



Avinashilingam Institute for Home Science and Higher Education for Women
Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD [now MoE]
Re-accredited with an 'A++' Grade by NAAC CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I –October 2025
III Semester

Class : II B.Ed/ I B.Ed Spl.Edn

Time: 2 Hrs.
Max. Marks: 60

23BEDS13/23BDSS13: Curriculum and Resources in English Education

Course Outcomes:

- CO1: Acquire knowledge about the curriculum development in English.
CO2: acquaint with the various teaching learning materials in ELT
CO3: Understand the role of Language lab and Library in the teaching of English.
CO4: get thorough with the purpose of Evaluation and develop the skill of tool construction
CO5: prepare and practice tools to evaluate the students

PART – A

6 x 1 = 6

Choose the correct answer

1. Which of the following is a key principle of a well-designed curriculum? CO1K2
 - a. Rigidity and fixed content
 - b. Relevance to student needs
 - c. Focus on a single discipline
 - d. Exclusion of co-curricular activities
2. The main distinction between a curriculum and a syllabus is that a syllabus is: CO1K2
 - a. Incremental Design
 - b. Continuous Improvement
 - c. Backward Design
 - d. Forward Planning
3. Which of these is a potential demerit of using flash cards as a teaching aid? CO2K2
 - a. They are difficult to make
 - b. They can cause visual distraction
 - c. They limit the amount of information presented at once
 - d. They are not suitable for large groups
4. A teacher wants to develop a student's public speaking and spontaneous thinking skills. Which co-curricular activity would be most effective? CO2K3
 - a. Puppet show
 - b. Paper folding
 - c. Extempore
 - d. Field trips
5. If a teacher wants to enhance students' critical thinking and evaluation skills, which activity should they choose? CO3K4
 - a. Puppet Show
 - b. Quiz
 - c. Paper folding
 - d. Debate
6. The main purpose of evaluation in the teaching-learning process is to: CO3K4
 - a. Grade students for promotion
 - b. Measure student learning and provide feedback
 - c. Punish students who perform poorly
 - d. Compare students with each other

PART – B

3 x 6 = 18

Answer the following questions

Answer should not exceed 400 words or two pages

7. a. Describe the key characteristics of a good English reader at the secondary level. CO1K4

(or)
7. b. Provide examples of how curriculum and syllabus might be used in an educational setting. CO1K4
8. a. How can co-curricular activities like debates and quizzes be effectively used to enhance English language learning? CO2K5

(or)
8. b. Explain how computer-assisted aids such as educational videos and PowerPoint presentations can be used to teach English grammar more effectively than traditional methods. CO2K5

9. a. Explain the importance of a library in language learning and suggest three practical techniques to motivate students to use the library regularly. CO3K5
(or)
9. b. What is the purpose of tool construction in evaluation? Design a simple rubric to evaluate a student's performance in a "role play" activity. CO3K5

PART – C

3 x 12 = 36

Answer the following questions

Answer should not exceed 800 words or four pages

10. a. Discuss the role of alignment with educational goals in both curriculum and syllabus development. How does this alignment contribute to student success? CO1K5
(or)
10. b. Critically analyze a secondary school English textbook. CO1K6
11. a. Plan a lesson, for "formal letter writing" by using traditional teaching aids and computer-assisted aids to make the lesson engaging and effective. Justify your choice of aids. CO2K6
(or)
11. b. Design a TLM to teach any lesson of your choice, explain its features, and justify how it would be more effective than a traditional teaching aid in achieving a specific learning outcome. CO2K6
12. a. Plan and describe in detail public speaking and puppet show. Explain the specific learning outcomes for the students and how you would evaluate their performance. CO5K6
(or)
12. b. Develop a comprehensive tool to evaluate students' speaking skills during a discussion. Your tool should include a detailed rubric with specific criteria (e.g., fluency, vocabulary, content, pronunciation) and a clear scoring system. Justify your choices for the criteria and scoring. CO5K6

Staff in-charge: Dr. C. Karthik Deepa

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