - b. to improve a student's understanding and skills.
 - c. lifelong passport for study and work
 - d. integrate grading and learning
3. Career Path development of International education through: CLO4 L1
 - a. Placement of interested students into universities abroad,
 - b. Offers career choice counselling based on interest, perceived individual financial and skills ability
 - c. gateway for exploration of diverse cultures
 - d **a faster transition into career-relevant employment**
4. ----- is a classroom-based active learning strategy where students are encouraged to promote higher-order thinking, interaction and cooperative learning CLO5 L2
 - a. Dialogue based learning
 - b. Problem based learning
 - c. Theatre based learning
 - d. **Gallery walk**
5. What change in Education is necessitated by Globalization? CLO3 L1
 - (a) **Equality of Educational Opportunities** (b) Modernization of Education
 - (c) Vertical Mobility (d) Cultural Diffusion

Section - B

(5 X 2 =

10)

Answer all the following questions in about 50 words each:-

1. Why international education is needed for India? CLO1 L3
2. What are the procedures of language assessment? CLO2 L1
3. Mention the career opportunities of international education? CLO3 L2
4. How journals are used as learning strategy? CLO4 L3
5. What is reflection in mentoring? CLO5 L1

Section – C

(3 X 5 = 15)

Answer any three of the following questions in about 250 words each

- 1. Compare Indian and international education in brief? CLO1 L4**
- 2. Explain the special educational needs of IB? CLO2 L3**
- 3. Discuss about the field experiences in the global context? CLO5 L5**
- 4. Process drama is an innovative learning strategy in the classroom learning – justify?CLO5 L5**
- 5. Describe the importance of team building? CLO4 L3**

Section – D

(2 X 15 =

30)

Answer the following questions in about 750 words each:-

- 1. a. Discuss in detail about the internationalization of Higher education? CLO1 L5**
Or
b. Describe the Curriculum Framework of IBO and CIE? CLO2 L 3
- 2 .a. Explain the need and importance of Cultural Awareness in the Classroom. Mention the activities needed for Cultural Awareness? CLO4 L4**
Or
b. Explain in detail about the Student Engagement Activities of international curriculum? CLO5 L4

ELECTIVE - DISASTER MANAGEMENT

Course Code: 23LBEDM

Credits: 3

Number of Hours: 75 (L - 50; T - 10; P - 15)

Course Learning Outcomes:

The student teacher

- recalls the fundamental concepts related to disaster management. (L1)
- analyzes the impact of different types of disasters on communities and the system of education. (L4)
- implements effective disaster preparedness plans in educational settings. (L3)
- demonstrates the ability to respond to a disaster situation appropriately. (L2)
- evaluates the recovery and rehabilitation processes following a disaster, with focus on educational continuity. (L5)
- proposes strategies for disaster mitigation and risk reduction within learning environment. (L6)

Unit I : Introduction

(L - 12; T - 2; P - 3)

Disaster Management: Meaning, Definition, Terminology and Concepts - Historical Context of Disasters and Their Impact on Education - Classification: Natural and Human-Made Disasters - Social, Psychological and Educational Impact of Disasters on Individuals and Communities - Emerging Risk of Disasters - Climate Change - Role Of Educators in Disaster Management.

Task Assessment: Collect evidences for natural and human-made disasters from print and visual media and present it signifying the role of educators in disaster management.

Unit II : Approaches and Techniques

(L - 10; T - 2; P - 3)

Principles and Framework - Theories of Disaster Management: Sustainable Development theory, Emergency Management Theory, System Theory, Policy Making Theory and Networking & Management Theory- Education for Sustainable Development.

Task Assessment: Discuss in groups and Sort out the Educational Implications of the Theories of Disaster Management learnt.

Unit III : Disaster Management in Indian Context

(L - 8; T - 2; P - 3)

Disaster Profile of India - Major Disasters: 1984 Bhopal Gas Tragedy, 2001 Gujarat Earthquake, 2004 Indian Ocean Tsunami, 2013 Uttarakhand Floods, 2024 Wayanad Landslides - Disaster Management Act 2005 - Institutional and Financial Mechanism - National policy on Disaster Management - National guidelines and plans

Task Assessment: Conduct a Case Study of a recent disaster at local, state or national level and submit a reflective report of the mechanism of management

Unit IV : Disaster Preparedness, Response and Management (L - 10; T - 2; P - 3)

School Disaster Preparedness Plans - Risk Assessments in Educational Institutions - Training Teachers, Staff and Students in Disaster Preparedness - Immediate Response to A Disaster Situation - Evacuation Procedures and First Aid - Coordination With Local Authorities and Agencies

Task Assessment: Discuss in groups and design a disaster preparedness plan for a potential natural or human-made disaster relevant to a school in your locality.

Unit V : Recovery, Rehabilitation and Mitigation (L - 10; T - 2; P - 3)

Agencies: International, National and State - Post-disaster recovery and Continuity of Education - Psychological Support and Counselling for Students and Staff - Strategies for Mitigating Future Disaster Risks Within the School Environment.

Task Assessment: Visit the websites of various agencies of Disaster Management Division, Ministry of Home Affairs, Government of India and prepare a guideline of contact.

Note : The students should select any two of the given five Task Assessments.

References

- Ananda Babu.S (2022). *Disaster Impacts and Risk Governance*. ISBN: 978-93-5455-287-8. MacMillan
- Anu Kapur (2005). *Disasters in India - studies of grim reality*. Rawat Publishers
- Arulsamy. S; Jeyadevi. J (2011). *Safety and Disaster Management*. Neelkanmal Publications
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- <https://ndrf.gov.in/>
- <https://egyankosh.ac.in/bitstream/123456789/26483/4/Unit-25.pdf>
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- <https://ncert.nic.in/ncerts/1/kegy107.pdf>
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ELECTIVE -DISASTER MANAGEMENT

CLOs	At the end of the course, the Prospective Teachers will be able to	PLO Addressed	PSO Addressed
1	recalls the fundamental concepts and terminologies related to disaster management	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	analyzes the different types of disasters and their impact on communities and the system of education. (L4)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	implements effective disaster preparedness plans in educational settings.(L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	demonstrates the ability to respond to a disaster situation appropriately, ensuring the safety of learners and teachers.(L2)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	evaluates the recovery and rehabilitation processes following a disaster, with a focus on educational continuity. (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	proposes strategies for disaster mitigation and risk reduction within the learning environment.(L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓	✓		✓
CLO2	✓	✓		✓	✓	✓	✓	
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
ELECTIVE – DISASTER MANAGEMENT

Time: 45 mins.

Section - A

Max. Marks: 20
(5x1 = 5 Marks)

Answer all the following questions.

- The meaning of the term "MITIGATION" in the context of disaster management is _____.(CLO1, L2)
 - Immediate response to a disaster
 - Long-term actions to reduce the impact of disasters
 - Initial assessment of damages
 - Mobilizing resources for recovery
- According to the emergency management cycle, _____ phase involves activities such as risk assessment and planning for potential disasters. (CLO3, L1)
 - Preparedness
 - Response
 - Recovery
 - Mitigation
- In the context of first aid during disasters, the acronym "CPR" stands for _____.(CLO4, L1)
 - Cardiopulmonary Resuscitation
 - Critical Patient Relief
 - Crisis Prevention and Response
 - Casualty Pain Relief
- The coastal region of India primarily affected by "Indian Ocean Tsunami" of 2004 is _____. (CLO1, L1)
 - East Coast
 - West Coast
 - Southern Coast
 - Northern Coast
- The international organization which is responsible for coordinating humanitarian assistance and disaster response globally is _____.(CLO1, L1)
 - United Nations Development Programme
 - International Red Cross and Red Crescent Movement
 - World Health Organization
 - United Nations Office for Disaster Risk Reduction

Section – B

(5 X 2 =

10)

Answer all the following questions in about 50 words each:-

- What is the role of greenhouse effect in contributing to climate change? (CLO2, L2)
- Mention the significance of networking in disaster management. (CLO4, L2)
- List three key components of a school disaster preparedness plan. (CLO4, L1)
- Elucidate the role of contingency funds in the financial mechanism for disaster management. (CLO3, L2)
- What is the primary goal of psychological support in post-disaster recovery? (CLO5, L1)

Section - C (3 X 5 = 15)

Answer any three of the following questions in about 250 words each:-

- Describe how educators can integrate disaster preparedness into the curriculum to support students' emotional well-being.(CLO3, L3)
- Analyze the key principles of sustainable development theory of Disaster Management and evaluate how they can be practically implemented in a real-world context.(CLO4, L4)
- Propose strategies for ongoing risk monitoring and adaptation in an educational

- institution. (CLO6, L6)
14. Evaluate the effectiveness of a specific national disaster management guideline and provide recommendations for improvements based on the evolving nature of disaster risks.(CLO4, L5)
15. Develop a practical plan outlining specific strategies for providing psychological support to both students and staff during the post-disaster recovery phase.(CLO5, L3)

Section – D (2 X 15 = 30)

Answer the following questions in about 600 words each:-

16. a. Analyze the distinctions between natural and human-made disasters, providing specific examples for each category. Discuss how understanding these distinctions can enlighten us on effective disaster preparedness and response strategies.(CLO2, L4)
- (OR)
- b. Design an innovative framework for coordinating emergency response efforts with local authorities and agencies, considering the advancements in technology and community engagement strategies.(CLO4, L6)
17. a. Evaluate the effectiveness of specific components within the National Policy on Disaster Management in India. (CLO5, L5)
- (OR)
- b. Apply your knowledge and understanding of Disaster Management to outline innovative strategies for mitigating future disaster risks within a school environment.(CLO6, L3)

EPC- VII - EARLY CHILDHOOD CARE AND EDUCATION

Course Code : 23LBEEC

Credits : 2

Number of Hours – 50 (L-10; T-10; P-30)

Course Learning Outcomes (CLOs)

The Student Teacher

- identifies the needs of preschool children (L1)
- implements of appropriate childhood educational programme (L3)
- categorizes hygienic care practices for the children of various age group (L4)
- organizes programs for holistic development of children (L5)
- ensures active participation of community in child development (L4)
- practises effective teaching methods for children (L6)

Unit I: Introduction to Early Childhood Education (L-2; T-2; P-4)

Understanding the Context of the Child - Gender, Social Class, Religion, Family Structure, location - Critical Periods and Factors Affecting Development - Rights of Children - Survival, Development, Protection and Participation - *United Nations Convention on the Rights of the Child* (UNCRC), State Educational Children Policy

Task Assessment : Mention the articles pertaining to child rights

Unit II: Nutrition and Health Needs of the Child (L-2; T-2; P-4)

Nutrition, Importance of Nutrition, Food Habits in Childhood, Malnutrition, Common Childhood Illnesses – Mental and Physical Health - Prevention and Management, Hygienic Care Practices.

Task Assessment : Prepare an e content on malnutrition in childhood

Unit III: Activities for Holistic Child Development (L-3; T - 2; P -3)

Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral - Language Development in Children, Importance of Play in Child Development- Developmental Disorder: Autism –Hyperactivity and Attention Disorders - Causes, Symptoms and Treatment, Record Maintenance.

Task Assessment : Critically review on the importance of traditional games in child development

Unit IV: Role of Community in Child Development (L-2; T-1; P -5)

Role of Parents, School, Community & Mass Media - Ways to Inculcate Positive Discipline Among Children - Ways to Build Positive Relationships with their Peers - Health Schemes – Integrated Child Development

Task Assessment: Conduct a Debate on role of Mass Media in Child Development

Unit V: Teaching Methods for Early Childhood**(L-1; T-2; P-10)**

Discovery Method, Play way Method, Reggio Emilia Method, Waldorf Method, Montessori Method, Bank Street Method

Task Assessment: Practise any one of the above methods in a Pre-Primary School present a report on it.

Note : The students should select any two of the given five Task Assessments.

Practicum (15 Marks)

1. Visit to a nearby ICDS Centre
2. Prepare diet chart for 5-year-old child
3. Prepare an album for traditional games

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EPC- EARLY CHILDHOOD CARE EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the needs of preschool children (L2)	1, 3, 4	3, 4, 5
2	plans for implementation of appropriate childhood programme (L3)	1, 3, 4, 5, 6	3, 4, 5, 7
3	categorizes hygienic care practices for the children (L4)	1, 2, 3, 6, 7, 8	1, 2, 3, 5, 7
4	organizes programs for holistic development of children (L5)	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 4, 5, 8, 9
5	enhances the participation of community in child development (L4)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8, 9
6	practises effective teaching methods for children (L6)	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 5, 7, 8, 9, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓	✓				
CLO2	✓		✓	✓	✓	✓		
CLO3	✓	✓	✓			✓	✓	✓
CLO4	✓	✓	✓	✓	✓		✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1			✓	✓	✓					
CLO2			✓	✓	✓		✓			
CLO3	✓	✓	✓		✓		✓			
CLO4	✓	✓	✓		✓	✓		✓	✓	
CLO5	✓	✓	✓	✓	✓			✓	✓	
CLO6	✓	✓	✓		✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EPC - EARLY CHILDHOOD CARE EDUCATION

Time: 45 mins.

Max. Marks: 20

Section - A

(5x1 = 5 Marks)

Answer all the following questions.

1. Method which emphasizes hands on Learning and developing real world skills is.... (CLO6, L2)
a) Group discussion b) Montessori method
c) Lecture method d) all of these
2. Moral development theory was proposed by (CLO1, L1)
a) Piaget b) Gardner c) Bruner d) Kohlberg
3. Example for psychomotor skill is(CLO4, L3)
a) Thinking b) Sensation c) Drawing d) all of these
4. Lack of nutrients in the body is called as(CLO3, L1)
a) diet b) malnutrition c) nutrition d) disease
5. ICDS was launched in the year..... (CLO5, L1)
a) 1965 b) 1962 c) 1972 d) 1975

Section - B

(5X2=10 Marks)

Answer all the following questions in about 50 words each.

6. Highlight the educational rights for children mentioned in the Indian constitution (CLO1, L2)
7. Enlist the steps involved in language development of a child. (CLO4, L2)
8. Illustrate the role of hereditary factors in child development (CLO2, L4)
9. Categorize the dimensions of Child development. (CLO4, L2)
10. Suggest ways to develop positive discipline during childhood. (CLO5, L3)

Section - C

(1X5=5 Marks)

Answer any ONE of the following questions in about 250 words.

11. Analyze the importance of play in developing problem solving skills during childhood (CLO5, L4)
12. Justify the impact of mass media in moral development of the child (CLO2, L5)
13. Design a plan of action incorporating the principles of Montessori method to bring about multifaceted development of a child. (CLO6, L6)

EPC- VIII - PEACE EDUCATION

Course Code :23LBEPE

Credits: 2

Number of Hours – 50 (L-10; T-10; P-30)

Course Learning Outcomes (CLOs)

The Student teacher

- defines the concept of peace education. (L1)
- categorizes integration of peace education in curriculum. (L2)
- generalizes the nature of conflicts and their resolutions. (L3)
- distinguishes the significance of values of different personalities. (L4)
- imbibes the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace. (L5)

Unit I: Peace Education

(L-2, T-3, P-5)

Peace Education: Meaning, Definition, Concepts and Nature - Aims and objectives of Peace Education - Significance of Peace Education in the present scenario.

Task Assessment: Group discussion on determinants of peace education.

Unit II: Peace Education in Curriculum

(L-2, T-2, P-7)

Modes of integration of Peace Education in Curriculum: Subject content, subject perspectives, teaching methods, co- curricular activities, staff development, classroom management, school management.

Task Assessment: Prepare a report on classroom activities for integration of peace education in curriculum.

Unit III: Conflict Resolution

(L-3, T-2, P-5)

Bases of conflicts - Positive and negative aspects of conflicts - Types of conflict - Conflict management - Conflict resolution - Role of peace education in resolving conflict.

Task Assessment: Prepare a digital presentation on styles of conflict resolutions.

Unit IV: Contributors and Organizations promoting global peace and its challenges

(L-2, T-1, P-5)

Contributors of global peace: Gandhi, Martin Luther King - Mother Theresa and Dalai lama - Role of world organizations in promoting peace: UNESCO, UNO, SAARC and Common Wealth Organization - Factors affecting peace: Human rights, ecology, population, economy, culture, religion and politics.

Task Assessment : Write a reflective report on any two Noble prize winners for peace.

Unit V: Promoting Culture of Peace**(L-1, T-1, P-7)**

Culture of Peace: Meaning, Aims and Principles – Conflict Prevention and Resolution – Fostering culture of peace through education - Classroom activities for culture of peace.

Task Assessment : Present a seminar on methods of fostering values among school students.

Note : The students should select any two of the given five Task Assessments.

Practicum**(T-1; P-1)**

1. Collect the concepts of peace in your daily newspaper (any five) and prepare an album.
2. Prepare a report on any one of the programme organized by local/national organizations promoting peace.
3. Identify an International personality who stood for peace and prepare a reflective report.
4. Prepare a digital presentation on the strategies to overcome cultural barriers in promoting peace.

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EPC – PEACE EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	defines the concept of peace education. (L1)	1,5,7,8	1,3,5,7,8,10
2	categorizes integration of peace education in curriculum.	1,2, 5	1,5,7,8,10
3	generalize the nature of conflicts and their resolutions. (L3)	1, 2, 3, 5, 7	1,5,7,9,10
4	distinguishes the significance of values of different personalities. (L4)	1, 2, 5, 7	1,2,5,7,8,9,10
5	imbibes the knowledge, attitudes and skills needed to achieve and sustain a globalculture of peace	1, 2, 3, 4, 6	1,5,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1					✓		✓	✓
CLO2	✓	✓			✓			
CLO3	✓	✓	✓		✓		✓	
CLO4	✓	✓			✓		✓	
CLO5	✓	✓	✓	✓		✓		

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓		✓		✓	✓		✓
CLO2	✓				✓		✓	✓		✓
CLO3	✓				✓		✓		✓	✓
CLO4	✓	✓			✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**PALAYAMKOTTAI – 627 002.****MODEL QUESTION PAPER****EPC – VIII - PEACE EDUCATION****Time: 45 mins.****Max. Marks: 20****Section - A****(5x1 = 5 Marks)****Answer all the following questions.**

1. Peace is when people are able to resolve their conflicts without violence to improve (L1 CLO1)
 - a. the quality of life of the poor
 - b. the quality of their lives
 - c. the quality of the neighbours
 - d. the quality of life of all animals
2. Any conflict that leads to destruction of life and property is known as (L2 CLO2)
 - a. Direct conflict
 - b. indirect conflict
 - c. Direct violence
 - d. indirect violence
3. is a process which is aimed at bringing on group conflict to a negotiated end (L3 CLO3)
 - a. peace making
 - b. peace keeping
 - c. peace enforcement
 - d. peace keepers
4. Power is potentially demonstrated throughout a conflict by (L1 CLO4)
 - a. Armed forces
 - b. Sanctions
 - c. Voting
 - d. Mediator
5. For a strategic peace building plan to work peace builders must elicit plans from to inform planners of smaller details (L1 CLO5)
 - a. Local citizens
 - b. Political leaders
 - c. Military Officers
 - d. International organizations

Section - B**(5X2=10 Marks)****Answer all the following questions in about 50 words each.**

1. Write four factors affecting of peace Education (L2 CLO4)
2. Write the greek word used for peace (L2 CLO1)
3. First international forum on the culture of peace was organized in which country and year (L2 CLO5)
4. What is the need for peace education (L2 CLO2)
5. Mention any two important factors that affect world peace (L2 CLO1)

Section - C**(1X5=5 Marks)****Answer any ONE of the following questions in about 250 words.**

6. Expound main areas of peace education (L4 CLO1)
7. Describe different skills for peace (L4 CLO3)
8. Illustrate the major methods by which peace education can be integrated with the present school curriculum (L4, CLO5)

EPC - IX - SEMANTIC WEB TOOLS IN EDUCATION

Course Code : 23LBEIT

Credit : 2

Number of Hours – 50 (L-10; T-10; P-30)

Course Learning Outcomes (CLOs)

The student teacher

- acquires the knowledge of search tools such as e-book, image, audio (L3)
- practices the collaborative tools in the collaborative platform (L4)
- accesses the online assessment tools such as Kahoot, Socrative (L5)
- creates the concept map and info graph by practicing the tools such as Draw.io and Piktochart(L6)
- produces the video tutorial using open access tools (L6)
- incorporates the animation video maker tools in teaching-learning process (L5)

Unit I - Search Tools

(L-2; T-2; P -4)

e-Book: Pdf Drive.Net, Bookboon, Playbooks, Kindle - (E-Image, Photos, Illustrations, Vector Graphics, Cartoons, Video): Google Image, Pixabay, Pexels, Unsplash - Audio: Pixabay, Openverse

Task Assessment: Create a digital collage for your preferable concept with the High-Definition images

Unit II - Collaboration Tools

(L-2; T - 2; P -3)

Online Whiteboard - Mentimeter - Padlet: Upload files, Post mixture of files, embed links - Nearpod: My Profile, My Lessons, Reports, Nearpod Library, Teacher Resources, Create Lesson, Add Content, Add Activities - Remind - Clickup, Classroom Wikis: Wikispaces, PBWorks - Cloud Collaboration Tools: .doc, .xls, .ppt

Task Assessment: Create a lesson in Nearpod for 30 minutes in your discipline for your preferable standard and share the lesson link

Unit III - Assessment Tools

(L -3; T -2; P -3)

Google Forms - - Poll Everywhere - Socrative - TestMoz - Rubric maker - Go Soap Box - Kahoot, Curipod's App - Ed puzzle - Pickers - Pear Deck

Task Assessment: Create rubrics with the help of Rubric Maker to assess the dance performance

Unit IV - Concept Mapping and Infographics Tools (L-2; T-1; P -4)

Draw.io: Scratchpad, General tools, Advanced Tools, Import, Export, Diagram, Style –Mindmeister – Mindomo – Piktochart, Canva: Creating Infographic Lesson Embedded with Image, Videos, Text

Task Assessment: Create an illustrational e-learning material with the combination of concept map, info graph and diagrams (L6)

Unit V- Video Capturing and Editing Software Tools (L -1; T -2; P -10)

Video Capturing: OBS Studio – Video Editing: Openshot – Audio Editing: Audacity- Animation Video Makers: Animaker, Powtoon

Task Assessment: Create an e-content with the mixture of audio, video, image, and animation then upload in your YouTube channel, share the link

Note : The students should select any two of the given five Task Assessments.

Practicum (15 marks)

1. Create an e-module for your preferable content with the help of search tools
2. Create a video tutorial for “creating infographic lesson”
3. Create Live Streaming in YouTube using OBS studio

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EPC -SEMANTIC WEB TOOLS IN EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	acquires the knowledge of search tools such as e-book, image, audio (L3)	1,5,7,8	1,3,5,7,8,10
2	practices the collaborative tools in the collaborative platform (L4)	1,2, 5	1,5,7,8,10
3	accesses the online assessment tools such as Kahoot, Socrative (L5)	1, 2, 3, 5, 7	1,5,7,9,10
4	creates the concept map and info graph by practicing the tools such as Draw.io and Piktochart(L6)	1, 2, 5, 7	1,2,5,7,8,9,10
5	produces the video tutorial using open access tools (L6)	1, 2, 3, 4, 6	1,5,7,8,9,10
6	incorporates the animation video maker tools in teaching-learning process (L5)	1, 7, 8	1,4,5,6,7,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1					✓		✓	✓
CLO2	✓	✓			✓			
CLO3	✓	✓	✓		✓		✓	
CLO4	✓	✓			✓		✓	
CLO5	✓	✓	✓	✓		✓		
CLO6	✓						*✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓		✓		✓		✓	✓		✓
CLO2	✓				✓		✓	✓		✓
CLO3	✓				✓		✓		✓	✓
CLO4	✓	✓			✓		✓	✓	✓	✓
CLO5	✓				✓		✓	✓	✓	✓
CLO6	✓			✓	✓	✓	✓			✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
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MODEL QUESTION PAPER
EPC– IX - SEMANTIC WEB TOOLS

Time: 45 mins.**Course code:****Max. Marks: 20****Section - A****(5x1 = 5 Marks)****Answer all the following questions.**

9. Type of information which are searched through the search engines are _____ (CLO1, L1)
- Documents
 - Videos
 - Images
- i.
 - ii.
 - iii.
 - i.,ii.,and iii.
10. If you want to add a multiple choice quiz in Nearpod, click... (CLO1, L1)
- Add Content
 - Add Activity
 - Add Web Content
 - Add Library
11. “cite your sources” means ---- (CLO2, L2)
- use clear fonts
 - use few words
 - mention the documents from where you got your information and images
 - use website
12. Basics elements of Video Editing are(CLO1, L1)
- Capture
 - Shot
 - Timeline
- A and B
 - A, B, and C
 - A and C
 - B and C
13. Editing is almost an art form because(CLO3, L2)
- You have to know what to cut to make people look good
 - You are trying to cover up the mistakes of the director and camera man
 - You are blending together images and sound to make a connected piece
 - It's not really an art, it is just moving things around to look good

Section - B**(5X2=10 Marks)****Answer all the following questions in about 50 words each.**

14. List out the search tools for accessing e-books (CLO1, L1)
15. How do you create a lesson in Nearpod. (CLO1, L3)
16. How do you assess using a quiz with the help of assessment tools? (CLO2, L3)
17. Mention the features of Draw.io (CLO1, L2)
18. Analyze the various elements used in audio editing. (CLO2, L4)

Section - C

(1X5=5 Marks)

Answer any ONE of the following questions in about 250 words.

19. How are web tools used for searching photos and explain their important features (CLO1, L3)
20. How do you create classroom wikis and explain the process creatively? (CLO4, L6)
21. Create Rubrics for assessing a video assignment (CLO5, L6)

COURSE DESIGNERS	
PERSPECTIVES IN EDUCATION (PE)	
1. Gender, School and Society	Dr.R.Indra Mary Ezhilselvi
2. Inclusive Education	Ms. S.Jebasheela Jenifer Dr.V.Lavanya Dr.T.Jeya Selvakumari
3. Language Across the Curriculum	Dr.E.C.Punitha Ms.C.Vennila Santha Ruby Ms.R.Bhuvaneswari Ms.D.Chandra Prabha
4. Educational Administration and Management	Dr.J.Maria Prema Ms.J.Rwoofu Nisha Ms.C.Deepa
CURRICULUM AND PEDAGOGIC STUDIES (CPS)	
1. Pedagogy of Biological Science – IV	Dr.M.Maria Saroja Ms.E.Michael Jeya Priya
2. Pedagogy of Computer Science – IV	Dr.M.Gnana Kamali Ms. M.Ponmalar
3. Pedagogy of English – IV	Dr.E.C.Punitha Ms. C. Vennila Santha Ruby
4. Pedagogy of History – IV	Dr.Jeya Sudha
5. Pedagogy of Mathematics – IV	Rev.Sr.Dr.L.Vasanthi Medona Ms.S.Arockia Reena
6. Pedagogy of Physical Science – IV	Dr.N.Theresita Shanthi Ms.S.Jebasheela Jenifer
7. Pedagogy of Tamil – IV	Dr.G.Esther Maragathamani
ELECTIVES	
1. Human Rights Education	Dr.J.Maria Prema
2. Education in the International Context	Dr.V.Lavanya
3. Disaster Management	Dr.R.Indra Mary Ezhilselvi
ENHANCING PROFESSIONAL CAPACITIES (EPC)	
1. Early Childhood Care and Education	Rev.Sr.Arul Suganthi Agnes
2. Peace Education	Ms.E.Michael Jeya Priya
3. Semantic Web Tools in Education	Dr.M.Gnana Kamali Ms.J.Rawoofu Nisha
Value Added Courses	
Self Study Courses	
Certificate Courses	

VALUE ADDED COURSES

1. Workplace wellness for women
2. Safety in Cyber space
3. Interpersonal Relationship Management

Self Study Courses

1. TET Preparatory Course Phase – IV
2. Any One Online Course Swayam
3. Entrepreneurship Skill Development
4. Folk Artifacts

Certificate Course

1. Child Rights and Protection

SEMESTER IV
VALUE ADDED COURSES
(VAC)

VALUE- ADDED COURSES (VAC)

Value- added courses are provided by the institution to develop necessary skills, to increase the employability quotient and equip the students with essential skills to succeed in life. The Value Added Courses offer the students an edge over others and have the scope of enhancing communication skill, technical knowledge, time management and personality development. To compete with the recent trends of the current competitive world, Value Added Courses were made compulsory for all the student teachers. They were awarded the certificates after their successful completion of the courses.

WORKPLACE WELLNESS FOR WOMEN

Course Code: 23LBVWW

Course Learning Outcomes (CLO s)

The student teacher

- describes the need and significance of workplace wellness (L1)
- summarizes the challenges of women in workplace (L2)
- classifies the various wellness strategies for psychological wellbeing (L3)
- analyses the constitutional provisions for women empowerment (L4)
- evaluates the acts related to workplace wellness for women (L5)

Unit I : Workplace Wellness

Wellness: Meaning, Dimensions of Wellness – Workplace Wellness: Meaning, Importance, Need and significance – Work environment – Methods to enhance workplace Wellness – Wellbeing programmes.

Unit II: Women in the Workplace

Historical Perspective – gender pay gap – Childcare Dilemma of Working Woman – Creating Work-Life Balance – Social, Physical, Mental and Domestic challenges related to Work.

Unit III: Working women and psychological well-being

Psychological well-being Importance – Components – Factors affecting psychological well-being – Diversity and Inclusion in the Workplace – Multiple roles of working women – Wellness strategies

Unit IV: Constitutional Provisions

Article 14, Article 15, Article 16, Article 39, Article 42, Article 51A, Article 243 D (3) and Article 243 T (3), Article 243 D (4) T (4).

Unit V: Legal Security

The Employees State Insurance Act, 1948, The Maternity Benefit Act, 1961, The Equal Remuneration Act, 1976 – The Occupational Safety, Health, and Working Conditions Code, 2020 – National Policy on Safety, Health, and Environment at Work Place- POSH Act.

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Thibau, Isabelle & Winslow, Carolyn & Banks, Cristina. (2018). Finding Fit: Implementing Wellness Programs Successfully an Employer Guide for Employee Engagement.

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https://dglasli.gov.in/sites/default/files/2018-12/OSH_Gazette.pdf

<https://labour.gov.in/sites/default/files/SafetyHealthandEnvironmentatWorkPlace.pdf>

SAFETY IN CYBER SPACE

Course Code : 23LBVSC

Course Learning Outcomes (CLO s)

The student teacher

- understands the origin and development of cyber space (L1)
- develops a deeper understanding and familiarity with social media and its security (L2)
- identifies about Data Privacy and Data Security (L3)
- analyses the complicated issues in enforcing Intellectual Property Rights in Cyberspace (L4)
- acquires the knowledge about Cybercrime and Cyber law (L5)

Unit I : Overview of Cyberspace

Understand cyber space, Regulation of cyberspace, social media in cyber space, advantages, disadvantages, Basics of internet, www, http, html, DNS, IP Address.

Unit II : Social Media Overview and Security

Social networks, Types of social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media privacy, Security issues related to social media.

Unit III : Data Privacy and Data Security

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection, Data protection principles, Big data security issues and challenges. Personal Information Protection and Electronic Documents Act (PIPEDA).

Unit IV : Cybercrime and Cyber law

Cybercrimes, Common cybercrimes- cybercrime targeting computers and mobiles, financial frauds, Legal perspective of cybercrime, IT Act 2000 and its amendments.

Unit V : Intellectual Property Rights in Cyber Space

Intellectual Property Rights- Meaning, Nature-Copyright Issues in Cyberspace- : Cyber Theft of Intellectual Property- Data Accessibility And Privacy- Data backup, Downloading and management of third party software.

References

- Mishra, R. C. (2012). Cyber Crime Impact in the New Millennium .Auther Press.
- Belapure, S., Godbole, N. (2011). Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives .Wiley India.

Oliver, H.A. (2001). Security in the Digital Age: Social Media Security Threats and Vulnerabilities. Create Space Independent Publishing Platform.

Elias, M. Awad, E.M. Electronic Commerce .Prentice Hall of India Pvt Ltd.

Kumar, K. Cyber Laws: Intellectual Property & E-Commerce Security .Dominant Publishers.

Cole, E. ,Conley, R.K.J.W. Network Security Bible . (2nd ed.).Wiley India Pvt. Ltd.

<https://gca.isa.org/blog/the-connection-between-cybersecurity-and-safety>

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<https://intellipaat.com/blog/what-is-cyber-safety/>

<https://cbseacademic.nic.in>

INTERPERSONAL RELATIONSHIP MANAGEMENT

Course Code : 23LBVRM

Course Learning Outcomes (CLOS)

The student teacher

- recognizes the basic principles of interpersonal skills (L1)
- identifies the elements and factors influencing interpersonal relationship (L2)
- examines the stages of relationship in accordance with real life situations (L3)
- analyzes the barriers of Interpersonal Relationship (L4)
- criticizes theories of Interpersonal relationship based on applicability (L5)

Unit I : Interpersonal relationship

Interpersonal relationship: Introduction, Meaning, Purposes of Interpersonal relationship - Understanding interpersonal relationship-Inter & intrapersonal relationship- Importance of interpersonal relationship-Types of interpersonal relationship -The role of intrapersonal and interpersonal competencies in student success

Unit II : Elements and factors influencing interpersonal relationship

Elements & Factors influencing interpersonal relationship-Interpersonal Relationship Model -Stages of Relationship: Acquaintance, Development, - Continuation, Deterioration, Dissolution and Termination- Role of Communication in interpersonal relationship

Unit III : Barriers of interpersonal relationship

Barriers of Interpersonal Relationship: Situational barriers, Personal barriers, Sociocultural barriers - Personal barriers: Lack of honesty & trust, Lack of compatibility, Feeling of insecurity, Fear of rejection - Situational barriers: Adverse environmental situations, lack of territoriality, Large Distance, Lack of time - Sociocultural barriers: cultural diversity, Ethnic, social and Language diversity

Unit IV : Theories of interpersonal relationship

Social Exchange Theory: Costs vs. Benefits, Expectations and Comparison levels -Uncertainty Reductions Theory: Passive strategies, Active strategies, and Interactive strategies-Attachment Theory: attachment behavioral system, caregiving system, exploratory behavioral system, Stages of Attachment- Equity Theory: Distribution, Dissatisfaction and Realignment

Unit V : Interpersonal relationship skills

Interpersonal relationship skills: Active Listening, Teamwork, Responsibility, Dependability, Leadership, Motivation, Flexibility, Patience and Empathy- Tips to Improve Interpersonal Skills-Managing Conflict in Relationship

References

- Stephen P. Robbins, Timothy A. Judge, Neharika Vohra(2021), Organizational Behaviour, 18th edition, ISBN 978-93-530-6703-8, Pearson India Education Services
- Nyla R. Branscombe, Robert A. Baron, Preeti Kapur (2021), Social Psychology, 14th edition, ISBN 978-93-325-8611-6, Pearson India Education Services.
- Dave Marks (2007), Communication and Interpersonal Relation, National Writing Ins
- <https://www.managementstudyguide.com/types-of-interpersonal-relationships.htm>
- <https://www.verywellmind.com/how-to-maintain-interpersonal-relationships-5204856>
- <https://www.verywellmind.com/what-is-social-exchange-theory-2795882>
- <https://www.simplypsychology.org/attachment.html>
- <https://www.simplypsychology.org/a-level-relationships.html>
- <https://www.allohealth.care/healthfeed/sex-education/equity-theory-of-relationships>
- <https://www.managementstudyguide.com/interpersonal-relationship-model.htm>
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- <https://www.managementstudyguide.com/interpersonal-relationship-theories.htm>
- <https://www.skillsyouneed.com/ips/relationship-conflict.html>
- <https://in.indeed.com/career-advice/resumes-cover-letters/interpersonal-skills>
- <https://www.skillsyouneed.com/ips/relationship-conflict.html>
- <https://learn.saylor.org/mod/book/view.php?id=51204&chapterid=30830>

SEMESTER - IV
SELF-STUDY COURSES
(SSC)

TET PREPARATORY COURSE - PHASE IV

Course Code : 23LBST2

COURSE LEARNING OUTCOMES (CLOs)

The Student Teacher

- describes child psychology, educational psychology and theories of learning (L1)
- associates language skills including grammar, comprehension, and vocabulary (L2)
- carries out basic mathematical concepts, numbers, measurement, algebra, life mathematics and geometry (L3)
- explains health and hygienic, world of plants & animals and environmental science (L4)
- discriminates earth & solar systems, family & society, community & schools, human rights and the UNO (L5)
- creates cognitive, social, emotional and moral development (L6)

Unit I : GROWTH AND DEVELOPMENT OF THE CHILD**Unit II : THEORIES OF CHILD DEVELOPMENT****Unit III : ATTENTION, PERCEPTION AND MEMORY****Unit IV : MOTIVATION AND LEARNING****Unit V : INTELLIGENCE AND CREATIVITY****Unit VI : PERSONALITY****Unit VII : SOCIALIZING AGENCIES OF CHILD DEVELOPMENT****Unit VIII : PEDAGOGICAL CONCERNS - PART I****Unit IX : PEDAGOGICAL CONCERNS - PART II****தமிழ்: (வகுப்பு VI முதல் VIII)**

பேசுதல் திறன், எழுதுதல் திறன், நிகழ்ச்சி நிரல் தயாரித்தல், அறிக்கை எழுதுதல், முடிக்கத் தொடர்கள் எழுதுதல், இலக்கணம், செய்திகள், கருத்துகள், நூல்கள் ஆகியவற்றை கருத்தாய்வு செய்து எழுதுதல்

English: (STD VI TO VI)

Area/Skills: Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Supplementary Reader.

Maths: (STD VI TO VIII)

Area/Skills: Number system - I and II, Measurements, Algebra, Life mathematics, Geometry, statistics, Information processing.

Science: (STD VI TO VIII)

Area/Skills : Measurement, Forces and Motion, Heat, Electricity, Magnetism, Matter around us, Changes around us, Air, Water, Chemistry in Everyday life, Living

world of Plants and Animals, Health and Hygiene, The Cell, Human Organ System, Plants in daily life, Reproduction and Modification in Plants.

Social Science: (STD VI TO VIII)

Area/Skills: Human Evolution, Indus Civilisation, Ancient Cities of Tamilagam, Vedic Culture in North India and Megalithic Culture in South India, Great Thinkers and New Faiths, Society and Culture in Ancient Tamizhagam: The Sangam Age, The Post-Mauryan India, The Age of Empires: Guptas and Vardhanas, The Universe and Solar System, Land and Oceans, Resources, Globe, Understanding Diversity, National Symbols, The Constitution of India, Democracy.

References

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Bhatnagar Suresh. (2016). Childhood and Development Years. R-Lall Book Depot.
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Mangal, S.K. (2015) Advanced Educational Psychology. Prentice Hall of India.

Martha Kaufeldt (2010). Begin with the Brain, Second Edition, ISBN: 978-1-4129-7158-4, SAGE.

Mohan, A. (2011). Psychological Foundations of Education. Neelkamal Publications.

Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications.

Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

தமிழ் - 6 - 10 வகுப்பு தமிழ்நாடு பாடநூல் மற்றும் கல்வியியல் பணிகள் கழகம் (2022)

English – VI-X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)

Mathematics - Standard VI-X Tamil Nadu Textbook and Educational Services Corporation (2022)

Science – Standard VI-X, Tamil Nadu Textbook and Educational Services Corporation (2022)

Social Science – VI- X Standard, Tamil Nadu Textbook and Educational Services Corporation (2022)

Computer Science - Higher Secondary – First Year – Volume I, Tamil Nadu Textbook and Educational Services Corporation (2020)

Tamil Nadu School Textbook Classes VI to VIII (New Syllabus 2022-23)

ENTREPRENEURSHIP SKILL DEVELOPMENT

Course Code : 23LBSES

Course Learning Outcomes (CLOs)

The student teacher

- develops basic understanding about entrepreneurship (L1)
- familiarizes Entrepreneurial process (L6)
- enhances Entrepreneurial Skills (L3)
- analyses planning skills of Entrepreneurship (L4)
- follows entrepreneurial career (L5)
- identifies Emerging trends in entrepreneurship (L2)

Unit I : Introduction to Entrepreneurship Introduction

Concept of Entrepreneur - Entrepreneurship and Enterprise- Definition of Entrepreneurship- Objectives of Entrepreneurship- Phases of Entrepreneurship Development.

Unit II : Entrepreneurial Process and Entrepreneurship Development:

Entrepreneurial competencies - traits - characteristics- motives-attitudes- Achievement orientation - self-assessment.

Unit III : Entrepreneurship Development Skills

Meaning of Entrepreneurship skill - Types of Entrepreneurship Skills: Business management skills - Teamwork and leadership skills -Communication and listening

Unit IV : Preparing for an Entrepreneurial Career:

Strategic thinking and planning skills - Technical skills -Time management and organizational skills - Branding, marketing and networking skills- Entrepreneurial skills in the workplace

Unit V : Emerging Trends in Entrepreneurship:

Technopreneurship- netpreneurs - agripreneurs -Women entrepreneurship - Portfolio entrepreneurship -Franchising.

References

- Charantimath, P.M. Entrepreneurship Development and Small Business Management, Person Education
- Desai Vasant, Fundamentals of Entrepreneurship and Small Business Management, Himalaya Publishing House.
- Gupta CB, Srinivasan NP, Entrepreneurship Development in India, Text & Cases, Sultan Chand & Sons, New Delhi.

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<https://www.forbes.com/sites/ashleystahl/2023/04/07/5-emerging-entrepreneurship-trends/?sh=1a678b442260>

<https://rishihood.edu.in/emerging-trends-in-entrepreneurship/>

<https://onlinedegrees.sandiego.edu/how-to-become-an-entrepreneur/>

<https://www.collegexpress.com/interests/business/articles/career-business/5-ways-prepare-your-life-entrepreneur/>

<https://in.indeed.com/career-advice/career-development/entrepreneur-skills>

<https://www.krmangalam.edu.in/blog/10-effective-ways-to-develop-your-entrepreneurship-skills/345>

FOLK ARTIFACTS

Course Code : 23LBSFA

Course Learning Outcomes (CLOs)

The Student teacher

- knows about the various aspects of Indian culture in different countries of the world (L1)
- learns about a tribal and folk arts division with a core collection for conducting systematic scientific studies and for live presentations. (L2)
- serves to teach about and preserve the culture of the people, or folk, of which it speaks (L3)
- understands the important relationship of tradition and innovation in societal change as well as in their own lives (L4)
- develops attributes that enhance an individual's interactions, earning power and job performance.(L5)

Unit I: Folk Artifacts

Folk Artifacts: Meaning -Definition- Characteristics -History of Folk Art- Historical Examples of Folk Art.

Unit II: Types of folk art

Architecture-Painting-Sculpture-Print Makings-Textiles-Applied Art- Primitive Art-Tribal Art-Peoples Art-Traditional art-Working glass art- Terrocotta.

Unit III: Types of folk Artifacts

Tools -Pottery-Metal Objects -Books -Instruments-Figuring's-Coins-Bamboo Mat drying -Silk weaving-Rattan weaving -Palm leaf crafts-Making Clay dolls.

Unit IV: Folk Artifacts Association

Indian Folk Art Foundation - International India Folk Art Gallery -Indian Folk Art Market -India Folk Art Tribal Art Association -Artist for Artists Associations.

Unit V: Ancient Indian Artifacts

Victoria Memorial -Nalanda University -Konark Sun Temple-Shore Temple- Brahadeeswara Temple -Hampi- Mahabalipuram- Harmandu Sahib-Hawa Mahal- Taj Mahal-Museum Collections.

References

Jasleen Dhamija and Himman Dhamija Indian Folk Arts and Crafts Hardcover – 1 January 2002, Publisher, National Book Trust, India, Original from, the University of California

Indian Folk and Tribal Painting - Gupta, C.S. 2008

Folk and Tribal Art - National Portal of India

Folk Art Paintings - a Reflection of the True Ethos of India

<https://www.india.gov.in/topics/art-culture>

<http://ignca.nic.in>

<https://indianfolkart.org/>

<https://artandculturalaffairshry.gov.in/about-department/objectives-functions/>

https://en.wikipedia.org/wiki/Folk_art

SEMESTER IV CERTIFICATE COURSE

CHILD RIGHTS AND PROTECTION

Credits : 2

Number of Hours - 30

Course Learning Outcomes (CLOs)

The student teacher

- describes the concept and principles of child rights (L1)
- summarizes the Millennium Development Goals for child rights. (L2)
- classifies the various types of violence against children (L3)
- analyses the legal protection for children (L4)
- evaluates the child protection system in India (L5)
- creates a model for child friendly schools (L6)

UNIT I: Concept of Child Rights

Concept - Definition of Child and Child Rights - Need and Importance - United Nations Convention on the Rights of the Child (UNCRC) - The Sustainable Development Goals (SDGs) for child rights.

UNIT II: Violence Against Children

Concept - Types: Maltreatment, Child Labour, Child Trafficking, Child Marriage, Child Abandonment, Cyber Bullying and Sexual Abuse - Causes of Violence - Consequences of Impact of Violence on Children.

UNIT - III: Constitutional and Legal Protection

Article 21, 21(a), 24, 39(f) - Child Labour Act, 1986 - The Prohibition of Child Marriage Act 2006 - The Protection of Children from Sexual Offences Act (POCSO) 2012.

UNIT - IV: Child Welfare and Protection

Child Protection System in India - National Commission for Protection of Child Rights (NCPCR) - Child Help Line - Integrated Child Development Services (ICDS) - Child Rights and You (CRY).

UNIT - V: Child Friendly Schools and Role of Teachers

Concept and Importance - Child Protection Policy in Schools - Child Rights Clubs in Schools - Role of School Management Committees (SMCs) - Role of Teachers in Safeguarding the Rights of Children in Schools.

References

Asha Bajpai. (2017). *Child Rights in India*. Oxford University Press.
Chinnappan. (2013). *Teaching of the Child Rights*. Akaram.

- Nuzhat Parveen Khan. (2016). *Child Rights and the Law*. Universal Law Publishing.
- Professional Book Publishers. (2020). *Child Laws containing acts, rules, regulations for children including Juvenile Justice along with charters, policies, conventions – Manual with short comments*. Delhi: Professional Book Publishers.
- Surendra Kumar. (2019). *Role of Duty Bearers in Child Protection*. Faircrow Art House: Guwahati.
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- <https://home.crin.org/resources>
- <https://www.haqcsrc.org/child-rights/>
- <https://home.crin.org/resources>
- <https://hrea.org/resources/>
- <https://ncpcr.gov.in/bare-acts-related-children>
- <https://ccl.nls.ac.in/publications/>
- <https://dsdcpimms.tn.gov.in/landing/index.html>
- <https://www.arpan.org.in/children-and-adolescents/>
- <https://resourcecentre.savethechildren.net/>
- [https://www.unicef.org/northmacedonia/play-based-learningactivities- children-aged-3-10](https://www.unicef.org/northmacedonia/play-based-learningactivities-children-aged-3-10)
- <https://www.unicef-irc.org/playing-the-game>

COURSE DESIGNERS		
1.	Workplace Wellness for Women	Dr.J.Maria Prema Dr.S.Josephine Ms. R.Bhuvaneswari
2.	Safety in Cyber Space	Dr.M.Gnana Kamali Ms.E.Michael Jeya Priya Ms. Jebasheela Jenifer Dr.V.Jani
3.	Interpersonal Relationship Management	Dr.N.Theresita Shanthi Dr.P.Johnny Rose Ms. C. Deepa
SELF-STUDY COURSES		
1.	TET Preparatory Course Phase – II	Dr.E.C.Punitha Ms. S.Arockia Reena
2.	Any one Online Course Swayam	Dr.M.Gnana Kamali
3.	Entrepreneurship Skill Development (Offline)	Ms. S.Jebasheela Jenifer
4.	Folk Artifacts (Offline)	Ms.C.Deepa
CERTIFICATE COURSE		
1.	Child Rights and Protection	Dr.A.Jeya Sudha Dr.S.Josephine Rev.Sr.L.Arul Suganthi Agnes

