

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Affiliated to Mahatma Gandhi University, Kottayam

Approved by NCTE & Recognised under UGC Section 2f 12B

OUTCOME BASED EDUCATION FRAMEWORK



Programmes

B.Ed, M.Ed & Ph.D in Education

Prepared by

IQAC, St. Thomas College of Teacher Education, Pala

About the College

St. Thomas College of Teacher Education, Pala, Kerala was established in 1957 and owned and managed by the St. Thomas College of Pala Education Trust under Diocese of Palai with the prime objective of preparing efficient and committed teachers for our country, with special emphasis on their moral growth and development. The college aims to make the students to illumine the world and dispel all sorts of darkness around them. The quest for excellence is highlighted in the vision and mission of the institution.

The vision of the college is Enlightenment, Excellence and Service through Divine Illumination. The college strives to develop itself into a world-class centre of Teacher Education with a difference. This institution offers a wide range of programmes, which help to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education. The teaching, research, extension service and consultancy provided in the college aims to generate a new work culture for improving the practices of education. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher education.

The College is a co-educational institution admitting 50 students each to the B. Ed and M.Ed program through a centralized admission procedure. The faculty members are supervising and guiding Ph.D level researches in Education. The institution was conferred Minority Status by the National Commission for Minority Educational Institutions in 2010 (F.No.823 of 2010/47236 dtd 16.11.2010). The college was re-accredited with A+ grade by NAAC in 2007 (with an institutional score of 92) and re-accredited (third cycle) with A Grade (3.32) by NAAC in 2014. The college has a history of more than 66 years in moulding the future teachers. The college is located at Pala in Kottayam district of Kerala State.

VISION

Enlightenment, Excellence and Service through Divine Illumination.

MISSION

To develop into a world-class centre of Teacher Education with distinct identity and character - A college of Teacher Education with a difference

To develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education

To generate a new work culture for improving the practice of education through teaching, research and extension

To achieve and sustain excellence in teacher development through experimentation and innovation

To foster values of a new global scenario such as quality consciousness, eco-friendliness, sustainable development and love for fellow men

To promote faith in God and uphold Christian ideals

GOALS & OBJECTIVES

To develop unique teachers who excel in global scenario and realise the Indian concept of 'Guru' and quality consciousness among teachers

To create a strong affinity towards the national values

To reorient teacher education to the needs of modern age

To promote educational research and extension

To equip the teachers to develop and practice innovative methods in teaching and evaluation

To conscientize the teachers about the needs of the society and nation and to act accordingly

To equip the teachers with the skills and information to create an eco-friendly atmosphere in educational institutions

To develop human values among teachers such as - love for fellowmen, tolerance, unity, etc

PROGRAMME EDUCATIONAL OUTCOMES

B.Ed Programme

CODE & No.	Programme Educational Outcomes (PEOs)
PEO B1	Develop Teachers with distinct identity and character
PEO B2	Foster values of a new global scenario such as quality consciousness, eco-friendliness, sustainable development and love for fellow men
PEO B3	Generate a new work culture for improving the practice of education through teaching, research and extension
PEO B4	Demonstrate commitment to the profession or job requirements
PEOB 5	Honour diversity and ensure inclusion by treating all students and colleagues with respect and dignity, shows respect for and sensitivity to gender, cultural and religious difference; and challenges prejudice, biases and intolerance in the workplace, etc.
PEO B6	Possess ethical integrity, maintains ethical standards; resists pressure in decision making; displays honest behaviour; and does not abuse power/authority.
PEO B7	Demonstrate teaching strategies that support participation and learning of differently-abled students
PEO B8	Demonstrate knowledge required to design learning sequences; implement teaching strategies using ICT to improve teaching-learning process; set explicit, challenging and achievable learning goals for all students; and plan and implement well-structured learning and teaching programmes that engage students and promote learning
PEO B9	Demonstrate professional competencies/practice that are required to select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
PEO B10	Demonstrate competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice
PEO B11	Develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education

ACTION VERBS FOR DESIGNING PLOs & CLOs

Revised Bloom's Cognitive Domain with Instructional Ideas

Category	Verbs	Instructional Strategies / Products
Remember Recognizing, Recalling	Arrange, Count, Define, Describe, Draw, Duplicate, Identify, Label, List, Match, Name, Order, Point, Quote, Read, Recall, Recite, Recognize, Record, Repeat, Reproduce, Select, State, Write	Analogies, Audio, Charts, Examples, Illustrations, Lecture, Timelines, Video, Visuals Quiz, Definition, Fact, Worksheet, Test, Label, List, Workbook, Reproduction, Vocabulary
Understand Interpreting, Exemplifying, Classifying, Inferring, Comparing, Explaining	Associate, Classify, Compare, Compute, Contrast, Convert, Describe, Differentiate, Discuss, Distinguish, Explain, Express, Extend, Generalize, Give Examples, Identify, Indicate, Locate, Listing, Matching, Paraphrase, Predict, Recognize, Report, Restate, Review, Rewrite, Select, Sort, Summarize, Tell, Translate	Discussion, Learner Presentations, Questions and Answers, Reports, Summaries, Recitation, Summary Collection, Explanation, Show and tell, Example, Quiz, List, Label, Outline
Apply Executing, Implementing	Add, Apply, Calculate, Change, Choose, Classify, Complete, Compute, Demonstrate, Determine, Develop, Discover, Divide, Dramatize, Employ, Examine, Formulate, Graph, Illustrate, Interpret, Manipulate, Modify, Multiply, Operate, Organize, Perform, Practice, Predict, Prepare, Produce, Relate, Schedule, Shop, Show, Sketch, Solve, Subtract, Translate, Use	Demonstrations, Exercises, Microteach, Practice, Projects, Role Play, Simulations, Sketches Photograph, Illustration, Sculpture, Presentation, Interview, Performance, Diary, Journal

Analyze Differentiating, Organizing, Attributing	Analyze, Appraise, Arrange, Breakdown, Calculate, Combine, Compare, Contrast, Criticize, Design, Detect, Determine, Develop, Diagram, Differentiate, Discriminate, Distinguish, Estimate, Examine, Experiment, Extrapolate, Formulate, Identify, Illustrate, Infer, Inspect, Inventory, Outline, Point Out, Question, Relate, Select, Separate, Subdivide, Test, Utilize	Case Studies, Critical Incidents, Discussion, Problems Graph, Spreadsheet, Checklist, Chart, Outline, Survey, Database, Mobile, Abstract, Report
Evaluate Checking, Critiquing	Appraise, Argue, Assess, Attack, Choose, Compare, Conclude, Contrast, Criticize, Critique, Defend, Determine, Estimate, Evaluate, Grade, Interpret, Judge, Justify, Measure, Predict, Rank, Rate, Revise, Score, Select, Support, Test, Value, Weigh	Appraisals, Case Studies, Critiques, Exercises, Projects, Simulations Debate, Panel, Report, Evaluation, Investigation, Verdict, Conclusion, Persuasive speech
Create Generating, Planning, Producing	Arrange, Assemble, Categorize, Collect, Combine, Compile, Compose, Construct, Create, Debate, Derive, Design, Devise, Explain, Formulate, Generate, Group, Integrate, Manage, Modify, Order, Organize, Plan, Prepare, Prescribe, Produce, Propose, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Specify, Summarize, Synthesize, Tell, Transform	Case Studies, Constructs, Creative Exercises, Develop Plans, Problems, Projects, Simulations Film, Story, Plan, New game, Newspaper, Media product, Advertisement, Painting, Song

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

Programme Learning Outcomes (PLOs)

PLO No.	Programme Learning Outcomes
PLO B1	Ensure the Development of Teacher Competence, Sensitivity and Teacher Motivation
PLO B2	Uphold the value system based on the cultural, social, political and moral bases of Indian society
PLO B3	Ensure the importance on professional preparation of teachers
PLO B4	Know ICT enabled curriculum and e-learning
PLO B5	Realize the importance of inclusive education and gender issues
PLO B6	Identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges
PLO B7	Mould technologically competent and realize the importance of ICT and e- learning
PLO B8	Apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future
PLO B9	Imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition
PLO B10	Focus on communicative English which will help the student teachers to communicate well in diverse settings and groups
PLO B11	Conceptualize different formal and informal evidence based performance assessment strategies and develop ability to

	evaluate the continuous intellectual, social and physical development of the learners
PLO B12	Enhance drama and art education to nurture children's creativity and aesthetic sensibilities
PLO B13	Enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms
PLO B14	Acquire the right attitude with qualitative commitment using multiple levels of tools and techniques
PLO B15	Demonstrate communication skills required to articulate thoughts and ideas clearly/effectively
PLO B16	Identify teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds
PLO B17	Demonstrate professional competencies/practice that are required to manage classroom activities
PLO B18	Demonstrate professional competencies/practice that are required to develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning
PLO B19	Demonstrate professional/technical knowledge of the physical, social and intellectual development and characteristics of students and how these may affect learning
PLO B20	Determine learning readiness/prerequisites required by students; and identifies their learning difficulties

NB: PLO B1 – Programme Learning Outcome B.Ed 1

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE - SEMESTER 1

EDU 101: CONTEMPORARY INDIA AND EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU101CLO1	Appreciate the Educational Heritage of India
EDU101CLO2	Identify the nature of education as a discipline and its correlation with other disciplines
EDU101CLO3	Comprehend the basic features of Indian constitution and its implication in education
EDU101CLO4	Critically examine the pivotal social and educational issues of contemporary India
EDU101CLO5	Analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India
EDU101CLO6	Evaluate the basic concepts/issues of education with reference to NCF -2005, NCFTE -2009 and NEP 2020
EDU101CLO7	Discuss the emerging dimensions of teacher education and professional growth of teachers
EDU101CLO8	Make conformity with the values enshrined in the constitution
EDU101CLO9	Uphold the value system based on cultural, social, political and moral bases of Indian society
EDU101CLO10	Identify and solve the major educational challenges and equip the students to face those challenges

CONTENT REVIEW

Module	Title/Content	Hours	Credits
1	Education	30	5
2	Indian Constitution and Education	10	
3	Features and Issues of Indian Society	30	
4	Education Commissions in India	10	
5	Recent Trends/Initiatives in Indian Education	20	
	Project on Social/Educational Issue and Practicum		

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Project Evaluation Tool

Programme : B.Ed.
Core Course : Contemporary India and Education
Category : Practical
Course Code : EDU101-107.1
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Relevance of the topic	2	1.5	1	0.50	EDU101 CLO4 Critically examine the pivotal social and educational issues of contemporary India	
2	Creativity/Novelty	4	3	2	1		
3	Procedure Adopted	3	2.5	2	1		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Documentation/Script Evaluation Tool

Programme : B.Ed.
Core Course : Contemporary India and Education
Category : Practicum
Course Code : EDU101
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance of the theme	2	1.5	1	0.50	EDU101 CLO5 – Analyse vision, aims of education and recommendations of various commissions in shaping the present education system of India	
2	Content	4	3	2	1		
3	Critical Analysis with evidences	2	1.5	1	0.50		
4	Organisation	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total							

MODEL QUESTION PAPER – SEMESTER 1

B.Ed DEGREE EXAMINATIONS

CORE COURSE - EDU101 - CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hours Max. Marks : 80

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl. No	Questions	CL	CLO
1	What is Upasampada?	Remember	EDU101CLO1
2	Name the universities established in India as a result of Wood's Despatch.	Remember	EDU101CLO2
3	List the agencies of formal education.	Understand	EDU101CLO1
4	List any two major characteristics of Indian culture.	Understand	EDU101CLO1
5	Write two effects of population explosion in India.	Analyse	EDU101CLO4
6	What do you mean by inclusive education?	Remember	EDU101CLO4
7	Give any two strategies to address exclusion in the classroom context.	Apply	EDU101CLO4
8	Write the opening statement of Kothari commission report.	Understand	EDU101CLO5
9	When was DPEP launched in India?	Remember	EDU101CLO6
10	List any two objectives of NAAC.	Understand	EDU101CLO6
			(10×1 = 10)

Part B

Answer eight questions in about half a page each. Each question carries 2 marks.

11	Explain Education as a life-long process.	Understand	EDU101CLO1
12	Explain the educational institution during the medieval period.	Understand	EDU101CLO1
13	Explain downward filtration theory.	Understand	EDU101CLO4
14	Differentiate between Formal and Informal Education.	Understand	EDU101CLO1

15	State any two Fundamental Duties of Indian citizens.	Remember	EDU101CLO3
16	Suggest any two measures to prevent marginalisation in Indian society.	Apply	EDU101CLO4
17	List any two teaching strategies to overcome the educated unemployment.	Apply	EDU101CLO10
18	Discuss the duration of secondary education as recommended by Mudaliar Commission report.	Understand	EDU101CLO5
19	Evaluate any four drawbacks of teacher education according to NCFTE 2009.	Evaluate	EDU101CLO7
20	What are the aims and objectives of RMSA ?	Understand	EDU101CLO5
21	State any two objectives of SCERT.	Understand	EDU101CLO6
22	State the role of a teacher as an agent of social change.	Apply	EDU101CLO9

(8×2 = 16)

Part C

Answer six questions in about one page each. Each question carries 4 marks.

23	Describe the Gurukula system of Education.	Understand	EDU101CLO1
24	Bring out the significance of Upanishad education for the modern period.	Create	EDU101CLO1
25	Explain education as a discipline of study.	Understand	EDU101CLO2
26	State the preamble of Indian constitution.	Understand	EDU101CLO3
27	Unity in diversity is India's Identity. Justify.	Evaluate	EDU101CLO9
28	Suggest measures to improve the learning outcomes of school students.	Apply	EDU101CLO7
29	Write a short note on Revised NPE 1992.	Create	EDU101CLO5
30	Write a note on UGC.	Understand	EDU101CLO6
31	Write a note on KER.	Understand	EDU101CLO7

(6×4 = 24)

Part D

Answer two questions in about four pages each. Each question carries 15 marks.

32	Describe the functions of Education at individual, social, national and global level.	Understand	EDU101CLO1
33	Explain the fundamental rights of Indian citizens. Justify reasons for considering Fundamental Rights as Justiciable Rights.	Understand	EDU101CLO3
34	Explain different types of inequalities existing in Indian society. Suggest remedial measures.	Understand and Apply	EDU101CLO4
35	Evaluate the recent trends and initiatives in Indian Education?	Evaluate	EDU101CLO6
			(2×15 = 30)

NB: **CL** – Cognitive Level **CLO** - Course Learning Outcomes

Grade and Grade Point

% of Marks	Grade	Grade Point
90 and above	Outstanding	10
80-89	Excellent	9
70-79	Very Good	8
60-69	Good	7
50-59	Satisfactory	6
40-49	Adequate	5
Below 40	Failure	4

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE - SEMESTER 2

EDU 201: KNOWLEDGE AND CURRICULUM

CODE & No	COURSE LEARNING OUTCOMES
EDU201CLO1	Analyse the basic principles of various schools of philosophy and appreciate the philosophical contributions of India to the world
EDU201CLO2	Find out the inter-relationship between philosophy and education
EDU201CLO3	Evaluate the need and the basic principles of educational sociology and philosophy
EDU201CLO4	Elaborate education in the sociological perspectives
EDU201CLO5	Critically evaluate the practices of paedocentric and activity centered education
EDU201CLO6	Develop peace and protect human rights of all
EDU201CLO7	Analyse the traditional and constitutional values of India
EDU201CLO8	Identify the trends in social changes and their impact on education
EDU201CLO9	Comprehend the foundations of curriculum construction
EDU201CLO10	Analyse and apply the principles of effective management and practices of the schools

CONTENT REVIEW

Module	Title/Content	Hours	Credits
1	Introduction to Philosophy	30	5
2	Paedo-centric Education	10	
3	Sociological bases of Education	30	
4	Curriculum and Values	15	
5	School Administration and Management	15	
	Report on School Profile and Practices and Practicum		

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

School Profile & Practices Evaluation Tool

Programme : B.Ed.
Core Course : Knowledge and Curriculum
Category : Practical
Course Code : EDU201-206.1
Name of the Student :

Sl. No	Criteria	Rating				Score (30)	Outcome
		Excellent	Very Good	Good	Average		
1	Details of the School Profile & Practices	10	8	6	4		EDU201 CLO10 Analyse and apply the principles of effective management and practices of the schools
2	Description of all Practices	10	8	6	4		
3	Concluding Remarks	3	2.5	2	1.5		
4	Presentation Style	2	1.5	1	.50		
5	Timely Submission	1	.75	.50	.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Master Time table/Album/Reort Evaluation Tool

Programme : B.Ed.
Core Course : Knowledge and Curriculum
Category : Practicum
Course Code : EDU201
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance and Coverage	2	1.5	1	0.50	EDU201 CLO10 Analyse and apply the principles of effective management and practices of the schools	
2	Content	4	3	2	1		
3	Analysis with evidences	2	1.5	1	0.50		
4	Organisation	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total							

MODEL QUESTION PAPER – SEMESTER II

B.Ed DEGREE EXAMINATIONS

CORE COURSE – EDU201 - KNOWLEDGE AND CURRICULUM

Time: 3 Hours Max. Marks : 80

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl. No	Questions	CL	CLO
1	What is Paedocentric education?	Remember	EDU201CLO5
2	Who is Dwija?	Remember	EDU201CLO1
3	Define education according to Mahatma Gandhi.	Understand	EDU201CLO1
4	What is the goal of education according to naturalism?	Understand	EDU201CLO1
5	List any four agents of socialization.	Analyse	EDU201CLO3
6	Define hidden curriculum	Remember	EDU201CLO9
7	Name two Idealists	Remember	EDU201CLO1
8	Define social justice	Understand	EDU201CLO4
9	Give different types of time table in school	Analyse	EDU201CLO10
10	Define Eclectism	Understand	EDU201CLO1
			(10×1 = 10)

Part B

Answer eight questions in about half a page each. Each question carries 2 marks.

11	Point out limitations of idealism in education.	Analyse	EDU201CLO1
12	Distinguish between equity and equality.	Understand	EDU201CLO4
13	What are the educational implications of Upanishads?	Evaluate	EDU201CLO1
14	What is the relation between culture and education?	Understand	EDU201CLO4
15	Differentiate naturalism and internationalism.	Understand	EDU201CLO6

16	What are co-curricular activities?	Understand	EDU201CLO10
17	Define major principles of effective management.	Remember	EDU201CLO10
18	What are the principles of time table construction?	Apply	EDU201CLO10
19	Give the aims of value education	Remember	EDU201CLO7
20	Explain Pabbajja ceremony.	Understand	EDU201CLO1
21	Give the concept of Purusharthas.	Understand	EDU201CLO1
22	Distinguish between knowledge and information.	Apply	EDU201CLO1
			(8×2 = 16)
Part C			
Answer six questions in about one page each. Each question carries 4 marks.			
23	Explain the role of state in curriculum construction.	Apply	EDU201CLO9
24	How does education modernize the society?	Evaluate	EDU201CLO3
25	Explain the educational significance of humanism.	Evaluate	EDU201CLO1
26	Give the contributions of Chattambi Swamikal.	Analyse	EDU201CLO8
27	Explain the concept of activity centered education by John Dewey.	Understand	EDU201CLO4
28	Suggest any four strategies for eradicating antisocial activities	Apply	EDU201CLO8
29	Briefly explain the contributions of Raja Ram Mohan Roy with respect to equality and social justice.	Understand	EDU201CLO8
30	Describe the strategies that you can adopt in classroom for value education.	Evaluate	EDU201CLO7
31	Briefly describe the administrative framework of secondary education system in Kerala.	Analyse	EDU201CLO10
			(6×4 = 24)
Part D			
Answer two questions in about four pages each. Each question carries 15 marks.			

32	Explain the educational contributions of Rabindranath Tagore with respect to nationalism, universalism and secularism. How far it is relevant in the present context?	Understand and Evaluate	EDU201CLO8
33	Compare and contrast the educational philosophy of idealism and naturalism.	Understand	EDU201CLO1
34	Discuss the trends in social changes and the impact on education in Kerala.	Apply	EDU201CLO10
35	State and explain the role and functions of the head of the institution.	Evaluate	EDU201CLO10
			(2×15 = 30)

NB: **CL** – Cognitive Level

CLO - Course Learning Outcomes

Grade and Grade Point

% of Marks	Grade	Grade Point
90 and above	Outstanding	10
80-89	Excellent	9
70-79	Very Good	8
60-69	Good	7
50-59	Satisfactory	6
40-49	Adequate	5
Below 40	Failure	4

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE - SEMESTER 3

EDU 302.1: VALUE EDUCATION CLASS (PRACTICAL)

CODE & No	COURSE LEARNING OUTCOMES
EDU302.1CLO1	Analyse the major social, human, aesthetic, personal, spiritual, moral values of the members of the society
EDU302.1CLO2	Develop the values like honesty, cleanliness, punctuality, etc. and transmit them to the next generation

VALUE EDUCATION CLASS

Evaluation Tool

Programme : B.Ed.
Core Course : EDU 101 & 201
Category : Practical
Course Code : EDU302.1
Name of the Student :

Sl. No	Criteria	Rating				Score (30)	Outcome
		Excellent	Very Good	Good	Average		
1	Relevance of the value	4	3	2	1	EDU302.1 CLO1 & 2 Analyse, develop values and transmit them to the next generation	
2	Lesson Plans	5	4	3	2		
3	Resources used	4	3	2	1		
4	Transmission of value	4	3	2	1		
5	Reflective Journal entry	2					
6	Timely Submission	1	.75	.50	.25		
Total							

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE - SEMESTER 4

EDU 401: GENDER, SCHOOL AND SOCIETY

CODE & No	COURSE LEARNING OUTCOMES
EDU401CLO1	Develop basic understanding and familiarity with key concepts related to gender and gender studies
EDU401CLO2	Explain the gradual paradigm shift from women's studies to gender Studies and some important landmarks in the historical and contemporary period
EDU401CLO3	Identify gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and language
EDU401CLO4	Identify the role of Social Medias on perpetuating gender notions in Indian society
EDU401CLO5	Evaluate the role of family, media, and religion in equipping the perspective gender role in society
EDU401CLO6	Create a culture of gender respect, gender responsibility and social justice and protection of rights of children and girls
EDU401CLO7	Evaluate the provision and institutions redressing sexual harassment and violence in family and society
EDU401CLO8	Develop family and community living competencies

CONTENT REVIEW

Module	Title/Content	Hours	Credits
1	Gender Issues: Key Concepts	15	5
2	Gender Studies: Paradigm Shift	15	
3	Gender and Education	25	
4	Gender issues in Curriculum	20	
5	Gender Issues in the Society	25	
	Community living camp and Practicum		

Community Living Camp Evaluation Tool

Programme : B.Ed.
Core Course : Gender, School and Society
Category : Practical
Course Code : EDU401-404.1
Name of the Student :

Sl. No	Criteria	Rating				Score (50)	Outcome
		Excellent	Very Good	Good	Average		
1	Attendance	5	4	3	2		EDU401C LO8 Develop family and community living competencies
2	Group Co-ordination	4	3	2	1		
3	Involvement in various Committees	10	8	6	4		
4	Imitative Ability	5	4	3	2		
	Comprehensiveness of the report with evidence	25	20	15	10		
5	Timely Submission	1	.75	.50	.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Documentation/Report/Newspaper Analysis
Evaluation Tool**

Programme : B.Ed.
Core Course : Gender, School and Society
Category : Practicum
Course Code : EDU401
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance and Coverage	2	1.5	1	0.50	EDU401 CLO5 Evaluate the role of family, media, and religion in equipping the perspective gender role in society	
2	Content	4	3	2	1		
3	Analysis with evidences	2	1.5	1	0.50		
4	Organisation	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total							

QUESTION PAPER – SEMESTER IV

B.Ed DEGREE EXAMINATIONS

CORE COURSE – EDU201 – GENDER, SCHOOL AND SOCIETY

Time: 3 Hours Max. Marks : 80

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl. No	Questions	CL	CLO
1	What is meant by sexuality?	Remember	EDU401CLO1
2	What is gender empowerment?	Remember	EDU401CLO2
3	Give any one reason for paradigm shift from women's studies to gender studies.	Apply	EDU401CLO2
4	Name one scheme for upliftment of women in India.	Remember	EDU401CLO2
5	What is gender identity?	Remember	EDU401CLO1
6	What is feminism?	Remember	EDU401CLO1
7	Give an example for interrelation of class and gender.	Apply	EDU401CLO1
8	Cite any one gender issues related to curriculum.	Apply	EDU401CLO3
9	Mention any one reproductive right.	Apply	EDU401CLO6
10	Give one example for positive gender notion in advertisement.	Understand	EDU401CLO7
			(10×1 = 10)

Part B

Answer eight questions in about half a page each. Each question carries 2 marks.

11	Explain the role of family in equipping the pupil with their respective gender roles in society.	Understand	EDU401CLO8
12	Differentiate between gender bias and gender stereotyping.	Understand	EDU401CLO1

13	Explain one social reform movement to enhance the status of women in Kerala.	Understand	EDU401CLO5
14	Mention the important legal provisions for women in India.	Analyse	EDU401CLO7
15	Write a short note on structural theory.	Understand	EDU401CLO3
16	Briefly explain how peer group influence the socialization process of an individual.	Understand	EDU401CLO3
17	What is importance of gender education?	Remember	EDU401CLO5
18	How a teacher can act as an agent of positive change in gender perspective?	Apply	EDU401CLO6
19	How will you interrelate caste and curriculum with respect to gender?	Evaluate	EDU401CLO7
20	Give an account of important child rights.	Evaluate	EDU401CLO6
21	Write a short note on gender ethics.	Understand	EDU401CLO1
22	Write about any one redressal mechanism for sexual harassment at workplace	Apply	EDU401CLO6

(8×2 = 16)

Part C

Answer six questions in about one page each. Each question carries 4 marks.

23	Critically examine the role of school in equipping pupil with respective gender rules in the society.	Evaluate	EDU401CLO5
24	Give an account of constitutional provisions for women in India.	Evaluate	EDU401CLO7
25	Explain the term gender socialization based on socialization theory.	Understand	EDU401CLO2
26	Give a brief account of the steps taken by the government for promoting education for girls.	Evaluate	EDU401CLO7
27	Compare gender education and family life education.	Understand	EDU401CLO8
28	Illustrate some general issues that can be incorporated in the curriculum.	Apply	EDU401CLO3

29	What are the aims and objectives of women cell in our institution?	Understand	EDU401CLO7
30	Explain the measures for protecting the child rights.	Understand	EDU401CLO5
31	Discuss any contemporary gender issue.	Analyse	EDU401CLO1
(6×4 = 24)			
Part D			
Answer two questions in about four pages each. Each question carries 15 marks.			
32	Illustrate the role of different social agents in the socialization practices in the society	Apply	EDU401CLO2
33	Critically examine and comment status of women in India.	Evaluate	EDU401CLO2
34	Give an account of reproductive rights and sexual rights with respect to linkages and differences.	Apply	EDU401CLO6
35	(a) Briefly explain equity and equality in relation with caste class and culture (b) Give a brief account of social reform movements in India for uplifting the status of women	Evaluate	EDU401CLO4
(2×15 = 30)			

NB: **CL** – Cognitive Level **CLO** - Course Learning Outcomes

Grade and Grade Point

% of Marks	Grade	Grade Point
90 and above	Outstanding	10
80-89	Excellent	9
70-79	Very Good	8
60-69	Good	7
50-59	Satisfactory	6
40-49	Adequate	5
Below 40	Failure	4

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Programme & Semester : **B.Ed. & I**
Course : **Core Course**

Course Code & Name : **EDU 102 CHILDHOOD AND GROWING UP**

Course Learning Outcomes

Code& No.	Course Outcomes	Category
EDU 102 CLO1	Describe the basic concepts and principles of Educational Psychology	(Understand)
EDU 102 CLO2	Examine the characteristics of human growth and development in childhood and adolescence and the developmental process of the individual in different dimensions	(Analyze)
EDU 102 CLO3	Locate issues related to adjustment and development of adolescents	(Analyse)
EDU 102 CLO4	Describes the nature of motivation in learning as relevant to classroom management	(Understand)
EDU 102 CLO5	Distinguishes the mental processes of learners	(Understand)
EDU 102 CLO6	Explains psychological principles in the teaching learning process effectively	(Create)
EDU 102 CLO7	Describes the concept of intelligence	(Remember)
EDU 102 CLO8	Applies various tests related to intelligence	(Apply)
EDU 102 CLO9	Evaluates the strategies for enhancing effective memorization in children	(Evaluate)

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Preparation of a Material on Adolescent Problem

Programme B.Ed.
Core Course EDU 102 CHILDHOOD AND GROWING UP
Category Practical
Course Code EDU102-107.1
Name of the Student

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Relevance of the Theme	2	1.5	1	0.50	EDU102 CLO3 Locate issues related to adjustment and development of adolescents	
2	Learning Material	5	4	3	2		
3	Report	2	1.5	1	.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Report on the Anganwadi Visit- Evaluation Tool

Programme
Core Course

: B.Ed.
EDU 102 CHILDHOOD AND
GROWING UP

Category
Course Code

Practicum
EDU102

Name of the Student

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Involvement in Visit	5	4	3	2		EDU102 CLO2 – Examine the characteristics of human growth and development in childhood and adolescence.
2	Report with Evidence	3	2.5	2	1.5		
3	Tools Used	2	1.5	1	0.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Peer Group Survey Report Evaluation Tool

Programme : B.Ed.
Core Course : EDU 102 CHILDHOOD AND GROWING UP
Category : Practicum
Course Code : EDU102
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Involvement Survey	5	4	3	2		EDU102 CLO2 – Examine the characteristics of human growth and development in childhood and adolescence.
2	Comprehensiveness of Report	2	1.5	1	0.50		
3	Tools Used	2	1.5	1	0.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Report Evaluation Tool

Programme : **B.Ed.**
Core Course : **EDU 102 CHILDHOOD AND GROWING UP**
Category : **Practicum**
Course Code : **EDU102**
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Relevance of Current Issue selected	5	4	3	2		EDU102 CLO2 – Examine the characteristics of human growth and development in childhood and adolescence.
2	Comprehensiveness of Report	2	1.5	1	0.50		
3	Resources used	2	1.5	1	0.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

Programme& Semester : **B.Ed. & II**
Course : **Core Course**

Course Code & Name : **EDU 202 LEARNING AND TEACHING**

Course Learning Outcomes

Code& No.	Course Outcomes	Category
EDU 202 CLO1	Discuss the process of learning and different approaches to the teaching learning process	(Understand)
EDU 202 CLO2	Examine different perspectives of schools of psychology on learning	(Apply)
EDU 202 CLO3	Illustrate with the individual differences among and within the individual	(Analyse)
EDU 202 CLO4	Identify and cater to the educational needs of various types of children	(Analyse)
EDU 202 CLO5	Explain student teachers to develop leadership skills	(Understand)
EDU 202 CLO6	Discuss the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs	(Analyse)
EDU 102 CLO7	Practice in group dynamics and group communication	(Apply)
EDU 102 CLO8	Explain the concept of transfer of learning and apply the principles to foster maximum positive transfer	(Apply)

**CRITICAL ANALYSIS OF THE STATUS OF EXCEPTIONAL CHILDREN IN THE
SCHOOL- EVALUATION CRITERIA**

Programme & Semester

B.Ed. & II

Core Course

EDU 202

Category

Practical

Course Code

EDU202-206.1

Name of the Student

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Average		
1	Identifying the exceptional children using appropriate psychological test	5	4	3	2		EDU202 CLO4 Identify and cater to the educational needs of various types of children
2	Analysis and Interpretation of the test	7	5	3	1		
3	Sociogram	3	2.5	2	1.5		
4	Reflective Journal	4	3	2	1		
5	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Report - Evaluation Tool

Programme : B.Ed.
Core Course EDU 202 Learning and Teaching
Category Practicum
Course Code EDU202
Name of the Student

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Report with Evidence	4	4	3	2		EDU202 CLO6 – Discuss the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
2	Organization of the Report	2	2.5	2	1.5		
3	Interpretation	2	1.5	1	0.50		
4	Language (Writing Style)	1					
5	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Case Study Based on Learning Problems of School Pupils

Programme & Semester : B.Ed. SEM III
Core Course : EDU 102 & EDU 202
Category : Practical
Course Code : EDU302.1
Name of the Student

Sl. No	Criteria	Rating				Score (30)	Outcome
		Excellent	Very Good	Good	Average		
1	Identification of the Case	5	4	3	2		EDU 102 CLO3& EDU 202 CLO3 Locate issues related to individual differences among and within the individual in the classroom/ school
2	Characteristics of the Case	5	4	3	2		
3	Tools and Techniques used	5	4	3	2		
4	Analysis and Interpretation	5	4	3	2		
5	Suggestions and Recommendations	5	4	3	2		
6	Reflective Journal	4	3	2	1		
7	Timely Submission	1	0.75	0.50	0.25		
Total							

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Programme& Semester : **B.Ed. & IV**
Course : **Core Course**

Course Code & Name : **EDU 402**

PERSONALITY DYNAMICS IN EDUCATION

Course Learning Outcomes

Code& No.	Course Outcomes	Category
EDU 402 CLO1	Discuss the characteristics of mature personality	(Comprehend)
EDU 402 CLO2	Describe the different approaches to personality	(Remember)
EDU 402 CLO3	Develop Self Concept, Self Esteem, Self Confidence and Self Efficacy in learners	(Apply)
EDU 402 CLO4	Analyse Mental Health, Mental Hygiene, Adjustment, Maladjustment and Defence Mechanisms	(Analyse)
EDU 402 CLO5	Apply the principles of eco-psychology in conservation of natural resources	(Apply)
EDU 402 CLO6	Develop proper attitude towards outdoor education	(Apply)
EDU 402 CLO7	Illustrate the significance of life-skills in leading a successful and happy life	(Analysis)
EDU 402 CLO8	Describe the basic principles and issues related to Inclusive education	(Remember)
EDU 402 CLO9	Debate with experience related to inclusive education	(Evaluate)
EDU 402 CLO10	Examine the basic principles and issues related to Guidance and Counselling	(Analysis)
EDU 402 CLO11	Develop suitable awareness tool on POCSO rules	(Create)

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**DOCUMENTARY/ SHORT FILM PRESENTATION ON STUDENT
ABUSE IN SCHOOL CAMPUS AND POCSO RULES**

Programme& Semester **B.Ed.& IV**
Core Course **EDU 402 PERSONALITY DYNAMICS IN EDUCATION**
Category **Practical**
Course Code **EDU402-404.1**
Name of the Student

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Average		
1	Relevance of the theme	3	2.5	2	1.5		EDU402 CLO11 Develop suitable awareness tool on POCSO rules
2	Script	10	8	6	4		
3	Creativity	3	2.5	2	1.5		
4	Message to the Society	3	2.5	2	1.5		
5	Timely Submission	1	0.75	0.50	0.25		
Total							

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Report on the Study Tour- Evaluation Tool

Programme& Semester **B.Ed.& IV**
Core Course **EDU 402: PERSONALITY DYNAMICS IN EDUCATION**
Category **Practical**
Course Code **EDU402-404.1**
Name of the Student

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Average		
1	Attendance	3	2.5	2	1.5		EDU402 CLO6 Develop proper attitude towards outdoor education
2	Group Coordination	2	1.5	1	.50		
3	Involvement in various Phases of the tour	5	4	3	2		
4	Initiative Ability	3	2.5	2	1.5		
5	Comprehensiveness of the report with evidences	6	5	4	3		
6	Timely Submission	1	0.75	0.50	0.25		
Total							

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Extension Activity@2- Evaluation Tool

Programme& Semester **B.Ed.& IV**
Core Course **EDU 402: PERSONALITY DYNAMICS IN EDUCATION**
Category **Practical**
Course Code **EDU402-404.1**
Name of the Student

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Average		
1	Attendance	2	1.5	1	.50	EDU402 CLO 3 Develop Self Concept, Self Esteem, Self Confidence and Self Efficacy in learners	
2	Group Coordination	2	1.5	1	.50		
3	Involvement in activities	6	4	3	2		
4	Initiative Ability	3	2.5	2	1.5		
5	Comprehensiveness of the report with evidences	6	5	4	3		
6	Timely Submission	1	0.75	0.50	0.25		
Total							

**ST. THOMAS COLLEGE OF TEACHER EDUCATION,
PALA**

**Student Teacher Portfolio (Practical and Practicum of all Courses)-
Evaluation Tool**

Programme& Semester : B.Ed.& IV

Category Practical

Course Code - 404.1

Name of the Student

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Experiences with report and evidence	4	3	2	1		
2	Meaningful reflection	2	1.5	1	.50		
3	Comprehensiveness and neatness	3	2.5	2	1.5		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

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Documentation of Psychological Articles- Evaluation Tool

Programme& Semester : B.Ed.&IV
Core Course EDU 402
Category Practicum
Course Code EDU402
Name of the Student

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Level (Category) of Documents/ Contents	4	3	2	1		EDU402 CLO 4 Analyse Mental Health, Mental Hygiene, Adjustment, Maladjustment and Defence Mechanisms
2	Comprehensiveness and neatness	3	2.5	2	1.5		
3	Relevance	2	1.5	1	0.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							.

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Peer Counselling Report- Evaluation Tool

Programme& Semester : B.Ed.&IV
Core Course : EDU 402
Category : Practicum
Course Code : EDU402
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Involvement Peer Counselling	5	4	3	2		EDU402 CLO 10 Examine the basic principles and issues related to Guidance and Counselling
2	Comprehensiveness of Report	2	1.5	1	0.50		
3	Tools Used	2	1.5	1	0.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

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Life Skills Report- Evaluation Tool

Programme& Semester : B.Ed.&IV

Core Course : EDU 402

Category : Practicum

Course Code : EDU402

Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Average		
1	Relevance	5	4	3	2	EDU402 CLO 07 Illustrate the significance of life-skills in leading a successful and happy life	
2	Comprehensiveness of Report	2	1.5	1	0.50		
3	Resources used	2	1.5	1	0.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE

SEMESTER 1

EDU 103 DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU103 CLO1	Explain the concept, approaches, and scope of educational technology
EDU103 CLO2	Critically appraise the educational significance of audio-visual media
EDU103 CLO3	Describe the resource centres for Educational Technology
EDU103 CLO4	Analyse the individual and mass instructional strategies
EDU103 CLO5	Analyse the role of effective communication and interaction in classroom
EDU103 CLO6	Analyse Flanders' Interaction Analysis Category System
EDU103 CLO7	Analyse the principles and approaches to instructional technology
EDU103 CLO8	Describe the micro teaching cycle
EDU103 CLO9	Analyze Models of Teaching
EDU103 CLO10	Analyse the role of ICT in Education
Practicum EDU 103 CLO 11	<ol style="list-style-type: none">1. Prepare a script for an instructional video2. Conduct classroom interaction analysis using FIACS3. Prepare a programmed instructional material for using branching programme
Practical EDU 103 CLO 12	Creation of a blog and uploading of any learning material in the blog

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Practicum – Criteria for evaluation

1. Prepare a script for an educational video.
2. Construct an interaction matrix of a class and analyse the classroom events using FIACS
3. Prepare a programmed instructional material using branching programme

Evaluation Tool Total score -5

Programme : **B.Ed.**
Core Course : **EDU 103 DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY**
Category : **Practicum**
Course Code : **EDU103**
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU103 CLO11 1. Prepare a script for an educational video. 2. Construct an interaction matrix of a class and analyse the classroom events using FIACS 3. Prepare a programmed instructional material using branching programme
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Practical

Creation of a blog and uploading of any learning material in the blog

Evaluation Tool Total score -10

Programme : B.Ed.
Core Course : **103 DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY**
Category : **Practical**
Course Code : **EDU 103**
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Appearance of blog page	2	1.5	1	0.50	EDU 103 CLO12 Creation of a blog and uploading of any learning material in the blog	
2	Richness of content uploaded	2	1.5	1	0.50		
3	Creativity	5	4	3	2		
4	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 1

B.Ed. DEGREE EXAMINATIONS

Core Course - EDU103 - DEVELOPMENT AND RESOURCES IN EDUCATIONAL TECHNOLOGY

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl. No	Questions	CL	CLO
1	What are the different approaches in Educational technology?	Remember	EDU103CLO1

2	What do you mean by audio visual aids?	Understand	EDU103CLO3
3	Who introduced the idea of Branched programming?	Remember	EDU103CLO5
4	Give any two educational significances of Journals.	Analyse	EDU103CLO1
5	Who is the author of the book 'Models of Teaching'?	Remember	EDU103CLO5
6	What is blended learning?	Remember	EDU103CLO9
7	Name the presentation tool that uses zoom in and zoom out technology.	Understand	EDU103CLO9
8	Define online learning.	Remember	EDU103CLO9
9	Define blog.	Remember	EDU103CLO7
10	Define cyber ethics.	Understand	EDU103CLO9
			(10×1 = 10)
Part B			
<i>Answer any five questions in about half a page Each question carries 2 marks.</i>			
11	Write a brief note on EDUSAT.	Understand	EDU103CLO2
12	Give a short note on the PSI Personnels.	Understand	EDU103CLO5
13	Differentiate verbal and non verbal communication	Analyse	EDU103CLO8
14	Differentiate between Educational Technology and Instructional Technology	Analyse	EDU108CLO6
15	What are the characteristics of Linux?	Understand	EDU103CLO9

16	What is Learning Management System?	Remember	EDU103CLO7
			(5×2 = 10)
Part C			
<i>Answer any five questions in about one or two pages Each question carries 4 marks.</i>			
17	What is meant by multisensory approach in teaching?	Understand	EDU103CLO1
18	Describe the important graphic aids that are widely used in class room situations	Understand	EDU103CLO7
19	Describe the significance of modular instruction in individualising instruction.	Evaluate	EDU103CLO5
20	Explain Communication cycle	Understand	EDU103CLO8
21	Draw and explain the micro teaching cycle.	Understand	EDU103CLO8
22	Explain the scope of ICT in education	Analyse	EDU103CLO7
23	Evaluate the impact of MOOCs on modern teaching learning	Evaluate	EDU103CLO9 (5×4 = 20)
Part D			
<i>Answer any one question in about three or four pages. Each question carries 10 marks.</i>			
24	Define Teaching. Explain the major phases of teaching?	Understand	EDU103CLO6
25	Evaluate the educational benefits of e-learning. Introduce some e-learning resources	Evaluate	EDU103CLO7 (1×10 =10)

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE

SEMESTER 2

EDU 203: ASSESSMENT FOR LEARNING

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU 203 CLO1	Explain the concept of assessment and evaluation
EDU 203 CLO2	Describe the functions of assessment
EDU 203 CLO3	Justify the role of technology in evaluation
EDU 203 CLO4	Explain the concept of differentiated assessment
EDU 203 CLO5	Familiarise with different tools and techniques of assessment and evaluation
EDU 203 CLO6	Analyse the characteristics of a good evaluation tool
EDU 203 CLO7	Familiarise with the latest trends in evaluation
EDU 203 CLO8	Explain the meaning, types, and scope of research
EDU 203 CLO9	Appreciate the role of teacher as a researcher
EDU 203 CLO10	Justify the importance of knowledge of statistics for a teacher
EDU 203 CLO11	Explain the different methods of data tabulation
EDU 203 CLO12	Familiarize with the methods of statistical analysis
EDU 203 CLO13	Solve statistical problems
Practicum EDU 203 CLO 14	1.Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards 2.Prepare any 2 project proposals on any relevant themes 3.Prepare and conduct a peer assessment instrument
Practical EDU 203 CLO15	Analysis of prevailing assessment practices in school

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Practicum

1. Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards
2. Prepare any 2 project proposals on any relevant themes
3. Prepare and conduct a peer assessment instrument

- Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : 203 ASSESSMENT FOR LEARNING
Category : Practicum
Course Code : EDU 203
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU 203 CLO14 1. Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards 2. Prepare any 2 project proposals on any relevant themes 3. Prepare and conduct a peer assessment instrument
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Practical

Creation of a blog and uploading of any learning material in the blog

Evaluation Tool Total score -10

Programme : B.Ed.
Core Course : 203 ASSESSMENT FOR LEARNING
Category : Practical
Course Code : EDU 203
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.50	EDU 203 CLO15 Analysis of prevailing assessment practices in school	
2	Accuracy of the content	2	1.5	1	0.50		
3	Procedure Adopted	5	4	3	2		
4	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 2			
B.Ed. DEGREE EXAMINATIONS			
Core Course EDU 203 – ASSESSMENT FOR LEARNING			
Time: 2 Hours Max. Marks : 50			
Part A			
Answer all questions in one or two sentences each. Each question carries 1 mark.			
Sl. No	Questions	CL	CLO
1	State any two importance of evaluation.	Comprehend	EDU 203 CLO1
2	What is summative evaluation?	Comprehend	EDU 203 CLO1
3	Give an example for a standardized test.	Comprehend	EDU 203 CLO5
4	What do you mean by a short answer type test item?	Remember	EDU 203 CLO5
5	Mention different types of assignment.	Remember	EDU 203 CLO7
6	What is poster assessment?	Remember	EDU 203 CLO7
7	Which type of research is primarily concerned with the formulation of theory?	Comprehend	EDU 203 CLO8
8	What is discrete series?	Remember	EDU 203 CLO11
9	What do you mean by Arithmetic mean?	Comprehend	EDU 203 CLO12
10	Define correlation.	Remember	EDU 203 CLO12
			(10×1 = 10)
Part B			
Answer five questions in about half a page each. Each question carries 2 marks.			
11	Describe technology enabled testing with an example.	Remember	EDU 203 CLO3
12	Point out the advantages of CCE.	Comprehend	EDU 203 CLO7
13	Cite any two classroom problems which can be solved by action research.	Apply	EDU 203 CLO8

14	List any two demerits of Standard Deviation.	Comprehend	EDU 203 CLO12																		
15	What is skewness?	Comprehend	EDU 203 CLO12																		
16	What is objective based evaluation?	Comprehend	EDU 203 CLO1																		
(5×2 = 10)																					
Part C																					
Answer five questions in about one page each. Each question carries 4 marks.																					
17	Distinguish between objective based evaluation and competency-based evaluation.	Analyse	EDU 203 CLO1																		
18	Describe the steps in construction of a Teacher made Test.	Analyse	EDU 203 CLO5																		
19	Educational diagnosis enhances learning. Justify	Comprehend	EDU 203 CLO5																		
20	Write any four reforms in assessment.	Remember	EDU 203 CLO7																		
21	Differentiate direct and indirect grading.	Comprehend	EDU104.11 CLO7																		
22	Why the study of statistics is important for teachers?	Analyse	EDU 203 CLO9																		
23	Draw a Histogram for the following data interval	Apply	EDU 203 CLO13																		
<table border="1" style="margin: auto;"> <tr> <td>class interval</td> <td>200-204</td> <td>195-199</td> <td>190-194</td> <td>185-189</td> <td>180-184</td> <td>175-179</td> <td>170-174</td> <td>165-169</td> </tr> <tr> <td>Frequency</td> <td>1</td> <td>2</td> <td>4</td> <td>6</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>				class interval	200-204	195-199	190-194	185-189	180-184	175-179	170-174	165-169	Frequency	1	2	4	6	4	3	2	1
class interval	200-204	195-199	190-194	185-189	180-184	175-179	170-174	165-169													
Frequency	1	2	4	6	4	3	2	1													
(5×4 = 20)																					
Part D																					
Answer two questions in about four pages each. Each question carries 10 marks.																					
24	Differentiate assessment and evaluation. Explain the recent trends and practices in assessment and evaluation in the present scenario.	Comprehend	EDU 203 CLO17																		
25	What is action research? Explain the steps in conducting an action research with an example.	Comprehend	EDU 203 CLO8																		
(2×10 = 20)																					

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 1

EDU 104.11 : UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU104.11 CLO1	Explain the historical background of English Education in India
EDU104.11 CLO2	Justify the relevance of teaching and learning English language
EDU104.11 CLO3	Describe the language skills
EDU104.11 CLO4	Explain the activities to enhance the language skills
EDU104.11 CLO5	Evaluate the four fold language skills
EDU104.11 CLO6	Explain the significance of study skills
EDU104.11 CLO7	Practice the study skills in everyday life
EDU104.11 CLO8	Distinguish between objective based and competency based instruction and evaluation
EDU104.11 CLO9	Formulate specific objectives related to various genres in learning English
EDU104.11 CLO10	Any one
Practicum	<ul style="list-style-type: none">• Summarize a Journal article on any education-related topic.• Identify five activities that can help to integrate the language skills.• Prepare a report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus

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Practicum

- Summarize a Journal article on any education-related topic.
- Identify five activities that can help to integrate the language skills.
- Prepare a report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus

- Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : **UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION**
Category : Practicum
Course Code : EDU104.11
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU104.11 CLO10 1.Summarize a Journal article on any education-related topic. 2.Identify five activities that can help to integrate language skills. 3.Prepare a report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 1			
B.Ed. DEGREE EXAMINATIONS			
Pedagogic Course EDU104.11 – UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION			
			Time: 2 Hours Max. Marks : 50
Part A			
Answer all questions in one or two sentences each. Each question carries 1 mark.			
Sl. No	Questions	CL	CLO
1	Write any four study skills	Comprehend	EDU104.11 CLO6
2	What is scanning?	Comprehend	EDU104.11 CLO6
3	What is extensive listening?	Comprehend	EDU104.11 CLO3
4	Define competency based instruction.	Remember	EDU104.11 CLO8
5	Identify any two skills required for summarizing.	Remember	EDU104.11 CLO7
6	What is a library language?	Remember	EDU104.11 CLO1
7	Identify any two objectives that fall under the psychomotor domain.	Comprehend	EDU104.11 CLO9
8	What is interpretive reading?	Remember	EDU104.11 CLO3
9	What is analytical marking scheme?	Comprehend	EDU104.11 CLO5
10	What do you mean by an Associate official language ?	Remember	EDU104.11 CLO1
			(10×1 = 10)
Part B			

Answer five questions in about half a page each. Each question carries 2 marks.			
11	What <i>are</i> the sub-skills of writing?	Remember	EDU104.11 CLO3
12	Explain in brief bloom's taxonomy of educational objectives.	Comprehend	EDU104.11 CLO8
13	How could the dictionary be productively used in vocabulary development?	Apply	EDU104.11 CLO6
14	How important is punctuation in English?	Comprehend	EDU104.11 CLO9
15	What are the chief advantages of silent reading?	Comprehend Apply	EDU104.11 CLO5
16	What is objective based evaluation?	Comprehend	EDU104.11 CLO8
(5×2 = 10)			
Part C			
Answer five questions in about one page each. Each question carries 4 marks.			
17	Identify the major strategies that could be used to develop the speaking skill.	Analyse Create	EDU104.11 CLO4
18	What are the major objectives of teaching English at the Higher Secondary Level?	Analyse	EDU104.11 CLO9
19	Explain the Downward Filtration Theory.	Comprehend	EDU104.11 CLO1
20	How could computers be proactively utilized in the language classroom?	Remember Apply	EDU104.11 CLO4
21	What are the different kinds of listening?	Comprehend	EDU104.11 CLO3
22	What are the utility-based objectives of teaching English?	Comprehend	EDU104.11 CLO9
23	What are the three factors involved in the tri-polar relationship in an educational process?	Comprehend	EDU104.11 CLO8
(5×4 = 20)			
Part D			
Answer two questions in about four pages each. Each question carries 10 marks.			
24	Trace the development of English language in India, elaborating specifically on the Charter Act, East-West controversy, and Macaulay's Minutes.	Comprehend	EDU104.11 CLO1
25	Critically evaluate any one course book at the secondary level and identify how far it has adhered to the aims and objectives of teaching English that have been laid out for the secondary level.	Create	EDU104.11 CLO9
(2×10 = 20)			

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 1

EDU 105.11: LEARNING TO FUNCTION AS AN ENGLISH TEACHER

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU105.11 CLO1	Explain the distinctive features of varied instructional approaches, techniques and methods of teaching English
EDU105.11 CLO2	Analyse the strategies of English teaching
EDU105.11 CLO3	Discuss various instructional practices of English Education.
EDU105.11 CLO4 Practical	Prepare lesson plans on various microteaching skills by incorporating the components of the respective skill
EDU105.11 CLO5 Practical	Demonstrate various microteaching skills and their integration for effectual teaching of English
EDU105.11 CLO6	Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in English education
EDU105.11 CLO7	Give examples of various pedagogical skills and classify them as content related and classroom management skills
EDU105.11 CLO8	Identify the aims of teaching literature
EDU105.11 CLO9 Practicum	1. Conduct a debate /workshop/symposium based on any relevant topic of social concern by following the rules and regulations. 2. Make any three language games to teach spelling/vocabulary. 3. Create a Dictionary of 50 words selected from the English textbook prescribed for upper-primary students and specify the meaning, form, pronunciation, synonyms and antonyms
EDU105.11 CLO10 Practical	Develop a learning resource material on a school based topic
EDU105.11 CLO11	Reflect on all the practical works of the program and Prepare portfolios

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Practicum

- Conduct a debate /workshop/symposium based on any relevant topic of social concern by following the rules and regulations.
- Make any three language games to teach spelling/vocabulary.
- Create a Dictionary of 50 words selected from the English textbook prescribed for upper-primary students and specify the meaning, form, pronunciation, synonyms and antonyms

Evaluation Tool

Total score -5

Programme

: B.Ed.

Core Course

: LEARNING TO FUNCTION AS AN ENGLISH

TEACHER

Category : **Practicum**
 Course Code : **EDU105.11**
 Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU105.11 CLO 9 1. Conduct a debate /workshop/symposium based on any relevant topic of social concern by following the rules and regulations. 2. Make any three language games to teach spelling/vocabulary. 3. Create a Dictionary of 50 words selected from the English textbook prescribed for upper-primary students and specify the meaning, form, pronunciation, synonyms and antonyms
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

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Rubrics -Micro teaching lesson plan (Total Score 5)

Programme : B.Ed.
 Pedagogic Course : LEARNING TO FUNCTION AS AN ENGLISH TEACHER
 Category : **Practical**
 Course Code : **EDU105.11-107.2**
 Name of the Student :

No	Components	Excellent	Good	Average	Poor	Score	Outcome
1	Content of the lesson	Suitability of the content to practice the	Any one of the mentioned	Any two of the mentioned	Content is not appropriate		EDU105.11

	(2 scores)	selected skill, sequential presentation of the content Effectiveness of the activity/ question to develop the content (2)	d criteria is not sufficient enough (1.5)	d criteria is not sufficient enough (1)	, presentation is vague, activity/question is not effective (.5)		CLO4 Prepare lesson plan on various microteaching skills by incorporating respective components
2	Components of the skill (3 scores)	Using all the components wherever applicable and appropriate (3)	using various components at a satisfactory level (2)	All the components are included at least once(1)	If all the components are not included (.5)		
Total score obtained							

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Rubrics -Micro teaching Class (Total Score 15)

Pedagogic Course : LEARNING TO FUNCTION AS AN ENGLISH TEACHER

Category : Practical – EDU 105.11 – 107.2

N o	Compon ents	Excellent	Good	Average	Poor	Score	Outcome
1	Lesson plan (3 scores)	Content of the lesson is grade level appropriate, sequential presentation of the content, meets the objective, Effectiveness of the activity/ question to develop the content (3)	Any one of the mentioned criteria is not sufficient enough (2)	Any two of the mentioned criteria is not sufficient enough(1)	Content is not appropriate, presentation is vague, activity/question is not effective (.5)		<p>EDU105.11 CLO5</p> <p>Develop mastery in teaching skills</p>
2	Incorporation of skill Components (5 scores)	practiced all the components appropriately and smoothly wherever possible (5)	practiced all the components at a satisfactory level (3)	Used few of the components at a satisfactory level (2)	If most of the components are inadequately and ineffectually used (1)		
3	Completion of cycle (2 scores)	Replanned the lesson correctly and Submitted by deadline, retaught, improvement based on feedback (2)	Replanned the lesson correctly and Submitted by deadline, retaught, but no improvement based on feedback (1.5)	Replanned the lesson correctly and not Submitted by deadline, retaught, (1)	Replanned the lesson incorrectly and Submitted not by deadline, retaught (.5)		
4	Teaching competence (3 scores)	Confident, Quality of voice, eye-contact professional behaviour, pleasant appearance, Ensured students' involvement through activities, Good language (3)	Absence of any two of the mentioned criteria (2)	Absence of more than two of the mentioned criteria (1)	Not at all audible and not confident (.5)		
5	Reflective journal (2 scores)	Depth of reflection (conscious and thoughtful understanding of the event,)and language (very good writing style)- (2)	Depth of reflection (basic understanding of the event,)and language (good writing style) -	Depth of reflection (limited understanding of the event,) and language (average writing style)	Depth of reflection (no understanding of the event,)and language (poor writing		

		(1.5)	- (1)	style) - (.5)		
Total score obtained						

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Rubrics – link practice (lesson plan and class) Total score - 15

Programme : **B.Ed.**
Core Course : **UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION**
Category : **Practical**
Course Code : **EDU105.11-107.2**
Name of the Student :

No	Components	Excellent	Very Good	Good	Average	Poor	Score	Outcome
1	Lesson plan (5scores)	Suitability of the content to practice the selected skills, sequential presentation of the content Effectiveness of the activity/question to develop the content, (5)	Any one of the mentioned criteria is not sufficient enough (4)	Any two of the mentioned criteria is not sufficient enough (3)	Content is appropriate, presentation is vague, activity/question is not effective (2)	Content is in appropriate, presentation is vague, activity/question is not effective (1)		EDU10 5.11 CLO5 Develop mastery in integrating various teaching skills
2	Integration of skills (5scores)	practiced all the components appropriately and smoothly wherever possible (5)	practiced all the components at a satisfactory level (4)	Used few of the components at a satisfactory level (3)	If most of the components are inadequately and ineffectually used (2)	If all of the components are inadequately and ineffectually used (1)		
3	Teaching competence (5scores)	Confident, Quality of voice, eye-contact professional behaviour,pleasant appearance, Ensured students' involvement through activities,good language(5)	Absence of any one of the mentioned criteria (4)	Absence of any two of the mentioned criteria (3)	Absence of more than two of the mentioned criteria (2)	Not at all audible and not confident (1)		
Total score obtained								

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E Learning material- Total score - 25

Programme : **B.Ed.**
Core Course : **UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION**
Category : **Practical**
Course Code : **EDU105.11-107.2**
Name of the Student :

No	Components	Excellent	Very Good	Good	Average	poor	Score	Outcome
1	Relevance of the resource material-5	Very relevant 5	Relevant 4	Somewhat relevant 3	Not so relevant 2	Not at all relevant 1		EDU105.11 CLO10 Develop e learning materials
2	Quality of the resource material-10	Very clear objectives, suitable learning activities, sustained interaction is facilitated 10	Very Clear objectives, suitable learning activities, sustained interaction is not so facilitated 8	Clear objectives, learning activities-not so suitable, sustained interaction is not so facilitated 6	Objectives are vague, learning activities-not suitable, sustained interaction is not facilitated 4	Objectives are vague, learning activities-not at all suitable, sustained interaction is not at all facilitated 2		
3	Innovation and creativity-5	Very innovative 5	innovative 4	Somewhat innovative 3	Not so innovative 2	Not at all innovative 1		
4	Report -4	Well organised, correct grammar, good writing style-4	Well organised, correct grammar, average writing style-3	Well organised, incorrect grammar, average writing style-2	Not Well organised, incorrect grammar, poor writing style-1	Not well organised, in correct grammar, very poor writing style-.5		
5	Timely submission - 1							
Total score obtained								

MODEL QUESTION PAPER – SEMESTER 1**B.Ed. DEGREE EXAMINATIONS****Pedagogic Course- EDU105.11- LEARNING TO FUNCTION AS AN ENGLISH TEACHER**

Time: 2 Hours Max. Marks : 50

Part A**Answer all questions in one or two sentences each. Each question carries 1 mark.**

Sl. No	Questions	CL	CLO
1	What is Peer tutoring?	Comprehend	EDU105.11CLO3
2	Define Micro-teaching.	Remember	EDU105.11CLO5
3	Write two criteria for evaluating teaching competence.	Comprehend	EDU105.11CLO7
4	What is suggestopedia ?	Comprehend	EDU105.11CLO1
5	Write any two advantages of 'Role play' in English classroom.	Comprehend	EDU105.11CLO3
6	What do you mean by skill of stimulus variation ?	Analyse	EDU105.11CLO5
7	Write any two principles of Grammar translation method.	Comprehend	EDU105.11CLO1
8	What do you mean by inclusive classroom environment?	Analyse	EDU105.11CLO7
9	What do you mean by critical reading ability?	Comprehend	EDU105.11 CLO8
10	What is Pedagogy?	Comprehend	EDU105.11 CLO6
			(10×1 = 10)

Part B**Answer five questions in about half a page each. Each question carries 2 marks.**

11	What is community language learning?	Comprehend	EDU105.11CLO1
12	Write any four advantages of micro--teaching.	Evaluate	EDU105.11CLO5
13	While introducing a lesson it is important to check the previous knowledge of learners. Why?	Understand	EDU105.11CLO7
14	What are the various roles of a teacher in a classroom?	Understand. Evaluate	EDU105.11CLO7
15	State the components of developing the skill of fluency in questioning.	Comprehend	EDU105.11CLO5
16	What are the differences between aims and objectives?	Comprehend	EDU105.11CLO8

(5×2 = 10)			
Part C			
Answer five questions in about one page each. Each question carries 4 marks.			
17	Briefly explain the importance of pedagogic analysis.	Evaluate	EDU105.11CLO7
18	Prepare a micro lesson plan to give practice for the skill of reinforcement.	Comprehend	EDU105.11 CLO5
19	What is collaborative learning? Mention its advantages in English classroom..	Comprehend Apply	EDU105.11CLO2
20	Explain four motivational activities that can be given in English classroom.	Comprehend	EDU105.11CLO2
21	How will you cater to the needs of underachievers' in your class?	Apply	EDU105.11CLO6
22	Explain the principles of structural oral situational approach.	Analyse	EDU105.11CLO1
23	What measures will you adopt to provide 'remediation for students mistakes in writing?	Analyse	EDU105.11CLO8
(5×4 = 20)			
Part D			
Answer two questions in about four pages each. Each question carries 10 marks.			
24	What is Bilingualism? Do you advocate Bilingual method in English class? Give reasons.	Comprehend Apply	EDU105.11 CLO1
25	Distinguish between Gifted learners and Slow learners. How will you identify the gifted and slow learners in Your class? As an English teacher what measures would you undertake to nurture the learning needs of both the groups?	Analyse	EDU105.11CLO7
(2×10 = 20)			

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 2

204.11 PEDAGOGICAL DIMENSIONS OF ENGLISH

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU 204.11 CLO1	Discuss the implications of various psychological theories namely behaviourism, constructivism , multiple intelligence, Chomsky's LAD , Universal Grammar in English teaching
EDU 204.11 CLO2	Recognize the significance and types of planning of instruction and approaches in lesson planning
EDU 204.11 CLO3	Explain the steps of preparation of evaluations tools namely achievement test and diagnostic test in English language teaching and learning
EDU 204.11 CLO4	List the merits and demerits of various types of test items
EDU 204.11 CLO5	Design various types of test items based on the content of English of Higher Secondary and Secondary classes
EDU 204.11 CLO6	Create various evaluations tools namely achievement test and diagnostic test in teaching and learning English language
EDU 204.11 CLO7	Identify the criteria for evaluating teaching competence
EDU 204.11 CLO8	Analyse the significance of student self-evaluation and prepare evaluation tools for the same
EDU 204.11 CLO9	Apprise the concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue
EDU 204.11 CLO10 Practicum	Analyse the analyse any prescribed Course book at the secondary level of State syllabus Prepare an online test in order to evaluate students Prepare a write-up on how secondary students of State syllabus are graded according to Continuous and Comprehensive Evaluation.
EDU 204.11 CLO11 Practical	Discuss and prepare lesson plans on school based topics in English language (workshop)
EDU 204.11 CLO12 Practical	Observe, analyse demonstration classroom teaching by experienced teachers on school-based topics and write report
EDU 204.11 CLO13 Practical	Prepare lesson plan and take classes in simulated conditions with real school students
EDU 204.11 CLO14 Practical	Evaluate the classes by peers using the criteria for evaluating teaching competence and write report
EDU 204.11 CLO16 Practical (Induction programme)	Prepare and execute lesson plans in actual classroom setting -5 classes

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1. Critically analyse any prescribed Course book at the secondary level of State syllabus.
2. Administer an online test in order to evaluate students.
3. Prepare a write-up on how secondary students of State syllabus are graded according to Continuous and Comprehensive Evaluation.

Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : PEDAGOGICAL DIMENSIONS OF ENGLISH
Category : Practicum
Course Code : EDU204.11
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU104.11 CLO 10 1.Critically analyse any prescribed Course book at the secondary level of State syllabus. 2.Administer an online test in order to evaluate students. 3.Prepare a write-up on how secondary students of State syllabus are graded according to Continuous and Comprehensive Evaluation
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 2**B.Ed. DEGREE EXAMINATIONS****Pedagogic Course- EDU204.11 – PEDAGOGICAL DIMENSIONS OF ENGLISH**

Time: 2 Hours Max. Marks : 50

Part A**Answer all questions in one or two sentences each. Each question carries 1 mark.**

Sl. No	Questions	CL	CLO
1	What is a smart classroom?	Remember	EDU 204.11 CLO9
2	What is the difference between learning and acquisition?	Comprehend	EDU 204.11 CLO1
3	State any two advantages of multiple choice questions?	Comprehend	EDU 204.11 CLO4
4	Define aptitude.	Remember	EDU 204.11 CLO1
5	What are cognitive styles?	Comprehend	EDU 204.11 CLO1
6	Name any 2 popular blogging platforms.	Remember	EDU 204.11 CLO9
7	What is an inductive method?	Remember	EDU 204.11 CLO1
8	What is a unit plan?	Remember	EDU 204.11CLO2
9	What is teleconferencing?	Remember	EDU 204.11CLO9
10	What role do parents play in student evaluation?	Comprehend	EDU 204.11CLO8
			(10×1 = 10)

Part B**Answer five questions in about half a page each. Each question carries 2 marks.**

11	What is web based learning?	Comprehend	EDU 204.11CLO9
12	How can multimedia be used to teach English?	Analyse.	EDU 204.11CLO9
13	Identify any two merits of maintaining a teacher blog.	Comprehend	EDU 204.11CLO9
14	Differentiate between a Lesson plan and a year plan.	Evaluate	EDU 204.11CLO2
15	How would you develop skills of poetic presentation in your students?	Apply	EDU 204.11CLO2
16	List any 2 strategies by which the teachers can evaluate themselves.	Comprehend	EDU 204.11CLO7
			(5×2 = 10)

Part C**Answer five questions in about one page each. Each question carries 4 marks.**

17	What is language acquisition device as explained by Chomsky?	Comprehend	EDU 204.11CLO1
18	Explain briefly the cognitivist principle of language learning.	Comprehend	EDU 204.11CLO1
19	Is planning a lesson mandatory? Why?	Analyse	EDU 204.11CLO2
20	What are the differences between an achievement and diagnostic test?	Analyse	EDU 204.11CLO3
21	What is motivation? What are the different kinds of motivation?	Comprehend	EDU 204.11CLO1
22	Explain Gardner's theory of multiple intelligences.	Analyse	EDU 204.11CLO1
23	Does gender, in your opinion, influence language learning? Explain.	Analyse	EDU 204.11CLO1
			(5×4 = 20)

Part D**Answer two questions in about four pages each. Each question carries 10 marks.**

24	Prepare a lesson plan to teach any one poem of your choice from the Kerala English reader for standard eight.	Apply	EDU 204.11CLO13
25	Explain how individual learner factors play a significant role in language acquisition.	Analyse	EDU 204.11CLO1
			(2×10 = 20)

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Discuss and prepare lesson plans on school based topics in English Language (**workshop**)

Evaluation Tool Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50		EDU 204.11 CLO11 Discuss and prepare lesson plans on school based topics in English language
2	Involvement in discussion (2)	2	1.5	1	0.50		
3	Lesson plan (5)	5	4	3	2		
4	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report **Evaluation Tool Total score -10**

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl.	Criteria	Rating	Score	Outcome
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No		Excellent	Very Good	Good	Poor	
1	Attendance (2)	2	1.5	1	0.50	EDU 204.11 CLO12 Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report
2	Observation report (2)	2	1.5	1	0.50	
3	Lesson plan (5)	5	4	3	2	
4	Timely Submission (1)	1	0.75	0.50	0.25	
Total score obtained						

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Prepare lesson plan and demonstrate classroom teaching

Evaluation Tool Total score -20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50	EDU 204.11 CLO13 Prepare lesson plan and demonstrate classroom teaching EDU 204.11 CLO14 Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report	
2	Criticism class Observation and report (10)	2	1.5	1	0.50		
3	Lesson plan (5)	5	4	3	2		
4	Teaching competence (2)	2	1.5	1	0.50		
5	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Prepare and execute lesson plans in actual classroom setting -5 classes

Evaluation Tool Total score -60

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2

Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson plan (25)	25	20	15	10		EDU 204.11 CLO15 Prepare and execute lesson plans in actual classroom setting -5 classes
2	Teaching competency (25)	25	20	15	10		
3	Supervision diary cum reflective journal (10)	10	8	6	4		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for lesson manual Total score -25

Programme : B.Ed.
 Core Course : PEDAGOGIC PRACTICAL
 Category : Practical
 Course Code : EDU206.2
 Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1.	Preliminary requirements	2	1.5	1	0.50		EDU 204.11 CLO16 Prepare lesson plans in actual classroom setting -5 lesson plans
2.	Content analysis	2	1.5	1	0.50		
3.	Curricular objectives (appropriateness, attainability, adequacy, clarity)	3	2.5	2	1		
4.	Learning Strategy (appropriateness, effectiveness)	2	1.5	1	0.50		
5.	Learning activities(learner centered, activity oriented, novelty, variety, practicability)	3	2.5	2	1		
6.	Prerequisites(relevance, sufficient, specific and clear)	2	1.5	1	0.50		
7.	Learning materials	3	2.5	2	1		

	(appropriateness, effectiveness, innovative, improvisation, adequate, relevance, quality)							
8.	Extension activities(correlated to real life, creativity, practicability)	2	1.5	1	0.50			
9.	Time distribution	1	0.75	0.50	0.25			
10.	Language	3	2.5	2	1			
11.	Continuity of activities	2	1.5	1	0.50			
Total score obtained								

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for Teaching competency Total score -25

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1.	Introduction (building of rapport, correlation of introduction with topic, effectiveness)	2	1.5	1	0.50		EDU 204.11 CLO16 Execute lesson plans in actual classroom setting -5 classes
2.	Subject competence (richness, accuracy)	3	2.5	2	1		
3.	Communicative competence (appropriateness of language, proper expressions and gestures, sequential presentation)	3	2.5	2	1		
4.	Learning aids (appropriateness, effectiveness, student participation)	3	2.5	2	1		
5.	Teaching strategies employed (aptness, learner centered, activity oriented)	3	2.5	2	1		
6.	Class management(discipline , budget of time)	2	1.5	1	0.50		

7.	Group activity(proper division of group, interaction with group, individual attention)	2	1.5	1	0.50	
8.	Questions and answers (simple, thought provoking and relevant questions, effective dealing of student response, appropriate reinforcement)	3	2.5	2	1	
9.	Concluding the lesson (ability to summarise, assignment)	2	1.5	1	0.50	
10.	Personality of the teacher (facilitator, confident, friendly, posture)	2	1.5	1	0.50	
Total score obtained						

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for Supervision diary cum reflective journal -Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Observation and thoughts	2	1.5	1	0.50	EDU 204.11 CLO16 Supervision diary cum reflective journal	
2	Language and structure	2	1.5	1	0.50		
3	Personal reflection	2	1.5	1	0.50		
4	Action plan	2	1.5	1	0.50		
5	Writing style	1	0.75	0.50	0.25		
6	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 2

EDU 205.11 CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU 205.11 CLO1	Discuss the concept and foundations of curriculum
EDU 205.11 CLO2	Differentiate between curriculum and syllabus
EDU 205.11 CLO3	Explain the factors and phases of curriculum planning
EDU 205.11 CLO4	Describe the principles of curriculum construction
EDU 205.11 CLO5	List and explain various approaches to curriculum organization
EDU 205.11 CLO6	Identify different types of curriculum and explain their characteristics
EDU 205.11 CLO7 Practicum	Prepare an enrichment activity for gifted students in one's class Make use of an e-learning resource to teach any lesson from the English course book Suggest activities to develop communicative skills through the English club
EDU 205.11 CLO8	Analyse the functions of various offline and online learning resources in English Education
EDU 205.11 CLO9	Discuss and give examples of various traditional and modern instructional supports in English Education

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

1. Prepare an enrichment activity for gifted students in your class
2. Make use of an e-learning resource to teach any lesson from the English course book
3. Suggest activities to develop communicative skills through the English club

- Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION
Category : Practicum
Course Code : EDU205.11
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU 205.11 CLO 7 1.Prepare an enrichment activity for
2	Accuracy of the content	1	0.75	0.50	0.25		

3	Procedure Adopted	1	0.75	0.50	0.25	gifted students in your class 2.Make use of an e-learning resource to teach any lesson from the English course book 3.Suggest activities to develop communicative skills through the English club	
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 2 B.Ed. DEGREE EXAMINATIONS			
Pedagogic Course- EDU205.11 – CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION			
Time: 2 Hours Max. Marks : 50			
Part A			
Answer all questions in one or two sentences each. Each question carries 1 mark.			
Sl. No	Questions	CL	CLO
1	What is podcast?	Remember	EDU 205.11CLO1
2	What is teacher tube?	Remember	EDU 205.11CLO1
3	Give any two examples of visual aids?	Comprehend	EDU 205.11CLO5
4	What is an activity oriented curriculum?	Comprehend	EDU 205.11CLO5
5	What is the difference between a unit plan and a year plan?	Comprehend	EDU 205.11CLO6
6	Identify any two behavioural specifications of a gifted learner ?	Comprehend	EDU 205.11CLO6
7	List any two ELT journals of international repute.	Remember	EDU 205.11CLO8
8	What are the maxims of teaching?	Remember	EDU 205.11CLO8
9	What is dyslexia?	Comprehend	EDU 205.11CLO9
10	What is an e library?	Comprehend	EDU 205.11CLO9
			(10×1 = 10)
Part B			
Answer five questions in about half a page each. Each question carries 2 marks.			
11	What is the difference between a curriculum and syllabus?	Analyse	EDU 205.11CLO1
12	What is the purpose of a teacher's console in the language lab?	Evaluate	EDU 205.11CLO4
13	Who are slow learners?	Comprehend	EDU 205.11CLO5
14	How would you make use of English magazines in ELT?	Apply	EDU 205.11CLO6
15	What are non projected aids? What are they used for?	Comprehend	EDU 205.11CLO8
16	What could be the major activities of an English club?	Comprehend	EDU 205.11CLO9
			(5×2 = 10)

Part C			
Answer five questions in about one page each. Each question carries 4 marks.			
17	Differentiate between concentric and spiral curricula.	Analyse	EDU 205.11CLO2
18	What are the major uses of a teacher's handbook?	Comprehend	EDU 205.11CLO3
19	Identify the chief features of a communicative syllabus.	Analyse	EDU 205.11CLO3
20	How would you organise a class library?	Apply	EDU 205.11CLO8
21	What are the major phases involved in curriculum planning?	Analyse	EDU 205.11CLO3
22	What are the chief recommendations put forward by the NCF 2005 ?	Remember	EDU 205.11CLO9
23	What are individual differences? How do they influence the classroom environment?	Comprehend Apply	EDU 205.11CLO8
(5×4 = 20)			
Part D			
Answer two questions in about four pages each. Each question carries 10 marks.			
24	What are the different kinds of language learning syllabi that are available today?	Analyse	EDU 205.11CLO5
25	List the major e resources for learning English and illustrate how they could be of use in the English classroom.	Analyse Evaluate	EDU 205.11CLO8
(2×10 = 20)			

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 3

EDU : 302.2

CODE & No	COURSE LEARNING OUTCOMES
EDU302.2 CLO1	Prepare a Unit Plan based on a unit assigned during internship
EDU302.2 CLO2	Prepare 50 lesson plans and take classes based on one's own optional subject at school
EDU302.2 CLO3	Prepare 2 lesson plans and take classes incorporating <i>Language Across Curriculum</i> principles in one's own optional subject
EDU302.2 CLO4	Conduct 2 subject club activities at school
EDU302.2 CLO5	Participate in a workshop on preparation of teaching aids. Prepare improvised teaching aids – 2 models and 2 charts
EDU302.2 CLO6	Prepare and conduct self assessment tool among school pupils
EDU302.2 CLO7	Observe and evaluate 2 classes of peers
EDU302.2 CLO8	Prepare, conduct, and analyse an Achievement test in one's own optional subject
EDU302.2 CLO9	Prepare, conduct, and analyse diagnostic test

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Prepare a **Unit Plan** based on a unit assigned during internship

Evaluation Tool Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Steps	4	3	2	1		EDU302.2 CLO1- Prepare a Unit Plan based on a unit assigned during internship
2	Originality	2	1.5	1	.5		
3	Comprehensiveness	2	1.5	1	.5		
4	Neatness	1	.75	.5	.25		
5	Timely submission	1	.75	.5	.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

50 lesson plans and take classes based on one's own optional subject

Evaluation Tool Total score -250

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson plans (100)	100	80	60	40		EDU302.2 CLO2 Prepare 50 lesson plans and take classes based on one's own optional subject at school
2	Teaching competency (100)	100	80	60	40		
3	Supervision diary cum reflective journal (50)	50	40	30	20		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for lesson manual (50 lessons) Total score -100

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score
		Excellent	Very Good	Good	Poor	
1.	Content analysis	10	8	6	4	
2.	Curricular objectives (appropriateness, attainability, adequacy, clarity)	10	8	6	4	
3.	Learning Strategy (appropriateness, effectiveness)	10	8	6	4	
4.	Learning activities(learner centered, activity oriented, novelty, variety, practicability)	10	8	6	4	
5.	Prerequisites(relevance, sufficient, specific and clear)	10	8	6	4	
6.	Learning materials (appropriateness, effectiveness, innovative, improvisation, adequate, relevance, quality)	10	8	6	4	
7.	Extension activities(correlated to real life, creativity, practicability)	10	8	6	4	
8.	Time distribution	10	8	6	4	
9.	Language	10	8	6	4	
10.	Continuity of activities	10	8	6	4	
Total score obtained						

EDU302.2 CLO2
 Prepare 50 lesson plans on one's own optional subject at school

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for Teaching competency Total score -100

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1.	Introduction (building of rapport, correlation of introduction with topic, effectiveness)	10	8	6	4		EDU302.2 CLO2 Take 50 classes based on one's own optional subject at school
2.	Subject competence (richness, accuracy)	10	8	6	4		
3.	Communicative competence (appropriateness of language, proper expressions and gestures, sequential presentation)	10	8	6	4		
4.	Learning aids (appropriateness, effectiveness, student participation)	10	8	6	4		
5.	Teaching strategies employed (aptness, learner centered, activity oriented)	10	8	6	4		
6.	Class management(discipline , budget of time)	10	8	6	4		
7.	Group activity(proper division of group, interaction with group, individual attention)	10	8	6	4		
8.	Questions and answers (simple, thought provoking and relevant questions, effective dealing of student response, appropriate	10	8	6	4		

	reinforcement)						
9.	Concluding the lesson (ability to summarise, assignment)	10	8	6	4		
10.	Personality of the teacher (facilitator, confident, friendly, posture)	10	8	6	4		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool for Supervision diary cum reflective journal -Total score -50
(10x 5 marks)**

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Observation and thoughts	1	0.75	0.50	0.25		EDU302.2 CLO2 Prepare 50 lesson plans and take classes - Supervision diary cum reflective journal (one journal for five classes- 10 journals)
2	Language and structure	1	0.75	0.50	0.25		
3	Personal reflection	1	0.75	0.50	0.25		
4	Action plan	1	0.75	0.50	0.25		
5	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool for lesson plan classes based on Language Across Curriculum
Total score -10**

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson plan	4	3	2	1		EDU302.2 CLO3 Prepare 2 lesson

2	Teaching competency	4	3	2	1		plans and take classes incorporating <i>Language Across Curriculum</i> principles in one's own optional subject
3	Reflective journal	2	1.5	1	.5		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA
Evaluation Tool for club activities Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Club formation	1	0.75	0.50	0.25		EDU302.2 CLO4 Conduct 2 subject club activities at school
2	Activities	2	1.5	1	0.5		
3	Evidences	2	1.5	1	0.5		
4	Report writing	2	1.5	1	0.5		
5	Reflective journal	2	1.5	1	0.5		
6	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for workshop and teaching aids- Total score -20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Participation in workshop	3	2	1	0.5		EDU302.2 CLO5 Participate in a workshop on preparation of teaching aids.
2	Preparation of aids	12	10	8	6		
3	Report writing with	3	2	1.5	0.5		

	Evidence						Prepare improvised teaching aids – 2 models and 2 charts
4	Timely submission	2	1.5	1	0.5		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for self- assessment tool -Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Self - assessment tool	2	1.5	1	0.5		EDU302.2 CLO6 Prepare and conduct self- assessment tool among school pupils
2	Analysis and interpretation	3	2.5	2	1		
3	Report writing	2	1.5	1	0.5		
4	Evidences	2	1.5	1	0.5		
6	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool for peer evaluation of class -Total score -10
(2x5)**

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Observation and analysis of peer class	2	1.5	1	0.5		EDU302.2 CLO7 Observe and evaluate 2 classes of peers
2	Report writing	2	1.5	1	0.5		
3	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool for preparation, administration and analysis of Achievement test
- Total score -20**

Programme : B.Ed.
 Core Course : PEDAGOGIC PRACTICAL
 Category : Practical
 Course Code : EDU302.2
 Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Design of the test	5	4	3	2		EDU302.2 CLO8 Prepare, conduct, and analyse an Achievement test in one's own optional subject
2	Question paper and marking scheme	6	5	4	3		
3	Test analysis and interpretation	4	3	2	1		
4	Comprehensiveness of the record	4	3	2	1		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool for preparation, administration and analysis of diagnostic test
- Total score -20**

Programme : B.Ed.
 Core Course : PEDAGOGIC PRACTICAL
 Category : Practical
 Course Code : EDU302.2
 Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Diagnosis of problem area	2	1.5	1	0.5		EDU302.2 CLO9 Prepare, conduct, and analyse diagnostic test
2	Preparation of test items	6	5	4	3		
3	Analysis of the result	3	2	1	0.5		
4	Remedial teaching	6	5	4	3		
5	Comprehensiveness of the record	2	1.5	1	0.5		
6	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 4

EDU 403.11 PROFESSIONAL DEVELOPMENT OF AN ENGLISH TEACHER

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU403.11CLO1	Describe the essential qualities, duties and responsibilities of an English Teacher
EDU403.11 CLO2	Analyse various teacher competencies of an English Teacher
EDU403.11 CLO3	Develop teacher accountability and professional ethics
EDU403.11 CLO4	Develop a vision and mission as an English teacher
EDU403.11 CLO5	Analyse the fundamentals of professional development
EDU403.11 CLO6	Review areas of research in English Education
EDU403.11 CLO7	Review research trends in English Language Teaching (ELT)
EDU403.11 CLO8	Analyse the changing role of the English teacher in modernisation of society
EDU403.11 CLO9	Analyse the changing role of the English teacher in society
EDU403.11 CLO10	Explain the role of the teacher in building a humane and value-oriented society
EDU403.11 CLO11	Explain the factors affecting language transaction in classrooms
EDU403.11 CLO12	Analyse the need for enhancing global language competencies in teachers
Practical EDU404.2 CLO13	Conduct SWOT analysis and develop vision and mission as a teacher
Practical EDU404.2 CLO14	Review educational journal articles and write a report
Practical EDU404.2 CLO15	Conduct and prepare report of a project on any topic of pedagogic relevance
Practical EDU404.2 CLO16	Design an article of pedagogic relevance and upload in the blog.
Practicum EDU404.2 CLO17	<ol style="list-style-type: none">1. Conduct a survey to assess the problems faced by English teachers in schools2. Prepare a report on the instructional practices followed in teaching English at the State & CBSE schools3. Prepare a personal mission and vision statements as a teacher

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

1. Conduct a survey to assess the problems faced by English teachers in schools.
2. Prepare a report on the instructional practices followed in teaching English at the State & CBSE schools.
3. Prepare your personal mission and vision statements as a teacher.

- Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : PROFESSIONAL DEVELOPMENT OF AN ENGLISH
TEACHER
Category : Practicum
Course Code : EDU403.11
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU403.11 CLO17 1. Conduct a survey to assess the problems faced by English teachers in schools. 2. Prepare a report on the instructional practices followed in teaching English at the State & CBSE schools. 3. Prepare your personal mission and vision statements as a teacher.
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 4**B.Ed DEGREE EXAMINATIONS****Pedagogic Course- EDU403.11 – PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHER**

Time: 2 Hours Max. Marks : 50

Part A**Answer all questions in one or two sentences each. Each question carries 1 mark.**

Sl. No	Questions	CL	CLO
1	Define professional ethics.	Comprehend	EDU403.11CLO5
2	Name four journals for high school English teachers.	Comprehend	EDU403.11CLO14
3	Give a vision statement of a teacher.	Comprehend	EDU403.11CLO1
4	Give the names of two e-learning resources.	Remember	EDU403.11CLO7
5	Give two cultural factors that influence English teaching in India.	Comprehend	EDU403.11CLO11
6	What is multilingualism?	Comprehend	EDU403.11CLO11
7	What is language editing?	Comprehend	EDU403.11CLO7
8	Define action research.	Comprehend	EDU403.11CLO5
9	Give two limitations of web-based instruction.	Remember	EDU403.11CLO7
10	Define techno pedagogy.	Comprehend	EDU403.11CLO7
			(10×1 = 10)

Part B**Answer five questions in about half a page each. Each question carries 2 marks.**

11	What is a portfolio? Give two merits of a teacher portfolio.	Comprehend	EDU403.11CLO5
12	What is in-service training of teachers ? Give examples.	Comprehend	EDU403.11CLO5
13	What is accountability of a teacher? Give two component features.	Comprehend	EDU403.11CLO3
14	How can leadership qualities be developed among teachers?	Comprehend	EDU403.11CLO2
15	How does web-based learning help develop study skills among language learners?	Comprehend	EDU403.11CLO7
16	What is E -Content? Give two examples.	Comprehend	EDU403.11CLO7
			(5×2 = 10)

Part C**Answer five questions in about one page each. Each question carries 4 marks.**

17	Explain the management skills required of a teacher.	Analyse	EDU403.11CLO2
18	Explain professional ethics of a teacher.	Analyse	EDU403.11CLO2
19	Explain how an English teacher can contribute to quality secondary level education in Kerala.	Analyse	EDU403.11CLO2
20	Explain the role of teacher as a planner.	Analyse	EDU403.11CLO2
21	Who is an 'adapting' teacher? Illustrate with classroom contexts.	Comprehend	EDU403.11CLO2
22	What are the challenges that English teachers in Kerala face in teaching the foreign language?	Comprehend	EDU403.11CLO11

23	Multilingualism in India demands more action research related to English language teaching. Explain	Analyse	EDU403.11CLO11
(5×4 = 20)			
Part D			
Answer two questions in about four pages each. Each question carries 10 marks.			
24	Define professional competency. Discuss how different organisations and agencies contribute to the professional development of English teachers.	Analyse	EDU403.11CLO5
25	What is reflective practice in teacher education ? Explain three strategies bringing out the merits and limitations.	Comprehend	EDU403.11CLO5
(2×10 = 20)			

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool
for SWOT analysis and developing Vision and Mission
- Total score -40**

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU404.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Identification of SWOT	12	10	8	6		EDU404.2 CLO13 Conduct SWOT analysis and develop vision and mission as a teacher
2	Preparation of template	8	6	5	4		
3	Vision Mission statement	7	6	5	4		
4	Comprehensiveness of the report	12	10	8	6		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool for Reviewing educational journal articles and writing report
- Total score - 30**

Programme : B.Ed.
 Core Course : PEDAGOGIC PRACTICAL
 Category : Practical
 Course Code : EDU404.2
 Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Report- need and significance	5	4	3	2		EDU404.2 CLO14 Review educational journal articles and write report
2	Report- brief overview of the journal	5	4	3	2		
3	Report-review of articles	15	13	11	9		
4	Comprehensiveness of the report	4	3	2	1		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**Evaluation Tool for project
- Total score - 30**

Programme : B.Ed.
 Core Course : PEDAGOGIC PRACTICAL
 Category : Practical
 Course Code : EDU404.2
 Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Report- relevance of the topic	4	3	2	1		EDU404.2 CLO15 Conduct and prepare report of a project on any topic of pedagogic relevance
2	Report- procedure adopted	10	8	6	4		
3	Report-analysis and interpretation	6	5	4	3		
4	Summary and conclusion	5	4	3	2		
5	Comprehensiveness of the report	4	3	2	1		
6	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA
Evaluation Tool for writing article and upload in the blog. Total score - 20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU404.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Preparation of article	10	8	6	4		EDU404.2 CLO16 Design an article of pedagogic relevance and upload in the blog.
2	Uploading of article-evidence	2	1.5	1	0.5		
3	Comprehensiveness of the report	5	4	3	2		
4	Hard copy of the material	2	1.5	1	0.5		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

MATHEMATICS EDUCATION- FIRST SEMESTER

COURSE LEARNING OUTCOMES

EDU 104.16 UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU 104.16 CLO1	Explain the history of Mathematics as a discipline
EDU 104.16 CLO2	Analyse the contribution of eminent Mathematicians
EDU 104.16 CLO3	Describe the nature and scope of Mathematics
EDU 104.16CLO4	Discuss the anticipated outcomes of teaching of Mathematics especially at Primary, Secondary and Higher Secondary levels
EDU 104.16 CLO5	Examine the inter and intra disciplinary nature of Mathematics education
EDU 104.16 CLO6	Recognize the significance of objective based instruction and taxonomy of educational objectives in teaching Mathematics
EDU 104.16 CLO7	Distinguish between objective based and competency based instruction and evaluation
EDU 104.16 CLO8	Formulate specific objectives related to various topics in Mathematics
EDU 104.16 CLO9	Prepare a digital album/ document based on any value of teaching mathematics / report on an ancient mathematical numerals

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Prepare a digital album/ document based on any value of teaching mathematics / report on an ancient mathematical numerals **Total score -5**

Programme : B.Ed.

Core Course : **UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION**

Category : **Practicum**

Course Code : **EDU104.16**

Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU104.16 CLO9 Prepare a digital album/ document based on any value of teaching mathematics / report on an ancient mathematical numerals
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 1

B.Ed DEGREE EXAMINATIONS

**Pedagogic Course- EDU 104.16 – UNDERSTANDING THE DISCIPLINE OF
MATHEMATICS EDUCATION**

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl. No.	Questions	CL	CLO
1	Mention any one contribution of Bhaskaracharya.	Remember	EDU104.16 CLO2
2	Write any two contributions of Rene Descartes.	Remember	EDU104.16 CLO2
3	Who is the father of Geometry?	Remember	EDU104.16 CLO1
4	Write any one point to substantiate 'Mathematics is related with life'.	Analyse	EDU104.16 CLO3
5	Give one example for correlation of Mathematics with Malayalam.	Understand	EDU104.16 CLO5
6	Write any one mathematical concept that can be useful for learning different art forms.	Analyse	EDU104.16 CLO5
7	List any one aesthetic aims of teaching Mathematics.	Understand	EDU104.16 CLO4
8	List any one interest objective on Mathematics at primary level.	Remember	EDU104.16 CLO4
9	What is an objective?	Remember	EDU104.16 CLO6
10	State any two specifications of objective 'comprehension'.	Understand	EDU104.16 CLO6

(10×1 = 10)

Part B

Answer five questions in about half a page each. Each question carries 2 marks.

11	Write any four characteristics of Mathematics.	Understand	EDU104.16 CLO 3
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12	How mathematics and music is correlated?	Analyse	EDU104.16	CLO 5
13	List any four disciplinary aims of teaching Mathematics.	Understand	EDU104.16	CLO6
14	Write any four cultural aims of teaching Mathematics.	Understand	EDU104.16	CLO3
15	Write any four general objectives of teaching Mathematics at secondary stage.	Understand	EDU104.16	CLO6
16	What do you mean by competence based evaluation?	Understand	EDU104.16	CLO7

(5×2 = 10)

Part C

Answer five questions in about one page each. Each question carries 4 marks.

17	New Math Movement has helped in the development of Mathematics. Comment.	Evaluation	EDU104.16	CLO3
18	The language of Mathematics is distinct. Establish.	Create	EDU104.16	CLO3
19	Comment the role of Mathematics in the learning of ICT.	Evaluation	EDU104.16	CLO5
20	Explain briefly the relationship between Social Science and Mathematics.	Understand	EDU104.16	CLO5
21	Discuss the utilitarian aims of learning Mathematics.	Application	EDU104.16	CLO8
22	Discuss vocational aims of teaching Mathematics.	Application	EDU104.16	CLO8
23	Discuss the tri polar relation between competences, learning activities and evaluation in teaching learning process.	Analyse	EDU104.16	CLO7

(5×4 = 20)

Part D

Answer any one question in about four pages each. Each question carries 10 marks.

24	Discuss internal correlation observed in the subject of Mathematics.	Create	EDU104.16	CLO5
25	Give the conceptual overview of taxonomy of educational objectives.	Analysis	EDU104.16	CLO6

(1×10 = 10)

EDU 105.16 LEARNING TO FUNCTION AS MATHEMATICS TEACHER

CODE & No	COURSE LEARNING OUTCOMES
EDU 105.16 CLO1	Explain the distinctive features of varied instructional approaches, techniques and methods of teaching Mathematics
EDU 105.16 CLO2	Analyse innovative strategies of Mathematics teaching
EDU 105.16 CLO3	Identify various motivational techniques in teaching of Mathematics
EDU 105.16 CLO4	Discuss various strategies of differentiated teaching in effectual instructional practices of Mathematics education
EDU 105.16 CLO5	Describe and demonstrate components of various microteaching skills
EDU105.16 CLO6	Examine the significance of training in various teaching skills and their integration for effectual teaching in Mathematics education
EDU105.16 CLO7	Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in Mathematics education
EDU105.16 CLO8	Give examples of pedagogical skills and classify them as content related and classroom management skills
EDU105.16 CLO9	Prepare concept map/digital program / or a report on any mathematical game that fosters creativity among learners

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Prepare concept map/digital program / or a report on any mathematical game that fosters creativity among learners –**Evaluation Tool**

Total score -5

Programme : B.Ed.
Core Course : UNDERSTANDING THE DISCIPLINE OF MATHEMATICS 1EDUCATION
Category : Practicum
Course Code : EDU105.16
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU105.16 CLO 9 Prepare concept map/digital program for motivating learners/report on any mathematical game on any topic in maths
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 1**B.Ed DEGREE EXAMINATIONS****EDU105.16 – LEARNING TO FUNCTION AS MATHEMATICS TEACHER**

Time: 2 Hours Max. Marks : 50

Part A**Answer all questions in one or two sentences each. Each question carries 1 mark.**

Sl. No.	Questions	CL	CLO	
1	Which maxim of teaching says that the teacher should first teach tangible concepts and then intangible concepts?	Understand	EDU105.16	CLO1
2	Give any two limitations of Lecture method in teaching Mathematics.	Remember	EDU105.16	CLO1
3	Which philosophy forms the basis of Project method?	Remember	EDU105.16	CLO2
4	Write any two important Mathematical skills.	Remember	EDU105.16	CLO6
5	Mention any two techniques of developing accuracy in Mathematics.	Understand	EDU105.16	CLO6
6	Give two uses of gradation.	Understand	EDU105.16	CLO4
7	What is Brainstorming?	Remember	EDU105.16	CLO2
8	List two features of Problem Based Learning.	Understand	EDU105.16	CLO2
9	List two principles of Brain Based Learning.	Understand	EDU105.16	CLO2
10	Suggest any one model for Reflective Writing.	Analyse	EDU105.16	CLO2

(10×1 = 10)**Part B****Answer five questions in about half a page each. Each question carries 2 marks.**

11	List any four disadvantages of Synthetic method?	Understand	EDU105.16	CLO1
12	Write four uses of Supervised study.	Remember	EDU105.16	CLO
13	Describe the characteristics of team teaching.	Understand	EDU105.16	CLO2

14	What principle is followed in flexible grouping?	Understand	EDU105.16	CLO3
15	What is the significance of Link practice?	Analysis	EDU105.16	CLO5
16	Give any two significances of Pedagogical Knowledge for a teacher.	Analysis	EDU105.16	CLO7
(5×2 = 10)				
Part C				
Answer five questions in about one page each. Each question carries 4 marks.				
17	Point out the significance of Inductive Method in Mathematics teaching. Illustrate with examples.	Evaluate	EDU105.16	CLO1
18	How will you develop problem solving ability in your students? Illustrate with suitable examples.	Analyse	EDU105.16	CLO1
19	Suggest the measures that help you effectively practice 'Questioning' in your mathematics classroom.	Create	EDU105.16	CLO5
20	Briefly explain about any two motivational techniques in teaching of Mathematics.	Understand	EDU105.16	CLO3
21	How do you think that the Micro teaching practices will help in your future teaching career?	Evaluate	EDU105.16	CLO5
22	Explain the skill of questioning.	Understand	EDU105.16	CLO5
23	Briefly explain the ways through which you can promote a culturally inclusive classroom.	Apply	EDU105.16	CLO7
(5×4 = 20)				
Part D				
Answer any one questions in about four pages each. Each question carries 10 marks.				
24	Give an analytical view regarding application of Concept maps in teaching learning of Mathematics.	Analyse	EDU105.16	CLO2
25	Frame a Micro Teaching manual related to any teaching skill.	Create	EDU105.16	CLO5
(1×10 = 10)				

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Rubrics -Micro teaching lesson plan (Total Score 5)

Programme : **B.Ed.**
Pedagogic Course : **LEARNING TO FUNCTION AS MATHEMATICS TEACHER**
Category : **Practical**
Course Code : **EDU105-107.2**
Name of the Student :

N o	Compon ents	Excellent	Good	Average	Poor	Score	Outcome
1	Content of the lesson (2 scores)	Suitability of the content to practice the selected skill, sequential presentation of the content Effectiveness of the activity/question to develop the content (2)	Any one of the mentioned criteria is not sufficient enough (1.5)	Any two of the mentioned criteria is not sufficient enough (1)	Content is not appropriate, presentation is vague, activity/question is not effective (.5)		EDU105.1 7 CLO4 Prepare lesson plan on various microteaching skills by incorporating respective components
2	Components of the skill (3 scores)	Using all the components wherever applicable and appropriate (3)	using various components at a satisfactory level (2)	All the components are included at least once(1)	If all the components are not included (.5)		

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

RUBRICS - MICRO TEACHING CLASS (TOTAL SCORE 15)

Programme

B.Ed.

Pedagogic Course

**LEARNING TO FUNCTION AS
MATHEMATICS TEACHER**

Category

Practical

Course Code

EDU 105 – 107.2

Name of the Student :

No.	Components	Excellent	Good	Average	Poor	Score	Outcomes
1	Lesson plan (3 scores)	Content of the lesson is grade level appropriate, sequential presentation of the content, meets the objective. Effectiveness of the activity/ question to develop the content (3)	Any one of them mentioned criteria is not sufficient enough (2)	Any two of the mentioned criteria is not sufficient enough (1)	Content is not appropriate, presentation is vague, activity or question is not effective (.5)		EDU 105.17 CLO5 Develop mastery in teaching skills
2	Incorporation of skill components (5 scores)	Practiced all the components appropriately and smoothly wherever possible (5)	Practiced all the components at a satisfactory level (3)	Used few of the components that are satisfactory level (2)	If most of the components are inadequately and ineffectually used (1)		
3	Completion of cycle (2 scores)	Replanned the lesson correctly and submitted by the deadline, retaught, improvement based on feedback (2)	Replanned the lesson correctly and submitted by deadline, retaught but no improvement based on feedback (1.5)	Replanned the lesson correctly and not submitted by deadline, retaught (1)	Replanned the lesson incorrectly and submitted, not by deadline, retaught (.5)		
4	Teaching Competence (3 scores)	Confident, quality of voice, eye contact, professional behaviour, pleasant appearance, ensured students involvement through activities, good language (3)	Absence of any two of the mentioned criteria (2)	Absence of more than two of the mentioned criteria (1)	Not at all audible and not confident (.5)		

5	Reflective Journal (2 scores)	Depth of reflection (conscious and thoughtful understanding of the event) and language (very good writing style) (2)	Depth of reflection (basic understanding of the event) and language (good writing style) (1.5)	Depth of reflection (limited understanding of the event) and language (average writing style) (1)	Depth of reflection (no understanding of the event) and language (poor writing style) (.5)		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Rubrics – link practice (lesson plan and class) Total score - 15

Programme : **B.Ed.**

Core Course : **UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION**

Category : **Practical**

Course Code : **EDU104.17-107.2**

Name of the Student :

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

RUBRICS – LINK PRACTICE (LESSON PLAN AND CLASS)

Total score - 15

Programme : **B.Ed.**
Core Course : **UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION**
Category : **Practical**
Course Code : **EDU104.17-107.2**
Name of the Student :

No	Components	Excellent	Very Good	Good	Average	Poor	Score	Outcome
1	Lesson plan (5scores)	Suitability of the content to practice the selected skills, sequential presentation of the content Effectiveness of the activity/question to develop the content, (5)	Any one of the mentioned criteria is not sufficient enough (4)	Any two of the mentioned criteria is not sufficient enough (3)	Content is appropriate, presentation is vague, activity/question is not effective (2)	Content is in appropriate, presentation is vague, activity/question is not effective (1)		EDU10 5.17 CLO5 Develop mastery in integrating various teaching skills
2	Integration of skills (5scores)	practiced all the components appropriately and smoothly wherever possible (5)	practiced all the components at a satisfactory level (4)	Used few of the components at a satisfactory level (3)	If most of the components are inadequately and ineffectually used (2)	If all of the components are inadequately and ineffectually used (1)		

3	Teaching competence (5scores)	Confident, Quality of voice, eye-contact professional behaviour, pleasant appearance, Ensured students' involvement through activities, good language(5)	Absence of any one of the mentioned criteria (4)	Absence of any two of the mentioned criteria (3)	Absence of more than two of the mentioned criteria (2)	Not at all audible and not confident (1)		
Total score obtained								

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E-LEARNING MATERIAL Total score - 30

No	Components	Excellent	Very Good	Good	Average	poor	Score	Outcome
1	Relevance of the resource material-5	Very relevant 5	Relevant 4	Somewhat relevant 3	Not so relevant 2	Not at all relevant 1		EDU105.17 CLO10 Develop e learning materials
2	Quality of the resource material-10	Very clear objectives , suitable learning activities, sustained interaction is facilitated 10	Very Clear objectives , suitable learning activities, sustained interaction is not so facilitated 8	Clear objectives , learning activities- not so suitable, sustained interaction is not so facilitated 6	Objectives are vague, learning activities- not suitable, sustained interaction is not facilitated 4	Objectives are vague, learning activities- not at all suitable, sustained interaction is not at all facilitated 2		
3	Innovation and creativity-5	Very innovative 5	innovative 4	Somewhat innovative 3	Not so innovative 2	Not at all innovative 1		
4	Report -4	Well organised, correct grammar, good writing style-4	Well organised, correct grammar, average writing style-3	Well organised, incorrect grammar, average writing style-2	Not Well organised, incorrect grammar, poor writing style-1	Not well organised, in correct grammar, very poor writing style-.5		
5	Timely submission - 1							
Total score obtained								

SECOND SEMESTER

EDU 204.16 PEDAGOGICAL DIMENSIONS OF MATHEMATICS

CODE & No	COURSE LEARNING OUTCOMES
EDU 204.16 CLO1	Discuss the implications of various psychological theories namely behaviourism, constructivism and multiple intelligence in Mathematics education
EDU 204.16 CLO2	Recognize the significance and types of planning of instruction and approaches in lesson planning
EDU 204.16 CLO3	Explain the steps of preparation of evaluation tools namely achievement test and diagnostic test in Mathematics
EDU 204.16 CLO4	List the merits and demerits of various types of test items
EDU 204.16 CLO5	Design various types of test items based on the content of Mathematics of Higher Secondary and Secondary classes
EDU 204.16 CLO6	Create various evaluation tools namely achievement tests and diagnostic tests in teaching and learning Mathematics
EDU 204.16 CLO7	Identify the criteria for evaluating teaching competence
EDU 204.16 CLO8	Analyse the significance of student self-evaluation and prepare evaluation tools for the same
EDU 204.16 CLO9	Appraise with the concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue
EDU 204.16 CLO10	Analyse the content of Mathematics of Higher Secondary and Secondary classes/ self-designed innovative lessons based on any topic in

	Mathematics/prepare a unit test
EDU 204.16 CLO11	Develop a learning resource material on a school-based topic
EDU 204.16 CLO12	Reflect on all the practical works of the program and Prepare portfolios
EDU 204.16 CLO13	Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report
EDU 204.16 CLO14	Prepare lesson plan and demonstrate classroom teaching
EDU 204.16 CLO15	Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report
EDU 204.16 CLO16	Prepare and execute lesson plans in actual classroom settings

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Analyse the content of Mathematics of Higher Secondary and Secondary classes/ self-designed innovative lesson based on any topic in Mathematics/prepare a unit test on any topic in Mathematics –

Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : PEDAGOGICAL DIMENSIONS OF MATHEMATICS
Category : **Practicum**
Course Code : EDU204.16
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU204.16 CLO10 & EDU204.16 CLO10 Analyse the content of Mathematics of Higher Secondary and Secondary classes/ self-designed innovative lesson based on any topic in Mathematics/prepare a unit test on any topic in Mathematics
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 2**B.Ed DEGREE EXAMINATIONS****Pedagogic Course- EDU204.16 – PEDAGOGICAL DIMENSIONS OF MATHEMATICS**

Time: 2 Hours Max. Marks : 50

Part A**Answer all questions in one or two sentences each. Each question carries 1 mark.**

Sl. No.	Questions	CL	CLO
1	Write any two characteristics of a child in the Concrete operational stage.	Understand	EDU204.16 CLO1
2	What is meant by iconic stage according to Bruner?	Remember	EDU204.16 CLO1
3	What is a Lesson plan?	Remember	EDU204.16 CLO2
4	What is the use of a Unit plan?	Understand	EDU204.16 CLO2
5	Write any two uses of blueprint.	Understand	EDU204.16 CLO6
6	What is remedial teaching?	Remember	EDU204.16 CLO6
7	What do you mean by techno pedagogic knowledge?	Understand	EDU204.16 CLO9
8	Write any two prerequisites for learning the identity 'Product of sum and difference'.	Analyse	EDU204.16 CLO10
9	Write any one principle that is to be learned earlier in order to teach 'Area of rhombus'.	Analyse	EDU204.16 CLO10
10	Write any one principle related to 'Division of polynomials'.	Analyse	EDU204.16 CLO10

(10×1 = 10)**Part B****Answer five questions in about half a page each. Each question carries 2 marks.**

11	Write any four characteristics of learner with Intrapersonal intelligence.	Understand	EDU204.16 CLO1
12	Which are the four phases of Experiential learning?	Remember	EDU204.16 CLO1
13	What is the significance of Group	Analyse	EDU204.16 CLO1

	activity in constructivist approach?			
14	Briefly explain objective type test items.	Understand	EDU204.16	CLO5
15	List all the pre-requisites to learn the topic 'nth term of an A.P'.	Analyse	EDU204.16	CLO10
16	List all the pre-requisites to learn the concept 'Frustum of cone'.	Analyse	EDU204.16	CLO10
(5×2 = 10)				
Part C				
<i>Answer five questions in about one page each. Each question carries 4 marks.</i>				
17	Give a brief account of cognitive constructivism.	Analyse	EDU204.16	CLO1
18	How is Vygotsky's theory of social constructivism helpful in teaching learning process?	Analyse	EDU204.16	CLO1
19	Explain the significance of a Year plan.	Analyse	EDU204.16	CLO2
20	Construct a tool for students self evaluation.	Create	EDU204.16	CLO8
21	Give a descriptive note on ways and means to link technology to pedagogical content knowledge.	Analyse	EDU204.16	CLO9
22	Analyse the content of the chapter 'Polynomials' of Standard IX.	Analyse	EDU204.16	CLO10
23	Analyse the content of the chapter 'Prisms' of standard IX.	Analyse	EDU204.16	CLO10
(5×4 = 20)				
Part D				
<i>Answer any one question in about four pages each. Each question carries 10 marks.</i>				
24	Give an account of the theory of Multiple Intelligence and suggest suitable teaching methods for each type of intelligence.	Create	EDU204.16	CLO1
25	Briefly analyse the different ways and means to link technology with pedagogical content knowledge.	Analyse	EDU204.16	CLO9
(1×10 = 10)				

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA
DISCUSS AND PREPARE LESSON PLANS ON
SCHOOL-BASED TOPICS IN MATHEMATICS
(WORKSHOP)

Evaluation Tool Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50		EDU 204.17 CLO12 Discuss and prepare lesson plans on school-based topics in mathematics
2	Involvement in discussion (2)	2	1.5	1	0.50		
3	Lesson plan (5)	5	4	3	2		
4	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Prepare lesson plan and demonstrate classroom teaching

Evaluation Tool Total score -20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50	EDU 204.16 CLO14	
2	Criticism class Observation and report (10)	2	1.5	1	0.50	Prepare lesson plan and demonstrate classroom teaching EDU 204.16 CLO15 Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report	
3	Lesson plan (5)	5	4	3	2		
4	Teaching competence (2)	2	1.5	1	0.50		
5	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Prepare and execute lesson plans in actual classroom setting -5 classes

Evaluation Tool Total score -60

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson plan (25)	25	20	15	10		EDU 204.17 CLO16 Prepare and execute lesson plans in actual classroom setting -5 classes
2	Teaching competency (25)	25	20	15	10		
3	Supervision diary cum reflective journal (10)	10	8	6	4		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Prepare and execute lesson plans in actual classroom setting -5 classes

Evaluation Tool Total score -60

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson plan (25)	25	20	15	10		EDU 204.17 CLO16 Prepare and execute lesson plans in actual classroom setting -5 classes
2	Teaching competency (25)	25	20	15	10		
3	Supervision diary cum reflective journal (10)	10	8	6	4		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR LESSON MANUAL

Total score -25

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2
Name of the Student :

SI · No	Criteria	Rating				Score	Outcome
		Excel lent	Very Goo d	Go o d	Poor		
1.	Preliminary requirements	2	1.5	1	0.50		EDU 204.17 CLO16 Prepare lesson plans in actual classroom setting -5 lesson plans
2.	Content analysis	2	1.5	1	0.50		
3.	Curricular objectives (appropriateness, attainability, adequacy, clarity)	3	2.5	2	1		
4.	Learning Strategy (appropriateness, effectiveness)	2	1.5	1	0.50		
5.	Learning activities (learner centered, activity oriented, novelty, variety, practicability)	3	2.5	2	1		
6.	Prerequisites(relevance , sufficient, specific and clear)	2	1.5	1	0.50		
7.	Learning materials (appropriateness, effectiveness, innovative, improvisation,	3	2.5	2	1		

	adequate, relevance, quality)							
8.	Extension activities(correlated to real life, creativity, practicability)	2	1.5	1	0.50			
9.	Time distribution	1	0.75	0.50	0.25			
10.	Language	3	2.5	2	1			
11.	Continuity of activities	2	1.5	1	0.50			
Total score obtained								

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool for Teaching competency

Total score -25

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2
Name of the Student :

SI · No	Criteria	Rating				Score	Outcome
		Ex cel lent	Ver y Goo d	Goo d	Poo r		
1.	Introduction (building of rapport, correlation of introduction with topic, effectiveness)	2	1.5	1	0.50		EDU 204.17 CLO16 Execute lesson plans in actual classroom setting -5 classes
2.	Subject competence (richness, accuracy)	3	2.5	2	1		
3.	Communicative competence (appropriateness of language, proper expressions and gestures, sequential presentation)	3	2.5	2	1		
4.	Learning aids (appropriateness, effectiveness, student participation)	3	2.5	2	1		
5.	Teaching strategies employed (aptness, learner centered, activity oriented)	3	2.5	2	1		
6.	Class management(2	1.5	1	0.50		

	discipline , budget of time)						
7.	Group activity(proper division of group, interaction with group, individual attention)	2	1.5	1	0.50		
8.	Questions and answers (simple, thought provoking and relevant questions, effective dealing of student response, appropriate reinforcement)	3	2.5	2	1		
9.	Concluding the lesson (ability to summarise, assignment)	2	1.5	1	0.50		
10.	Personality of the teacher (facilitator, confident, friendly, posture)	2	1.5	1	0.50		
Total score obtained							

Evaluation Tool for Supervision diary cum reflective journal

Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl · N o	Criteria	Rating				Score	Outcome
		Excel lent	Very Goo d	Goo d	Poor		
1	Observation and thoughts	2	1.5	1	0.50		EDU 204.17 CLO16 Supervision diary cum reflective journal
2	Language and structure	2	1.5	1	0.50		
3	Personal reflection	2	1.5	1	0.50		
4	Action plan	2	1.5	1	0.50		
5	Writing style	1	0.75	0.50	0.25		
6	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**EVALUATION TOOL FOR SUPERVISION DIARY
CUM REFLECTIVE JOURNAL**

TOTAL SCORE -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2
Name of the Student :

Sl · No	Criteria	Rating				Score	Outcome
		Excel lent	Very Goo d	Goo d	Poor		
1	Observation and thoughts	2	1.5	1	0.50	EDU 204.17 CLO16 Supervision diary cum reflective journal	
2	Language and structure	2	1.5	1	0.50		
3	Personal reflection	2	1.5	1	0.50		
4	Action plan	2	1.5	1	0.50		
5	Writing style	1	0.75	0.50	0.25		
6	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

205.16 CURRICULUM AND RESOURCE DEVELOPMENT IN MATHEMATICS EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU 205.16 CLO1	Discuss the concept and foundations of curriculum
EDU 205.16 CLO2	Differentiate between curriculum and syllabus
EDU 205.16 CLO3	Explain the factors and phases of curriculum planning
EDU 205.16 CLO4	Describe the principles of curriculum construction
EDU 205.16 CLO5	List and explain various approaches to curriculum organization
EDU 205.16 CLO6	Identify different types of curriculum and explain their characteristics
EDU 205.16 CLO7	Summarize major highlights of Mathematics education in KCF and NCF
EDU 205.16 CLO8	Analyse the functions of various offline and online learning resources in Mathematics
EDU 205.16 CLO9	Discuss and give examples of various traditional and modern instructional supports in Mathematics
EDU 205.16 CLO10	Prepare a digital question bank on any one unit/report on major highlights of mathematics education in NCF / report on various online mathematical journals

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Discuss and prepare lesson plans on school based topics in mathematics (**workshop**)

EVALUATION TOOL

Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : 206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50	EDU 204.17 CLO12 Discuss and prepare lesson plans on school based topics in mathematics	
2	Involvement in discussion (2)	2	1.5	1	0.50		
3	Lesson plan (5)	5	4	3	2		
4	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report

Evaluation Tool

Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50	EDU 204.19 CLO13 Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report	
2	Observation report (2)	2	1.5	1	0.50		
3	Lesson plan (5)	5	4	3	2		
4	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

PREPARE LESSON PLAN AND DEMONSTRATE CLASSROOM TEACHING

Evaluation Tool

Total score -20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50	EDU 204.19 CLO14 Prepare lesson plan and demonstrate classroom teaching EDU 204.19 CLO15 Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report	
2	Criticism class Observation and report (10)	2	1.5	1	0.50		
3	Lesson plan (5)	5	4	3	2		
4	Teaching competence (2)	2	1.5	1	0.50		
5	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

PREPARE LESSON PLAN AND DEMONSTRATE CLASSROOM TEACHING

Evaluation Tool Total score -20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Attendance (2)	2	1.5	1	0.50		EDU 204.19 CLO14 Prepare lesson plan and demonstrate classroom teaching EDU 204.19 CLO15 Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report
2	Criticism class Observation and report (10)	2	1.5	1	0.50		
3	Lesson plan (5)	5	4	3	2		
4	Teaching competence (2)	2	1.5	1	0.50		
5	Timely Submission (1)	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR LESSON MANUAL

TOTAL SCORE -25

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
12.	Preliminary requirements	2	1.5	1	0.50		EDU 204.19 CLO16 Prepare lesson plans in actual classroom setting -5 lesson plans
13.	Content analysis	2	1.5	1	0.50		
14.	Curricular objectives (appropriateness, attainability, adequacy, clarity)	3	2.5	2	1		
15.	Learning Strategy (appropriateness, effectiveness)	2	1.5	1	0.50		
16.	Learning activities(learner centered, activity oriented, novelty, variety, practicability)	3	2.5	2	1		
17.	Prerequisites(relevance, sufficient, specific and clear)	2	1.5	1	0.50		
18.	Learning materials (appropriateness, effectiveness, innovative, improvisation, adequate,	3	2.5	2	1		

	relevance, quality)							
19.	Extension activities(correlated to real life, creativity, practicability)	2	1.5	1	0.50			
20.	Time distribution	1	0.75	0.50	0.25			
21.	Language	3	2.5	2	1			
22.	Continuity of activities	2	1.5	1	0.50			
Total score obtained								

EVALUATION TOOL FOR TEACHING COMPETENCY

Total score -25

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
11.	Introduction (building of rapport, correlation of introduction with topic, effectiveness)	2	1.5	1	0.50		EDU 205.19 CLO16 Execute lesson plans in actual classroom setting -5 classes
12.	Subject competence (richness, accuracy)	3	2.5	2	1		
13.	Communicative competence (appropriateness of language, proper expressions and gestures, sequential presentation)	3	2.5	2	1		
14.	Learning aids (appropriateness, effectiveness, student participation)	3	2.5	2	1		
15.	Teaching strategies employed (apteness, learner centered, activity oriented)	3	2.5	2	1		
16.	Class management(discipline , budget of time)	2	1.5	1	0.50		
17.	Group activity(proper	2	1.5	1	0.50		

	division of group, interaction with group, individual attention)							
18.	Questions and answers (simple, thought provoking and relevant questions, effective dealing of student response, appropriate reinforcement)	3	2.5	2	1			
19.	Concluding the lesson (ability to summarise, assignment)	2	1.5	1	0.50			
20.	Personality of the teacher (facilitator, confident, friendly, posture)	2	1.5	1	0.50			
Total score obtained								

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR SUPERVISION DIARY CUM REFLECTIVE JOURNAL

Total score -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU206.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Observation and thoughts	2	1.5	1	0.50	EDU 205.19 CLO16 Supervision diary cum reflective journal	
2	Language and structure	2	1.5	1	0.50		
3	Personal reflection	2	1.5	1	0.50		
4	Action plan	2	1.5	1	0.50		
5	Writing style	1	0.75	0.50	0.25		
6	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 3

EDU: 302.2

CODE & No	COURSE OUTCOMES
EDU302.2 CLO1	Prepare a Unit Plan based on a unit assigned during internship
EDU302.2 CLO2	Prepare 50 lesson plans and take classes based on one's own optional subject at school
EDU302.2 CLO3	Prepare 2 lesson plans and take classes incorporating <i>Language Across Curriculum</i> principles in one's own optional subject
EDU302.2 CLO4	Conduct 2 subject club activities at school
EDU302.2 CLO5	Participate in a workshop on preparation of teaching aids. Prepare improvised teaching aids – 2 models and 2 charts
EDU302.2 CLO6	Prepare and conduct self assessment tool among school pupils
EDU302.2 CLO7	Observe and evaluate 2 classes of peers
EDU302.2 CLO8	Prepare, conduct, and analyse an Achievement test in one's own optional subject
EDU302.2 CLO9	Prepare, conduct, and analyse diagnostic test

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**PREPARE A UNIT PLAN BASED ON A UNIT
ASSIGNED DURING INTERNSHIP**

EVALUATION TOOL

TOTAL SCORE -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Steps	4	3	2	1		EDU302.2 CLO1 Prepare a Unit Plan based on a unit assigned during internship
2	Originality	2	1.5	1	.5		
3	Comprehensiveness	2	1.5	1	.5		
4	Neatness	1	.75	.5	.25		
5	Timely submission	1	.75	.5	.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

50 LESSON PLANS AND TAKE CLASSES BASED ON ONE'S OWN OPTIONAL SUBJECT

EVALUATION TOOL

TOTAL SCORE -250

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson plans (100)	100	80	60	40	EDU302.2 CLO2 Prepare 50 lesson plans and take classes based on one's own optional subject at school	
2	Teaching competency (100)	100	80	60	40		
3	Supervision diary cum reflective journal (50)	50	40	30	20		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR LESSON MANUAL (50 LESSONS)

TOTAL SCORE -100

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score
		Excellent	Very Good	Good	Poor	
1.	Content analysis	10	8	6	4	EDU302.2 CLO2 Prepare 50 lesson plans on one's own optional subject at school
2.	Curricular objectives (appropriateness, attainability, adequacy, clarity)	10	8	6	4	
3.	Learning Strategy (appropriateness, effectiveness)	10	8	6	4	
4.	Learning activities(learner centered, activity oriented, novelty, variety, practicability)	10	8	6	4	
5.	Prerequisites(relevance, sufficient, specific and clear)	10	8	6	4	
6.	Learning materials (appropriateness, effectiveness, innovative, improvisation, adequate,	10	8	6	4	

	relevance, quality)							
7.	Extension activities(correlated to real life, creativity, practicability)	10	8	6	4			
8.	Time distribution	10	8	6	4			
9.	Language	10	8	6	4			
10.	Continuity of activities	10	8	6	4			
Total score obtained								

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR TEACHING COMPETENCY

Total score -100

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1.	Introduction (building of rapport, correlation of introduction with topic, effectiveness)	10	8	6	4	EDU302.2 CLO2 Take 50 classes based on one's own optional subject at school	
2.	Subject competence (richness, accuracy)	10	8	6	4		
3.	Communicative competence (appropriateness of language, proper expressions and gestures, sequential presentation)	10	8	6	4		
4.	Learning aids (appropriateness, effectiveness, student participation)	10	8	6	4		
5.	Teaching strategies employed (aptness, learner centered, activity oriented)	10	8	6	4		
6.	Class management(discipline , budget of	10	8	6	4		

	time)							
7.	Group activity(proper division of group, interaction with group, individual attention)	10	8	6	4			
8.	Questions and answers (simple, thought provoking and relevant questions, effective dealing of student response, appropriate reinforcement)	10	8	6	4			
9.	Concluding the lesson (ability to summarise, assignment)	10	8	6	4			
10.	Personality of the teacher (facilitator, confident, friendly, posture)	10	8	6	4			
Total score obtained								

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR SUPERVISION DIARY CUM REFLECTIVE JOURNAL

Total score -50 (10x 5 marks)

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Observation and thoughts	1	0.75	0.50	0.25		EDU302.2 CLO2 Prepare 50 lesson plans and take classes - Supervision diary cum reflective journal (one journal for five classes- 10 journals)
2	Language and structure	1	0.75	0.50	0.25		
3	Personal reflection	1	0.75	0.50	0.25		
4	Action plan	1	0.75	0.50	0.25		
5	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**EVALUATION TOOL FOR LESSON PLAN CLASSES
BASED ON LANGUAGE ACROSS CURRICULUM**

TOTAL SCORE -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson plan	4	3	2	1	EDU302.2 CLO3 Prepare 2 lesson plans and take classes incorporating <i>Language Across Curriculum</i> principles in one's own optional subject	
2	Teaching competency	4	3	2	1		
3	Reflective journal	2	1.5	1	.5		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR CLUB ACTIVITIES

TOTAL SCORE -10

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Club formation	1	0.75	0.50	0.25		EDU302.2 CLO4 Conduct 2 subject club activities at school
2	Activities	2	1.5	1	0.5		
3	Evidences	2	1.5	1	0.5		
4	Report writing	2	1.5	1	0.5		
5	Reflective journal	2	1.5	1	0.5		
6	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**EVALUATION TOOL FOR PREPARATION,
ADMINISTRATION AND ANALYSIS OF
ACHIEVEMENT TEST**

TOTAL SCORE -20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Design of the test	5	4	3	2	EDU302.2 CLO8 Prepare, conduct, and analyse an Achievement test in one's own optional subject	
2	Question paper and marking scheme	6	5	4	3		
3	Test analysis and interpretation	4	3	2	1		
4	Comprehensiveness of the record	4	3	2	1		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**EVALUATION TOOL FOR PREPARATION,
ADMINISTRATION AND ANALYSIS OF DIAGNOSTIC
TEST**

TOTAL SCORE -20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU302.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Diagnosis of problem area	2	1.5	1	0.5	EDU302.2 CLO9 Prepare, conduct, and analyse diagnostic test	
2	Preparation of test items	6	5	4	3		
3	Analysis of the result	3	2	1	0.5		
4	Remedial teaching	6	5	4	3		
5	Comprehensiveness of the record	2	1.5	1	0.5		
6	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

FOURTH SEMESTER

403.16 PROFESSIONAL DEVELOPMENT OF MATHEMATICS EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU403.16 CLO1	Describe the essential qualities, duties and responsibilities of a Mathematics Teacher
EDU403.16 CLO2	Discuss the role of a Mathematics teacher as a facilitator, researcher and a social resource
EDU403.16 CLO3	Create vision and mission as a teacher
EDU403.16 CLO4	Explain various teacher competencies of a Mathematics Teacher
EDU403.16 CLO5	Analyse the significance of continuous professional development and ways and means of developing professionalism
EDU403.16 CLO6	Identify the importance of soft skills development in the professional development of a Mathematics Teacher
EDU403.16 CLO7	Develop a broader perspective on the fundamentals of reflective practices in meeting the challenges of mathematics teaching and for nurturing professionalism
EDU403.16 CLO8	Review recent research trends in Mathematics education with special emphasis to instructional and assessment strategies
EDU403.16 CLO9	Evaluate the role of recreational and club activities that enrich Mathematics learning
EDU403.16 CLO10	List and explain social and cultural issues in Mathematics education
EDU403.16 CLO11	Indicate new trends in teaching students with diverse learning needs
EDU403.16 CLO12	Reflect on your experiences as a mathematics teacher during internship and post it in e platform
EDU403.16 CLO13	Prepare a drama script on any topic to enrich mathematics learning
EDU403.16 CLO14	Conduct SWOT analysis and develop vision and mission as a teacher
EDU403.16 CLO15	Review educational journal articles and write report
EDU403.16 CLO16	Conduct and prepare report of a project on any topic of pedagogic relevance
EDU403.16 CLO17	Design an article of pedagogic relevance and upload in the blog.

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**EVALUATION TOOL FOR SWOT ANALYSIS AND
DEVELOPING VISION AND MISSION**

TOTAL SCORE -40

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU404.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Identification of SWOT	12	10	8	6		EDU404.2 CLO13 Conduct SWOT analysis and develop vision and mission as a teacher
2	Preparation of template	8	6	5	4		
3	Vision Mission statement	7	6	5	4		
4	Comprehensiveness of the report	12	10	8	6		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

**EVALUATION TOOL FOR REVIEWING
EDUCATIONAL JOURNAL ARTICLES AND WRITING
REPORT**

TOTAL SCORE - 30

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU404.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Report- need and significance	5	4	3	2		EDU404.2 CLO14 Review educational journal articles and write report
2	Report- brief overview of the journal	5	4	3	2		
3	Report-review of articles	15	13	11	9		
4	Comprehensiveness of the report	4	3	2	1		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

EVALUATION TOOL FOR PROJECT

TOTAL SCORE - 30

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : **Practical**
Course Code : EDU404.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Report- relevance of the topic	4	3	2	1		EDU404.2 CLO15 Conduct and prepare report of a project on any topic of pedagogic relevance
2	Report- procedure adopted	10	8	6	4		
3	Report-analysis and interpretation	6	5	4	3		
4	Summary and conclusion	5	4	3	2		
5	Comprehensiveness of the report	4	3	2	1		
6	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

EVALUATION TOOL FOR WRITING ARTICLE AND UPLOAD IN THE BLOG

TOTAL SCORE - 20

Programme : B.Ed.
Core Course : PEDAGOGIC PRACTICAL
Category : Practical
Course Code : EDU404.2
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Preparation of article	10	8	6	4		EDU404.2 CLO16 Design an article of pedagogic relevance and upload in the blog.
2	Uploading of article-evidence	2	1.5	1	0.5		
3	Comprehensiveness of the report	5	4	3	2		
4	Hard copy of the material	2	1.5	1	0.5		
5	Timely submission	1	0.75	0.5	0.25		
Total score obtained							

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 1

EDU 104.17 : UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU104.17CLO1	Explain the historical evolution of Science as a discipline
EDU104.17 CLO2	Analyse the contribution of eminent Scientists
EDU104.17 CLO3	Describe the product and process nature of Science
EDU104.17 CLO4	Appraise the significance of Science as a social endeavour
EDU104.17 CLO5	Discuss the anticipated outcomes of teaching Physical Science especially at Primary, Secondary and Higher Secondary levels
EDU104.17 CLO6	Examine the inter and intra disciplinary nature of Physical Science education
EDU104.17 CLO7	Recognize the significance of objective based instruction and taxonomy of educational objectives in teaching physical science
EDU104.17 CLO8	Distinguish between objective based and competency based instruction and evaluation
EDU104.17 CLO9	Formulate specific objectives related to various topics in physics and chemistry
EDU104.17 CLO10	Prepare a digital album/ artistic document on science in life/ report on evolutionary aspect of science

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 1

EDU 105.17 : LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU105.17CLO1	Explain the distinctive features of varied instructional approaches, techniques and methods of teaching Physical Science
EDU105.17 CLO2	Analyse innovative strategies of Physical Science teaching
EDU105.17 CLO3	Discuss various strategies of differentiated teaching in effectual instructional practices of Physical Science education
EDU105.17 CLO4	Prepare lesson plan on various microteaching skills by incorporating respective components
EDU105.17 CLO5	Demonstrate various microteaching skills and their integration for effectual teaching in Physical Science
EDU105.17 CLO6	Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in Physical Science education
EDU105.17 CLO7	Give Examples of various pedagogical skills and classify them as content related and classroom management skills
EDU105.17 CLO8	Identify various motivational techniques in teaching Physical Science
EDU105.17 CLO9	Prepare concept map/digital program/report on brainstorming/ report on debate on any topic of physical science
EDU105.17 CLO10	Develop a learning resource material on a school based topic
EDU105.17 CLO11	Reflect all the practical works of the program and Prepare portfolios

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Rubrics -Micro teaching lesson plan (Score 5)

Programme : **B.Ed.**
Pedagogic Course : **LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER**
Category : **Practical**
Course Code : **EDU105-107.2**
Name of the Student :

No	Components	Excellent	Good	Average	Poor	Outcome
1	Content of the lesson (2 scores)	Suitability of the content to practice the selected skill, sequential presentation of the content Effectiveness of the activity/ question to develop the content (2)	Any one of the mentioned criteria is not sufficient enough (1.5)	Any two of the mentioned criteria is not sufficient enough (1)	Content is not appropriate, presentation is vague, activity/question is not effective (.5)	EDU105.17 CLO4 Prepare lesson plan on various microteaching skills by incorporating respective components
2	Components of the skill (3 scores)	Using all the components wherever applicable and appropriate (3)	using various components at a satisfactory level (2)	All the components are included at least once(1)	If all the components are not included (.5)	

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Rubrics -Micro teaching Class (Score 15)

Programme : B.Ed.
Pedagogic Course : LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER
Category : Practical
Course Code : EDU105-107.2
Name of the Student :

N o	Compon ents	Excellent	Good	Average	poor	Outcom e
1	Lesson plan (3 scores)	Content of the lesson is grade level appropriate, sequential presentation of the content, meets the objective, Effectiveness of the activity/ question to develop the content (3)	Any one of the mentioned criteria is not sufficient enough (2)	Any two of the mentioned criteria is not sufficient enough(1)	Content is not appropriate, presentation is vague, activity/question is not effective (.5)	EDU105.17 CLO5 Develop mastery in teaching skills
2	Incorporation of skill Compon ents (5 scores)	practiced all the components appropriately and smoothly wherever possible (5)	practiced all the components at a satisfactory level (3)	Used few of the components at a satisfactory level (2)	If most of the components are inadequately and ineffectually used (1)	
3	Completi on of cycle (2 scores)	Replanned the lesson correctly and Submitted by deadline, retaught, improvement based on feedback (2)	Replanned the lesson correctly and Submitted by deadline, retaught, but no improvement based on feedback (1.5)	Replanned the lesson correctly and not Submitted by deadline, retaught, (1)	Replanned the lesson incorrectly and Submitted not by deadline, retaught (.5)	
4	Teaching compet ence (3 scores)	Confident, Quality of voice, eye-contact professional behaviour, pleasant appearance, Ensured students' involvement through activities, Good language (3)	Absence of any two of the mentioned criteria (2)	Absence of more than two of the mentioned criteria (1)	Not at all audible and not confident (.5)	
5	Reflectiv e journal (2 scores)	Depth of reflection (conscious and thoughtful understanding of the event,)and language (very good writing style)- (2)	Depth of reflection (basic understanding of the event,)and language (good writing style) - (1.5)	Depth of reflection (limited understanding of the event,)and language (average writing style) - (1)	Depth of reflection (no understanding of the event,)and language (poor writing style) - (.5)	

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Rubrics – link practice (lesson plan and class) 15 scores

Programme : B.Ed.
Core Course : **UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION**
Category : **Practical**
Course Code : **EDU104.17-107.2**
Name of the Student :

No	Component s	Excellent	Very Good	Good	Average	poor	Outcome
1	Lesson plan (5scores)	Suitability of the content to practice the selected skills, sequential presentation of the content Effectiveness of the activity/ question to develop the content, (5)	Any one of the mentioned criteria is not sufficient enough (4)	Any two of the mentioned criteria is not sufficient enough (3)	Content is appropriate, presentation is vague, activity/question is not effective (2)	Content is in appropriate, presentation is vague, activity/question is not effective (1)	EDU105.1 7 CLO5 Develop mastery in integrating various teaching skills
2	Integration of skills (5scores)	practiced all the components appropriately and smoothly wherever possible (5)	practiced all the components at a satisfactory level (4)	Used few of the components at a satisfactory level (3)	If most of the components are inadequately and ineffectually used (2)	If all of the components are inadequately and ineffectually used (1)	
3	Teaching competence (5scores)	Confident, Quality of voice, eye-contact professional behaviour, pleasant appearance, Ensured students' involvement through activities, Good language(5)	Absence of any one of the mentioned criteria (4)	Absence of any two of the mentioned criteria (3)	Absence of more than two of the mentioned criteria (2)	Not at all audible and not confident (1)	

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA
e learning material

Programme : B.Ed.
Core Course : **UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION**
Category : **Practical**
Course Code : **EDU104.17-107.2**
Name of the Student :

No	Components	Excellent	Very Good	Good	Average	poor	Outcome
1	Relevance of the resource material-5	Very relevant 5	Relevant 4	Somewhat relevant 3	Not so relevant 2	Not at all relevant 1	EDU105.17 CLO10 Develop e learning materials
2	Quality of the resource material-10	Very clear objectives, suitable learning activities, sustained interaction is facilitated 10	Very Clear objectives, suitable learning activities, sustained interaction is not so facilitated 8	Clear objectives, learning activities- not so suitable, sustained interaction is not so facilitated 6	Objectives are vague, learning activities- not suitable, sustained interaction is not facilitated 4	Objectives are vague, learning activities- not at all suitable, sustained interaction is not at all facilitated 2	
3	Innovation and creativity-5	Very innovative 5	innovative 4	Somewhat innovative 3	Not so innovative 2	Not at all innovative 1	
4	Report -4	Well organised, correct grammar, good writing style-4	Well organised, correct grammar, average writing style-3	Well organised, incorrect grammar, average writing style-2	Not Well organised, incorrect grammar, poor writing style-1	Not well organised, in correct grammar, very poor writing style-.5	
5	Timely submission-1						

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 2

204.17 PEDAGOGICAL DIMENSIONS OF PHYSICAL SCIENCE

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU 204.17CLO1	Discuss the implications of various psychological theories namely behaviourism, constructivism and multiple intelligence in Physical Science education
EDU 204.17 CLO2	Recognize the significance and types of planning of instruction and approaches in lesson planning
EDU 204.17 CLO3	Explain the steps of preparation of evaluations tools namely achievement test and diagnostic test in Physical Science
EDU 204.17 CLO4	List the merits and demerits of various types of test items
EDU 204.17 CLO5	Design various types of test items based on the content of Physical Science of Higher Secondary and Secondary classes
EDU 204.17 CLO6	Create various evaluations tools namely achievement test and diagnostic test in teaching and learning Physical Science
EDU 204.17 CLO7	Identify the criteria for evaluating teaching competence
EDU 204.17 CLO8	Analyse the significance of student self-evaluation and prepare evaluation tools for the same
EDU 204.17 CLO9	Apprise with concept of techno Pedagogy and the role of the teacher as a techno-pedagogue
EDU 204.17 CLO10	Analyse the content of Physical Science of Higher Secondary and Secondary classes
EDU 204.17 CLO11	Prepare an e learning material/ self-designed innovative lesson based on any topic in Physical science
EDU 204.17 CLO12	Discuss and prepare lesson plans on school based topics in physical science
EDU 204.17 CLO13	Observe, Analyse and model demonstration classroom teaching by experienced teachers on school based topics and write report
EDU 204.17 CLO14	Prepare lesson plan and demonstrate classroom teaching
EDU 204.17 CLO15	Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report
EDU 204.17 CLO16	Prepare and execute lesson plans in actual classroom setting

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 2

EDU 205.17 CURRICULUM AND RESOURCE DEVELOPMENT IN PHYSICAL SCIENCE EDUCATION

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU 205.17CLO1	Discuss the concept and foundations of curriculum
EDU 205.17 CLO2	Differentiate between curriculum and syllabus
EDU 205.17 CLO3	Explain the factors and phases of curriculum planning
EDU 205.17 CLO4	Describe the principles of curriculum construction
EDU 205.17 CLO5	List and explain various approaches to curriculum organization
EDU 205.17 CLO6	Identify different types of curriculum and explain their characteristics
EDU 205.17 CLO7	Summarize Major highlights of Physical Science education in KCF and NCF
EDU 205.17 CLO8	Analyse the functions of various offline and online learning resources in Physical Science
EDU 205.17 CLO9	Discuss and give examples of various traditional and modern instructional supports in Physical Science
EDU 205.17 CLO10	Prepare a manual to use 5 equipments in a physical science lab/ work book for a unit in physical science/ an improvised aid for teaching any topic in physical science

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 3

EDU : 302

CODE & No	COURSE OUTCOMES
EDU302.2 CLO1	Prepare a Unit Plan based on a unit assigned during internship
EDU302.2 CLO2	Prepare 50 lesson plans and take classes based on one's own optional subject at school
EDU302.2 CLO3	Prepare 2 lesson plans and take classes incorporating <i>Language Across Curriculum</i> principles in one's own optional subject
EDU302.2 CLO4	Conduct 2 subject club activities at school
EDU302.2 CLO5	Participate in a workshop on preparation of teaching aids
EDU302.2 CLO6	Prepare improvised teaching aids – 2 models and 2 charts
EDU302.2 CLO7	Prepare and conduct self assessment tool among school pupils
EDU302.2 CLO8	Observe and evaluate 2 classes of peers
EDU302.2 CLO9	Prepare, conduct, and analyse an Achievement test in one's own optional subject
EDU302.2 CLO10	Prepare, conduct, and analyse diagnostic test

COURSE LEARNING OUTCOMES (CLOs)

OPTIONAL COURSE

SEMESTER 4

EDU 403.17 PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU403.17CLO1	Describe the essential qualities, duties and responsibilities of a Physical Science Teacher
EDU403.17 CLO2	Discuss the role of a physical science teacher as a facilitator, researcher and a social resource
EDU403.17 CLO3	Explain various teacher competencies of a Physical Science Teacher
EDU403.17 CLO4	Analyse the significance of continuous professional development and ways and means of developing professionalism
EDU403.17 CLO5	Identify the importance of soft skills development in the professional development of a Physical Science Teacher
EDU403.17 CLO6	Develop a broader perspective on the fundamentals of reflective practices in meeting the challenges of physical science teaching and for nurturing professionalism
EDU403.17 CLO7	Review recent research trends in Science education with special emphasis to instructional and assessment strategies
EDU403.17 CLO8	Evaluate the role of recreational and club activities that enrich physical science learning
EDU403.17 CLO9	List and explain social and cultural issues in science education
EDU403.17 CLO10	Indicate new trends in teaching students with diverse learning needs
EDU403.17 CLO11	Reflect on any one article in the domain of science/ experience as physical science teacher during internship
EDU403.17 CLO12	Prepare a drama report on any topic in physical science
EDU403.17 CLO13	Conduct SWOT analysis and develop vision and mission as a teacher
EDU403.17 CLO14	Review educational journal articles and write report
EDU403.17 CLO15	Conduct and prepare report of a project on any topic of pedagogic relevance
EDU403.17 CLO16	Design an article of pedagogic relevance and upload in the blog.

PEDAGOGIC COURSES (NATURAL SCIENCE EDUCATION)

SEMESTER 1

EDU104. 18 UNDERSTANDING THE DISCIPLINE OF NATURAL SCIENCE EDUCATION

CODE No	&	COURSE LEARNING OUTCOMES
104.18 CLO1		Extrapolate the evolution of Natural Science as a discipline
104.18 CLO2		Identify the psychological bases of Natural Science education.
104.18 CLO3		Recognise the role of natural science in social realm.
104.18 CLO4		Apply the theoretical background of Natural Science in teaching.
104.18 CLO5		Examine the values of Teaching Natural Science.
104.18 CLO6		Discuss the anticipated outcomes of teaching Natural Science especially at Primary, Secondary and Higher Secondary levels
104.18 CLO7		Develop an insight of interdisciplinary nature of Natural Science.
104.18 CLO8		Describe that Science as a dynamic and expanding body of knowledge.
104.18 CLO9		Evaluate the impact of Natural Science on society.
104.18 CLO10		Formulate the educational objectives of teaching Natural Science.

EDU105. 18 LEARNING TO FUNCTION AS A NATURAL SCIENCE TEACHER

CODE & No	COURSE LEARNING OUTCOMES
EDU 105.18 CLO1	Distinctive features of various approaches, techniques, methods, and devises of teaching natural science.
EDU 105.18 CLO2	Critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development, activity-based learning etc. within the classroom.
EDU 105.18 CLO3	Identify the techniques of teaching Natural science.
EDU 105.18 CLO4	Integrate innovative strategies into the teaching learning process to enhance the effectiveness in acquiring knowledge.
EDU105.18 CLO5	Develop diverse processes throughout the year to ensure better motivation and learning, and help children for self-assessment with insights about learning.
EDU105.18 CLO6	Compare and contrast the characteristics of concept mapping and mind mapping.
EDU105.18 CLO7	Analyse the techniques of micro teaching and incorporate them into various teaching learning situations.
EDU105.18 CLO8	Recognise the pedagogical knowledge and pedagogical skills essential for mastering the instructional ability.

SECOND SEMESTER
EDU 204.16 PEDAGOGICAL DIMENSIONS OF
NATURAL SCIENCE

CODE & No	COURSE LEARNING OUTCOMES
EDU 204.18 CLO1	Recognise the psychological aspects of teaching Natural Science.
EDU 204.18 CLO2	Examine how constructivism serves as theoretical foundation of teaching Natural Science.
EDU 204.18 CLO3	Evaluate and assess the distinct methods in integrating lesson plans including Herbartian, constructivist and innovative approaches.
EDU 204.18 CLO4	Integrate the idea of techno pedagogy and elucidate the teacher's function as a techno pedagogy.
EDU 204.18 CLO5	Assess various evaluation tools within the teaching learning context.
EDU 204.18 CLO6	Describe year plan, and feedback mechanism assessment tools and techniques.
EDU 204.18 CLO7	Apply innovative teaching learning strategies and acquaint the student teachers with ICT enabled Teaching skills and competency.
EDU 204.18 CLO8	Analyse the content areas of Life Science, text book for standard VI to X.
EDU 204.18 CLO9	Appraise with concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue.
EDU 204.18 CLO10	Analyse the content of Natural Science of Higher Secondary and Secondary classes.
EDU 204.18 CLO11	Develop a learning resource material on a school-based topic.
EDU 204.18 CLO12	Reflect all the practical works of the program and prepare portfolios.
EDU 204.18 CLO13	Observe, Analyse and model demonstration classroom teaching by experienced teachers on school-based topics and write report.
EDU 204.18 CLO14	Prepare lesson plan and demonstrate classroom teaching.
EDU 204.18 CLO15	Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write report.
EDU 204.18 CLO16	Prepare and execute lesson plans in actual classroom settings.

205.18 CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL SCIENCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU 205.18 CLO1	Identify various dimension of curriculum and their relationship with aims of education.
EDU 205.18 CLO2	Assess the diverse principles involved in the development of curriculum.
EDU 205.18 CLO3	Distinguish between various methods of organising curriculum including topical, unit, connective, spiral, progressive, and regressive.
EDU 205.18 CLO4	Critically analyse the various types of curriculum considering their strengths and weaknesses.
EDU 205.18 CLO5	Describe how differentiated curriculum addresses the unique needs of diverse learners including those who are gifted, slow learners, under achievers and have learning disabilities.
EDU 205.18 CLO6	Analyse the updates of curriculum reforms and revisions with reference to NCF and KCF.
EDU 205.18 CLO7	Identify the various resources and activities to enhance successful learning and teaching.
EDU 205.18 CLO8	Critically analyse various samples of text book, children's work book, teacher's hand book and E- learning resources.
EDU 205.18 CLO9	Discuss and give examples of various traditional and modern instructional supports in Natural Science

FOURTH SEMESTER

403.18 PROFESSIONAL DEVELOPMENT OF NATURAL SCIENCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU403.18 CLO1	Create a clear vision and mission statement for natural science teacher.
EDU403.18 CLO2	Evaluate the concept of teacher accountability and its implications.
EDU403.18 CLO3	Discuss the role of teacher as a professional within the educational context.
EDU403.18 CLO4	Examine the significance and functions of continuous professional development in enhancing teacher's skills and knowledge.
EDU403.18 CLO5	Analyse different dimensions of social reality in the class and work towards creating increasing self-awareness amongst themselves and the learners.
EDU403.18 CLO6	Analyse the teacher's role as a catalyst for societal transformation and progress.
EDU403.18 CLO7	Evaluate the teacher's role in the realm of science and technology considering their impact on education and society.
EDU403.18 CLO8	Examine the field of green genetic engineering and its implication for various sectors and environmental sustainability.
EDU403.18 CLO9	Assess current research trends within the domain of science education.
EDU403.18 CLO10	Indicate new trends in teaching students with diverse learning needs
EDU403.18 CLO11	Conduct SWOT analysis and develop vision and mission as a teacher
EDU403.18 CLO12	Review educational journal articles and write report
EDU403.18 CLO13	Conduct and prepare report of a project on any topic of pedagogic relevance
EDU403.18 CLO14	Design an article of pedagogic relevance and upload in the blog.

PEDAGOGIC COURSES (SOCIAL SCIENCE EDUCATION)

SEMESTER 1

EDU104. 19 UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
104.19 CLO1	Explain the historical evolution of Social Science as a discipline
104.19 CLO2	Identify the contribution of social scientists
104.19 CLO3	Recognize the various branches of social science
104.19 CLO4	Differentiate social studies and social science
104.19 CLO5	Describe the rationale for inclusion of social science in the core curriculum
104.19 CLO6	Discuss the anticipated outcomes of teaching Social Science especially at Primary, Secondary and Higher Secondary levels
104.19 CLO7	Examine intra and interdisciplinary nature of Social Science
104.19 CLO8	Recognize the significance of tri-polar relation between objectives, learning experience and evaluation in teaching social science
104.19 CLO9	Formulate specific objectives related to various topics in Social Science Education
104.19 CLO10	Prepare a digital album on social scientists/a script of drama or theatre to promote creative learning /read and reflect on any one secondary school social science textbooks

EDU105.19 LEARNING TO FUNCTION AS A SOCIAL SCIENCE TEACHER

CODE & No	COURSE LEARNING OUTCOMES
EDU 105.19 CLO1	Explain the distinctive features of varied instructional approaches, techniques and methods of teaching Social Science
EDU 105.19 CLO2	Analyse innovative strategies of teaching Social Science
EDU 105.19 CLO3	Discuss various strategies of differentiated teaching in effectual instructional practices of Social Science education
EDU 105.19 CLO4	Describe and demonstrate components of various microteaching skills
EDU105.19 CLO5	Examine the significance of training in various teaching skills and their integration for effectual teaching in Social Science education
EDU105.19 CLO6	Describe the meaning and significance of pedagogy, pedagogical knowledge and pedagogical competence in Social Science education
EDU105.19 CLO7	Give examples of pedagogical skills and classify them as content related and classroom management skills
EDU105.19 CLO8	Identify various motivational techniques in teaching of Social Science
EDU105.19 CLO9	Prepare concept map or mind map on any topic in social science /four different types of timelines / a political map of the world and locate the countries

SECOND SEMESTER

EDU 204.16 PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE

CODE & No	COURSE LEARNING OUTCOMES
EDU 204.19 CLO1	Discuss the implications of various psychological theories namely behaviourism, constructivism and multiple intelligence in Social Science education
EDU 204.19 CLO2	Recognize the significance and types of planning of instruction and approaches in lesson planning
EDU 204.19 CLO3	Explain the steps of preparation of evaluation tools namely achievement test and diagnostic test in Social Science
EDU 204.19 CLO4	List the merits and demerits of various types of test items
EDU 204.19 CLO5	Design various types of test items based on the content of Social Science of Higher Secondary and Secondary classes
EDU 204.19 CLO6	Create various evaluation tools namely achievement tests and diagnostic test in teaching and learning Social Science
EDU 204.19 CLO7	Identify the criteria for evaluating teaching competence
EDU 204.19 CLO8	Analyse the significance of student self-evaluation and prepare evaluation tools for the same
EDU 204.19 CLO9	Appraise with the concept of Techno Pedagogy and the role of the teacher as a techno-pedagogue
EDU 204.19 CLO10	Analyse the content of Social Science in Higher Secondary and Secondary classes
EDU 204.19 CLO11	Develop a learning resource material on a school-based topic
EDU 204.19 CLO12	Reflect all the practical works of the program and prepare portfolios
EDU 204.19 CLO13	Observe, Analyse and model demonstration classroom teaching by experienced teachers on school-based topics and write report
EDU 204.19 CLO14	Prepare lesson plans and demonstrate classroom teaching
EDU 204.19 CLO15	Evaluate the classes demonstrated by peers using the criteria for evaluating teaching competence and write a report
EDU 204.19 CLO16	Prepare and execute lesson plans in actual classroom settings

205.19 CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU 205.19 CLO1	Discuss the concept and foundations of curriculum
EDU 205.19 CLO2	Differentiate between curriculum and syllabus
EDU 205.19 CLO3	Explain the factors and phases of curriculum planning
EDU 205.19 CLO4	Describe the principles of curriculum construction
EDU 205.19 CLO5	List and explain various approaches to curriculum organization
EDU 205.19 CLO6	Identify different types of curriculum and explain their characteristics
EDU 205.19 CLO7	Summarize major highlights of Social Science Education in KCF and NCF
EDU 205.19 CLO8	Analyse the functions of various offline and online learning resources in Social Science
EDU 205.19 CLO9	Discuss and give examples of various traditional and modern instructional supports in Social Science
EDU 205.19 CLO10	Prepare a e-learning material on any topic in social science/critically analyse the role of technology in teaching and learning of Social Science/evaluate the existing social science curriculum at the secondary school level

FOURTH SEMESTER

403.19 PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
EDU403.19 CLO1	Describe the essential qualities, duties and responsibilities of a Social Science Teacher
EDU403.19 CLO2	Discuss the role of a Social Science teacher as a facilitator, researcher and a social resource
EDU403.19 CLO3	Create vision and mission as a teacher
EDU403.19 CLO4	Explain various teacher competencies of a Social Science Teacher
EDU403.19 CLO5	Analyse the significance of continuous professional development and ways and means of developing professionalism
EDU403.19 CLO6	Identify the importance of soft skills development in the professional development of a Social Science Teacher
EDU403.19 CLO7	Develop a broader perspective on the fundamentals of reflective practices in meeting the challenges of Social Science teaching and for nurturing professionalism
EDU403.19 CLO8	Review recent research trends in Social Science education with special emphasis to instructional and assessment strategies
EDU403.19 CLO9	List and explain the multifaceted role of teacher in social change and modernisation
EDU403.19 CLO10	List the factors that contribute to national integration and international understanding
EDU403.19 CLO11	Indicate new trends in teaching students with diverse learning needs
EDU403.19 CLO12	Prepare a list of topics suitable for Social Science research
EDU403.19 CLO13	Prepare a report on the procedure to be followed to submit RTI based on any social issue
EDU403.19 CLO14	Conduct SWOT analysis and develop vision and mission as a teacher
EDU403.19 CLO15	Review educational journal articles and write report
EDU403.19 CLO16	Conduct and prepare report of a project on any topic of pedagogic relevance
EDU403.19 CLO17	Design an article of pedagogic relevance and upload in the blog.

St. Thomas College of Teacher Education, Pala

Programme&Semester : B.Ed. &I

Course : PEDAGOGIC

Course Code & Name : EDU 104.20: UNDERSTANDING THE DISCIPLINE OF COMMERCE EDUCATION

Course Outcomes

Code& No.	Course Outcomes
EDU 104.20 CLO1	Describe the evolution of Commerce as a discipline
EDU 104.20 CLO2	Discuss the conception and significance of Commerce as a Discipline
EDU 104.20 CLO3	Analyze the perspective about the scope of Commerce
EDU 104.20 CLO4	Identify the, aims, objectives and skills of teaching Commerce.
EDU 104.20 CLO5	Recognize the values of teaching Commerce
EDU 104.20 CLO6	Associate the interdisciplinary nature of Commerce
EDU 104.20 CLO7	Point Out the educational objectives of teaching Commerce Education

MODEL QUESTION PAPER – SEMESTER 1

B.Ed DEGREE EXAMINATIONS

EDU 104.20 : UNDERSTANDING THE DISCIPLINE OF COMMERCE EDUCATION

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl.No	Questions	CL	CLO
1	Values are the outcomes based on aim'. How?	Evaluate	EDU 104.20 CLO5
2	Write any two ways in which commerce students reach to achieve the objective 'anslysing'.	Understand	EDU 104.20 CLO4
3	Why management information system is set apart as a related subject of commerce?	Evaluate	EDU 104.20 CLO6
4	Specify the key aspects involved in setting an educational objective.	Understand	EDU 104.20 CLO7
5	Write any two contexts in which commerce is related with statistics.	Apply	EDU 104.20 CLO6
6	What are the major changes that come in the field of banking in the last five years?	Analyse	EDU 104.20 CLO3
7	Write any two reasons to substantiate 'economics is the mother of commerce'.	Analyse	EDU 104.20 CLO1
8	How Commerce education directly prepares one as good businessman?	Analyse	EDU 104.20 CLO3

9	Suggest any two classroom contexts in which students can develop disciplinary values.	Apply	EDU 104.20 CLO4
10	Commerce is called as a life related discipline. How?	Analyse	EDU 104.20 CLO7
			(10×1 = 10)
Part B			
Answer any five questions in about half a page. Each question carries 2 marks.			
11	Differentiate between 'education for entrepreneurship' and 'education through entrepreneurship'.	Understand	EDU 104.20 CLO2
12	What are the factors to be considered while setting vocational aims?	Understand	EDU 104.20 CLO4
13	Specify the major paradigm shift of commerce discipline in this competitive economic world.	Analyse	EDU 104.20 CLO1
14	Point out the role of school environment in meeting the demand of commerce students in the 21st century.	Analyse	EDU 104.20 CLO3
15	Write down the constraints experienced by our educational system in inculcating practical values.	Evaluate	EDU 104.20 CLO5
16	Point out the role of commerce in attaining economic aim.	Analyse	EDU 104.20 CLO4
			(5×2 = 10)
Part C			
Answer any five questions in about one page each . Each question carries 2 marks.			

17	Explain the unique features of competency based instruction:	Understand	EDU 104.20 CLO7
18	Discuss the application of commerce in a routine life of an individual.	Analyse	EDU 104.20 CLO6
19	What are the difficulties confronted by present system to make commerce education as professional oriented discipline?	Evaluate	EDU 104.20 CLO7
20	Critically analyze the contributions of Mary Parker Follet in modern business system.	Evaluate	EDU 104.20 CLO1
21	What process skills and values to be attained by commerce students through source documentation.	Understand	EDU 104.20 CLO4
22	Describe the scope of intra and interdisciplinary nature of commerce.	Understand	EDU 104.20 CLO6
23	Discuss the scope of tri-polar relation of educational objectives in teaching of computerized accounting at Higher Secondary Level.	Evaluate	EDU 104.20 CLO3
			(5×4 = 20)
Part D			
Answer any one question in about three pages and carries 10 marks.			
24	Explain the process involved in entrepreneurship education. What is the major advancement of start-up initiatives of Government of India for entrepreneurship education ?	Understand& Analyse	EDU 104.20 CLO3
25	Discuss with examples the revised taxonomy of educational objectives of Bloom. Critically evaluate how far this taxonomy is suitable to transact the commerce curriculum in the present Higher Secondary School system.	Apply& Evaluate	EDU 104.20 CLO4
			(1×10= 10)

Programme & Semester : B.Ed. SEMESTER I
Course : PEDAGOGIC

**Course Code & Name : EDU 105.20: LEARNING TO FUNCTION
AS COMMERCE TEACHER**

Course Outcomes

Code& No.	Course Outcomes
EDU 105.20 CLO1	Locate the distinctive features of varied instructional approaches, techniques and methods of teaching Commerce
EDU 105.20 CLO2	Apply the innovative strategies of Commerce teaching
EDU 105.20 CLO3	Generate models of differentiated teaching in effectual instructional practices of Commerce education
EDU 105.20 CLO4	Develop fine-tune themselves as innovative pedagogic practitioner
EDU 105.20 CLO5	Prepare prospective teacher in up surging skills for effectual teaching in Commerce

MODEL QUESTION PAPER – SEMESTER 1

B.Ed DEGREE EXAMINATIONS

EDU 105.20 : LEARNING TO FUNCTION AS COMMERCE TEACHER

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl.No	Questions	CL	CLO
1	What is meant by Pedagogical Knowledge (PK)?	Understand	EDU 105.20 CLO5
2	Write any two ways to locate gifted students in normal classroom setup.	Understand	EDU 105.20 CLO3
3	Write two suggestions to make exposition technique as an interactive one.	Create	EDU 105.20 CLO3

4	Cite an example of recapitulatory question.	Apply	EDU 105.20 CLO5
5	Specify the unique features of balance sheet approach of accountancy.	Understand	EDU 105.20 CLO1
6	Point out the significance of flexible grouping as a differentiated strategy to ensure inclusiveness.	Analyse	EDU 105.20 CLO3
7	Why concept maps are called as cognitive tool?	Understand	EDU 105.20 CLO3
8	How buzz session helps to develop creative thinking among commerce students?	Analyse	EDU 105.20 CLO1
9	Specify the learning principles followed in co-operative learning.	Understand	EDU 105.20 CLO2
10	Point out the demerits of supervised study in commerce classroom.	Evaluate	EDU 105.20 CLO1
			(10×1 = 10)
Part B			
Answer any five questions in about half a page. Each question carries 2 marks.			
11	Point out the role of teacher in analytical method.	Analyse	EDU 105.20 CLO1
12	What is link practice?	Understand	EDU 105.20 CLO5

13	Write any four motivational techniques for creating problem solving skills among commerce students.	Understand	EDU 105.20 CLO5
14	What is the sub skills associated with 'skill of using white board'?	Understand	EDU 105.20 CLO5
15	What are the important ICT enabled skills to be needed for a teacher?	Analyse	EDU 105.20 CLO5
16	How market study can be utilized for teaching commerce?	Analyse	EDU 105.20 CLO1
			(5×2 = 10)
Part C			
Answer any five questions in about one page each . Each question carries 2 marks.			
17	How will you cater the need for slow under achievers in the heterogeneous classroom?	Analyse	EDU 105.20 CLO3
18	'Questioning is an art' — Justify. Explain the underlying principles of Peer tutoring.	Understand	EDU 105.20 CLO1
19	How will we develop pedagogical competencies of teachers?	Analyse	EDU 105.20 CLO4
20	What is meant by reflective journal ? How will it be evaluated?	Understand	EDU 105.20 CLO2
21	What are the ways in which a teacher can helps to teach the content based on the maxim 'concrete to abstract'?	Create	EDU 105.20 CLO1
22	What are the advantages of spiral development approach over complete cycle approach?	Evaluate	EDU 105.20 CLO1

23	Describe the principles involved in project method.	Understand	EDU 105.20 CLO1
(5×4 = 20)			
Part D			
Answer any one question in about three pages and carries 10 marks.			
24	What is case study? With the help of an example to prepare a draft case study report suitable for commerce students at higher secondary level.	Apply	EDU 105.20 CLO1
25	Explain the process involved in Problem based learning. What are its application in teaching accountancy at Higher Secondary Level?	Understand	EDU 105.20 CLO2
(1×10= 10)			

Programme&Semester : B.Ed. &II
Course : PEDAGOGIC

Course Code & Name : EDU 204.20 : PEDAGOGICAL DIMENSIONS OF COMMERCE

Course Outcomes

Code& No.	Course Outcomes
EDU 204.20 CLO1	Describe the significance Psychological bases of Commerce Education
EDU 204.20 CLO2	Employ systematic planning of instruction and develop skill in charting lesson designs
EDU 204.20 CLO3	Appraise the pedagogy of Commerce of Higher Secondary level
EDU 204.20 CLO4	Examine with practices of feedback mechanisms and online assessment tools and techniques
EDU 204.20 CLO5	Appraise with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
EDU 204.20 CLO6	Synthesize the levels of teaching competence by synchronizing IT in teaching

MODEL QUESTION PAPER – SEMESTER 2			
B.Ed DEGREE EXAMINATIONS			
EDU 204.20 : PEDAGOGICAL DIMENSIONS OF COMMERCE			
Time: 2 Hours Max. Marks : 50			
Part A			
Answer all questions in one or two sentences each. Each question carries 1 mark.			
Sl.No	Questions	CL	CLO
1	What is meant by scaffolding ?	Understand	EDU 105.20 CLO2
2	Draft two questions from the objective ‘synthesis on the topic ‘sacrificing ratio’.	Apply	EDU 204.20 CLO3

3	Write down the significance question wise analysis.	Analyse	EDU 204.20 CLO4
4	Write any two aims of studying business environment at higher secondary level.	Understand	EDU 204.20 CLO3
5	Write any two online assessment tools for plus two students.	Understand	EDU 204.20 CLO4
6	Specify two features of RCEM approach in lesson planning.	Understand	EDU 204.20 CLO2
7	What is meant by remedial teaching ?	Understand	EDU 204.20 CLO4
8	Write two basic principles in fixing options in multiple choice test items.	Understand	EDU 204.20 CLO4
9	Mention the role of pre requisites in effective learning.	Understand	EDU 204.20 CLO2

10	Write the characteristics of learning environment in constructivist approach.	Understand	EDU 204.20 CLO1
			(10×1 = 10)
Part B			
Answer any five questions in about half a page. Each question carries 2 marks.			
11	What are the essentials of a good lesson template ?	Understand	EDU 204.20 CLO2
12	Write down the relationship between ‘principle’ and ‘process’.	Understand	EDU 204.20 CLO2
13	Write an activity in business studies for developing inter personal intelligence among commerce students.	Apply	EDU 204.20 CLO1
14	How will you assess the effectiveness of an introductory activity ?	Analyse	EDU 204.20 CLO2
15	Write down the structure of a unit plan based on ‘public sector undertaking’.	Apply	EDU 204.20 CLO2
16	“Pedagogic analysis is the systematic analysis of the curriculum”. How ? .	Analyse	EDU 204.20 CLO3
			(5×2 = 10)
Part C			
Answer any five questions in about one page each . Each question carries 2 marks.			
17	What are the skills to be required by a teacher becomes techno pedagogue?	Understand	EDU 204.20 CLO5
18	Prepare an online test material Based on content in business management.	Create	EDU 204.20 CLO4
19	Prepare two activities for learning ‘accounting concepts’.	Create	EDU 204.20 CLO2
20	Make a content analysis of the topic ‘memorandum of association’.	Analyse & Evaluate	EDU 204.20 CLO3
21	What are the criteria to be followed while selecting items in diagnostic tests ?	Understand	EDU 204.20 CLO4

22	Make a critical analysis of the present year plan of higher secondary computerized accountancy subject (plus one).	Evaluate	EDU 204.20 CLO3
23	Which lesson planning approach is best suited for teaching 'financial accounts' ? How ?	Evaluate	EDU 204.20 CLO2
			(5×4 = 20)
Part D			
Answer any one question in about three pages and carries 10 marks.			
24	Explain the content knowledge, pedagogical knowledge, technological knowledge and their inter relationship on the topic 'sales promotion techniques' ?	Understand	EDU 204.20 CLO5
25	Draft a lesson template based on constructivist approach on the topic 'income and expenditure account',	Create	EDU 204.20 CLO1
			(1×10= 10)

Programme&Semester : B.Ed. &II
Course : PEDAGOGIC

**Course Code & Name : EDU 205.20 : CURRICULUM AND
RESOURCE DEVELOPMENT IN
COMMERCE EDUCATION**

Course Outcomes

Code& No.	Course Outcomes
EDU 205.20 CLO1	State the concept and functions of curriculum
EDU 205.20 CLO2	Describe a perspective on the principles and approaches of curriculum construction
EDU 205.20 CLO3	Identify different types of curriculum
EDU 205.20 CLO4	Develop proficiency in analyzing Commerce Curriculum
EDU 205.20 CLO5	List the nature and functions of various instructional resources
EDU 205.20 CLO6	Use of e- resources to escalating the level of teaching performance

MODEL QUESTION PAPER – SEMESTER 2

B.Ed DEGREE EXAMINATIONS

**EDU 205.20 : CURRICULUM AND RESOURCE DEVELOPMENT IN COMMERCE
EDUCATION**

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl.No	Questions	CL	CLO
1	What is meant by core curriculum?	Understand	EDU 205.20 CLO3

2	Point out the major features of a syllabus.	Understand	EDU 205.20 CLO4
3	Mention any two attributes of concentric approach to curriculum organization.	Understand	EDU 205.20 CLO2
4	Write any two key outcomes of improvised aids.	Understand	EDU 205.20 CLO5
5	Give two ways to locate a student as under achiever.	Understand	EDU 205.20 CLO3
6	What are the technical skills to be needed by a teacher in a virtual classroom ?	Understand	EDU 205.20 CLO6
7	Write any two features of 'implicit curriculum'.	Understand	EDU 205.20 CLO3
8	Specify any two feasible ways to use smart board for learning commerce.	Apply	EDU 205.20 CLO6
9	Mention any two possibilities of following m-learning in teaching commerce.	Understand	EDU 205.20 CLO6
10	Write two e journals in commerce suitable for learning.	Understand	EDU 205.20 CLO6
			(10×1 = 10)
Part B			
Answer any five questions in about half a page. Each question carries 2 marks.			
11	List out the essential requirements of a good video script.	Understand	EDU 205.20 CLO5
12	Write the major contributions of a good curriculum.	Understand	EDU 205.20 CLO2
13	Suggest feasible remedies to cater the need of an under achiever in an accountancy classroom.	Create	EDU 205.20 CLO3
14	What are the major factors to be considered while planning a curriculum ?	Understand	EDU 205.20 CLO1
15	Make a comparison between a textbook and a handbook.	Understand	EDU 205.20 CLO5
16	What are the outcomes and benefits attained by commerce students while using YouTube as a learning tool?	Understand	EDU 205.20 CLO6

	resources ?		
	(5×2 = 10)		
Part C			
Answer any five questions in about one page each . Each question carries 2 marks.			
17	Explain the essential requirements to be needed in a modern library.	Understand	EDU 205.20 CLO5
18	How will you create an instructional environment for M learning ?	Analyse	EDU 205.20 CLO6
19	Which approach is followed in the existing higher secondary school business management curriculum ? Give your justification.	Analyse	EDU 205.20 CLO2
20	How to design a community based curriculum ?	Understand	EDU 205.20 CLO3
21	How to explore e resources to escalating the level of teaching performance ?	Analyse	EDU 205.20 CLO6
22	What are the challenges faced by commerce teachers while meeting the demands of students with learning disability ?	Analyse	EDU 205.20 CLO5

23	What are the major classifications of community resources ?	Understand	EDU 205.20 CLO3
			(5×4 = 20)
Part D			
Answer any one question in about three pages and carries 10 marks.			
24	Explain the major highlights of NCF with respect to commerce education.	Understand	EDU 205.20 CLO3
25	Discuss the modern concept of library organization. What are the challenges faced and give practical suggestions to make better use of library resources in digital era.	Understand & Create	EDU 205.20 CLO6
			(1×10= 10)

Programme&Semester : B.Ed. &IV
Course : PEDAGOGIC

**Course Code & Name : EDU 403.20 PROFESSIONAL
DEVELOPMENT OF COMMERCE
TEACHER**

Course Outcomes

Code& No.	Course Outcomes
EDU 403.20 CLO1	Demonstrate the essential qualities, duties and responsibilities of Commerce Teacher
EDU 403.20 CLO2	Reconstruct the professional spirit in diverse angles
EDU 403.20 CLO3	Describe the rudiments of reflective practices for nurturing professionalism
EDU 403.20 CLO4	Analyze the recent research trends in Commerce education
EDU 403.20 CLO5	Appraise a broader perspective on the varied activities enriching Commerce Teaching and learning
EDU 403.20 CLO6	Formulate their vision and mission as a professional

MODEL QUESTION PAPER – SEMESTER 4

B.Ed DEGREE EXAMINATIONS

EDU 403.20 PROFESSIONAL DEVELOPMENT OF COMMERCE TEACHER

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl.No	Questions	CL	CLO
1	Write the characteristics of a reflective learner ?	Understand	EDU 403.20 CLO3
2	How a teacher can achieve its educational mission	Understand	EDU 403.20 CLO6

3	How reflective practices enable teachers for better teaching ?	Analyse	EDU 403.20 CLO3
4	Suggest some unique activities to be undertaken for studentS under commerce club for enhancing creativity.	Create	EDU 403.20 CLO5
5	Point out the unique objectives of conducting workshops for commerce teachers.	Understand	EDU 403.20 CLO5
6	Who is a 'scaffolding teacher' ?	Understand	EDU 403.20 CLO1
7	'Soft skill development and effective teaching is directly related'. How ?	Analyse	EDU 403.20 CLO2
8	Write down the essentiality of conducting continuous professional development (CPD) orientation of teachers.	Understand	EDU 403.20 CLO2

9	Specify the pre - organizing activities to be carried out while conducting excursion for commerce students.	Understand	EDU 403.20 CLO5
10	How can we link exhibitions in learning management ?	Apply	EDU 403.20 CLO5
			(10×1 = 10)
Part B			
Answer any five questions in about half a page. Each question carries 2 marks.			
11	Write down the structure of e-twinning.	Understand	EDU 403.20 CLO2
12	How can we call a teacher as 'competent' ?	Understand	EDU 403.20 CLO1
13	Suggest some examples to incorporate current affairs in teaching accounting.	Create	EDU 403.20 CLO5
14	Specify the indicators envisaging content competency of a commerce teacher.	Understand	EDU 403.20 CLO1
15	Write feasible ways to develop research mind among commerce students.	Create	EDU 403.20 CLO4
16	List the process skills to be attained by learners while engaged with educational puzzles.	Analyse	EDU 403.20 CLO5
			(5×2 = 10)
Part C			
Answer any five questions in about one page each . Each question carries 2 marks.			
17	What are the essential skills to be required by a teacher on qualitative assessment on student's performance ?	Understand	EDU 403.20 CLO2

18	Explain 'professional ethics' of teachers ?	Understand	EDU 403.20 CLO1
19	Explain the need for conducting research in business and accounting disciplines.	Analyse	EDU 403.20 CLO4
20	Teachers are true professionals". Justify this statement and explain the characteristics of a teacher in this regard.	Understand	EDU 403.20 CLO1
21	Explain the ways and means to develop soft skills among commerce teachers.	Analyse	EDU 403.20 CLO2
22	Explain the essential attributes required to reflect 'Vision of a teacher'.	Understand	EDU 403.20 CLO6
23	Explain the competencies to be required by a commerce teacher by conducting co-curricular activities ?	Analyse	EDU 403.20 CLO1
			(5×4 = 20)
Part D			
Answer any one question in about three pages and carries 10 marks.			
24	Research is a systematic inquiry of pertinent information on a specific topic'. Justify this statement and explain the significance and recent research trends in commerce education.	Understand	EDU 403.20 CLO4
25	Explain continuous professional development (CPD). Discuss the opportunities and constraints on continuous professional development (CPD) of teachers in India.	Understand	EDU 403.20 CLO2
			(1×10= 10)

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

School Internship

SEMESTER 3 - EDU 302

CODE & No	COURSE LEARNING OUTCOMES
CORE 302.1	
EDU 302.1 CLO 1	Teach Values Education at school
EDU 302.1 CLO 2	Conduct a Case study on learning problems among school pupils
EDU 302.1 CLO 3	Conduct Action research
PEDAGOGIC 302.2	
EDU 302.2 CLO 1	Prepare a Unit Plan based on a unit assigned during internship
EDU 302.2 CLO 2	Prepare lesson plans and teach one's own optional subject at school
EDU 302.2 CLO 1	Prepare lesson plans and teach one's own optional subject incorporating <i>Language Across Curriculum</i> principles
EDU 302.2 CLO 3	Conduct subject club activities at school
EDU 302.2 CLO 4	Participate in a workshop on preparation of teaching aids
EDU 302.2 CLO 5	Prepare improvised teaching aids –models and charts
EDU 302.2 CLO 6	Prepare a self-assessment tool and conduct the self-assessment test among school pupils
EDU 302.2 CLO 7	Observe and evaluate classes of peers
EDU 302.2 CLO 8	Prepare, conduct, and analyse an Achievement test in

	one's own optional subject
EDU 302.2 CLO 9	Prepare, conduct, and analyse diagnostic test
EDU302.2 CLO 10	Design and implement a remedial programme
PHYSICAL EDUCATION 302.3	
EDU 302.3 CLO 1	Prepare lesson plans and teach Physical Education at school
EDU 302.3 CLO 2	Prepare lesson plans and teach Health Education at school
EDU 302.3 CLO 3	Prepare lesson plans and teach Yoga at school
DRAMA AND ART IN EDUCATION 302.4	
EDU 302.4 CLO 1	Teach different art forms and cultural heritage of India at school
EDU 302.4 CLO 2	Organise an activity (quiz/seminar/exhibition) at school to conscientize students on national integration, /patriotism/ universal brotherhood, etc.
STUDENT PORTFOLIO AND VIVA	
EDU 302.4 CLO 1	Prepare portfolio entries for practicums and practicals of all courses of semesters 1 to 3
EDU 302.4 CLO 2	Make oral presentation of the work during internship

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE

SEMESTER 1

EDU 106.11: Health and Physical Education (Associate Course)

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU 106.11CLO1	Develop positive attitude towards health
EDU106.11CLO2	Classify and examine various hypo kinetic and communicable diseases and its prevention
EDU106.11CLO3	Examine the elements of food and nutrition within the contest of contemporary living
EDU106.11CLO4	Describe the application of yogasana and their significance
EDU106.11CLO5	Organize and assist in the conduct of sports and games
EDU106.11CLO6	Apply the techniques of First Aid
EDU106.11CLO7	Assess prevailing practices of health and physical education in the community
EDU106.11CLO8	Prepare a report on contemporary national/ international sports event
EDU106.11CLO9	Design a recreational game and upload in the blog
EDU106.11CLO10	Formulate a survey on prevalent lifestyle diseases within your community

MODEL QUESTION PAPER – SEMESTER 1

B.Ed DEGREE EXAMINATIONS

CORE COURSE - EDU106.11 - HEALTH AND PHYSICAL EDUCATION (ELECTIVE)

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl.No	Questions	CL	CLO
1	Define health.	Understand	
2	What do you mean by RICE.	Remember	
3	Define first aid.	Understand	
4	What are the types of fitness.	Understand	
5	Define sprain.	Understand	
6	What is disease caused by vitamin D deficiency	Remember	
7	What are the parts in circulatory system.	Understand	
8	What do you mean by obesity.	Understand	
9	What is a tournament.	Understand	
10	What is malnutrition.	Understand	
			(10×1 = 10)

Part B

Answer any five questions in about half a page each. Each question carries 2 marks.

11	Define Balanced Diet.=	Understand	
12	What is BMI.	Understand	
13	Define pranayama.	Understand	
14	Qualities of a first aider.	Understand	
15	What is communicable diseases.	Understand	
16	Explain bye and seeding.	Understand	
17	Explain the types of tournament.	Understand	

(5×2 = 10)			
Part C			
Answer any five questions in about one page each. Each question carries 4 marks.			
18	What is hypo kinetic diseases, explain any two.	Understand	
19	Explain the importance of Yoga.	Analyse	
20	Describe the components of health related physical fitness.	Understand	
21	Health hazards- explain.	Analyse	
22	Explain about any two communicable diseases.	Understand	
23	What are the factors affecting health.	Analyse	
24	Effect of exercises on circulatory system.	Evaluate	
25	Draw a fixture of 21 teams in knockout tournament.	Create	
(5×4 = 20)			
Part D			
Answer one question in about three pages. Each question carries 10 marks.			
26	Describe the need and significance of physical education in schools.	Analyse	
27	Draw a fixture of League cum knockout tournament for 20 teams.	Create	
(1×10 = 10)			

CL – Cognitive Level

CLO - Course Learning Outcomes

Grade and Grade Point

% of Marks	Grade	Grade Point
90 and above	Outstanding	10
80-89	Excellent	9
70-79	Very Good	8
60-69	Good	7
50-59	Satisfactory	6
40-49	Adequate	5
Below 40	Failure	4

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Project Evaluation Tool

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practicum
Course Code : EDU106.11
Name of the Student :

Sl.No	Criteria	Rating				Score (5)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance of the topic	1	.75	.50	0.25	EDU106.11CLO10 Formulate a study on prevalent lifestyle diseases within your community	
2	Creativity/Novelty	2	1.5	1	.50		
3	Procedure Adopted	1	.75	.50	0.25		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Design a recreational game and upload in the blog)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practicum
Course Code : EDU106.11
Name of the Student :

Sl.No	Criteria	Rating				Score (5)	Outcome
		Excellent	Very Good	Good	Poor		
1	Creativity/ Novelty	1	.75	.50	0.25	EDU106.11CLO9 Design a recreational game and upload in the blog	
2	Procedure Adopted	2	1.5	1	.50		
3	Upload in the blog	1	.75	.50	0.25		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Report on contemporary national and international sports events)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practicum
Course Code : EDU106.11
Name of the Student :

Sl.No	Criteria	Rating				Score (5)	Outcome
		Excellent	Very Good	Good	Poor		
1	Comprehensiveness of the report	1	.75	.50	0.25	EDU106.11CLO 8 Prepare a report on contemporary national/ international sports event	
2	Creativity/ Novelty	2	1.5	1	.50		
3	Procedure Adopted	1	.75	.50	0.25		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Assess prevailing practices of health and physical education in the community)

Programme : **B.Ed.**
Core Course : **Health and Physical Education**
Category : **Practical**
Course Code : **EDU106.11**
Name of the Student :

Sl.No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Identification of essential components prevailing in school/ community	4	3	2.5	2		EDU106.11CLO7 Assess prevailing practices of health and physical education in the school/community
2	Depth of analysis	3	2.5	2	1.5		
3	Suggestions and recommendations	2	1.5	1	.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Programme & Semester : **B.Ed. SEM I**
Course : **Associate Course- Elective**

Course Code & Name : **EDU 106.15 SPECIAL EDUCATION**

Course Learning Outcomes (CLOs)

Code& No.	Course Outcomes	Category
EDU 106.15 CLO1	Differentiate the concept of 'disability' and 'inclusion'	(Understand)
EDU 106.15 CLO2	Develop a dynamic approach to pupil diversity and individual differences identify needs of children with diversities	(Apply)
EDU 106.15 CLO3	Illustrate the cultures, policies and educational practices and equipped with inclusive practices	(Analyse)
EDU 106.15 CLO4	Describe the multidisciplinary approach and innovative practices in inclusive set up	(Understand)
EDU 106.15 CLO5	Compare specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms	(Analyse)

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Report on Prevailing Practices in Special Education

Programme : B.Ed.
Associate Course : EDU 106.15 SPECIAL EDUCATION
Category : Practical
Course Code : 106.15-107.1
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance of the topic	2	1.5	1	0.50	EDU101 CLO4 Critically examine the pivotal social and educational issues of contemporary India	
2	Creativity/ Novelty	4	3	2	1		
3	Procedure Adopted	3	2.5	2	1		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Documentation/Script Evaluation Tool

Programme : **B.Ed.**
Associate Course : EDU 106.15 SPECIAL EDUCATION
Category : **Practicum**
Course Code : **106.15**
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance of the theme	2	1.5	1	0.50	EDU101 CLO5 – Analyse vision, aims of education and recommendations of various commissions in shaping the present education system of India	
2	Content	4	3	2	1		
3	Critical Analysis with evidences	2	1.5	1	0.50		
4	Organisation	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

COURSE LEARNING OUTCOMES (CLOs)

ELECTIVE COURSE

EDU106.12: GUIDANCE AND COUNSELLING

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU106.12 CLO1	Acquaint with the nature of guidance and counselling
EDU106.12 CLO2	Develop the ability to organise guidance programmes in school.
EDU106.12 CLO3	Understand the counselling process
EDU106.12 CLO4	Develop the skills and qualities needed for a counsellor
EDU106.12 CLO5	Develop the ability to provide counselling to children and adolescents
EDU106.12 CLO6	Tools and Techniques of Counselling
EDU106.12 CLO7	Identify the ways of job analysis
EDU106.12 CLO8	Recognise the role of the teacher as a counsellor
EDU106.12 CLO9	Conduct a study on prevailing practices
EDU106.12 CLO10 Practicum	Anyone <ul style="list-style-type: none"> • Prepare your plan to organise the guidance bureau in schools and also its activities • Identify any one behavioural problem among adolescents, its causes and remedial measures • Conduct peer counselling and submit the report

Practicum

- Prepare your own plan to organise the guidance bureau in schools and also its activities
- Identify any one behavioural problem among adolescents, causes and remedial measures
- Conduct peer counselling and submit the report

- Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : **GUIDANCE AND COUNSELLING**
Category : Practicum
Course Code : EDU 107.1
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25	EDU106.12 CLO10 <ul style="list-style-type: none"> • Prepare your own plan to organize the guidance bureau in schools and also its activities 	
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

		<ul style="list-style-type: none"> Identify any one behavioral problem among adolescents, causes and remedial measures Conduct peer counselling and submit the report
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**Study on prevailing practices of respective elective course in schools/community -
Total score - 10**

Programme : **B.Ed.**
Core Course : **GUIDANCE AND COUNSELLING**
Category : **Practical**
Course Code : **EDU 107.1**
Name of the Student :

No	Components	Excellent	Very Good	Good	Average	poor	Score	Outcome	
1	Relevance of the study -2	Very relevant 2	Relevant 1.5	Somewhat relevant 1	Not so relevant .5	Not at all relevant .25		EDU106.12 CLO9 Study on prevailing practices	
2	Quality of the Data collected-3	Very clear objectives, suitable, sustained interaction is facilitated 3	Very Clear objectives, sustained interaction is not so facilitated 2.5	Clear objectives, not so suitable, sustained interaction is not so facilitated 2	Objectives are vague, not suitable, sustained interaction is not facilitated 1.5	Objectives are vague, not at all suitable, sustained interaction is not at all facilitated 1			
3	Innovation and creativity -2	Very innovative 2	innovative 1.5	Somewhat innovative 1	Not so innovative .5	Not at all innovative .25			
4	Report -2	Well organised, correct grammar, good writing style-2	Well organised, correct grammar, average writing style-1.5	Well organised, incorrect grammar, average writing style-1	Not Well organised, incorrect grammar, poor writing style-.5	Not well organised, in correct grammar, very poor writing style-.25			
5	Timely sub- mission - 1								
	Total score obtained								

MODEL QUESTION PAPER – SEMESTER 1
B.Ed. DEGREE EXAMINATIONS

Pedagogic Course EDU106.12 – GUIDANCE AND COUNSELLING

Time: 2 Hours Max. Marks : 50

Part A

Answer all questions in one or two sentences each. Each question carries 1 mark.

Sl. No	Questions	CL	CLO
1	What is meant by Counselling?	Comprehend	EDU106.12 CLO1
2	Name any objective of educational guidance.	Comprehend	EDU106.12 CLO1
3	Name any two sources of career information.	Comprehend	EDU106.12 CLO3
4	What do you mean by career conference?	Remember	EDU106.12 CLO3
5	What is the main function of crisis counselling?	Remember	EDU106.12 CLO3
6	What is meant by group counselling?	Remember	EDU106.12 CLO1
7	What is meant by selective perception?	Comprehend	EDU106.12 CLO3
8	Define individual differences.	Remember	EDU106.12 CLO5
9	State any mental problem faced by children.	Comprehend	EDU106.12 CLO5
10	Define juvenile delinquency.	Remember	EDU106.12 CLO5

(10×1 = 10)

Part B

Answer five questions in about half a page each. Each question carries 2 marks.

11	Why do we say that guidance is a continuous process?	Apply	EDU106.12 CLO1
12	Explain educational guidance.	Comprehend	EDU106.12 CLO1
13	What is the essence of Gestalt therapy?	Remember	EDU106.12 CLO3
14	Write a brief account of Transactional Analysis by Eric Berne.	Comprehend	EDU106.12 CLO3
15	Write any four qualities of a good counsellor.	Comprehend	EDU106.12 CLO4
16	State any two advantages of rating scale.	Comprehend	EDU106.12 CLO6

(5×2 = 10)

Part C

Answer five questions in about one page each. Each question carries 4 marks.

17	How do visits help students in selecting a career?	Analyse Create	EDU106.12 CLO1
18	Discuss the basic parameters to evaluate a job.	Analyse	EDU106.12 CLO7
19	Explain the concept of 'directive counselling' and state its advantages.	Comprehend	EDU106.12 CLO3
20	Explain the importance of rapport in counselling.	Remember	EDU106.12 CLO3
21	State the counselling skills and briefly explain any two of them.	Comprehend	EDU106.12 CLO4
22	Discuss the causes of juvenile delinquency. Suggest remedial measures to deal with it.	Comprehend Apply	EDU106.12 CLO9
23	As a teacher, how would you deal with a heterogeneous group?	Apply	EDU106.12 CLO8

(5×4 = 20)

Part D

Answer any one question in about four pages each. Each question carries 10 marks.

24	Explain the objectives of guidance and counselling at Primary, Secondary and Higher Secondary level	Comprehend	EDU106.12 CLO1
25	Comment on the significance of career guidance services at school. Suggest measures to make it more efficient.	Create	EDU106.12 CLO2

(2×10 = 20)

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE

EDU 107.3: Health and Physical Education

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE OUTCOMES
EDU 107.3CLO1	Demonstrate various Yogasanas/ Meditation by student
EDU107.3CLO2	Demonstrate the application of First Aid Techniques
EDU206.3CLO3	Asses the credible participation in games and sports
EDU206.3CLO4	Organize sports meet and evaluate the rules and regulations of Long Jump and Shot put
EDU302.3CLO5	Perform the Physical Education class by applying Physical Education Lesson Plan
EDU302.3CLO6	Organise Health Education Class Using Lesson Plan
EDU302.3CLO7	Arrange a Yoga Class utilising a structured lesson Plan
EDU404.3CLO8	Evaluate the Credible participation in games and sports
EDU404.3CLO9	Examine the rules and regulations of Volleyball and Shuttle Badminton

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Demonstrate various Yogasanas/ Meditation by student)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU107.3
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Demonstration of Asanas	6	5	4	3		EDU107.3 CLO1 Demonstrate various Yogasanas/ Meditation by student
2	Record with evidence	3	2.5	2	1.5		
3	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Demonstrate First Aid by student)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU107.3
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Demonstration of First Aid	6	5	4	3		EDU107.3 CLO2 Demonstrate the application of First Aid Techniques
2	Record with evidence	3	2.5	2	1.5		
3	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(credible participation in games and sports)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU206.3
Name of the Student :

Sl.No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Participation	5	4	3	2	EDU206.3CLO3 Asses the credible participation in games and sports	
2	Prize	2	1.5	1	.50		
3	Report	2	1.5	1	.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Organize sports meet and evaluate the rules and regulations of Long Jump and Shot put)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU206.3
Name of the Student :

Sl.No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Role in Committee	2	1.5	1	.50	EDU206.3CLO4 Organize sports meet and evaluate the rules and regulations of Long Jump and Shot put	
2	Report on Sports meet	3	2	1.5	1		
3	Record on rules and regulations and diagram	4	3	2	1		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Physical Education Lesson Plan and Class)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU302.3
Name of the Student :

Sl. No	Criteria	Rating				Score (15)	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson Plan	6	5	4	3	EDU302.3CL O5 Perform the Physical Education class by applying Physical Education Lesson Plan	
2	Teaching Competency	6	5	4	3		
3	Supervision diary cum reflective journal	3	2.5	2	1.5		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

Health Education Lesson Plan and Class

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU302.3
Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson Plan	4	3	2	1	EDU302.3CL O6 Organise Health Education Class Using Lesson Plan	
2	Teaching Competency	4	3	2	1		
3	Supervision diary cum reflective journal	2	1.5	1	.5		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

Yoga Lesson Plan and Class

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU302.3
Name of the Student :

Sl. No	Criteria	Rating				Score (15)	Outcome
		Excellent	Very Good	Good	Poor		
1	Lesson Plan	6	5	4	3	EDU302.3CL O7 Arrange a Yoga Class utilising a structured lesson Plan	
2	Teaching Competency	6	5	4	3		
3	Supervision diary cum reflective journal	3	2.5	2	1.5		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Credible participation in games and sports)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU404.3
Name of the Student :

Sl.No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Participation	5	4	3	2	EDU404.3CLO 8 Evaluate the Credible participation in games and sports	
2	Prize	2	1.5	1	.50		
3	Report	2	1.5	1	.50		
4	Timely Submission	1	0.75	0.50	0.25		
Total							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Evaluation Tool

(Rules and regulations of Volleyball and Shuttle
Badminton)

Programme : B.Ed.
Core Course : Health and Physical Education
Category : Practical
Course Code : EDU404.3
Name of the Student :

Sl.No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Comprehensiveness of report	9	8	7	6		EDU404.3CLO 9
2	Timely submission	1	.75	.50	.25		Examine the rules and regulations of Volleyball and Shuttle Badminton
Total							

COURSE LEARNING OUTCOMES (CLOs)

CORE COURSE

SEMESTER 3

EDU 301: LANGUAGE ACROSS CURRICULUM

COURSE LEARNING OUTCOMES (CLOs)

CODE & No	COURSE LEARNING OUTCOMES
EDU 301 CLO1	Explain the principles and functions of language
EDU 301 CLO2	Analyse the relationship between language and cognition
EDU 301 CLO3	Sensitize language diversity in the classrooms
EDU 301 CLO4	Explain the origin ,concept and models of Language Across Curriculum
EDU 301 CLO5	Analyse the Content and Language Integrated Learning (CLIL)
EDU 301 CLO6	Analyse Bilingual teaching
EDU 301 CLO7	Analyse Language for Specific Purposes (LSP) and Academic Language Teaching (ALT)
EDU 301 CLO8	Explain ways to operationalise LAC across subjects
EDU 301 CLO9	Analyse informational reading and writing across subjects
EDU 301 CLO10	Examine classroom discourse
EDU 301 CLO11	Describe role of teacher in classroom discourse
EDU 301 CLO12	Design teaching manuals for Language Across Curriculum
Practicum EDU 301 CLO13	<ol style="list-style-type: none">1.Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words)2.Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school3.Prepare a brief synopsis on any article from newspaper
Practical EDU 301 CLO14	Lesson Plan and classes based on Language Across Curriculum (2)

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Practicum

1. Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words)
2. Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school
3. Prepare a brief synopsis on any article from newspaper

- Evaluation Tool Total score -5

Programme : B.Ed.
Core Course : 301 LANGUAGE ACROSS CURRICULUM
Category : Practicum
Course Code : EDU 301
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	1	0.75	0.50	0.25		EDU 301 CLO13 1.Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words) 2.Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school 3.Prepare a brief synopsis on any article from newspaper
2	Accuracy of the content	1	0.75	0.50	0.25		
3	Procedure Adopted	1	0.75	0.50	0.25		
4	Creativity/innovativeness	1	0.75	0.50	0.25		
5	Timely Submission	1	0.75	0.50	0.25		
Total score obtained							

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

Practical

Creation of a blog and uploading of any learning material in the blog

Evaluation Tool Total score -10

Programme : B.Ed.
Core Course : **301 LANGUAGE ACROSS CURRICULUM**
Category : **Practical**
Course Code : **EDU 301**
Name of the Student :

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.50		EDU 301 CLO14 Lesson Plan and classes based on Language Across Curriculum
2	Accuracy of the content	2	1.5	1	0.50		
3	Procedure Adopted	5	4	3	2		
4	Timely submission	1	0.75	0.50	0.25		
Total score obtained							

MODEL QUESTION PAPER – SEMESTER 3			
B.Ed. DEGREE EXAMINATIONS			
Core Course EDU 301 – LANGUAGE ACROSS CURRICULUM			
Time: 2 Hours Max. Marks : 50			
Part A			
Answer all questions in one or two sentences each. Each question carries 1 mark.			
Sl. No	Questions	CL	CLO
1	Give an example of a cognitive principle of language.	Comprehend	EDU 301 CLO1
2	Give an example for the aesthetic function of language.	Comprehend	EDU 301 CLO1
3	What is multilingualism	Comprehend	EDU 301 CLO3
4	What is L1 with respect to language learning?	Remember	EDU 301 CLO3
5	State any one model of 'Language across the Curriculum.	Remember	EDU 301 CLO4
6	Give any two tenets of Language across the Curriculum' approach to learning.	Remember	EDU 301 CLO4
7	State any two merits of Bilingual teaching.	Comprehend	EDU 301 CLO6
8	State any two features of Language for Special Purpose (LSP).	Remember	EDU 301 CLO7
9	In an effective discussion there can never be spirited arguments. State whether True or False.	Analyse	EDU 301 CLO10

10	Mention any two types of questions asked by teachers while teaching	Remember	EDU 301 CLO11
			(10×1 = 10)
Part B			
Answer five questions in about half a page each. Each question carries 2 marks.			
11	What are the factors that lead to cultural discontinuity among students?	Remember	EDU 301 CLO3
12	Why does language pose multiple problems in education?	Comprehend	EDU 301 CLO3
13	Briefly explain the milestones of 'Language across the Curriculum'.	Analyse	EDU 301 CLO4
14	Describe narrative texts. Give two examples.	Comprehend	EDU 301 CLO9
15	What is note making? How is it different from note taking?	Comprehend	EDU 301 CLO9
16	State any two features of a teaching manual based on 'Language across the Curriculum' approach.	Comprehend	EDU 301 CLO12
			(5×2 = 10)
Part C			
Answer five questions in about one page each. Each question carries 4 marks.			
17	Briefly describe with examples the role of language in cognitive development.	Comprehend	EDU 301 CLO1
18	How does the use of dialect impact students' learning and achievement ?	Analyse	EDU 301 CLO3
19	How will you identify the language background of your students?	Comprehend	EDU 301 CLO3
20	The 'Language across the Curriculum' approach is impractical in Indian situation. What is your opinion? Substantiate your views.	Analyse	EDU 301 CLO4
21	How will you implement CLIL?	Apply	EDU 301 CLO5
22	Elucidate the advantages of Academic language teaching.	Analyse	EDU 301 CLO7
23	As a teacher who takes care to promote language across the curriculum, how would you help students be better aware of typical grammatical structures in the content subject.	Apply	EDU 301 CLO9
			(5×4 = 20)
Part D			
Answer two questions in about four pages each. Each question carries 10 marks.			
24	Describe the need and significance of 'Language across the Curriculum' in the present education scenario.	Analyse	EDU 301 CLO4
25	Discuss the importance of academic vocabulary in learning content subjects. Explain strategies for practising it.	Analyse	EDU 301 CLO8
			(2×10 = 20)

**TWO YEAR MASTER OF
EDUCATION (M.Ed)
CREDIT AND SEMESTER
SYSTEM WITH GRADING**

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR MASTER OF EDUCATION (M.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

Programme Learning Outcomes (PLOs)

CODE & No.	Programme Educational Outcomes (PEOs)
PEOM1	Develop Teacher Educators with distinct identity and character
PEOM2	Foster values of a new global scenario such as quality consciousness, ecofriendliness, sustainable development and love for fellow men
PEOM3	Generate a new work culture for improving the practice of education through teaching, research and extension
PEOM4	Demonstrate commitment to the profession or job requirements
PEOM5	Honour diversity and ensure inclusion by treating all students and colleagues with respect and dignity, shows respect for and sensitivity to gender, cultural and religious difference; and challenges prejudice, biases and intolerance in the workplace, etc.
PEOM6	Possess ethical integrity, maintains ethical standards; resists pressure in decision making; displays honest behaviour; and does not abuse power/authority.
PEOM7	Demonstrate teaching strategies that support participation and learning of differently-abled students
PEOM8	Demonstrate innovative instructive practices, knowledge management strategies, reflective practices and action research.
PEOM9	Demonstrates professional competencies/practice that are required to select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
PEOM10	Demonstrate competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice
PEOM11	Develop intellectually competent, morally upright, psychologically integrated and socially committed teacher educators for service in the emerging world scenario of education

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA
(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR MASTER OF EDUCATION (M. Ed.)

(w. e. f. July, 2019)

PROGRAMME LEARNING OUTCOMES (PLOs)

PLO No.	PROGRAMME LEARNING OUTCOMES
PLO M1	Empower teacher educators with in-depth knowledge and understanding of Education.
PLO M2	Specialise in select areas of Education.
PLO M3	Equip teacher educators with capabilities for research in Education.
PLO M4	Sensitise teacher educators toward critical issues in Education.
PLO M5	Evolve as proactive practitioners in text book preparation, curriculum reform, educational policy analysis, educational administration, educational technology, educational evaluation, special education, inclusive education, Non Formal education, human rights education, guidance and counseling, in harmony with national aspirations and global trends.
PLO M6	Empower as educational experts capable of generating knowledge.
PLO M7	Intrigue teacher educators to find solutions to the problems and issues relating to the theory and practice in the varied fields of education.
PLO M8	Sharpen the research acumen and potential of the teacher educator in diverse dimensions of Education as well as to groom them for doctoral and postdoctoral research in Education.
PLO M9	Mould future teacher educators at par with global standards.

PLO M10	Acquire specific skills related to lifelong learning, teaching, and research.
PLO M11	Fortified with abilities to transact soft skills and life skills in professional life.
PLO M12	Conversant with up-to-date information in the discipline of education.
PLO M13	Harness ICT and technological developments for educational practice, professional empowerment and constructive life.
PLO M14	Groom teacher educators as professionals in teacher education, as specialised personnel/leaders in different walks of life, and as social engineers.
PLO M15	Inspire teacher educators to broaden their horizons and nurture social responsibility.

**ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA,
KERALA** (Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR MASTER OF EDUCATION (M. Ed.)

(w. e. f. July, 2019)

COURSE LEARNING OUTCOMES (CLOs)

SEMESTER I CORE COURSES

ED010101: ADVANCED PHILOSOPHY OF EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED010101CLO1	Identify the philosophical origin/basis of education and its application for the enhancement of educational quality.
ED010101CLO2	Anlyse the concepts of philosophical inquiry and apply them as a basis to all their educational endeavours.
ED010101CLO3	Discuss the reality of ultimate human concerns and the contributions of philosophy in providing a base to them and develop capabilities for conceptual analysis of various issues in the society from philosophical perspective.
ED010101CLO4	Develop a philosophical outlook for their personal life situations and in the handling of the problems related to educational issues.
ED010101CLO5	Value the contributions of the important philosophical schools to the theory and practice of education.
ED010101CLO6	Realize the value basis of education, human rights problems and concerns of life and implement it at life situations.
ED010101CLO7	Compile the process of validating information in different disciplines and learn to use the knowledge as application to education.
ED010101CLO8	Assess major Philosophical systems/schools on ethical, epistemic, aesthetic and political perspectives in education.

ED010101CLO9	Analyse critically postulates and vision of great thinkers and their educational implications.
ED010101CLO10	Compare major modern movements in educational philosophies in the West and in India.
ED010101CLO11	Develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.
ED010101CLO12	Create their own independent and consistent view-point of a philosophy which enables them to make effective decisions on educational problems or issues.

ED010102: ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING AND DEVELOPMENT

CODE & No	COURSE LEARNING OUTCOMES
ED010102CLO1	Explore basic psychological concepts and approaches of educational psychology and research process in psychology.
ED010102CLO2	Assess the basic concepts, principles and theories of educational psychology.
ED010102CLO3	Interpret the implications of psychological theories and principles in learning and instruction.
ED010102CLO4	Critically evaluate the relevance of various theories.
ED010102CLO5	Analyse the psychological aspects of the process of learning.
ED010102CLO6	Analyse the psychological aspects of the process of thinking.
ED010102CLO7	Identify adolescent - problems and challenges.
ED010102CLO8	Appraise the strategies for promoting socio-cultural environment in classroom.
ED010102CLO9	Design theme paper and review of research article.
ED010102CLO10	Develop scientific attitude and research competency.

ED010103: INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

CODE & No	COURSE LEARNING OUTCOMES
ED010103CLO1	Evaluate the meaning of research and its application in the field of education.
ED010103CLO2	Appraise the types and methods of educational research.
ED010103CLO3	Develop the skill in selecting a relevant research problem.
ED010103CLO4	Design research proposal.
ED010103CLO5	Critically analyse the research studies.
ED010103CLO6	Formulate hypothesis.
ED010103CLO7	Apply descriptive statistical techniques in education.
ED010103CLO8	Value writing and publishing research papers.
ED010103CLO9	Conduct action research.
ED010103CLO10	Analyse, organize and report literature in APA style of presentation and reference.

ED010104: TRENDS, ISSUES, INNOVATIONS AND RESEARCH IN TEACHER EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED010104CLO1	Value the development of teacher education.
ED010104CLO2	Analyse the concept of pre-service teacher education.
ED010104CLO3	Appraise the agencies for imparting pre-service education.
ED010104CLO4	Interpret curricular aspects of teacher education.
ED010104CLO5	Evaluate In-service education.

ED010104CLO6	Appraise the agencies for imparting in-service education.
ED010104CLO7	Analyse the role and functions of International level agencies of Teacher Education.
ED010104CLO8	Assess the trends of research in teacher education.
ED010104CLO9	Analyse the impact of Privatization and Globalization in Teacher Education.
ED010104CLO10	Appraise TQM, Autonomy and Benchmarking in teacher education.
ED010104CLO11	Value professional ethics and accountability of Teachers.
ED010104CLO12	Appraise the assessment and accreditation of Teacher Education Institutions.
ED010104CLO13	Compare pre-service teacher education programme in primary, secondary and tertiary levels.
ED010104CLO14	Analyse the challenges in present teacher education system and remedies.
ED010104CLO15	Identify 'Best Practices' in teacher education institutions.
ED010104CLO16	Review published research papers in Teacher Education.

ED010105: ICT AND SKILL DEVELOPMENT

CODE & No	COURSE LEARNING OUTCOMES
ED010105CLO1	Compile application of ICT in the educational settings.
ED010105CLO2	Generate the skill of using technological gadgets.
ED010105CLO3	Use various web tools for instructional practices.
ED010105CLO4	Develop communication skills and practice them in real settings.
ED010105CLO5	Create relevant writing skills.

ED010105CLO6	Practice academic writing.
ED010105CLO7	Evaluate different skills for self-development.
ED010105CLO8	Design and develop e content.
ED010105CLO9	Create web pages, blogs and podcasts.
ED010105CLO10	Appraise different writing Style Manuals
ED010105CLO11	Develop soft skills, life skills, action skills and mind skills.
ED010105CLO12	Value Yoga, different asanas and meditation.

SEMESTER II CORE COURSES

COURSE LEARNING OUTCOMES

ED010201: PERSPECTIVES ON EDUCATION STUDIES

CODE & No	COURSE LEARNING OUTCOMES
ED010201CLO1	Value education as a discipline and field of study.
ED010201CLO2	Analyse education in the context of social phenomena and social practice.
ED010201CLO3	Appreciate education as a discipline in terms of the theoretical, practical and application elements.
ED010201CLO4	Examine the vision of education in India reflected in the policies and programmes of government.
ED010201CLO5	Compile the performance appraisal of higher education institutions and the conduct of quality analysis in educational institutions.
ED010201CLO6	Critically examine the pivotal issues of contemporary India and to prepare action plans.
ED010201CLO7	Value the educational ideas of seminal thinkers with respect to the vision and mission of education.

ED010201CLO8	Critically evaluate the problems and prospects of international initiatives and national policies in the present context.
ED010201CLO9	Evaluate the contemporary concerns of educational policies in India.
ED010201CLO10	Assess advent and growth of Foreign Universities in India.
ED010201CLO11	Interpret education for global citizenship.
ED010201CLO12	Generate the summary of foundational perspective of education reflected in the seminal educational texts.
ED010201CLO13	Evaluate innovative practices of quality enhancement in educational institution.
ED010201CLO14	Debate on contemporary educational issues.
ED010201CLO15	Design SWOC analysis of any institutions.

ED010202: HISTORY, SOCIOLOGY AND POLITICAL ECONOMY OF EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED010202CLO1	Value education as a social process.
ED010202CLO2	Analyse education in the context of creating a humane society.
ED010202CLO3	Appreciate the role of education in modernisation, social reconstruction and sustainable development.
ED010202CLO4	Critically examine the role of education in protecting human rights and combating social evils.
ED010202CLO5	Appraise the educational vision of the Constitution of India.
ED010202CLO6	Critically examine the pivotal social, political and economic issues of contemporary India.
ED010202CLO7	Compare between the pre-independent and post-independent Indian education.

ED010202CLO8	Compile the challenges of addictions, consumerism, superstitions, abuses, discriminations and inequalities in society.
ED010202CLO9	Develop an insight and prepare action plans to tackle the contemporary issues in Indian education.
ED010202CLO10	Analyse contemporary issues in Education.
ED010202CLO11	Evaluate historical perspectives of Indian Education.
ED010202CLO12	Assess the sociological perspectives of Education.
ED010202CLO13	Critically analyse the political and economic perspectives of Education.

ED010203: ADVANCED EDUCATIONAL PSYCHOLOGY: INDIVIDUAL DIFFERENCES

CODE & No	COURSE LEARNING OUTCOMES
ED010203CLO1	Analyse the concepts, principles and their theories related to individual differences.
ED010203CLO2	Apply the theories of personality and intelligence.
ED010203CLO3	Evaluate the relevance of various theories.
ED010203CLO4	Appraise the techniques of Guidance and Counselling.
ED010203CLO5	Practice intelligence tests.
ED010203CLO6	Develop life skills.
ED010203CLO7	Ensures creativity.
ED010203CLO8	Assess educational provisions for exceptional children.
ED010203CLO9	Value inclusive education.
ED010203CLO10	Identify learning disability.

ED010204: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

CODE & No	COURSE LEARNING OUTCOMES
ED010204CLO1	Select appropriate design for research study.
ED010204CLO2	Assess techniques of sampling.
ED010204CLO3	Construct different tools and techniques for data collection.
ED010204CLO4	Selecting appropriate inferential statistics in educational research.
ED010204CLO5	Apply normal probability distribution.
ED010204CLO6	Analyse and interpret the data collected for educational research.
ED010204CLO7	Summarise the research study.
ED010204CLO8	Analyse and Interpret research data.
ED010204CLO9	Summarise findings and writing report.
ED010204CLO10	Create research articles for journals.
ED010204CLO11	Construct parametric and non-parametric tests.
ED010204CLO12	Formulate directional, non-directional and null hypotheses.
ED010204CLO13	Values ethics in research.
ED010204CLO14	Analyse research data with computer software.

ED010205: CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED010205CLO1	Value elementary education and its allied concepts.
ED010205CLO2	Analyse the feeder programmes of elementary education in the context of India.
ED010205CLO3	Examine the history, vision and development of elementary education in pre-independent and post-independent India.
ED010205CLO4	Critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
ED010205CLO5	Evaluate the institutions, structures and initiatives for elementary education in India.

ED010205CLO6	Critically examine the pivotal issues of contemporary India with respect to Elementary Education and to prepare action plans.
ED010205CLO7	Assess the curriculum and evaluation in elementary education.
ED010205CLO8	Critically evaluate the international trends, national initiatives and national policies in elementary education in the present context.
ED010205CLO9	Analyse the issues and concerns of Elementary Education.
ED010205CLO10	Create innovative lessons at elementary level.
ED010205CLO11	Evaluate recent research on curriculum development at elementary level.
ED010205CLO12	Compare syllabi of Kerala State Government and CBSE at elementary level.
ED010205CLO13	Identify tools and techniques of evaluation at Elementary level.
ED010205CLO14	Compile different methods of Classroom transaction.
ED010205CLO15	Discuss contemporary trends and research in Elementary Education.
ED010205CLO16	Appraise different National Curriculum Framework.

SEMESTER III - SPECIALISATION ELECTIVE COURSES

COURSE LEARNING OUTCOMES (CLOs)

ED800303: GUIDANCE AND COUNSELLING

CODE & No	COURSE LEARNING OUTCOMES
ED800303CLO1	Appraise Guidance programme in schools.
ED800303CLO2	Identify approaches to counselling.

ED800303CLO3	develop interest to enter into the field of guidance and counselling.
ED800303CLO4	Identify the problems in educational setting.
ED800303CLO5	Assess Guidance and Counselling in the Educational Scenario.
ED800303CLO6	Initiate planning and organising various guidance services in educational institutions.
ED800303CLO7	Summarise the use of advanced tools and techniques of guidance and counselling.
ED800303CLO8	Identify factors affecting career development.
ED800303CLO9	Evaluate the impact of new technology in guidance and counselling.
ED800303CLO10	Create career development in schools.

ED810301 – ENVIRONMENTAL EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED810301CLO1	Value the scope and importance of environmental education.
ED810301CLO2	Identify environmental issues and problems.
ED810301CLO3	Visits areas of environmental issue.
ED810301CLO4	Assess the recent environmental hazards and the plan of action to overcome this in a broad perspective.
ED810301CLO5	Generate IT enabled strategies for imparting environmental education.
ED810301CLO6	Carry out research projects for improving environmental quality and sustainable development.

ED810301CLO7	Conduct awareness program and develop an action plan for the public about sustainable development
ED810301CLO8	Appraise nature friendly life and promote green living in the society.
ED810301CLO9	Develop an attitude to conserve the nature and natural resources.

SEMESTER IV - CORE COURSES

COURSE LEARNING OUTCOMES (CLOs)

ED010401 – CURRICULUM DEVELOPMENT AND TRANSACTION

CODE & No	COURSE LEARNING OUTCOMES
ED010401CLO1	Describe the concept of curriculum , its various determinants and the process of curriculum development
ED010401CLO2	Analyse foundations of curriculum and different areas of curriculum.
ED010401CLO3	Reflects on the models, approaches and issues in curriculum development
ED010401CLO4	Value the process of Curriculum Transaction.
ED010401CLO5	Analyse the approaches to curriculum, influencing factors and the effectiveness of curriculum implementation
ED010401CLO6	Analyse the Type of Media and Interactive Technologies to improve quality in education.
ED010401CLO7	Analyse Government interventions of curriculum reforms in Indian Context
ED010401CLO8	Evaluate recent trends in Curriculum Research.
ED010401CLO9	Analyse critically the existing curriculum at various levels- elementary, secondary, senior secondary
ED010401CLO10	Evaluate curriculum planning, organization and new trends in curriculum planning.
ED010401CLO11	Value global initiatives in curriculum development.
ED010401CLO12	Create their own independent and consistent view-point of a philosophy which enables them to make effective decisions on educational problems or issues.

**ED010402 – CONTEXT AND ISSUES OF SECONDARY AND SENIOR
SECONDARY EDUCATION**

CODE & No	COURSE LEARNING OUTCOMES
ED010402CLO1	Identify conceptual perspectives of Secondary and Senior Secondary Education.
ED010402CLO2	Examine the development of Secondary and Senior Secondary Education in India.
ED010402CLO3	Critically examine use of technology among Secondary and Senior Secondary school students.
ED010402CLO4	Assess universalisation of Secondary Education under public and private sectors.
ED010402CLO5	Critically examine the issues of contemporary India with respect to Secondary and Senior Secondary Education.
ED010402CLO6	Critically evaluate the international trends in Secondary and Senior Secondary Education and the national initiatives and policies in the present context.
ED010402CLO7	Analyse the impact of quality enhancement programmes and initiatives at Secondary and Senior Secondary levels and ICT implementation, teacher training and media influence.
ED010402CLO8	Discuss the socio-emotional issues of the students at Secondary and Senior Secondary level.
ED010402CLO9	Generate action plans to integrate Technology at Secondary and Senior Secondary levels.
ED010402CLO10	Evaluate Quality Perspectives in Secondary and Senior Secondary Education .

SPECIALISATION ELECTIVE COURSES

OPTIONAL SUBJECTS

ED820401: ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION – ENGLISH

CODE & No	COURSE LEARNING OUTCOMES
ED820401CLO1	Compile the key ideologies in learning and teaching a language.
ED820401CLO2	Identify the skills of curriculum design and construction in language learning.
ED820401CLO3	Value the dimensions of language curriculum development.
ED820401CLO4	Assess the Changing trends in Evaluation and Assessment in language education.
ED820401CLO5	Assess the latest trends in assessment and evaluation of language learning.
ED820401CLO6	Design Modern Pedagogical Practices.
ED820401CLO7	Appraise the digital resources in language education.
ED820401CLO8	Analyse Current trends and practices in research in English language education.
ED820401CLO9	Value the need and importance of Continuing Professional Development
ED820401CLO10	Develop an e-content in English language education.

ED820402 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF

LANGUAGE EDUCATION – MALAYALAM

CODE & No	COURSE LEARNING OUTCOMES
ED820402CLO1	Identify the perspectives in Language Learning
ED820402CLO2	Assess of the nature, scope and functions of language teaching and learning
ED820402CLO3	Analyse the linguistic, psycho linguistic, socio linguistic and neurolinguistic theories in language learning
ED820402CLO4	Apply the current approaches, methods and innovative techniques in language teaching and learning
ED820402CLO5	Equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
ED820402CLO6	Generate the techniques underlying the designing and administration of various kinds of language tests
ED820402CLO7	Create Modern Pedagogical Practices.
ED820402CLO8	Design and construct curriculum in a language
ED820402CLO9	Practice instructional strategies for teaching the language and to address the special needs of differently abled children
ED820402CLO10	Retrieve and incorporate suitable ICT enabled learning resources in a language
ED820402CLO11	Explore modern assessment practices of language teaching.
ED820402CLO12	Evaluate quality in the continuing professional development of teachers

ED820402CLO13	Develop positive attitude towards research.
ED820402CLO14	Generate multi- media learning package

ED820406 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF MATHEMATICS EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED820406CLO1	Discuss the key ideologies in learning and teaching Mathematics.
ED820406CLO2	Design and construct curriculum in Mathematics learning.
ED820406CLO3	Apply the modern Mathematics pedagogy.
ED820406CLO4	Assess the latest trends in assessment and evaluation of Mathematics learning.
ED820406CLO5	Use the digital resources in evaluating Mathematics Education.
ED820406CLO6	Develop positive attitude towards the profession.
ED820406CLO7	Analyse Continuing Professional Development.
ED820406CLO8	Create blog and upload computerized assessment tool in Mathematics.
ED820406CLO9	Construct and validate assessment tool in Mathematics
ED820406CLO10	Generate e content in Mathematics learning.
ED820406CLO11	Analyse Changing Trends in Evaluation and Assessment.

ED820407 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SCIENCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED820407CLO1	Identify the features of Science Education.
ED820407CLO2	Discuss considerations for curriculum development.
ED820407CLO3	Describe various guiding principles for selection and organisation of learning experiences.
ED820407CLO4	Discuss various issues in curriculum development.
ED820407CLO5	Design the science curriculum and develop support materials for curriculum transaction.
ED820407CLO6	Evaluate critically the science curricula
ED820407CLO7	Analyse critically innovative curricular efforts in India and abroad.
ED820407CLO8	Appreciate the role of co-curricular activities in science education.
ED820407CLO9	Analyse the new innovative trends in assessment.
ED820407CLO10	Analyse the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.
ED820407CLO11	Field test group learning and self-learning strategies for learning Science
ED820407CLO12	Use various methods and techniques for the identification of training needs.

ED820407CLO13	Use various techniques for the evaluation of in-service teacher education programmes.
ED820407CLO14	Administer diagnostic test and carry out remedial instruction.
ED820407CLO15	Identifies strategies for professional development.
ED820407CLO16	Reflect on issues, concerns and problems of teacher in-service education.
ED820407CLO17	Analyse the use of ICT for the professional development of teachers.
ED820407CLO18	Discuss the need for promoting inclusive practice
ED820407CLO19	Identify and utilize existing resources for promoting inclusive practice.
ED820407CLO20	Summarise the research findings in science education for improving practices

ED820408 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SOCIAL SCIENCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED820408CLO1	Analyse Epistemological Theories of Social Science
ED820408CLO2	Evaluate the principles and techniques of organization of social science curriculum.
ED820408CLO3	Design inter-disciplinary e content for teaching social science.

ED820408CLO4	Assess the psychological considerations of social science instruction.
ED820408CLO5	Use modern instructional strategies and models in the teaching and learning of social science.
ED820408CLO6	Identify human rights violation in society.
ED820408CLO7	Identify the use of technology in Social Science education.
ED820408CLO8	Identify the various resources for learning social science and use different media, materials and resources for teaching Social Science.
ED820408CLO9	Construct and administer appropriate assessment tools of evaluation and interpret results.
ED820408CLO10	Identify priority areas of research and experimentation in Social Science education.
ED820408CLO11	Analyse the constitutional values of India.
ED820408CLO12	Summarise Pedagogical Applications and Strategies of Social Science education.
ED820408CLO13	Generate reflective journal
ED820408CLO14	Create e content in social science.

ED820409 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF COMMERCE EDUCATION

CODE & No	COURSE LEARNING OUTCOMES
ED820409CLO1	Value professional quest in varied dimensions.

ED820409CLO2	Make sense of the aims and objectives of teaching Commerce.
ED820409CLO3	Explore the features of varied instructional approaches, techniques and methods of teaching Commerce.
ED820409CLO4	Create models of teaching in effectual instructional practices of Commerce education.
ED820409CLO5	Assess the principles and approaches in designing and organization of Commerce curriculum.
ED820409CLO6	Practice feedback mechanisms and generate online assessment tools
ED820409CLO7	Identify the role of the teacher as a techno-pedagogue.
ED820409CLO8	Analyse the recent research trends in Commerce education
ED820409CLO9	Design , construct and upload e content and self-designed innovative lessons
ED820409CLO10	Compose online assessment tools in Commerce
ED820409CLO11	Analyse critically text books in Commerce at higher secondary level.

MODEL QUESTION PAPER – SEMESTER 1

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE

ED010101 – ADVANCED PHILOSOPHY OF EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	Define the concept 'logical positivism'.	Remember	CLO 2
2	How does orthodox philosophy differ from heterodox philosophy?	Comprehend	CLO 5
3	What is Deschooling?	Analyse	CLO 10
4	What do you mean by motivated auto education? In what ways does Didactic Apparatus help to achieve this?	Remember Apply	CLO 10
5	Write the characteristics of craft centered education.	Remember	CLO 9
6	Examine the influence of Jainism on education in India.	Analyse	CLO 5
7	The Bhagavad Gita depicts good teacher pupil relation. Comment.	Evaluate	CLO 10
8	Who coined the term Negative education? What does it mean?	Comprehend	CLO 5
9	What are the characteristics of a self-realised person?	Comprehend	CLO 4
10	What is the concept behind Liberal education?	Comprehend	CLO 2
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of **2**.

11	Choose the methodology of teaching values.	Apply	CLO 6
12	Idealism is truly a psycho centric philosophy. Substantiate.	Evaluate	CLO 8

13	Charvaka school of philosophy is considered as Indian materialism. Substantiate.	Evaluate	CLO 8
14	Describe the major tenets of the Marxian Philosophy.	Comprehend	CLO 9
15	How would you help your students to acquire knowledge through Project Method?	Apply	CLO 5
16	What are the sources of valid knowledge according to the Nyaya philosophy?	Comprehend	CLO 7
17	What is value crisis? Suggest means to overcome value crisis.	Comprehend, Create	CLO 6
18	What are the noble truths of Buddhism?	Comprehend	CLO 8
(6×2 = 12)			
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Critically examine how modern education is influenced by pragmatism.	Evaluate	CLO 5
20	Describe the contributions of Paulo Freire towards education.	Comprehend, Create	CLO 9
21	Examine the educational implications of yoga philosophy.	Apply	CLO 10
22	“The educator looks to Philosophy to provide him with principles so that he can place his work on a sound basis.”	Analyse	CLO 3
(2×5 = 10)			

MODEL QUESTION PAPER – SEMESTER 1

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE

ED010102 – ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING AND DEVELOPMENT

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of 1.

Sl. No	Questions	CL	CLO
1	What is introspection? Write its merits and demerits.	Remember Evaluate	CLO 1
2	Define stress. Mention the strategies for stress management.	Remember, Comprehend	CLO 7
3	What is Plateau in a learning curve?	Comprehend	CLO 5
4	Mention any four characteristics of a self-actualised person.	Comprehend	CLO 3
5	Enumerate the factors affecting socialisation.	Analyse	CLO 8
6	Differentiate Retroactive and Proactive inhibition.	Analyse	CLO 5
7	Suggest ways of facilitating critical thinking.	Create	CLO 1
8	Describe any two neurological aspects of development.	Comprehend	CLO 2
9	Differentiate growth and development.	Analyse	CLO 1
10	What is case study?	Remember	CLO 1
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	Compare the views of Structuralism and Functionalism.	Analyse	CLO 1
12	Explain the major principles of development.	Comprehend	CLO 2

13	Explain emotional development with reference to Bridge's chart.	Analyse	CLO 3
14	Describe Kolb's learning style.	Comprehend	CLO 4
15	Critically evaluate the Behavioural learning principles proposed by Skinner.	Evaluate	CLO 3
16	Explain transfer of learning in terms of Gestalt theory.	Apply	CLO 3
17	Discuss Baddeley's working memory Model.	Evaluate	CLO 6
18	Enumerate the steps in the process of creative thinking.	Comprehend	CLO 5
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Define Educational Psychology. Explain its application and scope.	Remember, Analyse	CLO 2
20	Critically analyse the views of Noam Chomsky and Vygotsky in Language development.	Analyse	CLO 4
21	Compare the Constructivist views of Piaget and Bruner.	Analyse	CLO 3
22	Bring out the relevance of Socio-cultural environment in the development of learner.	Apply	CLO 8
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER 1

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE ED010103 – INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No.	Questions	CL	CLO
1	Define scientific method.	Remember	CLO 1
2	What is meant by ethnographic study?	Remember	CLO 2
3	What are the sources of review of literature?	Comprehend	CLO 5
4	Mention the sources of educational research problems.	Analyse	CLO 3
5	What is the role of hypothesis in educational research?	Apply	CLO 6
6	Mention the major steps involved in educational research.	Comprehend	CLO 4
7	What are the measures of central tendency?	Comprehend	CLO 7
8	Differentiate descriptive and inferential statistics.	Analyse	CLO 7
9	What do you mean by extraneous variables?	Remember	CLO 4
10	What is the need of sampling in research?	Apply	CLO 4
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of **2**.

11	Distinguish between basic and applied research.	Analyse	CLO 2												
12	Explain various methods of acquiring knowledge.	Comprehend	CLO 2												
13	Describe various types of hypotheses.	Comprehend	CLO 6												
14	What are the steps followed in developing a research proposal?	Comprehend	CLO 4												
15	Explain continuous and discrete series of data with examples.	Analyse	CLO 7												
16	Explain various forms of scales of measurement.	Comprehend	CLO 7												
17	Distinguish between percentile and percentile ranks.	Analyse	CLO 7												
18	From the following table, find out if there is any relationship between scores in Test I and Test II by computing product moment coefficient of correlation.	Evaluate	CLO 7												
	<table border="1"> <tr> <td>Student</td> <td>A</td> <td>B</td> <td>C</td> </tr> <tr> <td>Scores in Test I</td> <td>19</td> <td>16</td> <td>18</td> </tr> <tr> <td>Scores in Test II</td> <td>16</td> <td>12</td> <td>14</td> </tr> </table>			Student	A	B	C	Scores in Test I	19	16	18	Scores in Test II	16	12	14
Student	A			B	C										
Scores in Test I	19	16	18												
Scores in Test II	16	12	14												
(6×2 = 12)															
Section C															
Answer any two questions. Each question carries a weight of 5.															
19	Explain various types of quantitative research with suitable examples.	Comprehend Analyse	CLO 2												
20	Critically analyse the role of review of related literature at different stages of educational research.	Analyse, Apply	CLO 5												
21	Which are the different measures of variability? Explain each with its merits, limitations, and uses.	Comprehend, Evaluate	CLO 7												
22	Describe the various types of graphical representations of grouped and ungrouped data. Mention two advantages and uses of graphical representation of data.	Comprehend Analyse	CLO 7												
(2×5 = 10)															

MODEL QUESTION PAPER – SEMESTER 1

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE

ED010104 – TRENDS, ISSUES, INNOVATIONS AND RESEARCH IN TEACHER EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of 1.

Sl. No.	Questions	CL	CLO
1	What are the different modes of teacher education?	Comprehend	CLO 2
2	Define autonomy in teacher education.	Remember	CLO 10
3	What is professional ethics?	Comprehend	CLO 11
4	Write the concept TQM.	Remember	CLO 10
5	What do you mean by Bench marking in teacher education?	Comprehend	CLO 10
6	What is meant by knowledge management strategies?	Comprehend	CLO 15
7	Define the concept 'accountability of teachers'.	Remember	CLO 11
8	What is blended learning?	Remember	CLO 15
9	Write any two innovative programmes for continuous professional development of teacher educators?	Analyse	CLO 15
10	What is action research?	Comprehend	CLO 8
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	Explain 5E Model of teaching.	Comprehend	CLO 15
12	What are the challenges in linking teacher education with community?	Analyse	CLO 14

13	Review the national policies on teacher education in India.	Analyse	CLO 1
14	Discuss Models of Teaching.	Analyse	CLO 15
15	Explain the methodological issues of research in teacher education.	Analyse	CLO 8
16	How can we say that teacher is a reflective practitioner?	Evaluate	CLO 15
17	Discuss the impact of globalization in teacher education?	Apply	CLO 9
18	Explain the aims and objectives of internship programmes.	Comprehend	CLO 15
(6×2 = 12)			
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Discuss Theoretical and Practical aspects of teacher education program at undergraduate level.	Apply	CLO 2
20	What are National agencies of teacher education? Explain their role and functions.	Comprehend	CLO 6
21	Discuss the role of ICT in teacher education. How can we empower teacher educators through technology?	Apply, Create	CLO 15
22	Describe the contributions of Shulman and Gage in teacher education research.	Analyse	CLO 8
(2×5 = 10)			

MODEL QUESTION PAPER – SEMESTER II

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE

ED010201 – PERSPECTIVES ON EDUCATION STUDIES

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	Write any two merits of private control of education.	Remember	CLO 4
2	How is Education related to Neuro-Science?	Apply	CLO 1
3	What do you mean by Education as a social phenomenon?	Remember	CLO 2
4	Mention any two ways by which culture can be preserved by education.	Comprehend	CLO 2
5	Define Education as a Multi Polar process.	Remember	CLO 1
6	State two measures for empowering women through education.	Apply	CLO 2
7	Outline the national structure of school education.	Analyse	CLO 4
8	Write a short note on Total Quality Management in education.	Remember	CLO 13
9	Mention the different platforms for practice of education as a discipline.	Comprehend	CLO 3
10	What is meant by competency based education?	Remember	CLO 9
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of **2**.

11	Explain the need and importance of Education for Global Citizenship.	Apply	CLO 11
12	Enumerate the Problems and Prospects of Foreign Direct Investment (FDI) in Indian Education.	Evaluate	CLO 10
13	Explain the importance of Education as a Dialogical Process proposed by Martin Buber.	Analyse	CLO 7

14	Elaborate the process of performance appraisal of Higher Education Institutions.	Comprehend	CLO 5
15	What are the Grant-in-aid policies at National level with special reference to UGC.	Comprehend	CLO 9
16	Give a brief account of NPE 1986.	Comprehend	CLO 4
17	Present your arguments regarding the benefits of education for various stakeholders.	Evaluate	CLO 14
18	What are the challenges of education in terms of employability?	Analyse	CLO 14
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Analyse the concept of Education as a Discipline from the theoretical point of view. Elaborate its Philosophical, Sociological and Economic bases.	Analyse, Comprehend	CLO 3
20	Critically evaluate the vision of education given in the document 'Learning: The Treasure Within (1996)' in the contemporary context.	Evaluate	CLO 14
21	Analyse the educational thoughts of Dr. APJ Abdul Kalam. Explain the relevance of these thoughts in Indian education.	Analyse, Apply	CLO 7
22	Discuss the challenges of education with special reference to Universalisation, Vocationalisation, Quality Education and Employability.	Evaluate	CLO 6
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER II

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE –ED010203 – ADVANCED EDUCATIONAL PSYCHOLOGY: INDIVIDUAL DIFFERENCES

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	What is resilience?	Remember	CLO 1
2	Describe congruence and incongruence.	Comprehend	CLO 1
3	What is observational learning?	Remember	CLO 10
4	What is the concept of vicarious reinforcement?	Remember	CLO 3
5	Define metacognition. List out its components.	Remember	CLO 2
6	Write the sociocultural correlates of intelligence.	Synthesis	CLO 3
7	What do you mean by spiritual intelligence?	Remember	CLO 2
8	List out the different types of intelligence proposed by Howard Gardner.	Remember	CLO 2
9	Differentiate between aptitude and attitude.	Analyse	CLO 1
10	Bring out your familiarity with any two interest inventories.	Remember	CLO 2
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	What do you mean by Individual Difference? What are the causes of Individual differences?	Analyse	CLO 1
12	Explain the Trait theory proposed by Eysenck.	Analyse	CLO 2
13	Mention any three Projective techniques to measure personality.	Comprehend	CLO 2
14	Explain the Humanistic perspective of Rogers.	Analyse	CLO 2

15	Discuss any two neurotic personality disorders.	Comprehend	CLO 3
16	Define Intelligence. Explain the SI model of Guilford.	Remember Comprehend	CLO 2
17	What are the major policies and programmes organised by Government for Exceptional children.	Evaluate	CLO 8
18	Briefly explain the major problems while implementing inclusive education.	Analyse	CLO 9
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	What is Mental Hygiene? What are the principles of Mental Hygiene? List out the Preventive, Constructive and Curative Measures.	Remember Analyse	CLO 1
20	What do you mean by Creativity? Explain the characteristics of a creative person. As a teacher how will you foster creativity in your classroom?	Remember Comprehend Apply	CLO 7
21	Explain the educational provisions for the gifted and mentally challenged children.	Comprehend Evaluate	CLO 8
22	What is Maladjustment? Explain the causes of Maladjustment. Describe any five defence mechanisms	Remember Comprehend Apply	CLO 10
			(5×2 = 10)

MODEL QUESTION PAPER – SEMESTER 2

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE – ED010205- CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1.	Mention the context of revision of Article 45 to Article 21 A.	Remember	CLO 3
2.	Write two relevant areas of research at elementary level with its importance.	Apply	CLO 15
3.	Write the importance of 11th Five-Year Plan with respect to elementary education.	Evaluate	CLO 8
4.	Briefly describe how you will develop life skills among students at elementary level.	Apply	CLO 7
5.	What is the significance of experiential learning at elementary level?	Comprehends	CLO 14
6.	Is it possible to attain the mission 'Education for All' in India? Justify your answer.	Create Apply	CLO 8
7.	Write down the structural organization of elementary education in India.	Remember	CLO 5
8.	Give a brief account on Joyful learning.	Remember	CLO 14
9.	Write one principle of curriculum development indicating its relative importance.	Remember	CLO 7
10.	Mention two objectives of teaching environmental science at elementary level.	Remember	CLO 7

(8×1 = 8)

Section B

(Answer any six questions. Each question carries a weight of 2.)

11.	What are the objectives of elementary education? Critically examine how far the objectives have been achieved.	Remember	CLO 1
12.	How does ECCE help for the attainment of universalization of elementary education?	Evaluate	CLO 2
13.	State the problems and issues of elementary education given in Yashpal Committee Report.	Evaluate	CLO 9
14.	Briefly describe the role of IT in quality improvement of elementary education.	Create Evaluate	CLO 15
15.	Indicate the advantages and disadvantages of continuous and comprehensive evaluation practiced in our schools	Evaluate	CLO 13
16.	What are the hindrances of elementary education? Suggest measures to overcome them.	Remember	CLO 4
17.	State the initiatives of NCTE for the professional development of elementary school teachers.	Remember	CLO 4
18.	Give an account of issues pertaining to multicultural classrooms at elementary level.	Apply	CLO 6
(6×2 = 12)			
Section C			
(Answer any two questions. Each question carries a weight of 5.)			
19.	Critically examine the major programmes and initiatives in India for the achievement of universalization of elementary education.	Evaluate	CLO 3
20.	Elaborate the development of elementary education in pre-independent India.	Analyse	CLO 3
21.	Discuss the role of state level agencies, NGOs and voluntary organizations for quality elementary education.	Analyse	CLO 4
22.	Analyse different methods adopted for classroom transaction at elementary level.	Analyse, Evaluate	CLO 7
(2×5 = 10)			

MODEL QUESTION PAPER – SEMESTER III

M.Ed. DEGREE EXAMINATIONS

SPECIALISATION ELECTIVE COURSE –ED800303 – GUIDANCE AND COUNSELLING

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	How guidance is related to educational process?	Analyse	CLO 1
2	What is Rational Emotive Behavioural Therapy?	Comprehend	CLO 2
3	Define psychotherapy.	Remember	CLO 2
4	Write any four principles of guidance?	Remember	CLO 1
5	Give various life positions suggested by Berne.	Comprehend	CLO 8
6	What are the goals of school counselling?	Comprehend	CLO 5
7	Mention the functions of guidance services.	Comprehend	CLO 6
8	What are the qualities of an effective counsellor?	Comprehend	CLO 3
9	Distinguish between career talk and career conference.	Analyse	CLO 10
10	Write a note on cyber counselling.	Comprehend	CLO 9
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	Explain different types of counselling. Mention the advantages of each.	Comprehend	CLO 1
12	Briefly explain the counselling for behavioural problems among adolescent learners.	Apply	CLO 4
13	What kind of guidance strategies will you provide for gifted children and slow learners?	Apply	CLO 2
14	Explain the theory of career development proposed by Super.	Comprehend	CLO 8

15	What are the ethical considerations in school counselling?	Comprehend	CLO 5
16	What is the significance of parental counselling in educational scenario?	Apply	CLO 6
17	Briefly explain the steps involved in counselling interview.	Comprehend	CLO 6
18	Write down the characteristics of school guidance services.	Remember	CLO 6
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Discuss the strategies of vocational guidance at school stage.	Evaluate	CLO 1
20	What are the basic principles of counselling? Distinguish counselling from psychotherapy and guidance.	Comprehend, Analyse	CLO 2
21	Explain various tools and techniques used in guidance programme	Comprehend, Analyse	CLO 7
22	Analyse various approaches to counselling.	Analyse	CLO 2
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER III

M.Ed. DEGREE EXAMINATIONS

SPECIALISATION ELECTIVE COURSE –ED810301– ENVIRONMENTAL EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	What do you mean by Ecofeminism?	Comprehend	CLO 8
2	Define ecosystem.	Remember	CLO 2
3	What do you mean by environmental literacy?	Comprehend	CLO 1
4	Write a short note on environmental monitoring system.	Remember	CLO 3
5	Mention any two recent researches in environmental education.	Comprehend	CLO 6
6	What do you mean by disaster management?	Comprehend	CLO 4
7	Mention any four difficulties in environmental education.	Evaluate	CLO 1
8	What are the factors affecting curriculum construction in Environmental education?	Analyse	CLO 1
9	Write the factors affecting food chain and food web?	Analyse	CLO 3
10	Mention the methods in environmental education.	Comprehend	CLO 1
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of **2**.

11	Explain the structure and status of environmental education at Secondary level.	Comprehend	CLO 1
12	Explain the need and significance of environmental education.	Apply	CLO 1
13	Bring out the contributions of two social activists in India in the field of Environmental education.	Comprehend	CLO 2
14	Explain the concept of environmental sustainability.	Analyse	CLO 6

15	Discuss the recent trends in the evaluation of environmental education.	Evaluate	CLO 4
16	Discuss the major issues related to environmental planning.	Evaluate	CLO 4
17	Describe any two approaches employed in environmental education.	Analyse	CLO 5
18	Explain environmental accountability and environmental ethics.	Analyse	CLO 8
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Deliberate the prominent environmental issues at Global level and regional level. Suggest remedial measures.	Apply, Create	CLO 2
20	Describe the formal and informal strategies employed in environmental education.	Comprehend, Analyse	CLO 5
21	Highlight the need for conservation of nature and natural resources in the present scenario.	Apply	CLO 9
22	Discuss the steps taken by national and international organizations in the promotion of environmental education.	Evaluate	CLO 5
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER 1V

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE

ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	Write the meaning and definition of Curriculum.	Comprehend	CLO 1
2	Write the issues related to curriculum transaction.	Comprehend	CLO 4
3	What are the problems related to curriculum organisation?	Analyse	CLO 10
4	Write a note on curriculum evaluation.	Comprehend	CLO 9
5	What is Humanistic curriculum?	Remember	CLO 1
6	Give the sociological basis of curriculum development.	Comprehend	CLO 2
7	What you mean by Reconstructionist curriculum?	Comprehend	CLO 1
8	Give a short note on the components of Educational Development Index.	Remember	CLO 11
9	What is the role of teacher in curriculum transaction?	Analyse	CLO 4
10	What is cooperative learning?	Comprehend	CLO 1
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	Write a brief note on the requirements for curriculum transaction.	Analyse	CLO 4
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12	Learning experience provides healthy and wonderful outcomes. Explain.	Analyse	CLO 1
13	How curriculum fosters moral, spiritual and aesthetic values? Explain with examples.	Analuse	CLO 11
14	Write a brief note on components of curriculum.	Comprehend	CLO 1
15	Explain curriculum as a product.	Analyse	CLO 2
16	Write a note on Technical scientific model of curriculum development with example.	Comprehend	CLO 3
17	Enumerate the problems of curriculum reform.	Create	CLO 7
18	Differentiate between centralized curriculum and decentralized curriculum.	Analyse	CLO 1
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Give a brief account of the factors which influence the effectiveness of curriculum implementation?	Analyse	CLO 5
20	Critically evaluate the issues in curriculum development.	Evaluate	CLO 3
21	Explain the Metfessel Model of Evaluation of Curriculum and its importance.	Comprehend, Analyse	CLO 10
22	Describe the governmental interventions of curriculum reforms in India.	Analyse	CLO 7
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER 1V

M.Ed. DEGREE EXAMINATIONS

COMMON CORE COURSE

ED010402 – CONTEXT AND ISSUES OF SECONDARY AND SENIOR SECONDARY EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	Write two constitutional provisions which ensure equality of education..	Remember	CLO 2
2	Mention two relevant areas of research to be conducted at senior secondary level and its importance.	Remember	CLO 10
3	What is Samagra Siksha Abhiyan?	Comprehend	CLO 7
4	What is virtual learning?	Comprehend	CLO 3
5	Write a brief note on the role of NGOs for the quality enhancement of secondary education.	Analyse	CLO 7
6	List the solutions recommended in the Yashpal Committee Report for reducing curriculum load.	Remember	CLO 2
7	Write the importance of video conferencing in senior secondary education.	Evaluate	CLO 3
8	Give a short note on the components of Educational Development Index.	Evaluate	CLO 10
9	What are the local resources for quality enhancement at secondary level?	Analyse	CLO 10
10	What is the role of PTA as beneficiary of curriculum?	Analyse	CLO 10
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of **2**.

11	Suggest measures to overcome the psycho-social problems of students at secondary level.	Create	CLO 8
12	Briefly describe the planning and allocation of funds for school education in 12 th Five-Year Plan.	Analyse	CLO 5
13	State the role of Additional Skill Acquisition Programme in the overall development of students.	Evaluate	CLO 3
14	Give an account of programmes at secondary level for quality enhancement through ICT.	Comprehend	CLO 7

15	Write the major recommendations of National Knowledge Commission with reference to Secondary Education.	Comprehend	CLO 6
16	In India, secondary education falls under different boards. In such a condition is it possible to ensure equalization of educational opportunity. Substantiate your answer	Evaluate	CLO 5
17	Briefly indicate the challenges of inclusive education at secondary school level.	Analyse	CLO 5
18	Give a brief account on new horizon educational technology.	Create	CLO 7
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Explain the objectives, vision and mission of secondary education in India. Evaluate how far the objectives have been achieved.	Comprehend, Evaluate	CLO 1
20	What are the qualities of a secondary school teacher? Critically examine the initiatives taken by SCERT for quality improvement of teachers.	Analyse, Evaluate	CLO 10
21	Analyse the psychological and sociological bases of curriculum development at secondary level.	Analyse	CLO 1
22	Discuss recent trends in evaluation at secondary and senior secondary levels.	Analyse	CLO 10
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER 1V

M.Ed. DEGREE EXAMINATIONS

SPECIALISATION ELECTIVE COURSE

ED820401 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION - ENGLISH

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of 1.

Sl. No	Questions	CL	CLO
1	State any two objectives of teaching English in India.	Remember	CLO 1
2	What are the principles on which a language curriculum is constructed? Mention any two principles.	Comprehend	CLO 2
3	State any two recommendations of NCF 2005 regarding the teaching of languages in India.	Remember	CLO 1
4	Write any two implications of the Constructivist theory of learning for second language classrooms.	Remember Apply	CLO 6
5	Name any two online networks of English teachers.	Remember	CLO 7
6	Define the concept 'learner corpora'.	Remember	CLO 7
7	What is meant by a rubric?	Comprehend	CLO 5
8	What is the expansion of TOEFL?	Comprehend	CLO 5
9	What is m-learning?	Comprehend	CLO 7
10	Name any two online databases.	Remember	CLO 7
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	How does the theory of Connectivism explain language learning in the digital era?	Comprehend	CLO 6
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12	Compare and contrast the communicative syllabus and discourse-based syllabus.	Evaluate	CLO 2
13	How can learning grammar be made interesting for students?	Evaluate	CLO 6
14	Briefly explain the steps involved in the design and construction of online assessment.	Comprehend	CLO 5
15	Suggest how teachers can cope with stress in professional life.	Apply	CLO 9
16	Elaborate on Bloom's revised taxonomy of educational objectives.	Comprehend	CLO 6
17	Explain the principles of construction of a language curriculum.	Comprehend, Create	CLO 2
18	Why is the knowledge of netiquette essential for a good netizen?	Evaluate	CLO 7
(6×2 = 12)			
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Critically analyse the current pedagogical practices in teaching of English.	Evaluate	CLO 6
20	Critically review the latest research trends in English language education.	Comprehend, Create	CLO 8
21	The teacher is a professional. Explain the need for professionally updating oneself in the teaching profession.	Apply	CLO 9
22	Critically examine the reforms and revisions in English education in India.	Analyse	CLO 4
(2×5 = 10)			

MODEL QUESTION PAPER – SEMESTER 1

M.Ed. DEGREE EXAMINATIONS

SPECIALISATION ELECTIVE COURSE – ED820402 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION- MALAYALAM

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	പഠനം ഡിസ്കൂഷൻ നടത്തുന്നതിന് നൽകേണ്ട നിർദ്ദേശങ്ങൾ ഏവ?	Remember	CLO 4
2	അധ്യാപകരുടെ തൊഴിൽപരമായ ഉന്നമനത്തിനായി പ്രവർത്തിക്കുന്ന പ്രധാന സംഘടനകൾ ഏവ?	Remember	CLO 12
3	വിർച്വൽ ക്ലാസ് റൂം എന്നാൽ എന്ത്?	Remember	CLO 4
4	വിമർശനാത്മകബോധന ശാസ്ത്രം എന്നാൽ എന്ത്?	Evaluate	CLO 7
5	ജനറേറ്റീവ് വ്യക്രമണം എന്നാൽ എന്ത്?	Analyse	CLO 3
6	ബ്ലൺഡഡ് ലേണിംഗ് എന്നാൽ എന്ത്?	Analyse	CLO 7
7	കമ്പ്യൂട്ടർ അസിസ്റ്റന്റ് ലേണിങ്ങിന്റെ മേന്മകൾ എഴുതുക?	Evaluate	CLO 7
8	ഉദ്ദേശാധിഷ്ഠിത ബോധനം എന്നാൽ എന്ത്?	Remember	CLO 2
9	സാമൂഹ്യജ്ഞാനനിർമ്മിതിവാദത്തിന്റെ പ്രധാന തത്വം എന്ത്?	Comprehend	CLO 4
10	ഹയർസെക്കൻഡറി തലത്തിൽ സിമ്പോസിയം നടത്തുന്നതിന് രണ്ടു വിഷയങ്ങൾ നിർദ്ദേശിക്കുക?	Remember, Apply	CLO 4
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	ആശയദാന മാതൃക വിശദീകരിക്കുക?	Evaluate	CLO 3
12	കവിതാബോധനഘട്ടങ്ങൾ വിശദീകരിക്കുക,	Analyse	CLO 4
13	വ്യാകരണബോധന രീതികൾ ഏവ?	Comprehend	CLO 4
14	സഹകരണ - സഹവർത്തിത രീതികളുടെ ഗുണഭോഷങ്ങൾ വിചിന്തനം ചെയ്യുക	Evaluate	CLO 7
15	ഭാഷാബോധനത്തിന് സഹായകമായ ഡിജിറ്റൽ റിസോഴ് സസ് ഏവ?	Analyse	CLO 10
16	CPD എന്നാലെന്ത്?	Comprehend	CLO 12
17	ആത്യന്തിക സംരചനാ മൂല്യനിർണയ രീതികൾ വിശദീകരിക്കുക?	Evaluate	CLO 11
18	ഭാഷാബോധനത്തിന് ഫോക്ലോറുകൾ നൽകുന്ന സംഭാവനകൾ ഏവ?	Comprehend, Create	CLO 3
(6×2 = 12)			
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	ആധുനിക മലയാള ഭാഷാ പുരോഗതിക്കായി നടത്തിയിട്ടുള്ള ഗവേഷണങ്ങൾ വിമർശനാത്മകമായി വിലയിരുത്തുക?	Evaluate	CLO 13
20	വിദ്യാർത്ഥികളുടെ സമഗ്രവികസനത്തിനായി മൂല്യനിർണയ പ്രക്രിയയെ എങ്ങനെ ഫലപ്രദമായി വിനിയോഗിക്കാമെന്ന് വിശദീകരിക്കുക.?	Comprehend, Create	CLO 11
21	ഭാഷാബോധനത്തിന് പാണിനി, പതഞ്ജലി, ഭർത്തൃഹരി എന്നിവർ നൽകിയ സംഭാവനകൾ വിശദീകരിക്കുക.?	Apply	CLO 3
22	ഗദ്യബോധന ലക്ഷ്യങ്ങളും ഘട്ടങ്ങളും വിശദീകരിക്കുക?	Analyse	CLO 8
(2×5 = 10)			

MODEL QUESTION PAPER – SEMESTER 4

M.Ed. DEGREE EXAMINATIONS

SPECIALISATION ELECTIVE COURSE

ED820406-ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF MATHEMATICS EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	Name any two Programmes for Technology Enhanced Learning.	Remember	CLO 1
2	Write two contributions each of Gauss and Ramanujan to Mathematics.	Remember	CLO 1
3	What do you mean by 'Teacher as a Reflective Practitioner'?	Comprehend	CLO 7
4	Define Axioms. Write any two axioms in Mathematics.	Remember	CLO 1
5	Write two different types of test items with examples for secondary school Mathematics.	Comprehend, Create	CLO 9
6	What do you meant by Geogebra?	Comprehend	CLO 5
7	Briefly describe any two Coping strategies.	Comprehend	CLO 4
8	Mention the characteristics of Online Examinations.	Comprehend	CLO 1
9	Name any two Pre-Service and In-service Programmes for developing Professionalism of Mathematics teachers.	Remember	CLO 7
10	Write are the steps in Mathematics Curriculum Planning at school level?	Comprehend	CLO 2
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of **2**.

11	Explain Bloom's revised taxonomy of educational objectives.	Analyse	CLO 3
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12	Explain the Steps of Gamification.	Comprehend	CLO 11
13	What are the differences between Formative and Summative Evaluation in Mathematics?	Evaluate	CLO 4
14	How will you identify different types of mistakes of students while learning Mathematics at school level? Describe the remedial measures to avert them.	Create Apply	CLO 4
15	How can a mathematics teacher enhance transfer of learning in the class room?	Apply	CLO 6
16	Briefly describe any one research work carried out in Mathematics Education.	Analyse	CLO 6
17	Explain the significance of Continuous Professional Development of Mathematics teachers.	Evaluate	CLO 7
18	Explain briefly the different Approaches and Patterns in School Mathematics Curriculum Development.	Comprehend	CLO 2
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Briefly explain the Innovative Learning Strategies for teaching Mathematics.	Analyse	CLO 3
20	Describe the new trends in the development and transaction of school Mathematics curriculum.	Evaluate	CLO 3
21	Explain the Recent Trends and Practices in Mathematics Assessment and Evaluation at secondary school level.	Evaluate	CLO 4
22	Describe any one Constructivist approach in teaching of Mathematics with the help of any one topic in Secondary School Mathematics Curriculum.	Remember Apply	CLO 3
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER 4

M.Ed. DEGREE EXAMINATIONS

SPECIALISATION ELECTIVE COURSE –

ED820407 - ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SCIENCE EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	Define curriculum and mention the types.	Remember	CLO 2
2	What are the criteria for evaluating a seminar?	Comprehend	CLO 9
3	Give the recommendations of NCF on Science Education.	Analyse	CLO 3
4	Describe the Unified approach in curriculum.	Analyse	CLO 3
5	What is contact learning?	Comprehend	CLO 11
6	Differentiate between Criterion referenced and norm referenced tests.	Evaluate	CLO 9
7	What is research journaling?	Comprehend	CLO 16
8	Name any two e-journals.	Remember	CLO 20
9	Mention the advantage of using Rubrics.	Evaluate	CLO 9
10	What is PLM?	Remember	CLO 11

(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of 2.

11	What is the relevance of science teaching at secondary level?	Create Comprehend	CLO 1
12	Write a note on the social significance of Science Education.	Analyse	CLO 1

13	Explain the constructivist approach in Science learning.	Analyse	CLO 5
14	Describe various Metacognitive strategies.	Comprehend	CLO 11
15	How would you integrate ICT and Science teaching?	Create	CLO 5
16	Explain any four innovative assessment practices in Science Education.	Comprehend	CLO 7
17	What are the different strategies for making teachers reflective practitioners?	Analyse	CLO 16
18	Explain the coping strategies of teachers for the effective management of classroom.	Analyse	CLO 15
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Explain the goals of Science Education based on National Education Commissions.	Apply	CLO 1
20	Discuss the salient features of Inquiry Training Model. What are its classroom implications?	Evaluate Apply	CLO 7
21	Enumerate the implications of Gardner's theory of Multiple Intelligences in the teaching and learning of Science with suitable examples.	Evaluate Create	CLO 3
22	Analyse the changing trends in assessing Science learning.	Create Comprehend	CLO 9
			(2×5 = 10)

MODEL QUESTION PAPER – SEMESTER 4

M.Ed. DEGREE EXAMINATIONS

ED820408 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SOCIAL SCIENCE EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No	Questions	CL	CLO
1	Define Positivism.	Remember	CLO 1
2	What do you mean by De-construction of knowledge?	Comprehend	CLO 1
3	Define Geo-Politics.	Remember	CLO 1
4	Write a note on Integrated approach.	Analyse	CLO 4
5	What is the significance of Eco-friendly living?	Evaluate	CLO 3
6	Write any four merits of M- Learning?	Evaluate	CLO 7
7	Distinguish between virtual learning and Tele conferencing.	Analyse	CLO 7
8	Mention any four advantages of Peer Tutoring.	Evaluate	CLO 8
9	Write any four demerits of online tests.	Evaluate	CLO 9
10	What do you mean by grade inflation?	Comprehend	CLO 9
			(8×1 = 8)

Section B

Answer any six questions. Each question carries a weight of **2**.

11	Explain the significance of Critical Geo - Political Inquiry.	Analyse	CLO 1
12	Distinguish between Behaviourist and Constructivist approaches in Social Science.	Evaluate	CLO 1
13	Bring out the relevance and essentials of inclusive classrooms.	Comprehend Evaluate	CLO 5

14	Explain Concept Mapping with an example.	Comprehend, Apply	CLO 5
15	Bring out the importance of continuing education for Teacher Educators.	Evaluate	CLO 13
16	Discuss the role and responsibilities of Teacher Educator as a researcher	Analyse	CLO 10
17	What are the merits and demerits of internal evaluation?	Evaluate	CLO 9
18	What are the principles of Grading?	Comprehend	CLO 9
(6×2 = 12)			
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Evaluate the contributions of Karl Popper and Max Weber for the emergence of Social Science theories.	Evaluate	CLO 1
20	Discuss the relevance of Juris Prudential Inquiry model in the teaching of Social Science	Analyse	CLO 5
21	What is Reflective Teaching? Explain the strategies for making Social Science teachers reflective practitioners.	Comprehend, Apply	CLO 13
22	What is the significance of learner evaluation? Explain the methods and techniques for evaluating the learner.	Comprehend, Analyse	CLO 9
(2×5 = 10)			

MODEL QUESTION PAPER – SEMESTER 1V

M.Ed. DEGREE EXAMINATIONS

SPECIALISATION ELECTIVE COURSE

ED 820409 - ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF COMMERCE EDUCATION

Time: Three Hours

Max. Weight: 30

Section A

Answer any **eight** questions. Each question carries a weight of **1**.

Sl. No.	Questions	CL	CLO
1	How can we adopt brainstorming in the teaching and learning of Business subjects?	Create	CLO 3
2	Examine the significance of online assessment tools.	Evaluate	CLO 10
3	Define the concept of continuing professional development.	Remember	CLO 1
4	List out any problem for research in the area of Commerce education.	Analyse	CLO 8
5	Differentiate between analytic and synthetic method.	Analyze	CLO 3
6	What are the stages of PBL?	Comprehend	CLO 3
7	State any two maxims of teaching.	Remember	CLO 3
8	Write the features of vocational education in KCF	Comprehend	CLO 5
9	Define syntax.	Remember	CLO 4
10	Name any two e- journals.	Understand	CLO 6
			(8×1 = 8)

Section B			
Answer any six questions. Each question carries a weight of 2.			
11	Give a brief description of how the revised Blooms Taxonomy can be used in the teaching of business subjects.	Create	CLO 2
12	Examine the principles of curriculum construction in Commerce.	Analyse	CLO 5
13	Explain the contributions of Taylor.	Evaluate	CLO 3
14	Comment on the role of teacher as a techno-pedagogue.	Analyse	CLO 7
15	How would you ensure community involvement while teaching Commerce?	Create	CLO 3
16	Describe the recent research trends in teaching students with diverse learning needs.	Apply	CLO 8
17	State the educational significance of ICT in Commerce education.	Apply	CLO 7
18	Examine the professional ethics of a teacher.	Analyse	CLO 1
			(6×2 = 12)
Section C			
Answer any two questions. Each question carries a weight of 5.			
19	Analyse the quantitative and qualitative assessment modes in Commerce education.	Analyse	CLO 10
20	Briefly describe the research trends with emphasis to instructional strategies in Commerce education.	Create	CLO 8
21	Explain e-resources. How it can be effectively used in constructivist learning environment for Commerce teaching?	Comprehend, Apply	CLO 9
22	Explain the concept of multiple intelligence and its implication in Commerce.	Comprehend, Apply	CLO 11
			(2×5 = 10)

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

OBE REPORT AT THE END OF THE ACADEMIC YEAR

B.Ed Programme
Academic Year:

OBE Process (in brief)

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ASSESSMENT RESULTS

A) Assessment Table

PSOs (No/Code)	Course Code	Assessment Method	No of Students	Assessment Year:			
				Excellent	Very Good	Good	Average

B) Practical/Practicum (Direct & Indirect Assessment – PSOs:

C) Any Other Assessment Results/Comments:

Remarks:

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

OBE REPORT AT THE END OF THE ACADEMIC YEAR

M.Ed Programme
Academic Year:

OBE Process (in brief)

ASSESSMENT RESULTS

D) Assessment Table

PSOs (No/Code)	Course Code	Assessment Method	No of Students	Assessment Year:			
				Excellent	Very Good	Good	Average

E) Practical/Practicum (Direct & Indirect Assessment – PSOs:

F) Any Other Assessment Results/Comments:

Remarks: