

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM - 16



B.Ed. I SEMESTER SYLLABUS

2018-2020

R. S → S → E

Controller of Examinations
Sri Sarada College of Education (Autonomous)
Salem - 636016

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - I SEMESTER

BCC1 - FOUNDATIONS OF EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the nature and purpose of education
2. acquire knowledge of the recommendations of Education Commissions after independence
3. know the concept of knowledge and different ways of acquiring knowledge
4. explore the educational duties of the society
5. understand the meaning of teachers' and learners' autonomy
6. realize the human values and teachers' role in creation of value based system of education

UNIT I: EDUCATION -AIMS, NATURE AND PURPOSE (L-7, P-2, T-2)

Education- Meaning, Nature and aims of education

History of Indian Education- Ancient, Medieval and Modern periods

Recommendations of Education Commissions –University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1964-66), National Policy on Education – 1968 & 1986, National Programme of Action (1992)

UNIT II: KNOWLEDGE AND KNOWING (L-7, P-2, T- 2)

Knowledge – Meaning, Dissimilarities between information, knowledge, belief and truth

Knowing- Meaning, Process and ways of knowing- Sense Perception, Language, Reason, Emotion

Types of knowledge- Personal, Procedural, Propositional, Explicit, Tactic and Embedded

Process of knowledge construction through constructivist approach

UNIT III: SOCIETY AND EDUCATION (L-5, P-2, T-2)

Society- Meaning, characteristics and its duties

Social group- definition, characteristics, structure and types-primary, secondary, tertiary

Forms of Indian society- social form, cultural form, religious form and economic form

Relationship between Society and education, impact of education on society

Socialization of the child, co-operation between the society and the school

Liberalization, Privatization, Globalization and their influence on Education

UNIT IV: AUTONOMY OF TEACHERS AND LEARNERS (L-4, P-3, T-2)

Teachers' autonomy-Meaning, factors influencing autonomy

Professional ethics of teachers

Learners' autonomy – meaning and its impact

Learners' participation in the learning process

UNIT V: EDUCATION AND VALUES (L-4, P-2, T-2)

Values- Definition - Core values

Value education: meaning and its need

Values in the contemporary realities

Approaches to value inculcation- direct and indirect approach

Attitude towards value education in Elementary, Secondary and senior secondary stages

PRACTICUM

- **Analyse** the nature, purpose and aims of education pre-independence
- **Explore the concept of knowledge** and different ways of acquiring knowledge from various sources.
- **Recondite the relation between society and Education**
- **Organize the debate** on 'Importance of Teachers' autonomy in the classroom'
- **Review a text book** of your choice and analyze the status of value education

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B.Ed. SYLLABUS - I SEMESTER

BCC2- LEARNER AND LEARNING

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire knowledge of nature and scope of Educational Psychology
2. understand the principles of growth and development of the learner
3. assimilate knowledge on the principles of learning and learning theories
4. apprehend and analyze the concept of cognitive development
5. develop knowledge on Motivation

UNIT I: EDUCATIONAL PSYCHOLOGY AND LEARNER (L – 5, P – 2, T- 2)

Psychology - Meaning, Definition

Educational Psychology - Meaning , Definition and Nature

Scope of Educational Psychology - Nature of the Learner , Learning experiences, Learning situation, Learning process, Teacher

Methods of study in psychology –Introspection–Observation, Survey, Case Study, Interview, Experimental

Major schools of psychology –Structuralism, Associationism, Behaviourism, Gestalt, Psycho–analytic, Humanistic and Cognitive-Contribution of the schools to Education

UNIT II: GROWTH AND DEVELOPMENT (L-6, P- 2, T-2)

Growth and Development – Concept and Principles

Stages of development, Factors influencing development

Developmental characteristics – Child and adolescent

Developmental tasks and their implications in childhood and adolescent stage

UNIT III: LEARNING AND LEARNING PROCESS (L-8, P- 2, T-1)

Learning – Concept, Principles and Factors

learning process – Characteristics, Purpose and stages. Learning curve

Theories of learning - Thorndike’s connectionism, Pavlov’s classical and Skinners Operant Conditioning, Learning by Insight, Lewin’s Field theory of Learning, Gagne’s Hierarchy of learning

Types of learning- Learning through association – Classical conditioning, Learning through consequences – Operant conditioning, Learning through observation- Modeling /Observational learning

Transfer of learning-Types, Theories of transfer of learning, Facilitating Transfer of learning,

UNIT IV: COGNITIVE DEVELOPMENT (L-7, P- 1, T-1)

Cognition - Meaning and its role in learning.

Attention- Factors of attention, Span of attention, Inattention and Distraction

Remembering and Forgetting, Curve of forgetting

Cognitive process - Sensation and Perception- laws of perception, Imagery- Concept, Nature and Types, Concept formation, -Stages of Concept formation

Theories – Bruner’s theory, Piaget’s stages of cognitive development

Meta- cognition- Meaning and Definition, Elements of Meta-cognition

Skills of Meta-cognition –Its Instructional strategies

UNIT V: MOTIVATION AND SELF- REGULATION (L-6, P-2, T-1)

Motivation - Meaning, Types and Techniques of enhancing Learner Motivation and its implication

Theories of Motivation, Hull’s drive reduction, Maslow’s Hierarchy of Needs, and McClelland’s theory its educational implication

Achievement Motivation-Components, Characteristics of Achievement oriented person

Motivation in the class room context- Rewards and Punishments, Levels of Aspiration.

Self-Regulation – Definition, Importance, Components and types

PRACTICUM

- **Written Assignment:** Students are completed a written assignment on a specific allotted content for the first unit
- **Class Seminar with PPT Presentation:** Students are delivered a class seminar with a PowerPoint presentation for the second unit
- **Group Discussion:** Students are participated in a group discussion on a specific allotted content for the third unit
- **Interview:** Students conduct an interview with an individual who has experienced a specific educational psychology-related issue or challenge, such as a student with

concentration or attention in the fourth unit Students are responsible for designing the interview questions, conducting the interview.

Classroom Simulation: Students participate in a classroom simulation related to a specific allotted content in the fifth unit. The simulation is designed to replicate a real classroom situation, and students will be assigned roles as teachers, students, or observers

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B.Ed. SYLLABUS - I SEMESTER

BCC3-EDUCATIONAL INNOVATIONS

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the Student teachers will be able to

1. understand the concept of educational innovations
2. acquire knowledge on innovative schools.
3. acquire knowledge on examination reforms and assessment processes
4. understand the innovative learning methods
5. acquire knowledge on learning styles.

UNIT I: EDUCATIONAL INNOVATIONS (L-5, P -2, T-2)

Meaning, principles, elements of innovation, criteria to accept innovations

Innovations in the field of education

Barriers to promotion of innovations (Individual, Group Leadership and Organizational behaviour) and suggestions for the promotion of Innovations

Process involved in generation of innovations

Role of teachers in promoting educational innovations

UNIT II: INNOVATIONS AND EXPERIMENTATIONS IN EDUCATION

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

OBB, MLL, JL, ABL, ALM

De-schooling, Community School, Neighbourhood School, Alternative School, Non-Graded School, School Complex , Defence Academy, Sainik School, Navodaya School, Mobile School, Open School, Virtual School ,Model school

Floating University, Virtual University, Deemed University Community colleges

UNIT III: EXAMINATION AND EVALUATION REFORMS (L -8, P -1, T-1)

Examination Reforms- Open Book System, Carry Home Test, Question and Items Banks

Evaluation Reforms -Credit Accumulation and Transfer System, Choice Based Credit System, Continuous Internal Assessment

Continuous and Comprehensive Assessment, Scholastic, Co- Scholastic, Personal and Social qualities

Individual Evaluation, Group Evaluation, Self, Peer and Portfolio Assessment

UNIT IV: INNOVATIVE LEARNING METHODS (L-5, P -1, T-2)

Inquiry based learning, Virtual learning, Contextual learning, Cooperative Learning, Collaborative Learning, Experiential Learning, Concept Map, Mind Map

UNIT V: LEARNER AND LEARNING STYLES (L -5, P- 2, T-2)

Learners- Converger, Diverger, Assimilator, Accommodator

LEARNING STYLES VAK, VARK (Visual, Auditory, Read and Write, Kinesthetic)

Verbal ,Physical, Logical, Social, Solitary

Sensing, Intuitive, Visual, Verbal, Inductive, Deductive, Active, Reflective, Sequential, Global

PRACTICUM

- Giving suggestions for promoting innovativeness among students
- Power point presentation on OBB, MLL, JL, ABL and ALM
- Collect opinion of peers on continuous internal assessment
- Seminar on innovative learning methods
- Identifying the different types of learners among the peer group

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

முதல் பருவம்

BPC1- தமிழ் கற்பிக்கும் முறைகள் பகுதி - I

(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. தமிழ் மொழியின் தோற்றம் வளர்ச்சியினை அறிந்து கொள்ளுதல்
2. மொழியியல் கோட்பாடுகளை அறிதல்
3. சமூகத்தில் மொழியின் பங்கினை ஆராய்ந்தறிதல்
4. சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டை அறிந்து கொள்ளுதல்
5. உளவியல் அடிப்படையில் மொழி கற்றலை அறிதல்
6. மொழியாசிரியரின் பண்புகளை உணர்தல்

அலகு 1: தமிழ் மொழியின் தோற்றம் , வளர்ச்சி , தனித்தன்மை (L-6, P-1, T-2)

மொழி - பேச்சு மொழி - எழுத்து மொழி- மொழியின் இன்றியமையாமை - மொழியின் பண்புகள் : பொருட் கட்டின்மை, புத்தாக்க விளைமை, முறைமை, ஒலிப்புடைமை, சமூகத்தன்மை, குறியீட்டுத் தகைமை, மொழித் தோற்றக் கொள்கைகள்: பண்டையக் கொள்கைகள் - இக்கால மொழியியலாளர்களின் கருத்துக்கள், மொழியின் வளர்ச்சி, மொழி மாறுபாடுகள் : கிளை மொழி, பொதுமொழி தமிழ் மொழியின் வரலாறும் வளர்ச்சியும், மொழி வளம், வரிவடிவ வரலாறு - தமிழ் எழுத்துச் சீர்திருத்த வரலாறு, தமிழ் மொழியின் தனித்தன்மை - அறிஞர் கருத்துக்கள்.

அலகு 2: மொழியியல் (L-6, P-1, T-1)

ஒலி மொழியியலாதல், தமிழ் ஒலிகளின் பிறப்பு, பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும், தமிழ் மொழியின் அமைப்பு, ஒலியனியல் - ஒலியன்களைக் கண்டறியும் கொள்கைகள், ஒலியன்களைக் காணும் கோட்பாடுகள், தமிழ் ஒலியன்கள், ஒலியன், மாற்றொலி, உருபன் வகைகள், தொடரியல் அமைப்பு.

அலகு 3: சமூகவியல் மொழியும் (L-6, P-2, T-2)

மொழிக் கல்வியின் இன்றியமையாமை , சூழ்நிலையின் குறைகளை அறிதல், சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல் , மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு , மொழியும் சமூகச் சூழ்நிலையும் , பண்பாட்டில் பின்தங்கிய வகுப்பினருக்கான ஈடுசெய்யும் கல்வி முறை , மதிப்புக் கல்வியும் மொழியும், மொழியும் பொருளாதாரமும்.

அலகு 4: உளவியல் மற்றும் உடற்கூறு அடிப்படையில் மொழிக் கற்றல் (L-6, P-2, T-3)

மொழியில் அறிதிறன் கூறுகளும் - மொழி தொடர்பான கற்றல் கொள்கைகள் -குழந்தை வளர்ச்சியும் மொழிக் கற்றலும் - மொழிக் கற்றலின் பல்வேறு கூறுகள் - மொழியும்

குறியிடுகளும் ,உடலியற் கூற்று அடிப்படையில் மொழி - மூளையின் அமைப்பும் வேலையும் - புலன் உணர் உறுப்புக்கள் இயங்கும் உறுப்புக்கள் மற்றும் பேச்சு உணர் உறுப்புக்கள் பற்றி விரிவாக ஆய்தல்

அலகு 5: மொழியாசிரியர் தகுதிகள் (L-6, P-2, T-2)

மொழியாசிரியரின் சிறப்புகள் - மொழிப்பற்று - இலக்கியப் புலமை - படைப்பற்றால் - நகைச்சுவை - உளநூல் அறிவு - முன்னிலைப்படுத்தல் - கலையார்வம் - வழிகாட்டுதல் - சிறந்த குடிமகனை உருவாக்குதல் -மனிதநேயம்

கற்பித்தல் பாடப்பொருள் அறிவு

எழுத்திலக்கணமும் மொழித்திறனும் : தமிழ் எழுத்துக்களின் மாத்திரை அளவுகள் , உடனிலை மெய் மயக்கம், வேற்றுநிலை மெய் மயக்கம் , சுட்டெழுத்துக்கள் , வினா எழுத்துக்கள் , பேச்சு வழக்கும் எழுத்து வழக்கும் , துணை எழுத்துப்பிழைகள், குறில் நெடில் பிழைகள்.

பரிந்துரைக்கும் செயல் முறைகள்

- தாய்மொழி கற்பித்தலின்இன்றியமையாமை - மனவரைபடம் தயாரித்தல்
- நுண்ணிலைப் பாடத்திட்டம் தயாரித்தல்
- சொல் விளையாட்டு தயாரித்தல்
- பண்டையோர் கண்ட முறைகள், புதிய முறைகள் குறித்த கலந்துரையாடல்
- கலைத்திட்டத்தில் மொழியின் இடம் குறித்த வினா நிரல் தயாரித்தல்

பார்வை நூல்கள்

1. அ.மீனாட்சி சுந்தரம், தமிழ் கற்பித்தல், சிறப்பு தமிழ், காவிய மாலா பதிப்பகம் , (2010)
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4. நற்றமிழ் கற்பிக்கும் முறைகள் - பகுதி - ஐ மற்றும் பகுதி - ஐ ஐ பேராசிரியர் வி.கணபதி பூ. ஜெயராமன் சாந்தா பதிப்பகம், (2010)
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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

முதல் பருவம்

BPC2- தமிழ் கற்பிக்கும் முறைகள் பகுதி – II

(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பள்ளியில் மொழியின் முக்கியத்துவத்தை அறிந்து கொள்ளுதல்
2. தாய்மொழிக்கல்வியின் நிலையைப் புரிந்து கொள்ளுதல்
3. மொழிக் கற்றலின் நோக்கங்களை அறிந்து கொள்ளுதல்
4. தமிழ் மொழி கற்பித்தலில் உள்ள பல்வேறு பயிற்று முறைகளை வேறுபடுத்தி பார்த்தல் மொழிக்கற்பித்தலின் பல்வேறு திறன்களைப் பயன்படுத்தும் முறை அறிதல்
5. கலைத்திட்டத்தில் மொழி பெறுமிடத்தை அறிந்து கொள்ளுதல்
6. தேசிய கல்விக் குறிக்கோளுக்கும் பள்ளிக் கலைத்திட்டத்திற்கும் உள்ள தொடர்பினைப் புரிந்து கொள்ளுதல்

அலகு 1: மொழியின் பங்கும் இன்றியமையாமையும் (L-5, P-2, T-1)

தாய்மொழி கற்பித்தலின் இன்றியமையாமை , இலக்கிய நயம் கண்டு இன்புறல் , படைப்பாற்றல் , கற்பனையாற்றல் , அழகுணராற்றலை வளர்த்தல் , சமூகப் பண்பாட்டினை அறிதல் , நீதிகளைப் புகட்டுதல் , வாழ்க்கை நடத்தத் தேவையான திறன்களைப் பெறுதல் , பயிற்று மொழியாகத் துலங்குதல் , கற்றலில் மொழியை மையப்படுத்துதல், மொழியும் அறிவு பெறுதலும் , கற்றல் , தகவல் தொடர்பு, பள்ளிப்பாடம் ஆகியவற்றில் மொழியைப் பயன்படுத்துவதில் உள்ள வேறுபாடுகள், பல்வேறு கலாச்சார விழிப்புணர்வை ஏற்படுத்துவதில் மொழிக் கற்பித்தலின் பங்கு, பன்மொழி வகுப்பறை.

அலகு 2: தமிழ் மொழி கற்பித்தலின் நோக்கங்கள் மற்றும் குறிக்கோள்கள் (L-7, P -2, T-1)

பல்வேறு நிலைகளில் தமிழ் மொழி கற்பித்தல் நோக்கங்கள் மற்றும் குறிக்கோள்கள் (தொடக்கநிலை , உயர்நிலை மற்றும் மேல்நிலை) ப்ளூமின் வகைப்பாடு - மூன்று வகை: அறிவுசார் களம் , மனஎழுச்சிசார் களம் , உள இயக்க சார் களம்

அலகு 3: நுண்ணிலை மற்றும் வகுப்பறை கற்பித்தல்; (L-6, P- 2, T-2)

நுண்ணிலை கற்பித்தல் திறன்கள் - தொடங்குதல் திறன் , விளக்குதல் திறன் , வலுவூட்டிகளைப் பயன்படுத்தும் திறன் , பல்வகைத்த தூண்டல்களைப் பயன்படுத்தும் திறன் வினா கேட்கும் திறன் , கிளர் வினா திறன் மற்றும் கரும்பலகை பயன்படுத்தும் திறன் , இணைப்புப் பாடம் மற்றும் குறுங் கற்பித்தல் திறன்கள் வருடபாடத்திட்டம் , அலகு பாடத்திட்டம் - முக்கியத்துவம் பாடத்திட்டமிடுதலின் முக்கியத்துவம் - பாடத்திட்டமிடுதல் - ஹெர்பார்ட்டின் படிகள் , பாடக்குறிப்பு தயாரித்தலின் இன்றியமையாமை , நன்மைகள்

அலகு 4: மொழிக் கற்பித்தல் முறைகள் (L-5 P- 5, T-1)

பண்டையோர் கண்ட பயிற்று முறைகள் - சொற்பொழிவு , உரையாடல் , தடைவிடை முறை, வினாவிடை , பயிற்சி - பன்முகப்பயிற்சி , விதி விளக்கம் , காரண காரியம். புதிய முறைகள் - விரிவுரை முறை , கதை சொல்லும் முறை , விளையாட்டு முறை , நடிப்பு முறை , தனிப்பயிற்சி , குழு கற்பித்தல் , மேற்பார்வை படிப்பு முறை , செயல்திட்ட முறை, ஒப்படைப்பு முறை.

அலகு 5: கலைத் திட்டத்தில் மொழியின் இடம்; (L-6, P- 2, T-1)

கலைத்திட்டம் - இயல்பு , முக்கியத்துவம் , நோக்கங்கள், தேவைகள் , அடிப்படை கொள்கைகள் , கலைத்திட்ட மாற்றம். பள்ளி கலைத்திட்டத்தில் தாய் மொழியின் இடம் தேசிய கல்விக் கொள்கை - கல்வியின் நோக்கம் , பள்ளிக் கலைத்திட்டம் , தேசிய கல்விக் குறிக்கோளுக்கும் பள்ளிக் கலைத்திட்டத்திற்கும் உள்ள தொடர்பு, தாய்மொழியின் ஆணைக்குழு மற்றும் கலைத்திட்டம்

ஆறாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

செய்யுள் : தமிழ்க்கும்மி - காணிநிலம் - அறிவியல் ஆத்திச்சூடி - கண்மணியே கண்ணுறங்கு உரைநடை : சிறகின் ஓசை - கல்விக்கண் திறந்தவர் - பசிப்பிணிப் போக்கியப் பாவை - மனித நேயம்

இலக்கணம் : தமிழ் எழுத்துக்களின் வகை தொகை - முதலெழுத்தும் சார்பெழுத்தும் - இன எழுத்துக்கள் - நால்வகைச் சொற்கள்

பரிந்துரைக்கும் செயல்முறைகள்

- மொழி குறித்த அரசியல் அமைப்பு விதிகளைத் தொகுத்தல்
- மொழியின் தனித்தன்மை பற்றி அறிஞர் கூறும் கருத்துக்களைத் திரட்டுக
- மொழியாய்வு தலைப்புகளைத் தேர்ந்தெடுத்தல்
- செய்தித் துணுக்குகள் எழுதுதல்
- சொற்பொழிவினைத் திறனாய்வு செய்தல்

பார்வை நூல்கள்

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B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. evaluate the position of English language in India
2. know the recommendations of various educational commissions and constitutional policy of language education
3. understand the relation between literature and language
4. acquire skills in classroom management
5. organize language activities in pair and group
6. recognize the formation of words and its elements

UNIT I: PROPERTIES AND ROLE OF LANGUAGE (L-6, P-1, T-2)

Properties of language – Communicative versus informative, unique properties, Displacement, Arbitrariness, Productivity, Cultural transmission, Discreteness, Duality and Other properties

Language and Society - Language and Gender, Language and Identity, Language and Power, Language and Class (Society), Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66) NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

UNIT II: LANGUAGE, LITERATURE AND AESTHETICS–I (L-6, P-1, T-1)

Characteristics of language - Language families – Place of English.

Linguistics – Scope of linguistics, Levels of linguistic analysis

Different Creative forms of English Language: understanding different forms of literature; Literature in the school curriculum: needs, objectives and relevance; role and relevance of media in school curriculum

Translation: importance and need, translation as a creative activity: through examples of translated texts into English from Tamil.

UNIT III: PLANNING & ORGANIZATION OF ENGLISH CLASSROOM

(L-6, P-2, T-2)

Class room management in large class: pair and group work

Planning for variety – balancing teacher’s and students’ talking time

Questioning techniques – Skill oriented teaching.

Multimedia approach

UNIT IV: NATURE OF LANGUAGE - MORPHOLOGY (L-6, P-2, T-3)

Morphemes - free and bound morphemes, morphological description, problems in morphological description, morphs and allomorphs

Lexeme - Roots and Affixes: types of affixes – inflexional and derivational affixes

Word formation – process of word formation – affixation, conversion, compounding, blends, reduplicative, acronyms, clipping, patterns of spelling

Vocabulary – active and passive vocabulary, ways to enrich the vocabulary power of students

UNIT V: NATURE OF LANGUAGE - SYNTAX (L-6, P-2, T-2)

Meaning – traditional approach and its inadequacies

Word classes – phrase, clause and sentence

Generative grammar, properties of grammar, deep and surface structure, structural ambiguity symbols used in syntactic description, labelled tree diagram, phrase structure rules, transformational rules.

PEDAGOGICAL CONTENT KNOWLEDGE

Introduction to Grammatical terms and Grammatical Analysis with special reference to (i) Sentence Structure, (ii) Nouns (Forms, Gender, Kinds), (iii) Types of Pronouns, (iv) Verbs and Verbal, (v) Adjectives, kinds and Order of Adjectives, (vi) Adverbs and its kinds, (vii) Conjunctions and Interjections, and (viii) Punctuation and Capitalization.

PRACTICUM

- From the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks
- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself
- Take any creative writing related to history, e.g. *Discovery of India* and prepare a flow chart on the main events
- Review any story and have a discussion in groups

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B.Ed. SYLLABUS - I SEMESTER

BPC2 –PEDAGOGY OF ENGLISH II

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of course the student teachers will be able to

1. understand the different roles of language
2. recognize the status of English language in India
3. acquire the micro skills ,aims and objectives of teaching and learning English
4. learn the sound patterns of English language
5. articulate English language with appropriate stress and intonation
6. learn the principles of various methods of teaching English

UNIT I: ROLE OF LANGUAGE (L-5, P-2, T-1)

Home language and school language

Medium of understanding (child's own language) ; Centrality of language in learning, difference between language as a school- subject and language as a means of learning and communication critical review of medium of instruction, different school subjects as registers, multilingual classrooms

Functions of language – Expressive, Informative and Directive

UNIT II: ENGLISH LANGUAGE TEACHING IN INDIA (L-7, P -2, T-1)

Status of English language – Before independence and after independence

Aims of teaching English at different levels - primary, high and higher secondary school

Objectives of teaching English as a second language – Cultural, Literary, Utilitarian,

Linguistic and Integrative aims - Linguistic, Psychological and Social factors involved in the

teaching of English - Positive and negative interferences of mother tongue in learning English

Teaching English as a skill rather than a knowledge subject-English as a link language in

global context-Challenges of teaching and learning English, Suggestions for improvement

UNIT III: OBJECTIVES, SKILLS AND METHODS OF TEACHING ENGLISH

(L-6, P- 2, T-2)

Bloom's taxonomy of educational objectives with respect to language teaching

Micro teaching – definition, principles, skills – Set Induction, Explaining, Probing Questions, Stimulus Variation and Reinforcement advantages and limitations of micro teaching, mini teaching skills, Need for Link lesson in Micro teaching, Mini teaching and its steps

Macro teaching – Year plan, Unit plan, lesson plan for teaching prose, poetry, grammar, and composition – Difference between teaching prose and poetry

UNIT IV: PHONETICS OF ENGLISH (L-5 P- 5, T-1)

The different speech organs and their role

The individual sounds - vowels & consonants. Phonetic transcription

Classification of Consonant sounds – Place and Manner of articulation, Position of glottis

Classification of Vowel sounds – Part of the tongue raised, Height to which the tongue is raised and position of lips.

The sound patterns of language – Phonemes, Minimal pairs and sets, Phones and allophones, Assimilation, Elision

Strong and Weak forms of words - Word stress and Sentence stress – Primary and Secondary

Rhythm and Intonation – falling, rising, falling and rising, rising and falling

UNIT V: LANGUAGE TEACHING METHODOLOGIES (L-6, P- 2, T-1)

Concept, Principles, Syllabus, Activities and Techniques, Evaluation, Merits and Limitations of Grammar translation method, Direct method, Audio-lingual method, Structural - Oral – situational Approach, Communicative approach

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

Comprehension of a passage with special focus on new vocabulary and sentence structures, Elements to be appreciated in a poem, Preparation of a story map, writing a story based on the given picture, writing acrostic poems, Designing language puzzles

PRACTICUM

- **Draw the picture** of organs of speech and classification of speech sounds
- **Prepare the phonetic scripts** and mark the intonation pattern of a paragraph from high school English syllabus
- **Discussion** on ‘Multilingualism as a Resource’
- **Analysis of advertisements** aired on Radio/Television on the basis of language and gender
- **Prepare a report** on the challenges faced by the teachers and the learners in the teaching-learning process.

- Do a comparative study of positive features and weaknesses of different approaches to language learning

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B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF MATHEMATICS I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. know the meaning, nature and scope objectives of mathematics education
2. acquire knowledge of aims, objectives of mathematics education
3. write general and specific objectives of teaching and learning mathematics
4. prepare micro and macro lesson plans
5. acquire knowledge of principles for designing mathematics curriculum
6. adopt appropriate approaches and strategies in teaching mathematical concepts

UNIT I: NATURE AND SCOPE OF MATHEMATICS (L-5, P-2, T-2)

Mathematics meaning, definitions nature– Logical sequence, Structure, Precision and Accuracy, Abstractness, Symbolism, Characteristics of mathematics, Mathematics as a science of measurement , scope of mathematics

Dimensions of mathematics- historical, scientific, language, artistic, recreational, activity and tool

History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians

UNIT II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS (L-5, P-2, T-2)

Need and significance of teaching Mathematics in the present scenario

Aims: Practical, social, disciplinary and cultural. Mathematics as a tool of disciplining the mind

Objectives – GIO's and Behavioural or specific learning outcomes - SLO's relating to the cognitive, affective and psycho-motor domains

Writing specific objectives in mathematics

UNIT III: PLANNING FOR TEACHING MATHEMATICS (L-7, P-2, T-1)

Micro-teaching-definition, skills, need and importance, cycle, skill of explaining, stimulus variation, probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching ,link lesson, Mini teaching- steps

Macro Teaching-Year Plan , Unit Plan, Lesson Plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials

Methods of teaching Mathematics- Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method, Project method, Laboratory method, ABL and ALM

UNIT IV: SCHOOL MATHEMATICS CURRICULUM (L-6, P-2, T-2)

Objectives of curriculum, principles for designing curriculum, highlights of curriculum - vision of school mathematics

Main goal of mathematics education, core areas of concern in school mathematics

Content – Principles of Selection, Individual, Social and National needs and Modern trends. Organization – Logical and Psychological, Topical and Spiral, Integrated approaches- Correlating with life, Nature, other disciplines and Different branches in Mathematics

Uniqueness of disciplines vis-a-vis interdisciplinary

Interactive and critical pedagogies

UNIT V: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS (L-6, P-2, T-2)

Nature of concepts, concept formation and concept assimilation

Moves in teaching a concept, defining, stating necessary and sufficient condition, giving examples accompanied by a reason.

Comparing and contrasting; Giving counter examples;

Non-examples; Planning and implementation of strategies in teaching a concept

Problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalisations through several illustrations

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

Natural & Whole numbers, Metric Measures of Time Perimeter and Area, Ratio and proportion , Direct Variation, algebraic constants and variables, Expressions and Equations, Data Handling, Point , Line, Line segment and Plane, Angles, Triangles

PRACTICUM

- Panel discussion on nature and dimension of Mathematics
- Writing general and specific objectives for any content from 7th standard mathematics book
- Practice of skills in Micro-teaching.
- Power point presentation on objectives and main goals of Mathematics curriculum
- Preparing lesson plan based on Comparing and contrasting; Giving counter examples approach for any content in 8th standard

REFERENCES

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B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF PHYSICAL SCIENCE I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the nature and scope of physical science
2. know the aims and objectives of teaching physical science
3. acquire skills relating to planning lessons and presenting them effectively
4. appreciate various trends in physical science school curriculum
5. understand the pedagogical shift from teaching-learning experiences

UNIT I: NATURE AND SCOPE OF PHYSICAL SCIENCE (L-5, P-2, T-2)

Definition of science – nature, concept, content and scope of Physical science- objective, verifiable facts , separating fact from fiction process

Science for the knowledge: Knowledge of science with other subject matters, pedagogical content knowledge, curriculum in teaching Physical science

UNIT II: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE (L-6, P-2, T-2)

Aims and objectives of teaching Physical science at different levels – Primary, Secondary, Higher secondary

General and specific objectives of teaching Physical science

Blooms taxonomy of Educational objectives (cognitive, affective and psychomotor)

UNIT III: PLANNING FOR TEACHING PHYSICAL SCIENCE (L-5, P-2, T-4)

Micro-teaching-definition, skills, need and importance, cycle, skill of explaining, stimulus variation, probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching ,link lesson, Mini teaching- steps

Macro Teaching-Year Plan , Unit Plan, Lesson Plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications;

Evaluation tools and learners participation in developing instructional materials

Methods of teaching Mathematics- Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method, Project method, Laboratory method, ABL and ALM

UNIT IV: SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

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

Trends in science curriculum: different types of curriculum, need, importance and characteristic of curriculum development, NCERT and SCERT curriculum and their impact on curriculum development in India

Content – Principles of Selection, Individual, Social and National needs and Modern trends. Organization – Logical and Psychological, Topical and Spiral, Integrated approaches- Correlating with life, Nature, other disciplines and Different branches of Physics and Chemistry

Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the National and State levels and their critical appraisal

UNIT V: PEDAGOGICAL SHIFT IN PHYSICAL SCIENCE (L-5, P- 2, T-2)

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge

Pedagogical shift in Planning Teaching – learning experiences

Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

Length-corrective measures for measurement-volume-volume of solids-volume of liquid-volume of gas-mass-time

Motion and rest- -types of motion- Periodic and non-periodic motions-speed vs. slow-uniform and non-uniform motion

Mass, shape and volume of solids, liquids and gases-diffusion-compressible as compared to liquids and solids-pure substances and mixtures-separation of mixtures-separating mud from muddy water-food adulteration

PRACTICUM

- **Demonstrate any 2 experiments** from school physics/ chemistry content
- **Prepare instructional aids** for the topic measurement or atomic structure
- identify anyone **method to integrate environmental issues** while teaching physical science
- **Prepare low-cost teaching aids** regarding to physics and chemistry topics
- **prepare report** on recent science curriculum reforms in national and state level

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3. Amit Kumar -“Teaching of physical science” Anmol publications New Delhi (2009)
4. Arun Mittal -“Teaching of Chemistry” Anmol publications pvt Ltd New Delhi (2014)
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8. Rajasekaran,S.-“Teaching of Physical Science, Neelkamal publications, Hyderabad, Reprint (2014)
9. Sharma.R.C. - “Modern Science Teaching” Dhanpat Rai and Sons, New Delhi (2006)
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11. UttamKumar Singh and A.K. Nayak – “Science Education” Common wealth publishers Delhi(2005)
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B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF BIOLOGICAL SCIENCE I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the nature and scope of biological science
2. acquire knowledge on aims and objectives of teaching biological science at different levels
3. acquire skills relating to planning lessons and presenting them effectively
4. analyse the biological science curriculum
5. acquire skills in using proper and suitable methods of teaching biological science.

UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE (L-4, P-3, T-2)

Definition of science – nature and scope of science

Types of knowledge of teaching science - empirical, theoretical, pedagogical content knowledge, curriculum for teaching of science

Biological Sciences and Society - agriculture, human health, leisure, culture, and aesthetic values, Organization of social events – (family, clean, community activities)

UNIT II: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE (L-4, P-2, T,2)

Aims and objectives of teaching Biological science at different levels – Primary, Secondary, Higher secondary

General and specific objectives of teaching of Biological science

Blooms taxonomy of Educational objectives (cognitive, affective and psychomotor)

UNIT III: PLANNING FOR TEACHING BIOLOGICAL SCIENCE (L-4, P-2, T-2)

Micro-teaching-definition, skills, need and importance, cycle, skill of explaining, stimulus variation, probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching ,link lesson, Mini teaching- steps

Macro Teaching-Year Plan , Unit Plan, Lesson Plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials

Methods of teaching Mathematics- Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method, Project method, Laboratory method, ABL and ALM

UNIT IV: SCHOOL SCIENCE CURRICULUM BIOLOGICAL SCIENCE

(L-6, P-5, T-3)

Trends in science curriculum: different types of curriculum need and importance characteristic of curriculum development, NCERT and SCERT curriculum and their impact on curriculum development in India

Analysis of text books: biological science text books , characteristics of a good science text books, position of science text book, principles of writing text books, nationalization of text books, procedure of text books, selection in India, place of science text books in schools

UNIT V: PEDAGOGICAL SHIFT IN BIOLOGICAL SCIENCE (L-6, P- 2, T-4)

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge

Pedagogical shift in Planning Teaching – learning experiences

Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

The living of world of plants – Plant forms and functions, habitat, types of habitat

Living world of animals – Biodiversity, uni and multicellular organisms, adaptation in animals

PRACTICUM

- Preparation of Unit plan and Lesson plan
- Practice of skills in Micro-teaching.
- Analyze the science text book
- Demonstration of experiments to classes VI
- Collections of unit and multicellular organisms
-

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3. Chaudary,S., Teaching of Biology, APH Publishing Corporation, New Delhi (2004)
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**B.Ed. SYLLABUS - I SEMESTER
BPC1 –PEDAGOGY OF HISTORY I
(3 CREDITS - 48 HOURS)**

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire knowledge of history and its features
2. understand the aims and objectives of teaching history
3. develop knowledge in Planning for teaching history.
4. know the modes and approaches in pedagogy of history.
5. understand the media, materials and learning resources for teaching history

UNIT I: HISTORY, ITS FEATURES AND DIMENSIONS (L-5, P-2, T-2)

History - Definition – Concept, Scope and structure of history

Values of teaching history – practical, intellectual social, moral, disciplinary and cultural

Dimensions of history-time, place, continuity and development;

Classification of history: World, National and Local and Classification of history on the Basis of time.

UNIT II: AIMS AND OBJECTIVES OF TEACHING HISTORY (L-5, P-2, T-2)

Nature and Importance of teaching history

General aims and objectives of teaching history – specific aims of teaching history at elementary, secondary and higher secondary stage

Blooms taxonomy of educational objectives (Cognitive, affective and psychomotor)

UNIT III: PLANNING FOR TEACHING HISTORY (L-5, P-4, T-2)

Micro-teaching - concept, objectives, principles and phases of micro teaching – micro teaching cycle - developing skills of introducing a lesson, Explaining, Probing questioning, Stimulus variation and Reinforcement, Using black board- Need for Link lesson in Micro teaching, Mini teaching skills

Macro teaching- Unit plan steps, characteristics of a good unit plan

Lesson plan – steps, writing instructional objectives.

Herbartian steps – planning for specific behavioural changes – selection and organization of concepts, teaching aids, learning experiences, evaluation, recapitulation and assignment

UNIT IV: METHODS AND APPROACHES OF TEACHING HISTORY

(L-6, P-2, T-2)

Teaching methods: Lecture, Storytelling, Dramatization, Supervised study, Dalton Plan, Inductive, Deductive, Unit Method, Team Teaching, Activity based learning, Problem solving and Role-play method - Heuristics/discovery method, project method

Approaches to teaching history – behaviourist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centred approach; environmental approach

UNIT V: RESOURCE FOR TEACHING HISTORY (L-5, P-2, T-2)

Need and significance of resources for teaching history

Print Resources- Newspaper, Journal, Magazines, Reference book map and different types of charts, Encyclopaedia, Textbooks, Novel and Fictions biographies

Community Resource: Field trip, Museum, Library

Role of History teacher in the society

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

Unity in diversity

Discrimination in the society

Classification of landforms

Human Evolution

Indus civilization- engineering skill and technology

PRACTICUM

- **Discussion** on values of teaching history
- **Practice to write general and specific objectives** with relevance to chosen lesson
- **Prepare a lesson plan** by incorporating all the micro skills mentioned in the syllabus
- **Mock practice** on different types of team teaching
- **Practice to prepare different types of charts** in teaching history

REFERENCES

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B.Ed. SYLLABUS - I SEMESTER

SOC - READING AND REFLECTING ON TEXTS

(2 CREDIT-32 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. know the meaning, process, importance and characteristics of reading
2. appreciate and apply different levels, types, techniques and methods of reading
3. acquaint with the skills of reading different types of texts
4. develop different types of reading skills through various activities
5. learn the skills of reading comprehension and to enhance vocabulary

UNIT I: INTRODUCTION TO READING (L-3, P-1, T-1)

Reading – Meaning and Process

Importance of Reading across Curriculum

Characteristics of Reading

UNIT II: READING SKILLS (L-3, P- P-3, T-1)

Levels of Reading - literal, interpretative, critical and creative

Types of Reading – intensive and extensive reading, oral & silent Reading

Reading Techniques – Skimming and Scanning

Methodology of Reading

UNIT III: READING THE TEXTS (L-4, P-2, T-1)

Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes

Importance of Different Texts in Curriculum

UNIT IV: DEVELOPING READING SKILLS (L-3, P-2, T-2)

Developing Critical Reading Skills

Developing Reflective Skills

Activities for developing reading skills

Developing Metacognition for Reading

UNIT V: READING COMPREHENSION (L-3, P-2, T-1)

Developing Reading Comprehension

Developing Vocabulary for Reading Problems of Reading

PRACTICUM

Readings for Discussion, Analysis and Reflection

(In depth Reading of any Five of the following):

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298.
- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
- Gilligan, C. (1977). In a Different Voice: Womens Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517

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B.Ed. SYLLABUS - I SEMESTER

ETE2- EXPLORING LIBRARY AND LEARNING RESOURCES

(2 CREDIT-32 HOURS)

OBJECTIVES

On completion of the course the student teachers will

1. know the laws of library.
2. use library as an information resource.
3. acquire knowledge of library services.
4. understand the library management system.
5. acquire knowledge of library automation and information networks.

UNIT I: LIBRARY (L-5, P-1, T-1)

S.R. Ranganathan – Father of Library Science, Laws of library science , Types of Libraries – National, Public, Academic and Special Libraries.

Knowing your library-Layout of the library, Library Committee: Constitution and its functions. Dimensions of setting up of a school library

UNIT II: LIBRARY AS AN INFORMATION RESOURCE (L-4, P-1, T-1)

Definition of Information sources – Types of sources- Documentary, Non documentary, Primary, Secondary and tertiary

Library as a resource of learning, pleasure and concentration

School library as an intellectual space for students and teacher.

Locating information and using it for one's own career development -Resources helpful in providing information for career development: newspaper, magazines, websites, learning guides members of local community, resource persons.

UNIT III: LIBRARY SERVICES (L-5, P-2, T-1)

Acquisition, Circulation Work, Reference and Information Services, Documentation Services
Types of books and other material used by different readers, Techniques of keeping these books and materials. User education in academic libraries ,Role of teachers in library usage

UNIT IV: LIBRARY MANAGEMENT SYSTEM (L-4, P-1, T-1)

Principles of Library Management, Structure of library – functions of library. Different sections of library. Classification, Cataloguing, Preservation and Conservation of information materials.

UNIT V: Library Automation and Information Networks (L - 3, P - 1, T-1)

Library Automation: Definition – Digital Library – OPAC (Online Public Access Catalogue)

Library Software. Role of Library and Information Professionals in Digital Era

PRACTICUM

1. **Discussion** Session on the Topic “Book Talk”
2. **Visit to Book Fair** with students
3. **Finding out Books in OPAC**
4. **General Knowledge Quiz**

Reading with a Partner

REFERENCES

1. Choudri SK *Dewey decimal classification* , New Delhi :APH (2013)
2. Gates JK *Guide to use of libraries and information sources*,New York: McGraw Hill (1989)
3. Kaliasammal A and TamaraiSelvi G *Role of ICT in library science*, New Delhi: Authors Press (2005)
4. Pawar UGC *and development of libraries*, New Delhi:Deep and Deep Ranganathan (1998) SR *Library Administration* , Bangalore: SaradaRanganathan Endowment (1989)
5. Pijush KJ and Mandal B *Objective studies in library and information science*, New Delhi:Dominant,. (2003)
6. Ranganathan SR *New education at school library* , Bangalore: SaradaRanganathan Endowment (1989)
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B.Ed. SYLLABUS - I SEMESTER

SES1 - PEACE EDUCATION

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the concept of peace, peace education and its related issues
2. understand about violence, non-violence and conflict resolution Education
3. know that peace education as transformative practice
4. know the concept of global citizenship and multicultural education.
5. acquire knowledge on positive and negative aspects of conflicts.

UNIT I: PEACE AND PEACE EDUCATION (L-4, P-1, T-1)

Peace – meaning, concept and types and sources

Peace education – definition, history, need and scope

UNICEF approach and UNESCO framework to Peace Education

Models for peace-Thematic, flower and integral

Ways to integrate peace into the curriculum and formal subjects

Activities for developing peace (debating, colloquy, fish bowl, value clarification, case studies, brainstorming, puzzles, self-expression, storytelling, making stories, guided fantasy, action out, icebreaker and energizer)

UNIT II: VIOLENCE AND NONVIOLENCE (L-4, P-1, T-1)

Types of violence (structural and cultural)

Types of violence at school level (verbal, psychological, physical, criminal and structural)

Causes for violence and ways to reduce violence in schools

Peaceable Classroom

Non-violence and non-violence resistance- definition

Key figures in non-violent resistant Movement- Gandhi, Martin Luther King. Jr., Nelson Mandela

UNIT III: PEACE EDUCATION AS TRANSFORMATIVE PRACTICE

(L-5, P-1, T-1)

Transformative model of peace education- elements (diversity, participatory learning, globalized perspectives, indigenous knowing and spiritual underpinning)

Implementing the transformative model of peace education

UNIT IV: GLOBAL CITIZENSHIP AND MULTICULTURAL EDUCATION

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

Global citizenship-Meaning

Multiculturalism- meaning, principles, goals and key concepts (bias, prejudice, discrimination, stereotype, ethnocentrism, relativism and racism)

Multiculturalism in peace education

UNIT V: PEACE AND CONFLICT RESOLUTION (L-5, P-1, T-1)

Bases of Conflicts – Positive and Negative aspects of Conflicts, Types of Conflicts, Learning of Conflict Management and Conflict Resolution, Role of Peace Education in Resolving Conflict, Reducing Conflicts among the Students

PRACTICUM (ANY TWO)

- **Collect the pictures** of disruption and promotion of Peace at national level
- **Select an incident** of terrorism and write its impact
- **Select a case** related to violence in school and write a report

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B.Ed. II SEMESTER SYLLABUS

2018-2020

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

BCC4-PERSPECTIVES IN EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire knowledge on philosophies of Education
2. understand the philosophical thoughts of Eastern and Western philosophers
3. acquire knowledge on education for nationalism and national integration
4. acquaint with the knowledge of national agencies on Education
5. understand the meaning, characteristics and quality indicators of quality Education

UNIT I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION (L-6, P-2, T-1)

Meaning and Definitions of Philosophy

Relationship between Philosophy and Education

Scope of philosophy of Education

Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism

UNIT II: EASTERN AND WESTERN PHILOSOPHERS (L-6, P-3, T-1)

Eastern Philosophical Thoughts of Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda and Sri Aurobindo

Western Philosophical Thoughts of Rousseau, Froebel, John Dewey, Montessori

UNIT III: EDUCATION FOR INTERNATIONAL UNDERSTANDING AND NATIONAL INTEGRATION (L-7, P-5, T-2)

International Understanding and National Integration: Meaning and Concept

Obstacles - communalism, casteism, regionalism, language issue, narrow politics, lack of leadership and guiding principles

Curricular for developing International Understanding and National Integration- History, Geography and Civics, Science, Language and Literature - Co- Curricular activities for developing International Understanding and National Integration - Drawing, Painting, Modelling and Handicraft, School assembly, Dramatic Presentation, School Newspaper and Bulletins, Educational Tour and Student Exchange Programmes

UNIT IV: DIFFERENT SCHOOL BOARDS IN INDIA AND ROLE OF NATIONAL AGENCIES ON EDUCATION (L-9, P-2, T-2)

School Boards in India: Type and differences – State Board, CBSE, ICSE, NIOS, CAIE, IB
Central and State Government Organizations - MHRD, UGC, NUEPA, NCERT, SCERT, NCTE, NAAC and RCI

Government schemes – SSA, RMSA and RUSA

UNIT V: QUALITY IN EDUCATION (L-5, P-3, T-2)

Meaning and Characteristics of Quality Education

Dimensions of Quality Education- Learners, Learning Environment, Content, Processes, Outcomes

Indicators of Quality-Input, Process and Output Indicators

Role of Quality Assurance Cell in quality Education

PRACTICUM

- Compare different Philosophies of Education and Highlight their Implications
- Discussion on Philosophical thoughts of Eastern and Western Philosophers
- Present a Report on Co-Curricular Activities for promoting International Understanding
- Discussion on Role of NCTE and NCERT in Enhancing Teacher Education
- Identifying and reporting about measures of Quality Education in schools

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B.Ed. SYLLABUS - II SEMESTER

BCC5- UNDERSTANDING THE LEARNER

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire knowledge on emotional, social, and moral development.
2. comprehend the concept of intelligence and creativity.
3. attain knowledge on factors influencing development of personality.
4. recognize the process of adjustment.
5. apprehend the concept of Guidance and Counseling

UNIT I: EMOTIONAL, SOCIAL AND MORAL DEVELOPMENT (L-5, P-2, T-2)

Emotional Development –Meaning and Types of Emotions, Emotional Intelligence, Emotional Quotient

Social Development – Social Skill, Social Intelligence, Factors of Social Development, and Erickson’s eight stages of Psycho-Social Development

Moral development – Meaning, Kohlberg’s theory of moral development, Issues of morality in school, Moral development and classroom

UNIT II: INTELLIGENCE (L-6, P- 2, T-2)

Intelligence- Meaning, Definitions and Types

Theories of intelligence - Spearman, Thurston, Thorndike, Guilford, Gardner, Sternberg and Goleman

Measurement of Intelligence - verbal, non-verbal, performance, Individual and group Intelligence tests

Relation between EQ and IQ

Creativity - Concept, Factors and Process –Strategies for fostering creativity

UNIT III: PERSONALITY (L-8, P-2, T-2)

Personality - Meaning, Components and Determinants

Theories of personality - Type approach, Trait approach, Type-cum-trait approach, Psychoanalytic theory, Behavioural theory, Socio psychological theory and field theory

Measurement of personality - Tools and techniques

Integrated personality

UNIT IV: ADJUSTMENT AND MENTAL HEALTH (L-5, P- 1,T-1)

Adjustment - Meaning and process

Adjustment mechanisms, adjustment problems - children, adolescents, and adults

Maladjustment –Meaning and causes.

Frustration, conflict, types of conflict and Conflict resolution and mediation

Stress – Meaning, types and Stress Management Techniques

Mental health- Meaning, importance, Indicators and measures of mental health

UNIT V: GUIDANCE AND COUNSELLING (L-6, P- 2, T-2)

Guidance - Nature, scope, principles, and types

Guidance Services-orientation service, Educational, occupational information service, placement and follow up –service

Counselling- Nature, scope, principles, and procedure

Counselling approaches- Directive, Non-directive, and Eclectic

PRACTICUM

- **Prepare a report** on social and Moral Development of the children
- **Evaluate** the aims of implementing multiple intelligence theory in the classroom
- Organize a debate on development of personality and its relation to education
- **Role play** on mental illness and its impact on achievement of students
- **Group discussion** on strategies of successful problem-solving

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B.Ed. SYLLABUS - II SEMESTER

BCC6 - ASSESSMENT FOR LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the overview of assessment and evaluation.
2. know the examination system in psychological analyses.
3. identify different kinds and forms of assessment that aid student learning
4. acquire knowledge in trends and issues in assessment for learning
5. recognize feedback and reporting

UNIT I: OVERVIEW OF ASSESSMENT AND EVALUATION (L-6, P-2, T-2)

Distinction between 'Assessment of Learning' and 'Assessment for Learning'

Assessment, evaluation, test, examination, measurement

Dimensions and levels of learning

Retention/recall of facts and concepts; Application of specific skills

Originality and initiative, Collaborative participation, Creativity, Flexibility

Contexts of assessment- Subject-related and Person-related

UNIT II: EXAMINATION SYSTEM: SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS (L-5, P-2, T-1)

Examination for gradation

Examination for social selection and placement

Impact of the prevailing examination system on student learning and stakeholders

Entrance tests and their influence on students and school system

Impact of examination-driven schooling

On pedagogy: Content-confined, information focused testing; Memory centric teaching and testing on school culture

UNIT III: ASSESSMENT OF SUBJECT-BASED LEARNING (L-5, P-3, T-2)

Assessment for learning

Kinds of tasks: projects, assignments, performances

Kinds of tests and their constructions

Observation of learning processes by self, by peers, by teacher

Self-assessment and peer -assessment

Quantitative and qualitative aspects of assessment: Appropriate tools for each

UNIT IV: TRENDS AND ISSUES IN ASSESSMENT (L-8, P-1, T-1)

Existing practices: unit tests, half-yearly and annual examinations, semester system, use of question banks

Issues and problems: Marking Vs. Grading, Objective Vs. Subjectivity of test items, Close ended Vs. Open ended test items, non- detention policy, the menace of coaching

Emerging practices in assessment: Standard based assessment, online examination, computer based examination and open book examination

UNIT-V DATA ANALYSIS, FEEDBACK AND REPORTING (L-6,P-1, T-3)

Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation

Feedback as an essential component of formative assessment

Place of marks, grades, and qualitative descriptions

Developing, maintaining and a comprehensive learner profile

PRACTICUM

Critical review of current evaluation practices and their assumptions about learning and development

Preparing a Blueprint for basic school subjects for level I & II

Discuss on grade system and online examination.

Analysis of CCE practice in schools

Preparation of learner's profile- Portfolio

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

இரண்டாம் பருவம்
BPC3- தமிழ் கற்பிக்கும் முறைகள் பகுதி - I
(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. தமிழ் மொழியின் முக்கியத்துவத்தைப் பற்றி அறிந்து கொள்ளுதல்
2. மொழிக்கல்விக்கான அரசியலமைப்பு விதிகள் மற்றும் கொள்கைகளைத் தெரிந்து கொள்ளுதல்
3. தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியில் பல்வேறு செயல்பாடுகள் பற்றி அறிதல்
4. மொழியின் பணிகளை அறிந்துகொள்ளுதல்
5. திறனாய்வுக் கொள்கைகளைப் புரிந்து கொள்ளுதல்
6. கலைப்பண்பாட்டு சிந்தனைகளை வளர்த்தல்

அலகு 1: தமிழ் மொழியின் முக்கியத்துவமும் அரசியலமைப்பு விதிகளும் (L-5, P-5, T-3)

தமிழ் மொழி மற்றும் இலக்கியம்,

தமிழ் மொழியின் சமூகக் கலாச்சார பண்பாட்டு முக்கியத்துவங்கள்,

இந்தியாவில் தமிழ் மொழி கற்பித்தலின் முக்கியத்துவம் -

பள்ளி அளவில் தமிழ் மொழி கற்பித்தலில் ஏற்படும் சிக்கல்கள்,

மொழிக்கல்விக்கான அரசியலமைப்பு விதிகள் மற்றும் கொள்கைகள்

அரசியல் சாசனம் 343, 351, 350சி,

கோத்தாரிக் கல்விக்குழு (1964-66),

தேசியக் கல்விக் கொள்கை (1986).

அழகு 2: தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியில் பல்வேறு செயல்பாடுகள் (L-5, P-1, T-2)

அறிவியல் மற்றும் தொழில்நுட்பக் கலைச் சொற்களை உருவாக்கும் பொழுது மனத்திற்

கொள்ளத்தக்கன , தமிழிலுள்ள பிறமொழிச் சொற்கள்,தமிழ் ஆட்சிமொழி , நீதிமன்ற

மொழியாய் செயல்படாவிட்டால் நேரும் அவலங்கள் , செயல்படுவதால் ஏற்படும் பயன்கள் .

செயல்முறையில் ஏற்படும் தடைகளும் அவற்றை நீக்கும் வழிமுறைகளும் - தமிழ் பாட

மொழியாக நடத்தும் பொழுது வடமொழியும் மற்ற மேல் நாட்டு மொழிகளின் தாக்கமும்

அதன் விளைவுகளும்

அலகு 3: திறனாய்வு கொள்கைகள் (L-5, P-2, T-2)

திறனாய்வின் தோற்றம் - திறனாய்வின் பண்புகள் - திறனாய்வின் வகைகள் - படைப்பு வழி ,

மரபு வழி , முருகியல் , விளக்க முறை, மதிப்பீடு முறை, வரலாற்று முறை, ஒப்பீட்டு முறை

, நாவல் சிறுகதை கூறுகளை ஆராய்தல்

அலகு 4: மொழியின் பணிகளும் மொழியாக்கமும் (L-5, P-2, T-2)

மொழியின் பணிகள் : சுட்டல் (சுநகநசுவெயைட) , கிளர்த்தல் (நலிசநளளளளள), தூண்டல் (உழயெவளளள), செறிவூட்டல் (சமுபசநளள), எதிராடல் (ராயவாடை), மொழியியல் (டபெரளளவடை). மொழியாக்க வழிமுறைகள் : மொழிபெயர்ப்பும் மொழியாக்கமும் - ஒலிபெயர்ப்பு , மொழி பெயர்ப்பு , கருத்துப் பெயர்ப்பு , புதுச்சொற் படைப்பு , மொழியாக்கப் பண்புகள் : அளவு , இனிமை , சீர்மை , மொழியாக்க முனைப்புகள் - கருத்தத்தக்கன .

அலகு 5: நாட்டுப்புற கலைகளும் பண்பாடும் (L-5, P-2, T-2)

கலை - பண்பாடு விளக்கம் - வகைகள் : தாலாட்டு - ஒப்பாரி - தொழிற்பாடல்கள் - கதைப்பாடல்கள் - கதைகள் -பழமொழிகள் - விடுகதைகள் - நம்பிக்கைகள் - கற்பனை - வாழ்வியல் - பழக்க வழக்கங்கள்

கற்பித்தல் பாடப்பொருள் அறிவு

நால்வகை சொற்கள், இடுகுறி காரணப்பெயர்கள் , பொதுப்பெயர் , சிறப்பு பெயர் தொகைச்சொற்கள் , பகுபதம் , பகாபதம் , சொற்களைப் பிரித்தாய்தல் , தன்மை முன்னிலை படர்க்கை மூவிடப் பெயர்கள் , பிறமொழிச்சொற்களுக்கு இணையான தமிழ் சொற்கள்

பரிந்துரைக்கும் செயற்பாடுகள்

- செய்யுள் ,உரைநடை ,இலக்கணம் பாடத்திற்கான வேறுபாடுகள் குறித்த கலந்துரையாடல்
- மொழித்திறன் மேம்பாடு - குழுச் செயல்பாடு
- ஆய்விதழ்கள் - செய்தி திரட்டுதல்
- தரப்படுத்தப்பட்டசோதனை- வினா நிரல் தயாரித்தல்
- புகழ் பெற்ற சங்ககாலப்பெண்பாற் புலவர்கள் பற்றி குறிப்புகள் தயாரித்தல்

பார்வை நூல்கள்

1. கலைச்செல்வி.வே, கல்வியியல் சிறப்புத்தமிழ் சஞ்சீவ் வெளியீடு , முதற் பதிப்பு 2008
2. கலைச்செல்வி.வே, சிறப்புத்தமிழ் சஞ்சீவ் வெளியீடு, 2013
3. பகவதி.கு, திறனாய்வு அணுகுமுறைகள், மறுபதிப்பு, 2007.
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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.
BPC4-தமிழ் கற்பிக்கும் முறைகள் பகுதி - II
(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. தமிழ்மொழியின் அடிப்படைக் கோட்பாடுகளை அறிதல்
2. பல்வேறு தமிழ் கற்பிக்கும் முறைகள் மற்றும் திறன்களைப் பெறுதல்
3. மொழித்திறன்களை மாணவர்களிடையே வளர்க்கும் முறைகளை அறிதல்
4. சோதித்தலின் நோக்கம் மற்றும் முக்கியத்துவத்தை அறிந்து கொள்ளுதல்
5. கற்றல் கற்பிக்கும் பொருட்கள் மற்றும் உபகரணங்களின் தேவையை அறிதல்

அலகு 1: தமிழ்மொழியின் அடிப்படைக் கூறுகளும் கோட்பாடுகளும் (L-5, P-2, T-3)

தமிழ்மொழியின் தோற்றம், வளர்ச்சி, பேச்சுமொழியும் எழுத்து மொழியும், உளவியல் கோட்பாடுகள், சமூகப்பண்பாட்டு மரபுகள், ஒழுக்கப் பண்புகள், மொழிப்பற்று, நாட்டுப்பற்று, வாழ்க்கைத்திறன்கள், படைப்பாற்றல் திறன்கள், இலக்கிய நயம் உணர்தல்.

அலகு 2: கற்பித்தல் நோக்கங்களும் திட்டமிடலும் (L-6, P-2, T-2)

செய்யுள், உரைநடை, துணைப்பாடம் மற்றும் இலக்கணம் கற்பித்தலின் நோக்கங்கள், முறைகள். தொடக்க, இடைநிலை, உயர்நிலை வகுப்புகளுக்கான பாடநூல் அமைப்பு; அகத்தோற்றம், புறத்தோற்றம், பண்புகள்.

அலகு 3: மொழித்திறன்கள் (L-5, P-5, T-2)

கேட்டல் திறன்: வரையறை, முக்கியத்துவம், கேட்டல் திறனை வளர்க்கும் முறைகள், பேசுதலைக் கேட்டறிதல், படித்தலைக் கேட்டறிதல், கதை கேட்டல், வானொலி கேட்டல், தொலைக்காட்சி கேட்டல், சொற்பொழிவு கேட்டல்.

பேசுதல் திறன்: வரையறை, முக்கியத்துவம், திருத்தமாக பேசுதல், அழுத்தமாகப்பேசுதல். தெளிவுடன் பேசுதல், உணர்வுடன் பேசுதல், பிழையின்றி பேசுதல், திருந்திய பேச்சின் நல்லியல்புகள், திருத்தமில்லாப் பேச்சின் குறைபாடுகள், நா நெகிழ் பயிற்சி, நா பிறழ் பயிற்சி, வாய்மொழிப்பயிற்சி - ஆடல், பாடல், நடிப்பு திறன்களை வளர்த்தல்.

படித்தல் திறன்

வரையறை, தேவைகள், நோக்கங்கள், முறைகள், வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், ஆழ்ந்த படிப்பு, அகன்ற படிப்பு, எழுத்து முறை, சொல்முறை, சொற்றொடர் முறை. வாசிக்கும் திறனை மேம்படுத்தல்: கதை, கட்டுரை கடிதம், அறிக்கைகள், இதழ்கள், நூலகப்படிப்பு அகராதி பார்த்தல்.

எழுதுதல் திறன்

வரையறை, நோக்கங்கள், எழுதுதலின் நிலைகள், நல்ல கையெழுத்தின் நல்லியல்புகள், எழுத்து பயிற்சி முறைகள் - வரியொற்றி எழுதுதல், பார்த்து எழுதுதல், சொல்வதெழுதுதல், தசைப்பயிற்சி, பிழையின்றி எழுதப் பயிற்சிகள், நிறுத்தற் குறியீடுகள் பயன்படுத்துதல்.

அலகு 4: கற்பிக்கும் முறைகள் (L-5, P-1, T-2)

பழைய முறைகள் - ஆசிரியரணிக் கற்பித்தல், கருத்தரங்கம், விவாதம்

புதிய கற்பித்தல் முறைகள்: கருத்துக்கட்டமைப்பு கற்றல், மின்கற்றல், காணொலி, பதிப்புகள், கலைக்களஞ்சியங்கள், கற்பித்தல் துணைக்கருவிகள், திரையில் அமையும் கருவி, திரையில் அமையாக்கருவி, மொழிப்பயிற்றாய்வுக் கூட கற்பித்தல், நாளிதழ், ஆய்விதழ்கள், தொலைக்காட்சி, இணையம், பல்லூடகம்.

அலகு 5: சோதனையும் மதிப்பீடும் (L-5, P-1, T-2)

சோதனையின் நோக்கங்கள் - தேவைகள் - மொழியறிவுச் சோதனையின் வகைகள் - அடைவுச் சோதனை, தரப்படுத்தப்பட்ட சோதனை, குறையறிதல் மற்றும் குறைதீர்த்தல், திறனறி சோதனை, வளர்நிலை தொடர் மற்றும் தொகுநிலை சோதனை. அகவய மதிப்பீடு, புறவய மதிப்பீடு, வினாத்தாள் வடிவமைப்பு, மதிப்பெண் வழங்குதல் முறையும் மதிப்பீடுதலுக்கான விடை குறிப்புகளும், வினாக்களைப் பகுப்பாய்வு செய்தல், புள்ளியியல் பற்றிய பார்வை, தர ஒட்டுறவுக் கெழு.

ஏழாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

செய்யுள் புறநானூறு - முதுமொழிக்காஞ்சி - திரிகடுகம் - மெய்ப்பொருள் கல்வி - ஏர்முனை - அம்மாணை - பெங்கல் வழிபாடு - உழவின் சிறப்பு - முக்கூடற்பள்ளு - எங்கள் தமிழ் - சீவகசிந்தாமணி. உரைநடை: செம்மொழித்தமிழ் - காந்தியடிகளின் கடிதம் - நெசவு - தூங்காநகர் - தமிழக விளையாட்டுகள்.

இலக்கணம்: சார்பெழுத்துகளின் வகைகள் - உயிர்மெய் , ஆய்தம் - நால்வகைச் செற்கள் - இடுகுறிப்பெயரும், காரணப்பெயரும் - அறுவகைப் பெயர்ச்செற்கள் - வினைமுற்று, பெயரெச்சம், வினையெச்சம்

பரிந்துரைக்கும் செயல் முறைகள்

- அரசியலமைப்பு விதிகள் குறித்து விவாதம் செய்தல்
- விடுகதைகள் சேகரித்தல்
- நாட்டுப்புறப்பாடல்கள் சேகரித்தல்
- கற்பித்தல் பாடப்பொருள் - வினா நிரல் தயாரித்தல்
- பழமொழிக்கான பொருளை ஆராய்தல்

பார்வை நூல்கள்

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B.Ed. SYLLABUS - II SEMESTER

BPC3–PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the theories of language learning.
2. know the different semantic analyses of sentences.
3. know the appropriate usage of language for different speech acts.
4. identify the cohesive and coherent devices in language.
5. analyse the differences among the learners.
6. evaluate the various roles of a teacher of English.

UNIT I: THEORIES OF LANGUAGE LEARNING (L-5, P-5, T-3)

Aspects of linguistic behaviour: Language as a rule-governed behaviour and linguistic variability;

Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing

Linguistic system: The organisation of sounds; The structure of sentences.

The concept of Universal grammar; Nature and structure of meaning.

Basic concepts in phonology, morphology, syntax, and semantics; Discourse

Implications of Theories of learning language – Vygotsky’s Theory, Bruner’s Theory and Palmer’s Theory of Language Acquisition Device

UNIT II: NATURE OF LANGUAGE – SEMANTICS (L-5, P-1, T-2)

Grammar and Meaning

Concepts of semantics: Traditional view, Referential view, Behaviourist view and Use theory.

Semantic analysis of sentence- Grammatical meaning, Pragmatic meaning and Propositional meaning

UNIT III: PRAGMATICS (L-5, P-2, T-2)

Invisible meaning – Context

Deixis – Reference, Inference, Anaphora, Presupposition

Speech acts – Request, Command, Invitation, Suggestion, Prohibition, Permission, Probability and Likelihood, Obligation, Possibility, Necessity, Purpose and Result, Cause and Reason, Comparison and Contrast, Condition and Supposition

UNIT IV: NATURE OF KNOWLEDGE – DISCOURSE ANALYSIS (L-5, P-2, T-2)

Discourse analysis – an introduction, interpreting discourse, turn-taking, the co-operative principle, hedges, implicatures, background knowledge and schemas and scripts.

Coherence – Strategies: socio-cultural knowledge, inferences

Cohesion – Cohesive devices: connecting devices, co-reference, and ellipsis.

Factors affecting the discourse – Discourse medium, Differences between speech and writing: complexity, marking of boundaries, explicitness, repetitiveness, and inter activeness

UNIT V: DEVELOPMENT OF SECOND LANGUAGE LEARNING (L-5, P-2, T-2)

English as a Second language, English as a Foreign Language ESL/EFL - authentic texts for language learning

English for Specific Purposes (ESP), English for Academic Purpose (EAP) and English for Occupational Purpose (EOP)

Identification of the lexical, syntactic, and textual structures

Content and method of natural link between structural linguistics and behaviorist learning theory.

PEDAGOGICAL CONTENT KNOWLEDGE

Appreciation of Figures of Speech, Appropriate use of Idioms, Spelling Rules in English language, Paragraph writing, Precis Writing, Expansion of Passages, Story Writing, Dialogue Writing and Letter Writing

PRACTICUM

- Do a semantic analysis of ten sentences from a ninth standard English prose lesson.
- Write a dialogue incorporating at least five speech acts.
- Analyse the cohesive devices used in a text from tenth standard English textbook.
- Prepare and stage a mime programme.

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B.Ed. SYLLABUS - II SEMESTER

BPC4-PEDAGOGY OF ENGLISH II

(3 CREDITS -48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire the skills of teaching various language elements like pronunciation, vocabulary and spelling
2. identify the advanced methods and approaches for teaching English at various levels in the Indian context
3. design instructional plans using the teaching methodologies.
4. develop proficiency in the language.
5. understand the importance of continuous professional development.
6. understand the need of diagnosis and the importance of remediation.

UNIT I: TEACHING OF LANGUAGE ELEMENTS (L-5, P-2, T-3)

Teaching of pronunciation – Objectives, Causes of defective pronunciation, Methods of teaching pronunciation-Imitation, Phonetic and Subsidiary

Teaching of vocabulary – Characteristics, Teaching procedure and suggestions

Teaching of spelling – Characteristics, Objectives, Methods of teaching-Drill, Incidental, Play-way, Transcription, Dictation and Dictionary, Causes of wrong spelling

Teaching of composition – Characteristics, Objectives, Principles, Lesson plan of teaching composition, Forms-Paragraph construction, paraphrasing, letter writing, application writing, essay writing, narrative writing, descriptive writing, story writing and précis writing.

UNIT II: ADVANCED TEACHING METHODOLOGIES (L-6, P-2, T-2)

Natural approach – Theory of language, theory of learning, learning hypotheses, design: objectives, syllabus, types of activities, roles of teacher, learners and materials and procedure of teaching.

Total Physical Response – The bio program, Brain lateralization, Reduction of stress. Procedure used in the classroom.

Thematic Approach (inter-disciplinary),

Neurolinguistic Programming - concept, principles, syllabus, activities and techniques, evaluation, merits and limitations

UNIT III: LANGUAGE DEVELOPMENT SKILLS (L-5, P-5, T-2)

Listening: Concept, Types, Significance and Activities to develop Listening and its evaluation

Speaking: Concept, Significance and activities to develop speaking and its evaluation

Reading: Concept, Methods (Phonic, Whole World), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading) and its evaluation.

Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)

Study Skills: (Note Taking and Note Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)

UNIT IV: SECOND LANGUAGE RESOURCES AND AIDS (L-5, P-1, T-2)

Mass media – Newspapers, Magazines, Journals, TV, Radio, and Internet

Digital devices Language Lab, Computer Assisted Language Learning

Teacher – as a resource Qualities of a good language teacher

Literary Club and Class libraries

Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches.

Mechanical aids – Overhead projector, Tape recorder, LCD projector

UNIT V: PROFESSIONAL GROWTH AND LEARNER EVALUATION

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

Action research: Concept and Identification of problems faced by the teachers in the classroom.

Critical analysis of an English textbook

Professional Competencies of a teacher.

Comprehensive and Continuous Evaluation and its use in English class

Different Elicitation Techniques used in English; cloze, diagnostic and achievement test.

Error analysis and Remedial Teaching

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Concord (Subject-Verb Agreement), Syllabification, Question Tags, Arranging Group

Discussion, Fun with Words (Palindrome, Word Wall, Wheeling words) Public Speaking

(ceremonial, demonstrative, informative and persuasive), Slogan Writing, Review Writing.

PRACTICUM

- Prepare a lesson plan for a school lesson following any one of the advanced teaching methodology
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers as simulated teaching exercise.
- Preparation of an Achievement Test in English
- Critical study of any one English Text-book
- Identifying common errors committed by second language learners

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

BPC3–PEDAGOGY OF MATHEMATICS I

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the concepts of mathematics teaching and learning.
2. acquire knowledge of learning by exposition and discovery.
3. understand the learner's sensitivity and instill mathematical thinking.
4. identify the resources of mathematics teaching and learning.
5. construct test items.
6. acquaint knowledge of different assessment techniques

UNIT I: CONCEPTS OF MATHEMATICS TEACHING LEARNING (L-5, P-1, T-1)

Standards Based Mathematics Education, Principles- Equity, Curriculum, Teaching, Learning, Assessment, Technology, Content standards, Process standards, Curriculum focal points
Curricular Choices in mathematics, writing to learn mathematics communication

UNIT II: TEACHING OF MATHEMATICAL GENERALISATIONS (L-9, P-2, T-2)

Learning by Exposition

Moves in teaching for understanding of generalizations

Introduction moves – focus, objective, motivation; Assertion

Interpretation moves- instantiation, paraphrasing, review of prerequisites, translation, analogy, analysis; Justification

Application – planning of strategies for teaching generalizations

Learning by discovery

Nature and purpose of learning by discovery

Inductive, deductive, guided discovery strategies

Maxims for planning and conducting discovery strategies; planning of strategies involving either induction or deduction or both for constructing knowledge

UNIT III: ANALYSING INDIVIDUALITY IN LEARNERS (L-6, P-2, T-2)

Cultivating learner's sensitivity - intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer -group, promoting the student's confidence

Mathematical thinking styles

Mathematics learning styles

UNIT IV: LEARNING RESOURCES IN MATHEMATICS (L-6, P-2, T-2)

Textbooks, workbooks, reference books, going beyond the textbook

Mathematics club, contests and fairs, designing Mathematics laboratory and its effective use.

Mathematics library for secondary sources and reference, Mathematical kit

Audio-visual aids, CD- Rom, Projected and non-projected aids - improvised aids - its specific uses in teaching Mathematics, multimedia- Selection and designing, On-line resources, community resources

UNIT V: MEASUREMENT AND EVALUATION (L-5, P-2, T-1)

Types of Test items in Mathematics

Concept of Evaluation in Teaching-Learning process -(Formative, Summative, Norm, Criterion, and Diagnostic)

Role of Evaluation in Teaching-Learning process

Variety of assessment techniques and practices

Open-book tests: Strengths and limitations

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Real Number System – Algebra – Life Mathematics – Measurements - Geometry - Practical Geometry – Data Handling

PRACTICUM

- **Record writing on Assessment**, Technology, Content standards and Process standards while teaching mathematics
- **Analyzing different moves** in teaching mathematics
- **Identify individual differences** in math learning and suggesting appropriate remedial measures and enriching activities
- **Analyse** mathematics textbooks
- **Design question papers** achievement and diagnostic test

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

BPC3 –PEDAGOGY OF PHYSICAL SCIENCE I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. gain knowledge about approaches and strategies of learning physical science
2. know the status of physical science teaching in rural and urban areas
3. identify and relate everyday experiences with learning physical science
4. acquire knowledge about learning resources in physical science
5. understand the role of physical science in lifelong learning

UNIT I: APPROACHES AND STRATEGIES FOR LEARNING PHYSICAL SCIENCE

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

Approaches and strategies for learning physical science- Constructivist approach-5E learning model - Collaborative learning Approach- Problem solving approach – Concept mapping- Experiential learning – Inquiry approach- Facilitating learners for self-study-Communication

UNIT II: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE (L-7, P-1, T-2)

Concept of Evaluation in Teaching-Learning process -(Formative, Summative, Norm, Criterion, and Diagnostic, Prognostic)

Role of Evaluation in Teaching-Learning process

Variety of assessment techniques and practices

Open-book tests: Strengths and limitations

Types of Test items in Physical Science

UNIT III: ROLE OF LEARNERS IN LEARNING PHYSICAL SCIENCE

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

Involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups

Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in physical science (individual or group work)

Role of learners in negotiating and mediating learning in physical science

UNIT IV: LEARNING RESOURCES IN PHYSICAL SCIENCE (L-5, P-2, T-2)

Developing Science Kit

Designing Physical Science Laboratory; Planning and Organizing Field Observation;

Collection of Materials

Audio-Visual Materials, Multimedia-Selection and Designing; Use of ICT experiences in learning Physical Science

UNIT V: PHYSICAL SCIENCE – LIFE LONG LEARNING (L-5, P-2, T-2)

Nurturing natural curiosity of observation and drawing conclusion

Facilitating learning progress of learners with various needs in physical science

Ensuring equal partnership of learners with special needs; stimulating creativity and inventiveness in physical science

Organizing various curricular activities - debate, discussion, drama, poster making on issues related to physics and chemistry

Organizing events on specific days, planning and organizing field trips, science club, science exhibition

Nurturing creative talent at local level and exploring linkage with district/state/central agencies

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Measurement – Motion – Electricity and Heat – Light

Matter in our surroundings – Matter and its nature – Combustion and flame

PRACTICUM

- **prepare a record** of the latest technological inventions that happened in the last year which have been published in science journals or magazines
- **Prepare a rubric** for evaluating teaching practice of your peer student teachers for taking a class in their subject
- Take **seminar** on specific physics or chemistry topic using ICT applications
- **Teach science content** based on inductive method
- **Prepare link lesson** on physics or chemistry topic

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16

B.Ed. SYLLABUS – II SEMESTER

BPC3 –PEDAGOGY OF BIOLOGICAL SCIENCE I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. adopt various approaches and strategies of learning biological science
2. acquire knowledge on the special problems of biological science education
3. understand the learning resources in biological science
4. understand the need and importance of biological science.
5. identify and relate everyday experiences with learning biological science
6. understand the role of biological science in lifelong learning

UNIT I: APPROACHES AND STRATEGIES FOR LEARNING BIOLOGICAL SCIENCE (L-5, P-2, T-2)

Approaches and strategies for learning biological science- Constructivist approach- 5E learning model, Collaborative learning Approach, Problem solving approach, Concept mapping, Experiential learning, Inquiry approach- Facilitating learners for self-study, communication

UNIT II: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE (L-7, P-1, T-2)

Concept of evaluation in teaching-learning process -(Formative, Summative, Norm, Criterion, and Diagnostic, Prognostic)

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in biological science

UNIT III: ROLE OF LEARNERS IN LEARNING BIOLOGICAL SCIENCE (L-6, P-2, T-,2)

Involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups

Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work)

Role of learners in negotiating and mediating learning in biology

UNIT IV: LEARNING RESOURCES IN BIOLOGICAL SCIENCE (L- 6, P -2, T-2)

Biological science laboratory: designing need and importance purchase and maintenance of equipments in the laboratory

Laboratory techniques: collection, preservation of plants and animal specimens and display, Maintenance of aquarium, terrarium, vivarium

Audio-visual materials, multimedia-selection and designing; use of ICT experiences in learning biological science

UNIT V: BIOLOGICAL SCIENCE – LIFE LONG LEARNING (L-5, P-2, T-2)

Nurturing the talents of students

Facilitating learning progress of learners with various needs in biology

Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology

Organising various curricular activities- debate, discussion, drama, poster making on issues related to science/biology; organising events on specific day, such as earth day, environment day, etc

Planning and organising field trips, Science club, Science exhibition, Science fair

Nurturing creative talent at local level and exploring linkage with district/state/central agencies

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Animals in daily life -Nutrition in plants and animals -Human body form and function

Plant Morphology -Basis of classification -Respiration in plants and animals

Eco system

PRATICUM

- Visit the Botanical garden
- Prepare concept maps for selected concepts
- Preparing vivarium, terrarium and aquarium
- Prepare Plant and Animal specimens
- Collect material from local resources and to develop the improvised aids

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B.Ed. SYLLABUS - II SEMESTER

BPC3- PEDAGOGY OF HISTORY I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. know the process of history curriculum development
2. acquire knowledge on the philosophical basis of history
3. understand the importance of technology in teaching history
4. understand the different techniques in evaluation
5. analysis the importance of international understanding

UNIT I: HISTORY AND CURRICULAM DEVELOPMENT (L-6, P-3, T-2)

Theories of curriculum Development: Natural taste and interest, Cultural Epoch theory, Biographical, Evolutionary

Different methods of curriculum construction – Topical, Concentric, Spiral, Regressive, and Chronological approach

UNIT II: PHILOSOPHICAL BASIS OF HISTORY (L-6, P-2, T-2)

Philosophy of History – History as an imaginative the reconstruction of the Past

History as a branch of Social Science-Social, Political, branch of Economic and Cultural issues raised by History

Making of History- How history is written, collection of sources, Documents, authenticity and Historiography.

UNIT III: EDUCATIONAL TECHNOLOGY AND TEACHING HISTORY

(L-6, P-2, T-2)

Use of projected and non-projected aids in teaching history - Computer assisted instruction in history- Digital storytelling – Online simulations – Virtual history museums - Slideshows- Video clips - Multimedia presentation – web learning

UNIT IV: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING HISTORY (L-6, P-1, T-2)

Concept of evaluation in teaching-learning process -(Formative, Summative, Norm, Criterion, and Diagnostic, Prognostic)

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in biological science

UNIT V: INTERNATIONAL UNDERSTANDING THROUGH TEACHING OF HISTORY (L-6, P-1, T-1)

Meaning - Definitions – Need for international understanding.

Guiding principle of education for international understanding – Reasons for promoting international understanding - Role of teacher in international promoting understanding

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Arab invasions

- The north Indian kingdoms- the Rajputs
- The kingdoms of the Deccan
- The south Indian kingdoms
- Arab and Turkish invasions in south Dynasity

PRACTICUM

- **Discussion** on differences between the theories of curriculum construction
- **Prepare report** on primary and secondary sources and its relevance to history writing
- **Analyse the pros and cons** of virtual reality in teaching history
- **Practice open book system** and discuss the procedure to adopt it effectively
- **Discuss the activities** to promoting international understanding

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

ETE3 –HEALTH AND PHYSICAL EDUCATION

(2 CREDITS - 32 HOURS)

OBJECTIVES

On completion of this course students will be able to

1. adept practice of yoga and health education
2. know the concept of food and nutrition
3. practice various physical exercises
4. understanding the common postural deformities and exercises
5. understand the different methods of physical activities and organizing sports activities

UNIT I: YOGA AND HEALTH EDUCATION (L-3, P-2, T-2)

Yoga- Meaning, definition, need and importance and Historical development of yoga, Eight limbs of yoga

Health Education-Meaning, definition, aims and objectives

Communicable Diseases - Malaria, Typhoid, , Tuberculosis, symptoms, Causes and Prevention, Life Style Diseases - Ulcer, Diabetes, Hyper Tension, - Symptoms, Causes and Prevention

UNIT II: FOOD AND NUTRITION (L-2, P-2, T-2)

Nutrition- Meaning, need and importance, Malnutrition – causes and prevention, Balanced Diet, Diet for Obesity and Under Weight.

Vitamins and Minerals - Deficiency Diseases and prevention

UNIT III: PHYSICAL EDUCATION (L-2, P-3, T-2)

Physical Education - Meaning, definition, aims and objectives, Ancient and Modern Olympics, Olympic Flag and Motto.

Effects of exercise on various system– respiratory, circulatory and Digestive system

Games: Volleyball-dimension of court, skills and basic rules, Badminton - dimension of court, skills and basic rules, Kho-Kho -dimension of court, skills and basic rules.

UNIT IV: PHYSICAL FITNESS AND POSTURE (L-2, P-2, T-2)

Physical Fitness– Meaning, Definition, Components and Benefits

Posture - Meaning, Importance of good posture, Characteristics of good posture, Causes of poor posture

Common postural deformities – kyphosis, lordships, scoliosis, bow legs, knock knee and flat foot

Exercises for removing postural defects

UNIT V: METHODS OF TEACHING PHYSICAL ACTIVITIES AND ORGANISING COMPETITIONS (L-2, P-2, T-2)

Methods of teaching Physical activities - command method, lecture method, demonstration method, reciprocal method, discussion method, whole method, part method, whole-part-whole method, progressive method, observation method and project method.

Intramural and extramural competitions – meaning, Definition – Organizing and Conducting Tournaments –Single league and Single Knock out- Preparation and drawing fixtures, merits and demerits

PRACTICUM

- Learning and performing of basic yogasanas – Suryanamaskar, Padmasana, Vajrasana, Pachimudhdasa, Halasana, Karudasana.
- Preparation and drawing fixtures
- Identify BMI of prospective teachers
- Discuss balance diet for women
- Organization of games and sports tournaments

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

SOC - ARTS AND AESTHETICS

(2 Credits –32 Hours)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the objectives and significance of common Art in India
2. identify the ways and means of inculcating artistic and aesthetic attitude in students.
3. know the role of Music in life and Musicians and their contributions
4. appreciate the art of dance.
5. understand Drama, its types and presentation.

UNIT I: COMMON ART FORMS (L-5, P-3, T-2)

Arts and Aesthetic education – Concept, objectives, significance

Common Arts - Music, Dance, Puppetry, Storytelling, Magic, Circus, Street Play and other performing arts

Visual arts - Painting, Sculpture, Photography, Film, Graphic art and New media-web based

UNIT II: APPRECIATION OF ARTS (L-6, P-3, T-2)

Indian Craft Traditions and its relevance in education, Indian Contemporary Arts and Artists;

Indian festivals and its artistic significance. Creative Arts-Drawing – Drawing Materials -

Paintings – Colours – Variety of colours – Kolam - Rangoli

UNIT III: MUSIC (L-5, P-3, T-2)

Introduction to Music – Music in life – Music Therapy - Its importance

SangeethaMummorthigal- Thygarajar, MuthuswamyDikshidar, ShyamaSastri

SamayaKuravar: Appar, Sundarar, Manikavasagar and ThirugnanaSambandar

Classification of Musical Instruments – Stringed, wind, Percussion

UNIT IV: DANCE

The Art of Dance - Various Dance Forms - Bharat Natyam, Kathakali, Kuchipudi,

Yakshagana- Folk dance and various other dances; integrate movement and rhythm

Integration of Dance in educational practices

UNIT V: DRAMA

Drama-Meaning, different forms and functions- Importance of drama in education

Presentation of Drama - Theatre, Character, Theme, Depiction, Music, Spectacle, action

Pioneers of Drama

EnathuBharatham Amara Bharatham,

Naattukuuzhaithanallavargal

PRACTICUM

- **Develop a script** of any lesson in any subject of your choice to perform a Play / Drama
- **Develop a script for the street play** focusing on “Girl’s education and Women empowerment”.
- **Prepare a pictorial monograph** on “Various folk dance of South India or “Various Classical Dance forms in India”.
- **Arrangement of Musical performance**- Solo and Group (Basic lessons, Devotional songs, Patriotic songs, Songs on Religious Harmony and Folk Songs
- **Staging a Drama** on – Historical/ Social/ Ethical themes

REFERENCE:

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

SES2 - EDUCATION OF CHILDREN WITH SPECIAL NEEDS

(2 Credits –32 Hours)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand about the special education and differently abled.
2. demonstrate knowledge of different perspectives in education of children with disabilities
3. reformulate attitudes towards children with special needs.
4. identify the role of various institutions for the children with special needs.
5. identify resources room and learn about intergrated education

UNIT I: SPECIAL EDUCATION AND DIFFERENTLY ABLED (L-5, P-1, T-1)

Special Education – Concept, Importance, Need, Objectives. Exceptional Children - Definition, Types – Mentally, Physically, Hearing Impaired, Visually Impaired, Learning Disabled. Inclusive Education - Need, Purpose

UNIT II: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS (L-5, P-1, T-1)

Historical perspectives and contemporary trends

Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model

Concept of special education, integrated education, and inclusive education

UNIT III: DEFINING SPECIAL NEEDS (L-5, P-1, T-1)

Concepts, characteristics, classification of children with diversities- Visual Impairment, Hearing Impairment, Learning Disabilities-Dyslexia, Dysphasia, Dyscalculia and Dysgraphia, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Mental Illness and Multiple Disabilities

UNIT IV: PEDAGOGICAL AND SUPPORTIVE STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS (L4- P-1, T-1)

Pedagogical strategies - Cooperative learning strategies in the classroom, peer tutoring, social learning, and multisensory teaching

Supportive services - special teacher, speech therapist, physiotherapist, occupational therapist and counsellor

Assistive technologies for students with special needs

UNIT V: RESOURCE ROOM AND INTEGRATED EDUCATION (L-3, P-1, T-1)

Resource room – Concept, Characteristics, Functions, Resource Teacher. Innovations in Technology for the Disabled

Integrated Education – Concept, Objectives, Importance, Difference between Special Education, and Integrated Education

PRACTICUM

- **Case study** of a child with special needs
- **Developing a teaching strategy**
- **Analysing learning styles** of children with different disabilities
- **Identify and describe supportive service** to a needy child.

REFERENCE

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B.Ed. III SEMESTER SYLLABUS

2018-2020

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

மூன்றாம் பருவம்

BPC5-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி - I

(4 CREDITS -64 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்
2. பாடப்பொருளைக் கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்
3. கற்பித்தலுக்கான செயல்திட்டத்தை உருவாக்கும் திறனைப் பெறுதல்
4. மதிப்பீடும் முறைகளை அறிந்திருத்தல்

அலகு-1 செய்யுள்:

வாழ்த்து - நன்னூல் - பாயிரம் - திருமலை முருகன் - பள்ளு - காவடிச்சிந்து - விஞ்ஞானி - நீலகேசி - பிள்ளைக்கூடம் - அகநானூறு - ஆத்மநாம் கவிதைகள் - ஐப்பானிய கைக்கூக்கவிதைகள் - ஒவ்வொரு புல்லையும் - திருக்குறள்: செய்நன்றியறிதல் - பொறையுடைமை - அறிவுடைமை - வினைத்திட்டம் - சிலப்பதிகாரம் - பாண்டியன்பரிசு - சிக்கனம் - வேலைகளல்ல வேள்விகளே - திருமால் - அருகன் - இயேசு பெருமான் - நபிகள் நாயகம்.

அலகு-2 உரைநடை:

இயற்கை வேளாண்மை - மலை இடப்பெயர்கள் ஓர் ஆய்வு - தமிழ் கல்வி வரலாறு - காலத்தை வென்றகலை - தாகூரின் கடிதங்கள் - சமரசம் - வாழ்க்கை - நீதிநூல்களில் இலக்கிய நயம் - தமிழ்நாட்டு கலைச்செல்வங்கள்

அலகு-3 இலக்கணம்

மெய்மயக்கம் - பகுபத உறுப்பிலக்கணம் - புணர்ச்சி விதிகள் - படைப்பாக்க உத்திகள் -பா இயற்றப் பழகலாம் - கலைச்சொல்லாக்கம் - ஆக்கப்பெயர்கள் - நிறுத்தற் குறிகள்

அலகு-4 துணைப்பாடம்

ஆறாம் துணை - வாடிவாசல் - இதழாளர்பாரதி - சிந்தனைப்பட்டிமன்றம் - காஞ்சனை முன்னுரை - பால் வண்ணப்பிள்ளை - கிழிசல் - ஓர் உல்லாச பயணம் - மண் - பழிக்குப்பழி

அலகு-5 மொழிப்பயிற்சிகள்

கவிதைப்படைத்தல் - கட்டுரைப்பயிற்சி - கற்பனைக்கடிதம் எழுதுதல் - தமிழாக்கம் செய்தல் - நாட்குறிப்பு தயாரித்தல் - கலைச்சொல்லாக்கம் செய்தல்

பரிந்துரைக்கும் செயற்பாடுகள்

பாடத்தின் பத்தியைச் சுருக்கி எழுதுதல்.

புதுக்கவிதை படைத்தல்

ஏதேனும் ஒரு துணைப்பாடத்தின் கதைமாந்தரை திறனாய்வு செய்தல்.

பார்வை நூற்கள்

பதினொன்று மற்றும் பனிரெண்டாம் வகுப்பு பாடநூற்கள்

R. S. S. S. S.

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
B.Ed SYLLABUS (2018 – 2020)

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

மூன்றாம் பருவம்

BPC6-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி - II

(4 CREDITS -64 HOURS)

நோக்கங்கள்

1. மாணவ ஆசிரியைகள் இப்பாடத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்
2. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்
3. பாடப்பொருளைக் கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்
4. கற்பித்தலுக்கான செயல்திட்டத்தை உருவாக்கும் திறனைப் பெறுதல்
5. மதிப்பிடும் முறைகளை அறிந்திருத்தல்

அலகு 1: செய்யுள்:

வாழ்த்து – திருக்குறள்– இனியவை நாற்பது– திருவள்ளுவமாலை– நளவெண்பா–
விவேகசிந்தாமணி – காவடிச்சிந்து – விக்கிரமசோழன் உலா – திருமந்திரம் –
வில்லிபாரதம்– விழுதும் வேரும் – தமிழோவியம் – புறநானூறு – மணிமேகலை –
நான்மாடக்கூடல் – நாச்சியார் திருமொழி – முத்தொள்ளாயிரம் – யசோதரக்காவியம்

அலகு 2: உரைநடை:

உலகம் உள்ளங்கையில் – விடுதலைப் போரில் தமிழகப் பெண்களின் பங்கு –செய்தி
உருவாகும் கதை –தமிழர் வானியல்– இலக்கியத்தில் நகைச்சுவை– திராவிட
மொழிக்குடும்பம் –ஏறுதழுவுதல் –இயந்திரங்களும் இணையப்பயன்பாடும் –கல்வியில்
சிறந்தப்பெண்கள் –விரிவாகும் ஆளுமை

அலகு 3: இலக்கணம்:

குற்றியலுகரம் –குற்றியலிகரம் – முற்றியலுகரம் – இலக்கியவகைச்சொற்கள்– இயல்பு
வழக்கு –தகுதிவழக்கு – தொகைநிலைத் தொடர்கள் – தொகாநிலைத்தொடர்கள் –
ஆகுபெயர் – வேற்றுமை – புணர்ச்சி – துணைவினைகள் – வல்லினம் மிகுவிடம் –
வல்லினம் மிகாவிடம் – யாப்பிலக்கணம் –அணிகள்

அலகு 4: துணைப்பாடம்:

மகிழ்ச்சிக்கான வழி – ஆவணம் – மதியினால் சதியை வெல்லலாம் – கலீலியோ கலிலி –
குழந்தையிடமா திறமை! – அகழாய்வுகள் – வீட்டிற்கோ புத்தகச்சாலை – சந்தை –
பொருளிலக்கணம் –மகனுக்கு எழுதியக் கடிதம்

அலகு 5: மொழிப்பயிற்சிகள்

துணுக்குகள் எழுதுதல் – கவிதை படைத்தல் – நாடகம் எழுதுதல் – சிறுகதை எழுதுதல் –
வாசகம் எழுதுதல் – பழமொழிகள் அறிதல் – கடிதம் எழுதுதல்

பரிந்துரைக்கும் செயற்பாடுகள்

சுற்றுச் சூழல் குறித்து வாசகம் தயாரித்தல்

ஏதேனும் ஓர சிறுகதையின் மையக்கருத்தைப் பகுத்தாராய்தல்

நாட்டுப்புறப் பாடல்களைச் சேகரித்தல்

அகழாய்வுகள் குறித்த சிறு தொகுப்பேடு தயாரித்தல்

பார்வை நூற்கள்

எட்டு மற்றும் ஒன்பதாம் வகுப்பு பாடநூற்கள்

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - III SEMESTER

BPC5 –PEDAGOGICAL CONTENT KNOWLEDGE OF ENGLISH I

(4 CREDITS -64 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. specify the aims and objectives of teaching a prose lesson
2. identify the appropriate techniques for teaching the elements of a prose lesson
3. recognize the aims and objectives of teaching poetry
4. identify the apt techniques to develop appreciative skill in learning poetry
5. develop the knowledge of grammar items prescribed in school syllabi
6. understand the relevance of supplementary reader to develop language skills
7. find the suitable techniques of teaching language exercises

UNIT I: TEACHING OF PROSE

With special reference to the prose lessons “The Queen of Boxing by M.C.Mary Kom” and “The Ceaseless Crusader”

Achieving the aims of teaching English Prose: Fluent Reading with comprehension, enrichment of vocabulary and content words, enjoy reading and writing,

Reading Strategies – Judgment, reasoning, interpretation and appreciation, paying attention to writer’s intentions, arguments, ideas, styles

Suitable motivation, teaching structures, teaching vocabulary, develop reading, testing comprehension, testing application, giving assignment

UNIT II: TEACHING OF POETRY

With special reference to the poems “Once upon a time by Gabriel Okara” and “A Psalm of life by H W Longfellow”

Analysis of various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Recitation of poem with proper rhythm and intonation, develop the power of imagination, train the emotions of students, induce love for poetry reading and writing, develop the aesthetic sense of students

UNIT III: TEACHING OF GRAMMAR

Developing students’ insight into the structure of English language, understand the grammar through use of its structure, develop their mental abilities of reasoning.

Articles and Determiners, Modal Auxiliaries, Sentence Pattern, Phrases and Clauses – Kinds of phrases-Noun, Adjective and Adverbial, Types of Clauses - Noun, Adjective and Adverbial, Conditional clauses, Defining and non-defining relative clauses

English for Social, Specific, Academic, Occupational, Creative Purposes – Functions for all purposes, seasons and field - within the classroom and Communicative Grammar

UNIT IV: TEACHING OF SUPPLEMENTARY READER

Achieving the aims of teaching supplementary reader - develops the ability to read and extends the vocabulary, supplements and enriches work done by pupils in the classroom, and encourages independent access to information and arouses the interest of pupils in matters outside the curriculum.

Developing a teaching force which is capable of moving beyond the confines of set books and textbooks and providing training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning

With special reference to the supplementary reader “After Twenty Years by O.Henry” and “The Lottery Ticket by Anton Checkov”

UNIT V: TEACHING OF LANGUAGE ASPECTS

Reading – Selecting suitable parallel reading materials, idioms related to sports, colours, animals and birds, and interpreting pictorial representations of facts.

Writing – interpreting notices, announcements, telephone notes, Note making and summary writing, writing an article for newspaper, Biographical sketch, Report writing, and Going for one word equivalent

Speaking – Drafting a public speech-Ceremonial, Demonstrative, Informative and Persuasive, delivering welcome address and proposing vote of thanks, Types of Speech delivery – impromptu, extemporaneous, Manuscript and Memorized.

PRACTICUM

Analyze the warm up activities and their relevance for motivating the learners

Prepare a different ICT corner for any of the lesson prescribed for the classes

Prepare a phonetic transcription of a passage

REFERENCES

Textbooks – ENGLISH XI and XII, Department of School Education, Tamil Nadu Text book and Educational Services Corporation, Chennai, Tamil Nadu

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B.Ed. SYLLABUS - III SEMESTER

BPC6–PEDAGOGICAL CONTENT KNOWLEDGE OF ENGLISH II

(4 CREDITS -64 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. specify the aims and objectives of teaching a prose lesson
2. identify the appropriate technique for teaching the elements of a prose lesson
3. recognize the aims and objectives of teaching poetry
4. identify the apt technique to develop students' appreciative skill in learning poetry
5. develop the knowledge of grammar items prescribed in school syllabi
6. understand the relevance of supplementary reader to develop students' language skills
7. find suitable techniques of teaching language exercises

UNIT I: TEACHING OF PROSE

With special reference to the prose lessons “Living Amicably” and “Sea Turtles”

Achieving the aims of teaching English Prose: Fluent Reading with comprehension, enrichment of vocabulary and content words, enjoy reading and writing,

Reading Strategies – Judgement, reasoning, interpretation and appreciation, paying attention to writer's intentions, arguments, ideas, styles.

Suitable motivation, teaching structures, teaching vocabulary, develop reading, testing comprehension, testing application, giving assignment.

UNIT II: TEACHING OF POETRY

With special reference to the poems “Stopping by Woods on a Snowy evening by Robert Frost” and “Nine Gold Medals by David Roth”

Analysis of various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Recitation of poem with proper rhythm and intonation, develop the power of imagination, train the emotions of students, induce love for poetry reading and writing, develop the aesthetic sense of students

UNIT III: TEACHING OF GRAMMAR

Developing students' insight into the structure of English language, understand the grammar through use of its structure, develop their mental abilities of reasoning.

Transformation of Sentences –

1. Direct Vs. Reported Speech
2. Simple, compound, complex
3. Active voice Vs. Passive voice
4. Positive vs. Negative
5. Degrees of Comparison

Syllabification, Prefixes and Suffixes, Tenses, the Gerund, Infinitives, the Participle, Phrases and Clauses, Transitive and Intransitive Verbs, Prepositions, Sentence Patterns and Question Tags

UNIT IV: TEACHING OF SUPPLEMENTARY READER

Achieving the aims of teaching supplementary reader - develops the ability to read and extends the vocabulary, supplements, and enriches work done by pupils in the classroom, and encourages independent access to information and arouses the interest of pupils in matters outside the curriculum.

Developing a teaching force which is capable of moving beyond the confines of set books and textbooks and providing training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning

With special reference to the supplementary reader “The Fun they had” and “After the Storm”

UNIT V: TEACHING OF LANGUAGE ASPECTS

Teaching of compositional skills – Importance and varieties of oral and written composition

Descriptive writing - describing yourself, a picture, a person and a place

Narrative writing – narrating an incident, a story, and an event

Designing language games – Crossword, riddles, Word Search appropriate for the age group of the students

PRACTICUM

Preparing language activities suitable for the age group of students

Organize a Group Discussion on the topic “Teaching a language and a subject”

Analyses of School textbooks

REFERENCES

Textbooks – ENGLISH VII and IX, Department of School Education, Tamil Nadu Text book and Educational Services Corporation, Chennai, Tamil Nadu

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - III SEMESTER

BPC5–PEDAGOGICAL CONTENT KNOWLEDGE OF MATHEMATICS I

(4 CREDITS - 64 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the mathematics content at middle school level
2. acquire knowledge on need, significance and objectives of the text book content
3. know different methods of teaching the textbook content
4. develop teaching learning activities to enhance student learning
5. acquire knowledge on different evaluation methods to assess the textbook content

UNIT I: ARITHMETIC

Rational Numbers – Four Properties of Rational Numbers- Irrational Numbers – Square and Cube roots of Real Numbers - Application of Percentage - Profit and Loss – Overhead Expenses – Discount and Tax- Simple Interest (SI) – Compound Interest (CI) – Difference between SI and CI – Fixed Deposits and Recurring Deposits- Compound Variations- Time and Work

UNIT II: ALGEBRA

Algebraic Expressions – Identities – Factorization – Linear Equations – Polynomials – Type of Polynomials- Arithmetic of Polynomials – Remainder Theorem - Set – Types of Set – Set Operations – Cardinality and Practical problems on set operations

UNIT III: CO – ORDINATE GEOMETRY

Mapping the plane – Devising a co-ordinate system - Distance between any two points on the coordinate axes - Distance between any two points lying on a line parallel to coordinate Axes – Distance between the two points on a Plane – Properties of distances

UNIT IV: GEOMETRY

Triangles – Properties of triangles - Kinds of Triangles – Angle sum properties of Triangles – Congruence of Triangles – Conditions for triangles to be congruent - Centres of Triangle – Pythagoras theorem - Quadrilaterals – Types of Quadrilaterals – Constructions of the circumcentre and Orthocentre of a triangle - Circle – Semi Circles – Quadrant of a circle – Secant of a circle – Tangent of a circle – Segment of a circle – Sector of a circle – Combined figures

UNIT V: STATISTICS

Formation of frequency table for grouped and ungrouped data – Draw the diagram of histogram, frequency polygon, Pie- Measures of Central tendency

PRACTICUM

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching mathematics to a particular class

REFERENCE

Text books - Mathematics VIII and IX classes, Department of School Education, Tamil Nadu

Text book Corporation, Chennai, Tamil Nadu

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - III SEMESTER

**BPC5 – PEDAGOGICAL CONTENT KNOWLEDGE OF PHYSICAL SCIENCE I
(4 CREDITS - 64 HOURS)**

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the Physical Science content at high school level
2. acquire knowledge on need, significance and objectives of the text book content
3. know different methods of teaching the textbook content
4. develop teaching learning activities to enhance student learning
5. acquire knowledge on different evaluation methods to assess the textbook content

UNIT I: MEASUREMENT AND MEASURING INSTRUMENTS

Physical quantities and units- SI system of units- fundamental units of SI system- unit prefixes- rules and conventions for writing SI units and their symbols- vernier caliper and screw gauge- spherometer- measuring mass- accuracy in measures.

UNIT II: MOTION

State of rest and motion- types of motion- distance and displacement- uniform and non-uniform motion- speed, velocity and acceleration- graphical representation of motion along a straight line- equation of motion- centripetal acceleration and centripetal force- centrifugal force- summary

UNIT III: LIGHT

Reflection of light- curved mirrors-image formed by curved mirrors- real and virtual image- concave mirror- convex mirror- speed of light- total internal reflection.

UNIT IV: MATTER AROUND US

Meaning of matter - existences of matter- solid of particles- kinetic particles theory of three states of matter-solid, liquid, gas- solids- liquids- gases- effect of temperature on movement of particles- changes in state of matter and the kinetic particle theory- melting- freezing- boiling- evaporation- sublimation- effect of pressure on gases- classification of matter based on composition- elements-compound- differences between mixtures and compounds- types of mixture- colloidal solutions- separation of mixtures.

UNIT V: CHEMICAL COMBINATIONS

Laws of chemical combination- laws of reciprocal proportions- discovery of nucleus-
discovery of neutrons- isotopes (Iso-same, topo-place, Isotope- same place)

PRACTICUM

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching physical science to a particular class

REFERENCE

Text books – Physical Science VIII, IX Department of School Education, Tamil Nadu Text book
corporation, Chennai, Tamil Nadu

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B.Ed. SYLLABUS - III SEMESTER

BPC5 – PEDAGOGICAL CONTENT KNOWLEDGE OF

BIOLOGICAL SCIENCE I

(4 CREDITS - 64 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the Biological Science content at high school level
2. acquire knowledge on need, significance and objectives of the textbook content
3. know different methods of teaching the textbook content
4. develop teaching learning activities to enhance student learning
5. acquire knowledge on different evaluation methods to assess the text book content

UNIT I: CROP PRODUCTION AND MANAGEMENT

Crop Production and Management –need for crop productions, method of crop productions – Role of Micro Organisms in crop productions -Diversity in Living Organism -Conservation of Plants and Animals

UNIT II: LIVING WORLD OF PLANTS

Plant physiology-types of tropisms in plants, movement and growth of plants, photosynthesis

UNIT III: DIVERSITY IN LIVING ORGANISMS KINGDOM ANIMALIA

Classifications of living organisms, animal kingdom, phylum-protozoa, Porifera, Coelenterata, Plathelminthes, Nematoda, Annelida, Arthropoda, Mollusca, Echinodermata, Chordata

Divisions Vertebrata

Binomial names of common animals

UNIT IV: HEALTH AND HYGIENE

Human Body System, Components of food, health and personal hygiene- introductions of microbes, types of microbes' bacteria, virus, and fungi

UNIT V: FOOD FOR LIVING

Classification of nutrients, Carbohydrates, proteins, fats, vitamins and minerals, need for water, Protein Energy Malnutrition(PEM), Minerals its functions and deficiencies, vitaminosis, methods of food preservation, adulteration

PRACTICUM

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching biological science to a particular class

REFERENCE

Text books – Biological Science VIII, IX Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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B.Ed. SYLLABUS - III SEMESTER

BPC5- PEDAGOGICAL CONTENT KNOWLEDGE OF HISTORY I

(4 CREDITS - 64 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the history content at high school level
2. develop teaching learning activities to enhance student learning
3. acquire knowledge on evaluation of human society.
4. understand the development of religion in the 6th century BC.
5. know the reason for imperialism in china and India

UNIT I: GREAT RULERS AND ADVENT OF THE EUROPEANS

The great Mughals – Babar (1526BC-1530BC), Humayun, Shershah, Jahangir, Akbar, Shahjahan, Aurangzeb

Rise of the Marathas- Sivaji

Advent of the Europeans- trade routes-Portuguese, Dutch, British, French

Anglo- French struggle (three Carnatic wars), Battle of Plassey (1757), Battle of Buxar

UNIT II: EVOLUTION OF HUMAN AND SOCIETY

Origin of the Earth and geological Ages

Human enquiries into past and origin of the world

Prehistory- human ancestors-

Cultures –Palaeolithic, Mesolithic and Neolithic cultures

Ancient civilization – Early civilization- Egyptian, Mesopotamian, Chinese and Tamil civilization

Early societies, state formation

UNIT III: RELIGION

Religion in the 6th century BC

Jainism and Buddhism

UNIT IV: IMPERIALISM

Imperialism in India and china

Causes and Effects of Imperialism

UNIT V: FIRST WORLD WAR

Causes for the First World War

Course of the war

Result of the war

PRACTICUM

Suggest appropriate teaching – learning activities to enhance mastery learning

Plan for enrichment activities and remedial measures to cater to individual needs

REFERENCE

Text books – Social Science IX, X Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM - 16



B.Ed. IV SEMESTER SYLLABUS

2018-2020

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B.Ed. SYLLABUS - IV SEMESTER

CORE PAPER

BCC7- SOCIETY AND EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. know the concept, patterns and components of Social change
2. discuss the concept of Social mobility and factors influencing social mobility
3. analyze the provisions of Education in the constitution.
4. know the concept of democracy and secularism.
5. acquaint with the concept, need and characteristics of secularism.
6. explore the ways and means of resolving Marginalization in education.

UNIT I: EDUCATION AND SOCIAL CHANGE (L-5, P-3, T-2)

Social change- Definition, Characteristics, Components and Patterns, Factors of Social change, Barriers of Social change, Role of education in empowerment for Social change, Role of the teacher in social change

Education and Modernization- Meaning, characteristics and impact of Modernization on Education

UNIT II: STRATIFICATION, SOCIAL MOBILITY AND EQUITY (L-5, P-2, T-1)

Social stratification - Meaning, types and characteristics.

Social mobility- definition, types- horizontal and vertical, Factors influencing social Mobility.

Equity and Excellence in Education-concept of Equity, Nature of Inequalities in India, Role of Education in Promotion of an Egalitarian Society, Strategies for Equity in Education

Concept of Excellence- Meritocracy, Democracy and Excellence, Strategies, and Indicators of Excellence

UNIT III: INDIAN CONSTITUTION AND STATUS OF EDUCATION (L-6, P-2, T-1)

Constitution and Education: Universalization of Primary Education, Equality of opportunity in safeguarding cultural and religious minorities, Right to Education, Reservation as an egalitarian policy, educational provisions in the Indian constitution.

UNIT IV: EDUCATION FOR DEMOCRACY AND SECULARISM (L-6, P-3, T-2)

Democracy – Meaning, significance, basic principles and types of democracy

Democracy and Education with reference to aims, curriculum, discipline, method of teaching and role of teacher- functions of schools in democratic society

Secularism- Meaning and Definition, concept of secularism, Secular based education- need and characteristics - Ways and means of promoting secularism through education and Limitations of our educational systems in promoting secularism

UNIT V: MARGINALISATION IN EDUCATION (L-6, P-2, T-2)

Marginalization - nature, types, causes

Marginalized groups –Education of the Marginalized in the Indian context , measures of Education of the Marginalized, Gender Inequality , Inclusive setting , Role of Education in addressing the needs of Marginalized in Indian society , provision and schemes for Education of the Marginalized, solution of Marginalization in Education

PRACTICUM

- Group **brainstorming** on role of education in empowerment of social change
- **Prepare a report** on factors influencing social mobility
- **Analyze** the provisions of education in the Indian constitution
- **Explore the ways and means of promoting Secularism** through education
- **Give a solution** for improving the educational status of Marginalized people of India

REFERENCES

1. Alok Gardia, Education and Democracy, A.P.H. Publications, New Delhi, 2016.
2. Bansi Lal, Education in Emerging Indian Society, DPS Publishing House, New Delhi, 2013
3. Bhatia.K.K, Yadav.H.S. and Sudha Yadhav. Philosophical, Sociological and Economic Bases of Education, Tandon Publications, Ludhiana, (2010)
4. Chauhan, Modern Indian Education, Kanishka Publishers, New Delhi, (2005).
5. Chowdhary.N.K, Indian Constitution and Education, Shipra Publications, Delhi, (2009)
6. Girish Pachauri, Education in Emerging India, R.Lall Book Depot, Meerut, (2014).
7. Gupta, Education in Emerging India, Shipra Publications, Delhi, (2005).

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9. Rajput.J.S, Indian Education in times of global change, Shipra Publications, Delhi, (2016).
10. Raman Behari Lal and Sunita Palod, Educational Thought and practice (Teacher in Emerging Indian Society), R.Lall Book Depot, Meerut, (2014).
11. Savya Sanchi, Social stratification, DPS Publishing House, New Delhi.(2015).
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B.Ed. SYLLABUS - IV SEMESTER

BCC8- ESSENTIALS OF TEACHING AND LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

at the end of the course, the student-teachers will be able to

1. acquire knowledge on the concepts, terms and procedures in teaching and learning
2. understand the tasks of teaching
3. acquire the knowledge on various theories of teaching
4. develop skills of effective teaching
5. apply the knowledge of innovative methods and techniques of teaching
6. use various models of teaching

UNIT I: CONCEPTS OF TEACHING AND LEARNING (L-5, P-2, T-2)

Definition, Meaning, Nature, Characteristics and Functions of Teaching

General, Psychological Principles and Maxims of Teaching

Types of Learning: Factual, Association, Conceptual, Procedural, Generalization, Principles and Rules, Attitudes, Values and Skills Learning

Levels, Phases and Relationship between Teaching and Learning

Important Aspects of Teaching Learning Process, Teaching, Learning and Evaluation

UNIT II: EXPANDING HORIZONS OF LEARNING (L- 5, P-2, T-2)

Learning for Transfer: Concept, Types (Low Road or Substantive Transfer & High Road or Procedural Transfer) and Promoting Transfer

Learning in and out of school: Concept and implications- Lauren Resnick's view on Out of school learning versus In-school learning

Life-long, Life-Wide, and Life-Deep learning, four principles for learning in Formal and Informal setting

Bruce Tuckman's revised model for group development: Five phases and Role of Teacher

UNIT III: EFFECTIVE TEACHING (L-5, P-1, T-2)

Teaching Competence, Teaching Skills and Effective Teaching: Concept, Meaning and Nature

Classification of Teaching Skills: Core Teaching Skill, Specific Teaching Skills and Target Group Specific Teaching Skills

Dimensions of Effective Teaching: Competency, Commitment and Performance Areas - Factors contributing to Effective Teaching

UNIT IV: TECHNIQUES AND STRATEGIES OF TEACHING (L-5, P-3, T-1)

Teacher Centred Techniques: Telling, Indoctrination, Drill and Demonstration

Student Centred Techniques: Debate, Creative writing, Library work, Project work, Field Trip, Problem Solving, Brain Storming, Colloquium, Self-Learning, Meaningful Learning, Programmed Instruction, Keller Plan and Computer Assisted Instruction (CAI)

Innovative Teaching Strategies: Block Teaching, e-tutoring, Print Media, Electronic Media, Tele - Conference, Video Conference, Interactive Video, Cybernetics, and Virtual Classroom

UNIT V: MODELS OF TEACHING (L-6, P-4, T-3)

Concept, Definition and Fundamental Elements of Teaching Models

Information Processing Models-Bruner's Concept Attainment Model

Social Interaction Models- Glaser's Classroom Meeting Model

Personal Development Models- Roger's Non - directive Model

Behaviour Modification Models- Skinner's Contingency management model

PRACTICUM

- **Written Assignment:** Students are completed a written assignment on a specific allotted content for the first unit
- **Padlet preparation:** Students prepare a Padlet presentation related to a specific topic in second unit . Padlet is an online collaborative platform that allows users to create and share content in a visually engaging format.
- **Group Discussion:** Students are participated in a group discussion on a specific allotted content for the third unit
- **Classroom Simulation:** Students participate in a classroom simulation related to a specific allotted content in the fourth unit. The simulation is designed to replicate a real classroom situation, and students is assigned roles as teachers, students, or observers

Service-Learning Project: Students work in groups to plan and execute a service learning project related to specific allotted content in the fifth unit. The project is designed to address a school need or issue and is involved collaborating with a local school.

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2. Chauhan, S.S.(1979) Innovations in teaching-learning processes. New Delhi: Vikas Publishing House.
3. Derek, Rowntree.(1986) Teaching through self- instruction. London: Kogan Page.
4. Gronlund, N.E.(1976) Measurement and evaluation in teaching. New York: Macmillan Co.
5. Jaya pillai, K.(1985) Effective teaching. Madurai: Madurai Kamarajar University.
6. Joyce., & Weil., (2004).Models of teaching. Prentice Hall of India.
7. Kulkarni, S.S.(1986) Introduction to educational technology. Bombay: Oxford and IBH Publishing Co.
8. Kumaraswamy Pillai, K.(1980) Curriculum, teaching and evaluation. Annamalainagar: Sivakami Printers.
9. Mager, R.F.(1962) Preparing objectives for programmed instruction. Palo Alto, Calif: Fearson Publishers.
10. Mangal, S.K. (1986) Fundamental of educational technology. Ludhiana: Prakash Brothers.
11. Mathew Thomas. (2009) Effective teaching. New Delhi: S.Chand and Company.

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

நான்காம் பருவம்

BPC7-தமிழ் கற்பிக்கும் முறைகள் பகுதி - I

(3 CREDITS - 48 HOURS)

நோக்கங்கள்:

மாணவ ஆசிரியர்கள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. முத்தமிழின் சிறப்புகளை உணர்தல்
2. மொழிக்கற்றல் வள மூலங்களை அறிதல்
3. உரைநடைத் திறத்தை உணர்தல்
4. வரலாற்று மூலங்களின் பங்கினை ஆராய்தல்
5. உரைநடை திறனறிதல்
6. தமிழ் மொழி தற்கால மொழி வளர்ச்சியினைப் புரிந்து கொள்ளுதல்
7. மொழியின் புதிய பரிமாணங்களை அறிதல்

அலகு 1: இயல் இசை நாடகத் தமிழின் சிறப்புகள் (L-5, P-1, T-2)

கவிதை: விளக்கம், கற்பனை, உணர்ச்சி, வடிவம், பாடுபொருள், உள்ளுறை, அணி, இறைச்சி
இசைத்தமிழ்: இசையும் தமிழும், மொழிக்கல்வியில் இசை பெறுமிடம், பக்திப்பாடல்களின்
இசை, தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு
நாடகத்தமிழ்: தமிழ் நாடகத்தின் தோற்றமும் வளர்ச்சியும், இக்கால நாடகங்கள்,
நாடக உத்திகள், சிலப்பதிகாரத்தில் காணப்படும் நாடகச் செய்திகள்

அலகு 2: மொழிக்கற்றல் வள மூலங்கள் (L-6, P-2, T-2)

இலக்கண இலக்கிய வளங்கள் - நிகண்டுகள் - அகராதிகள் - கலைக்களஞ்சியங்கள் - தமிழ்
சொற்களஞ்சியம் - ஆய்வுக்கட்டுரைகள் - ஆய்விதழ்கள் - சொல்லடைவு , பொருளடைவு
.நூலடைவு.

அலகு 3: தமிழ் வரலாற்று மூலங்கள் (L-6, P-2, T-2)

செப்பேடுகள் - சின்னமனூர் செப்பேடு - ஓலைச்சுவடிகளின் அமைப்பும் பகுப்பு முறைகளும் -
அகழ்வராய்ச்சிகள் - மொகஞ்தாரோ கரப்பா உணர்த்தும் பண்பாடு - அரிக்கமேடு உணர்த்தும்
பண்பாடு - கல்வெட்டுகள்: கல்வெட்டுச்சான்றுகள், குகை கல்வெட்டுகள் , பிறமொழி
கல்வெட்டுகள்

அலகு 4: உரைநடை திறம் (L-6, P-2, T-2)

உ.வே. சாமிநாத ஐயர் - பதிப்பு நுட்பம், முகவுரை, குறிப்புரை, இடம்பெயர்ச்சுட்டல், உவமை
விளக்கம், புராண விளக்கம். மறைமலையடிகள் - தனித்தமிழ் நடை, மேடைத்தமிழ் சிறப்புகள்

அலகு 5: புதிய பரிமாணங்கள் அறிமுகம் (L-6, P-2, T-2)

இதழியலின் வளர்ச்சி - விளம்பரங்களின் தேவைகள் - வகைகள் - பெண்ணிய
இலக்கியங்கள் - மொழிப்பெயர்ப்பின் நோக்கங்கள் - பண்புகள் - தலித்திய இலக்கியங்கள் -
வளர்ச்சி நிலைகள்

கற்பித்தல் பாடப் பொருளறிவு

சொற்றொடர் வகைகள்: செய்தித்தொடர் வினாத்தொடர், உணர்ச்சித்தொடர், கலவைத்தொடர், கட்டளைத் தொடர், அடுக்குத்தொடர் இரட்டைக்கிளவி , மரபுச்சொற்கள்: ஒலி மரபு, வினைமரபு, மரபுப்பிழை, அடைமொழி, இனமுள்ள அடைமொழி, இனமில்லா அடைமொழி

பரிந்துரைக்கும் செயல் முறைகள்

- திருக்குறளில் உள்ள அரசியல் **மதிப்புகளை இனங்காணல்**
- தமிழ் எழுத்தாளர்கள் பற்றியப் **படத்தொகுப்பேடு உருவாக்குதல்**
- வாய்மொழி வாயிலாக பிழையின்றி **எழுத பயிற்சி அளித்தல்**
- புனைக் **கதைத் தயாரித்தல்**
- சங்க தமிழுக்கும் அறிவியல் தமிழுக்கும் உள்ள வேற்றுமை ஒற்றுமைகளைப் பற்றி **விவாதித்தல்**

பார்வை நூல்கள்

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

நான்காம் பருவம்

BPC8-தமிழ் கற்பிக்கும் முறைகள் பகுதி - II

(3 CREDITS -48 HOURS)

நோக்கங்கள்:

மாணவ ஆசிரியர்கள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. விழும மனப்பான்மையை வளர்த்தல்
2. இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சியினை ஆராய்தல்
3. மொழிக்கல்வியில் பிழைகளை நீக்கும் பயிற்சி பெறுதல்
4. வகுப்பறை திறன்கள் வழி படைப்பாற்றலைப் பெறுதல்
5. இலக்கிய பரிமாண வளர்ச்சியைப் புரிந்து கொள்ளுதல்

அலகு 1: தமிழ் மொழியும் விழுமப்பதிவுகளும் (L-6, P-2, T-2)

விழுமம் விழுமங்களின் இயல்புகள் - தேசியக் கல்வி ஆராய்ச்சி மற்றும் பயிற்சி குழு பரிந்துரைக்கும் பட்டியல் - வகைகள்: ஒழுக்க மதிப்புகள், முருகியல் மதிப்புகள், அறிவுசார் மதிப்புகள், புறவுந்தல் மதிப்புகள் மற்றும் சமுதாய மதிப்புகள்

அலகு 2: இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சிகள் (L-5, P-2, T-2)

சிறுவர் இலக்கியம்: பண்புகள், கற்பனை, எழுத்தாளர்கள் - அழவள்ளியப்பா, பெ.தூரன். பயண இலக்கியம்: நோக்கம், தேவைகள், பயணநூல்கள்

அலகு- 3: மொழிக்கல்வியில் பிழைகள் (L-5, P-2, T-2)

தவறும் பிழையும் :- தவறாக ஒலித்தல் - இலக்கணம் அறியாமை - சந்திப்பிழை - மயங்கொலிப்பிழைகள் - எழுத்துப்பிழை - ஒருமை பன்மை மயக்கம் - திணை பால் முடிவுகள் பிழை - நிறுத்தற்குறிகள் .

அலகு- 4: வகுப்பறைத்திறன்கள் (L-5, P-2, T-2)

படைப்பாற்றல் தன்மைகள்: மேம்படுத்துதல் , தழுவல் , ஈடுகட்டுதல் , மிகுத்துக்காணல் , குறைத்துக்காணல் , மீள வைத்தல் , இணைத்தல் - படைப்பாற்றல் வடிவங்கள்: தலைப்பு தருதல் , குறிப்புகள் தருதல் , முடிவைமாற்றித்தருதல் , வகைமாற்றுதல் போன்றவை

அலகு 5: தற்கால மொழி வளர்ச்சி நிலை (L-5, P-3, T-3)

கணிப்பொறியும் தமிழும் - அறிவியல் தமிழ் வளர்ச்சி - கலைச்சொல்லாக்கத்தின் அமைப்பு - தேவைகள் - இணையத்தின் பங்கு - செம்மொழி தமிழின் வளர்ச்சி நிலைகள் - மொழிவளர்ச்சியில் மொழிப்பெயர்ப்பின் பங்கு

பத்தாம் வகுப்பு பாடப் பொருள் அறிவு

செய்யுள்:

வாழ்த்து - - ஏலாதி - - தமிழ் வளர்ச்சி - - நற்றிணை - பெரியபுராணம் - தமிழ்விடு தூது - தேவாரம் - கலித்தொகை - நந்திக் கலம்பகம் -- நிற்க நேரமில்லை.

உரைநடை:

அண்ணல் அம்பேத்கர் - பேச்சுக்கலை - திரைப்படக்கலை உருவான கதை - தமிழ்மொழியில் அறிவியல் சிந்தனைகள் - பத்துறை வேலைவாய்ப்புகள்.

இலக்கணம்

பொருள் இலக்கணம் - அகப்பொருள் - புறப்பொருள் - பா வகைகள் - அணி.

பரிந்துரைக்கும் செயற்பாடுகள்:

- சங்க இலக்கியத்தில் உள்ள இறைச்சிப் பாடல்களைத் தொகுத்தல்
- நிகண்டுக்கும் அகராதிக்கும் உள்ள வேறுபாடுகளை எழுதுதல்
- செப்பேடுகளின் படங்களைத் தொகுத்துப் படத்தொகுப்பேடு தயாரித்தல்
- தனித்தமிழின் சிறப்புகளை விவாதித்தல்
- தலித்திய ஏதேனும் நாவல் பற்றி கிறனாய்வு செய்தல்

பார்வை நூல்கள்

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B.Ed. SYLLABUS - IV SEMESTER

BPC7–PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. recognize the use of language across curriculum
2. understand the language related issues
3. write different types of texts
4. recognize the language of classroom interaction
5. understand the impact of linguistics on second language teaching
6. prepare different types of questions

UNIT I: LANGUAGE ACROSS CURRICULUM (L-5, P-1, T-2)

Language for specific purpose and subjects – Social Sciences, Science and Mathematics

Factors related to poor reading comprehension - Developing skills of reading comprehension

Theories of Language- Deficit theory and Discontinuity theory

Educational implications of language

Understanding the nature of classroom interaction

UNIT II: LANGUAGE RELATED ISSUES (L-6, P-2, T-2)

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom

Nature of reading comprehension in the content areas

Developing writing skills for writing in specific content areas

Strategies for developing oral language in the classroom that promotes learning in the subject areas

Nature of expository texts vs. narrative texts; transactional vs. reflexive texts

Analyzing children's writing to understand their conceptions; writing with a sense of purpose; writing to learn and understand

UNIT III: CREATING LANGUAGE FOR CLASSROOM INTERACTION

(L-6, P-2, T-2)

Language of instruction: Mother Tongue Vs. Second language

Aural oral skills in English language-contents of variety curricular resources-

Media for curricular transaction-discussions, seminars, debates

Language of explanation, questioning, reinforcing, illustrating and other pedagogic communications

UNIT IV: LINGUISTIC BEHAVIOUR AND SYSTEM (L-6, P-2, T-2)

Linguistic Behaviour — language as a rule governed behaviour and linguistic variability;
Pronunciation - linguistic diversity, its impact on English, pedagogical implication; speech and writing

Linguistic system — the organisation of sounds; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Phonetics, Syntax and semantics

UNIT V: ASSESSMENT -ITS ROLE AND IMPORTANCE (L-6, P-2, T-2)

Progress and assessment of development of language; Continuous and comprehensive evaluation - Techniques of evaluation — oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation

Typology of questions; activities and tasks (open ended questions, MCQ, true and false etc.) reflecting - Problem solving, creative and critical, thinking, Enhancing imagination and environmental awareness

Feedback to students, parents and teachers

PEDAGOGICAL CONTENT KNOWLEDGE

Lexis Analysis (Words borrowed from other languages), Translation (Proverbs and passages), Analysis of writing (Narrative, Descriptive, Persuasive) Styles of writing (Use of sensory details, figurative language, sound devices)

PRACTICUM

- Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing
- Discussion on “Language development in the school is the responsibility of all the teachers”. Analysis of the success of Continuous and Comprehensive evaluation in schools
- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation.

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www.det.act.gov.au>LUACHandbook
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B.Ed. SYLLABUS - IV SEMESTER

BPC8–PEDAGOGY OF ENGLISH II

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the various levels of literary appreciation
2. analyse the differences among the learners
3. acquire knowledge of advanced English grammar and study skills
4. appraise the development of second language learning
5. understand the principles of English language curriculum
6. acquire knowledge of various kinds of syllabi

UNIT I: LITERARY APPRECIATION (L-6, P-2, T-2)

Reading for literary appreciation

Appreciation of poetry – Use of images - Diction- Elements of the language of poetry- Rhythm, Rhyme, Alliteration, Assonance and Metre Figures of Speech

Levels of literary appreciation – reading for pleasure and profit, reading to decode information, losing oneself in a story, discovering identity, venturing beyond self, variety in reading and aesthetic purposes

UNIT II: SECOND LANGUAGE LEARNERS AND TEACHERS (L-5, P-2, T-2)

Age – Young children, Adolescents and Adult learners

Learner differences – Aptitude, learning styles, language levels, individual variations and good learner characteristics

Motivation – definition, sources of motivation, initiating and sustaining motivation.

The teacher as a performer

The teacher as a teaching aid – Mime and gesture, Language model and provider of comprehensible input

UNIT III: ADVANCED GRAMMAR AND STUDY SKILLS (L-5, P-2, T-2)

Analysis and Classification of grammatical errors

Transformation of sentences – Reported speech, Voices, Sentences: Simple, Compound and Complex.

Methods of teaching of grammar: Inductive and Deductive methods.

Study skills – Note-taking, Note-making, summarizing and paraphrasing

UNIT IV: ADVANCED TEACHING METHODOLOGIES – II (L-6, P-2, T-2)

Community Language Learning (CLL) Methodology – innovative learning tasks and activities
Suggestopaedia – Authority, Infantilization, Double-plannedness, and Intonation, rhythm and concert pseudo-passiveness

PPP method (Presentation, Practice & Production) and alternatives to PPP – ARC (Authentic use, restricted use and Clarification and focus), OHE (Observe, Hypothesise and Experiment) and ESA (Engage, Study and Activate)

The Silent Way – Objectives, Syllabus, learning activities, roles of learners, teachers and materials and procedure of teaching

UNIT V: ENGLISH LANGUAGE CURRICULUM (L-5, P-3, T-3)

ESL Curriculum- principles and process of design and development

Kinds of Syllabus -Structural, Situational, Notional-Functional and Communicative

Text book – Importance, Criteria of a good English language text book, Supplementary readers and Teachers’ handbook

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

Planning tasks for Group Activity, Fun with Vocabulary (Homophones, Homonyms, Homographs, Compound words), Grammatical Error Analysis in sentences, Interpreting Non-Verbal presentations, Tongue Twisters, Developing Headlines, Telephonic etiquettes

PRACTICUM

- **Prepare a lesson plan** for a school lesson following any one of the advanced teaching methodology
- **Develop a Multi-Media lesson using appropriate ICT resources** and transacting the same before peers as simulated teaching exercise.
- **Preparation of an Achievement Test** in English
- **Critical study of any one English Text-book**

Identifying common errors committed by second language learners

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B.Ed. SYLLABUS - IV SEMESTER

BPC7–PEDAGOGY OF MATHEMATICS I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire knowledge of structure of mathematics
2. understand the concept of psychological perspectives of learning mathematics
3. acquaint with the knowledge of gender differences in mathematics
4. understand the need for professional growth of math teachers
5. identify individual differences and prepare programmed texts
6. plan for enrichment activities and remedial measures

UNIT I: STRUCTURE OF MATHEMATICS (L-5, P-5, T-3)

Nature of Mathematical propositions, truth values, compound propositions; Truth tables, Open sentences, Truth sets, Venn diagram, logically valid conclusions

Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them

Types of Theorems - Existence and Uniqueness theorems

Mathematical theorem and its variants-converse, inverse and contra positive

Types of Proofs-Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction

**UNIT II: PSYCHOLOGICAL PERSPECTIVES OF LEARNING MATHEMATICS
(L-6, P-2, T-2)**

Formation of mathematical concepts - ideas of Piaget and Bruner

Factors influencing the learning of mathematics - motivation, maturation, perception, special abilities, attitude and aptitude

Constructivism-Zone of Proximal Development, Cognitive guided instruction, Cognitive apprenticeship, Constructivism, and spatial learning

Cognitive modeling in spatial learning; implications for teaching

UNIT III: GENDER DIFFERENCES IN MATHEMATICS (L-4, P-2, T-2)

Gender differences in

Cognitive abilities, Attribution styles, spatial abilities

Gender equity and gender bias

STEM and female students

Contribution of women mathematicians to the development of math

UNIT IV: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS (L-4, P-3, T-1)

Professionalism of the teacher and the teacher educator- Professional ethics, Commitments, Dedication, Accountability, Autonomy and Academic freedom

Personal characteristics contributing to success in teaching profession

Special qualities required of mathematics teacher

Professional growth-participation in conferences/seminars/workshops, Professional forums and associations (online& Offline)

UNIT V: MATHEMATICS FOR ALL (L-4, P-3, T-2)

Identifying learners strength and weaknesses -Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course

Stimulating creativity and inventiveness in mathematics Individualized Instruction - Programmed Learning - Linear Programming and Branching Programming

Cooperative learning ensuring equal partnership of learners with special needs

Aesthetic Enjoyment - number patterns, magic squares - Recreational activities - puzzles, and paradoxes - rapid calculation, simple multiplication, test of divisibility

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

Sequences – A. P., G. P. and Series, GCD, LCM, Rational Expressions, Square Root Quadratic Equations, Set Operations, De- Morgan's Law, Functions, Matrices

Trigonometric Identities, Heights and Distances

Basic Proportionality theorem, Angle Bisector theorem, similar triangles, Tangent Chord theorem

Surface area and volume of Cylinder, Cone, Sphere, hemisphere and Combined figures
Measures of Central Tendency, Measures of dispersion, representing data in Graph,
Probability

PRACTICUM

- Analyze the mathematical structures
- Video making on Factors influencing the learning of mathematics
- Identify gender stereotyped content presentation in mathematics
- List personal characteristics contributing to success in teaching profession
- Collect items for aesthetic enjoyment

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - IV SEMESTER

BPC7 –PEDAGOGY OF PHYSICAL SCIENCE I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire knowledge about models of teaching science
2. know the tools and techniques of assessment for learning physical science
3. recognise the essential qualities of a good science teacher
4. understand the concept of science and society
5. acquire knowledge about community resources and laboratory

UNIT I: MODELS OF TEACHING SCIENCE (L-4, P-2, T-2)

Modern trends in teaching of science - Psychological basis of methods in science teaching - Different models - concept attainment model, inquiry training model, advance organizer model with one illustration for each type of model

UNITII: SCIENCE TEACHING IN RURAL, URBAN AREAS AND COMMUNITY RESOURCES (L-6, P-5, T-2)

Evolution of Science - Strengthening Science Education -Globalization and Science - Problems of Science teaching in Rural and Urban areas, role of Science teaching in solving them

Dr. A.P.J. Abdul Kalam's initiative for successful Science teaching in rural areas

Community Resources- Aims, purposes and applications of Community Resources in Learning

Contributions of Science Centers-Nehru Science Center, TIFR, Mumbai, B.M.Birla Science Center, ISRO ,Hyderabad, IGCAR, Kalpakkam, IIS Bangalore, Vikram Sarabhai Community Science Center, Kishore Bharathi

UNIT III: PROFESSIONAL DEVELOPMENT OF SCIENCE TEACHER

(L-6, P-2, T-2)

Professional development programmes for science teachers

Need for Professional development programmes pre-service, in-service elementary, secondary and higher secondary level, interacting with peer teachers, reading for professional growth- seminar, conferences and workshop

Teachers as a community of learners

Collaboration of school with colleges, universities, and other institutions

Journals and other resource materials in biology education

Role of reflective practices in professional development of biology teachers

UNIT IV: SCIENCE AND SOCIETY (L-4, P-2, T-2)

Introduction about science, society- Relation between science and society

Physical science for environment, health, peace, value and equity

Role of the teacher in developing scientific attitude

Important contribution of science in the society

UNIT V: COMMUNITY RESOURCES AND LABORATORY (L-4, P-2, T-2)

Learning resources from immediate environment

Using community resources

Pooling of learning resources

Improvisation of apparatus

Inexpensive sources of chemicals

Handling hurdles in utilization of resources

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

Solutions - Atoms and Molecules - Chemical Reactions - Periodic Classification of Elements

- Carbon and its Compounds

Measuring Instruments - Laws of Motion and Gravitation - Electricity and Energy -

Magnetic Effect of Electric Current and light

PRATICUM

- **organise science exhibition** with your peers
- **prepare schedule** and a tool for observing a class 9 students during a group discussion session
- **prepare improvised models** in any of the physics /chemistry topics of 9th standard content
- **prepare an instructional material** record for 9 standard physics and science contents
- **prepare year plan** for 8th standard Tamil Nadu science textbook

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B.Ed. SYLLABUS - IV SEMESTER

BPC7 –PEDAGOGY OF BIOLOGICAL SCIENCE I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire the knowledge about models of teaching science
2. know the tools and techniques of assessment for learning biological science
3. recognize the essential qualities of a good science teacher
4. understand the concept of science and society
5. acquire knowledge about community resources and laboratory

UNIT I: MODELS OF TEACHING SCIENCE (L-4, P-3, T-2)

Modern trend in teaching of science

Psychological basis of science teaching

Different models - concept attainment model, inquiry training model, advance organizer model and its illustrations

UNIT II: PROBLEMS OF BIOLOGICAL SCIENCE TEACHING (L-5, P-3, T-2)

Scientific background of the problems related to natural resources

Over population, malnutrition, superstitious beliefs, the role of science education in solving them

Special problems of science teaching in rural and urban schools – non-availability of teaching aids, lack of background experience in teachers - teacher preparation and in-service education

Inculcating scientific attitude in students

UNIT III: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

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

Professional development programmes for biology teachers

Need for Professional development programmes pre-service, in-service elementary, secondary and higher secondary level, interacting with peer teachers, reading for professional growth- seminar, conferences and workshop

Teachers as a community of learners

Collaboration of school with colleges, universities and other institutions

Journals and other resource materials in biology education

Role of reflective practices in professional development of biology teachers

UNIT IV: SCIENCE AND SOCIETY (L-6, P-2, T-2)

Relation between science and society

Biological science for environment, health, peace, value and equity

Role of the teacher in developing scientific attitude

Important contribution of science in the society

UNIT V: COMMUNITY RESOURCES AND LABORATORY (L-6, P-2, T-2)

Learning resources from immediate environment

Using community resources

Pooling of learning resources

Improvisation of apparatus

Inexpensive sources of chemicals

Handling hurdles in utilization of resources

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

Heredity and Evolution - Immune System -Structure and Functions of Human Body Organ Systems - Reproduction in Plants - A Representative Study of Mammals - Life Process - Conservation of Environment -Waste Water Management

PRATICUM

- Preparing science magazine
- Evaluating the teaching of teachers
- Conduct open-book test

Conduct club activity (organize social events)

REFERENCES

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B.Ed. SYLLABUS - IV SEMESTER

BPC7 –PEDAGOGY OF HISTORY I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. know the contribution of eminent historians to the development of history
2. understand the importance of current affairs in teaching history.
3. know the need for and importance of professional growth of history teachers
4. understand the chronology in history
5. acquire knowledge in research of history

**UNIT I: CONTRIBUTIONS OF HISTORIANS IN DIFFERENT PERIODS
(L-7, P-1, T- 1)**

Greek historians- Herodotus and Thucydides

Roman historians- Livy and St. Augustine

German historians-Hegel and Leopold von Ranke

Indian historians- K.A Neelakanda Sastri and S.K. Iyengar

UNIT II: RECENT TRENDS IN TEACHING HISTORY (L-6, P-2, T-1)

Importance of Current Affairs in Teaching History

Selecting and utilizing current events for teaching history

Techniques of teaching current Affairs- Quiz, Buzz, Debate Discussion and mock trial

Role of History Teacher in imparting current events

UNIT III: PROFESSIONAL GROWTH OF TEACHERS (L-7, P-2, T-2)

Need and importance of professional growth of teachers, characteristics of an ideal history teachers, professional Ethics of History Teacher, Pre- service and In-service training of teachers, essential quality of History teachers, teachers relationship with his pupils, colleagues and community

UNIT IV: CHRONOLOGY IN HISTORY (L-7, P-2, T-1)

Meaning- importance of chronology in teaching history- time's sense, time lines and kinds of time lines, strategy to teach chronology, dimensions of chronology- location, distance, duration and simultaneity

Devices for teaching chronology – time, map exercise, quiz and panel discussions

UNIT V: RESEARCH IN HISTORY (L-7, P-1, T-1)

Research in history -Historical background

Types of research, basic and applied- descriptive and interpretative

Need for methodology and requisites of a research scholar, physical, honesty, creativity, sociability, patience and perseverance.

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

World between the Two World Wars (A.D.1919-A.D.1939)-Economic Depression - Fascism in Italy (A.D.1933-a.d1945) - Nazism in Germany (A.D.1933-a.d 1945) - Second World War (A.D.1939-a.d.1945) - The United Nations Organization - European Union

PRACTICUM

- **Role play** on contributions of historians
- **Conduct a mock trial** in teaching current affairs
- **Discussion** on role of history teacher with students
- **Prepare report** on different timelines with suitable example
- **Analyse** the difference between basic and applied research

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B.Ed. SYLLABUS - IV SEMESTER

BEC1 - DISASTER MANAGEMENT

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the concept, definitions, nature and types of disaster
2. understand the environmental hazards
3. create awareness on the disaster management cycle
(Preparedness, Prevention/Investigation, Response, Rehabilitation and Recovery)
4. develop understanding about disaster response, relief, rehabilitation & reconstruction
5. know emerging approaches in disaster management

UNIT 1: INTRODUCTION TO DISASTER MANAGEMENT (L-8, P-1, T-1)

Concept and definitions of Disaster; Types, natural and man-made disasters

Consequences of Disaster; Overview of Disaster scenes world over, in India

Understanding of Disaster cycle of natural disasters; prevention, Preparedness, mitigation search, rescue, relief, rehabilitation and reconstruction

Role of education in Disaster management

UNIT II: ENVIRONMENTAL HAZARDS & DISASTERS (L-8, P-2, T-1)

Natural hazards and Disasters

Man induced hazards & Disasters - Natural Hazards

Planetary Hazards / Disasters

Extra Planetary Hazards / disasters - Planetary Hazards

Endogenous Hazards - Exogenous Hazards

UNIT III: DISASTER PREPAREDNESS (L-6, P-2, T-2)

Vulnerability profile of India

Initiatives of Government of India in strengthening, preparedness; revamping civil defense, fire services and home guards;

Role of NGOs- National and International

Role of Corporate sector

Forecasting and Early warning

UNIT IV: DISASTER RESPONSE (L-7, P-1, T-1)

Search and Rescue; evacuation

Temporary relief camps; sectorial concerns in health, safe drinking water, sanitation,
Community kitchen

Rehabilitation; physical, social, economic and psychological aspects

Reconstruction; role of enforcement of techno-legal regime with illustrations

Human resource management/ Capacity development Engagement

UNIT V: EMERGING APPROACHES IN DISASTER MANAGEMENT

(L-6, P-1, T-1)

Pre-disaster Stage (preparedness)-relief- recovery

Emergency Stage- disaster services

Post Disaster stage – Rehabilitation

PRACTICUM

- **Case Studies** in Disaster Management
- **Conduct a study** (interview officials & people) about the consequences of natural disasters and prepare a comprehensive report with a list of pictures/ photographs and clippings showing the damage caused by disasters
- **Create awareness among school Children** about the different aspects of disaster management
- **Study the role of any one of the Newspapers of your locality** and write a report as to how it is contributing towards disaster management

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B.Ed. SYLLABUS - IV SEMESTER

OPEN ELECTIVE

BEC2 -HUMAN RIGHTS EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the concept of human rights and UDHR
2. acquire knowledge on human rights in Indian context
3. acquire knowledge on human rights education at different levels of education
4. understand the methods and techniques for teaching human rights education
5. acquire knowledge on role of different agencies in creating awareness on human rights

UNIT I: HUMAN RIGHTS AND UDHR (L-5, P-2, T-1)

Etymology of Rights – broadly defined Rights (natural, legal, claim, liberty, positive, negative, individual and group rights)

Evolution of human rights

Universal Declaration of Human Rights, Article and its importance.

UNIT II: GENESIS OF HUMAN RIGHTS IN INDIA (L-7, P-1, T-1)

Human Rights and Indian Constitution- Fundamental Rights, Fundamental Duties and Directive Principles of State Policy

National and State Human Rights Commissions

UNIT III: HUMAN RIGHTS EDUCATION (L-6, P-2, T-1)

Human Rights Education–Definition, Need, Objective, Principles of Human Right Education

Teaching Human Rights Education through Curricular and Co-Curricular activities at Elementary, Primary, Secondary and higher secondary

UNIT IV: METHODS AND TECHNIQUES FOR TEACHING HUMAN RIGHTS EDUCATION (L-7, P-3, T-1)

Methods for teaching Human Rights Education- discussion, listening, problem solving, Case Study, Role Play, Simulation, Mock Trials, brainstorming, project method, and use of community resources

Techniques for teaching Human Rights Education- carousel/work station, fish bowl, contest and awards, exhibition, multimedia technologies and small group works

UNIT V: AGENCIES FOR PROMOTING HUMAN RIGHTS AWARENESS

(L-8, P-2, T-1)

Agencies of Human Rights Education- Role of Family, Peer-group and Mass media

Role of School and Teacher in creating awareness of Human Rights among children

PRACTICUM

- **Scaffolding discussion** with Socratic circle on human rights and its relation to human needs.
- **Prepare a report** on relationship between human rights and constitution
- **Organize a co-curricular activity** to teaching human rights to school children
- **Prepare a case study** on ‘A right to privacy act under article 21
- **Analyse the role of family** in disseminating the human rights education

REFERENCES

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B.Ed. SYLLABUS - IV SEMESTER

BEC3 - SCHOOL MANAGEMENT

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the basic concept of school as an organization of educational management
2. understand the role of the teacher and school management
3. realize the multifaceted role of a head teacher
4. know the school records and registers
5. understand the role of teacher as a manager

UNIT I: SCHOOL MANAGEMENT (L-7, P-1, T-1)

School management –Meaning, scope and function

School Organization – meaning, characteristics

School administration and management – characteristics

Principles of School management, role of PTA in school Management

UNIT II: SCHOOL PLANT (L-8, P-1, T-1)

School Building

Design of school building

Provision of school plant – administrative building academic and Co-curricular activity provisions

Physical provisions – playground lawn and garden, School library, lab, office and classroom

UNIT III: INSTITUTIONAL PLANNING (L-8, P-1, T-1)

Institutional planning - Definition and objectives, characteristics

Institutional planning- preparation

Role of Institution in planning, implementing and evaluation

Decision making types

UNIT IV: SCHOOL RECORDS AND REGISTERS (L-8, P-1, T-1)

Need and Importance of school records

Advantages of school records

Essential requirements of school Records

Kinds of school records

UNIT V: TEACHER AND HEAD MASTER IN SCHOOL MANAGEMENT

(L-7, P-1, T-1)

Role of teacher as a manager – planning, organizing, leading and controlling

Teacher as a facilitator, counsellor and community leader

Role of Head Master in planning, monitoring, supervision, evaluation, guidance and motivation

PRACTICUM

- **Written Assignment:** Students are completed a written assignment on a specific allotted content for the first unit
- **Padlet preparation:** Students prepare a Padlet presentation related to a specific topic in second unit . Padlet is an online collaborative platform that allows users to create and share content in a visually engaging format.
- **Panel Discussion:** Students are participated in a group discussion on a specific allotted content for the third unit
- **Classroom Simulation:** Students participate in a classroom simulation related to a specific allotted content in the fourth unit. The simulation is designed to replicate a real classroom situation, and students are assigned roles as teachers, students, or observers.

Service-Learning Project: Students work in groups to plan and execute a service-learning project related to specific allotted content in the fifth unit. The project is designed to address a school need or issue and is involved collaborating with a local school.

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B.Ed. SYLLABUS - IV SEMESTER

ETE5 - EDUCATIONAL TECHNOLOGY

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the concept of educational technology
2. realize the importance of communication in teaching learning process
3. know the modern trends in educational technology in teaching
4. identify net supported learning
5. understand the recent trends in educational technology

UNIT I: OVERVIEW OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

Educational technology - Meaning, Nature, Objectives, Scope and Significance

Technology in Education (Hardware), Technology of Education (Software) & System Approach

Role of teacher in educational technology

UNIT II: FORMS OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

Forms of Educational Technology – Teaching Technology, Instructional Technology, Behavioural Technology and instructional design Technology

UNIT III: EDUCATIONAL COMMUNICATION SYSTEM (L-4, P-1, T-1)

Concept, Elements of Communication and Process Barriers Communication

Types – (Intra, Inter, Group and Mass Communication)

Networks of Communication- (Chain, Wheel, Star, Probability and Cluster)

Principles of Effective Communication

UNIT IV: NET SUPPORTED LEARNING (L-4, P-1, T-1)

Emerging Trends in Educational Technology: Blended Learning, Flipped Classroom,

Blogs, webinars

UNIT V: RECENT TRENDS IN EDUCATIONAL TECHNOLOGY (L-6, P-1, T-1)

On-line and e-learning, Virtual learning, tools, Virtual labs, Video conferencing, mooc- importance

Teleconferencing- Audio, Video

PRACTICUM

- **Discuss** the differences between hardware and software technology in education
- **Identify** the barriers in classroom communication
- **Observe video conferencing program** broadcast by IGNOU
- **Discuss** the merits and demerits of online education

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - IV SEMESTER

SES3 - GENDER ISSUES

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. develop basic understanding and familiarity with key concepts—gender, Gender bias, empowerment, gender parity, equity and equality
2. know different theories on gender and education and relate it to power relations
3. analyse issues related to sexual harassment at the workplace and child sexual abuse.
4. identify gender identities
5. know about gender power and education

UNIT I: GENDER ISSUES: KEY CONCEPTS (L-4, P-1, T-1)

Gender, Sexuality, Patriarchy, Masculinity and Feminism

Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region

Issues and Concerns of Transgenders

UNIT II: SOCIALIZATION PROCESSES (L-5, P-1, T-1)

Gender Identities and Socialization Practices in different types of families in India.

Gender Concerns related to Access, Enrolment, Retention and Overall achievement.

Gender Issues in Curriculum – Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region

UNIT III: GENDER STUDIES (L-4, P-2, T-1)

Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth century's with focus on women's experiences of education

Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

UNIT IV: GENDER SEXUALITY, SEXUAL HARASSMENT AND ABUSES

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

Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)

Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions

Agencies perpetuating violence: Family, school, workplace and media (Print and electronic) Portrayal of women

UNIT V: GENDER POWER AND EDUCATION (L-4, P-1, T-1)

Theories on Gender and Education: Application in the Indian Context

Socialisation theory, Gender difference, Structural theory, Deconstructive theory

Gender Identities and Socialisation Practices in: Family Schools other formal and informal organisation.

Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion)

PRACTICUM

- **Prepare a report** on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women
- **Debates** on violation of rights of girls and women
- **Collect of folklores** reflecting socialisation processes
- **Analyse the video clipping** on portrayal of women
- **Discuss the status of women** in the current society

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - IV SEMESTER

SES4 -CONSERVATION AND ENVIRONMENTAL REGENERATION

(2 CREDITS - 32HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. develop insight on the meaning and nature of environmental science
2. acquire skills natural resource management.
3. understand Consumerism and consumption pattern.
4. to identified issues in environmental conservation.

UNIT I: ENVIRONMENTAL CONSERVATION (L-4, P-1, T-1)

Importance of need and scope of environmental conservation and regeneration

Structure and functions of different ecosystems

Role of individual in conservation of natural resources: water, energy and food

Introduction to climate change

Unit II: ENVIRONMENTAL POLLUTION (L-5, P-1, T-1)

Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution

Thermal pollution, Nuclear pollution

UNIT III : NATURAL RESOURCE MANAGEMENT (L-5, P-1, T-1)

Sustainable land use management

Traditional knowledge and biodiversity conservation

Issues involved in enforcement of environment legislations.

Role of media and ecotourism in creating environmental awareness

Role of local bodies in environmental management

UNIT IV: CONSUMERISM AND CONSUMPTION PATTERN (L-4, P-2, T-1)

Consumerism and waste generation and its management

Water consumption pattern in rural and urban settlement

Environmental degradation and its impact on the health of people

Organic farming

Rainwater harvesting and water resource management

UNIT V: ISSUES IN ENVIRONMENTAL CONSERVATION (L-3, P-1, T-1)

Environmental conservation in the globalised world

Alternative sources of energy

Impact of natural disaster / man-made disaster on environment
Heat production and greenhouse gas emission, Global warming
Impact of industry/mining/transport on environment

PRACTICUM

- **Survey** the college surrounding and prepare a report about the environmental problems found and the possible remedies. Support your report with documental evidences / photographs.
- **Identify** the eco-tourism spots in your district and prepare a suitable report with evidences.
- **Organize Environmental Awareness** Week in your college
- **Prepare an e-resource** about the evils of unmindful felling of trees in the forest regions.

Identify the environmental friendly methods for reducing the usage of paper in your college and home. Write a report after implementing them for 3 months

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M.Ed. I SEMESTER SYLLABUS

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M.Ed SYLLABUS -- 2018 - 2020

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
M.Ed. SYLLABUS - I SEMESTER
MCC1 - PHILOSOPHICAL FOUNDATIONS OF EDUCATION
(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire the concept philosophy and its branches
2. understand the orthodox and heterodox system of Indian philosophy
3. understand thoughts of Indian philosophers
4. acquire basic concepts of western philosophy
5. acquaint themselves with western philosophers

UNIT I: PHILOSOPHY (L-13, P-6, T-4)

Philosophy – Meaning, Definitions and Features of Philosophy
Branches of Philosophy- Metaphysics Epistemology and Axiology
Relation between Philosophy and Education
Scope and Function of Educational Philosophy

**UNIT II: HETERODOX AND ORTHODOX SYSTEM OF INDIAN PHILOSOPHY
(L-14, P-6, T-6)**

Heterodox system: Charvaka, Jainism, Buddhism
Orthodox system: Nyaya, Vaisesika, Sankhya, Mimamsa, Vedanta and Yoga

UNIT III: THOUGHTS OF INDIAN PHILOSOPHERS (L-15, P-6, T-6)

Rabindranath Tagore
M.K.Gandhi
Swami Vivekananda
Sri Aurobindo
J.Krishnamurthi

UNIT IV: BASIC CONCEPT OF WESTERN PHILOSOPHY (L-15, P-6, T-5)

Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism

UNIT V: THOUGHTS OF WESTERN PHILOSOPHERS (L-15, P-7, T-5)

John Locke, John Dewey, Pestalozzi, Rousseau and Frobel

PRACTICUM

- Discussion on the relationship between philosophy and education
- Present a report on the heterodox system of Indian philosophy
- Panel discussion on thoughts of Indian philosophers
- Discussion on implications of western philosophies in education
- Prepare a report on Rousseau's educational philosophy

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M.Ed. SYLLABUS - I SEMESTER

MCC2 - EDUCATIONAL STUDIES

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the nature of education as a discipline of study
2. examine issues related to education as interdisciplinary knowledge
3. analyse the basic concepts and issues of education
4. acquire knowledge on support system of education
5. understand the multiple contexts in which the school and teacher education institutions are working

UNIT I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

(L-19, P- 5, T-6)

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors

School education: Contemporary challenges

Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society

Need for a vision of school education and teacher education

Concepts of quality and excellence in education- it's relation to quality of life

UNIT II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE (L-19, P- 5, T-6)

Interdisciplinary nature of education; relationships with disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology)

Contribution of science and technology to education and challenges ahead

Axiological issues in education: role of peace and other values, aesthetics in education

Interrelation between education and development

UNIT III: SOCIO-CULTURAL CONTEXT OF EDUCATION (L-12, P- 7, T-6)

Social purposiveness of education

Understanding Indian society-with reference to multilingual and multicultural and other diversity

Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community

Education of socio-economically deprived groups based on gender, locality, income differential and different disabilities as reflected in society

UNIT IV: SCHOOL CONTEXT (L-15, P -5, T-5)

Multiple schools contexts-rural/urban, tribal etc

Role of personnel in school management: teachers, headmasters, and administrators

Nurturing learner friendly school environment

School as site of curricular engagement

Teacher's autonomy, professional independence and professional competence

UNIT V: SUPPORT SYSTEMS OF EDUCATION (L-8, P- 5, T-5)

Principles and guidelines in organising the support systems

Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005) and NCFTE 2009

Complementarity in participation of different stakeholders in school education- NGOs, Civil society groups and their support to curricular engagement in schools and monitoring and evaluation of schools

Reconceptualise of learning resources –textbooks, supplementary books, workbooks, School library, multimedia and ICT

PRACTICUM

- **Debate** on the educational thoughts of Indian and Western philosophers
- **Discussion** on the role of Science and Technology in present modern society
- **Observe different languages** in different localities in India and understanding of multilingualism
- **Observe the government school environment** and aware of community Interaction with students
- Critically **evaluate the learning resources**

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MTE1 - TEACHER EDUCATION (PART -1)

(4- CREDITS -128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. know the characteristics and demands of teaching profession
2. know the teacher education system in India
3. understand the structure, curriculum and modes of pre-service in teacher education
4. acquire knowledge in in-service teacher education
5. understand the roles and function of national agencies and Total Quality Management in teacher educators

UNIT I: TEACHING PROFESSION (L-18, P-6, T-6)

Teachers in India: changing profile, roles and responsibilities

Concept of Profession- Teaching as a profession

Nature of Teacher Education

Characteristics and demands of teaching profession

Teachers as professionals, Professional ethics

Challenges in Teacher Education

UNIT II: TEACHER EDUCATION SYSTEM IN INDIA (L-16, P-4, T-4)

Historical development of Teacher Education

Recent developments in Teacher Education

Recommendations of commissions on Teacher Education

Levels of teacher preparation-ECE (Early Childhood Education) Elementary and Secondary

Preparation of Teachers for specific areas: work education, Vocational education, Health and Physical Education and Art education

UNIT III: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION (L-15, P-6, T-4)

Components of pre-service teacher education curriculum of NCERT and NCTE - foundation course, specialization and pedagogy, special fields, school based practicum and internship

Modes of pre service teacher education face to face, distance and online- merits and limitations

Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/ Internship training, the role of co-operating schools and teachers Supervision before classroom teaching, during class teaching

New trends in teacher preparation

UNIT IV: IN-SERVICE TEACHER EDUCATION (L-14, P-6, T-6)

Concept, need for professional development of a teacher, purpose of an in service teacher education programme, orientation, refresher, workshop, seminar and conference, their meaning and objectives

structure for in service teacher education – district, state, regional and national level agencies and institutions

Modes and models of in service teacher education

Planning an in service teacher education programme

Designing an in service teacher education programme

steps and guidelines, training curriculum preparation of courses material

Organizing an in service teacher education programme

Qualities and characteristics of an in service teacher educator

UNIT V: NATIONAL AGENCIES AND TOTAL QUALITY MANAGEMENT

(L-15, P-4, T-4)

Total Quality Management (TQM) in Teacher Education: concept, Need and importance

Role and functions of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, MHRD, SCERT, DTERT, RCI

Problems in Teacher Education and Suggestions to remedy the problems

PRACTICUM

- **Organisation and participation in group discussion** on norms developed by NCTE for recognition of teacher education Institutions
- **Interaction with the faculty of Elementary/Secondary teacher education Institutions** to asset their roles and responsibilities
- **Analyse the strategies** and scope for professional development of teachers and prepare a report
- **Preparation of a plan** based on any model of teaching for any topic/concept included in the B.Ed. curriculum

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

TOOL COURSE- 1

MTC1 - RESEARCH METHODOLOGY

(4 CREDITS -128 HOURS)

OBJECTIVES

On completion of this course, the prospective teacher educators will

1. understand the conceptual issues of research in education
2. know the non-experimental methods of research in Education
3. know the experimental research in education.
4. understand the Meaning steps and characteristics of qualitative research
5. acquire knowledge on the sampling techniques and methods of data collection

UNIT I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES (L-15, P – 5, T-4)

Meaning, purpose and areas of educational research

Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics.

Planning the research study: Sources of research problems, Criteria for selecting Research problems

Review of the literature-purpose and resources, e-resource

Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research

Formulation of Hypotheses: Types and Characteristics

Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

UNIT II: NON EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION

(L-15, P- 6, T-6)

Steps in Non- Experimental Research

Simple cases of Case-Comparative and Correlational research

Techniques of control: matching, holding the extraneous variable constant and statistical control

Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective

Classification by research objectives-Descriptive, Predictive and Explanatory

UNIT III: EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION

(L-15, P- 7, T-5)

Experimental research –Nature, Variables (independent, dependent and confounding variables)

Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design

Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design

Controlling threats to internal and external validity

UNIT IV: QUALITATIVE METHODS OF RESEARCH (L-12, P- 5, T-3)

Qualitative Research: meaning, steps and characteristics

Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing

Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and limitations

UNIT V: SAMPLING AND METHODS OF DATA COLLECTION (L-20, P – 5, T-5)

Population- Concept and its importance

Sample- concept of sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples

Sampling Techniques -Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling. Non-Random Sampling Techniques: convenience sampling, purposive sampling, quota sampling and snowball sampling

Tests: types, construction and uses. Identifying a tool using reliability and validity information

Tools and techniques for data collection-Questionnaire: forms, principles of construction.

Interview: types, characteristics and applicability, guidelines for conducting interviews.

Rating scales and Inventories

Qualitative and quantitative observation- use of the checklist and schedules, time sampling, field notes, role of researcher during observation

PRACTICUM

- **Prepare a research proposal** for conducting an experimental research on environmental awareness among college students in Salem District.
- **Construct a testing instrument** for measuring emotional quotient of college students. Standardize it within Tamil Nadu.
- **Take up a study** to analyze the juvenile suicides in Tamil Nadu. Identify suitable variables for it.
- For the study related to the failures of students in TET examinations in Tamil Nadu, **design the sampling framework** and design.
- **Conduct a review** of literature using *Google Scholar, DOAJ, Semantic Scholar, ERIC and Research Gate* for the study of your choice.

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M.Ed. II SEMESTER SYLLABUS

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M.Ed. SYLLABUS - II SEMESTER

MCC3 - SOCIOLOGICAL FOUNDATIONS OF EDUCATION

(4 CREDIT- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

- know the basic concepts of educational sociology
- understand the concept of society, social group and social change
- acquaint with the concept social mobility and culture
- analyse the trends of democracy and modernization
- acquire knowledge on social process and agencies of socialization

UNIT I: EDUCATIONAL SOCIOLOGY (L-13, P-8, T-4)

- Meaning, nature and scope of Educational sociology
- Need and importance of sociological approach in education
- Educational sociology and Sociology of education

UNIT II: SOCIETY AND SOCIAL CHANGE (L-15, P-6, T-5)

- Society- Meaning, Characteristics
- Social group- Definition, Characteristics, Structure and Types-Primary, Secondary, Tertiary
- Social Change – Definition, Characteristics and Causes of Social Change (Biological, Physical, Technological and Cultural)
- Education and social change- Education as a condition, as an instrument and as a result

UNIT III: SOCIAL MOBILITY AND CULTURE (L-15, P-7, T-4)

- Social mobility- definition, types- horizontal and vertical
- Forms of vertical social mobility- inter, intra and structural
- Culture- meaning, nature and elements
- Concept of sub culture, ethnocentrism, cultural diffusion and cultural lag, acculturation and enculturation

UNIT IV: COMMUNITY AND MODERNIZATION (L-14, P-5, T-7)

Education and Community development- definition, elements and difference between society and community

Education and modernisation- meaning, characteristics and dimensions

UNIT V: SOCIALISATION AND SOCIAL PROCESSES (L-15, P-6, T-4)

Education and Socialization- Meaning, maturation and sociality

Social processes- Cooperation, Competition, Conflict, Accommodation and Assimilation

Agencies of socialization- Family, School, Peer Group, Religious Institution and Mass Media

PRACTICUM

- **Discuss** the importance of sociological approach in education
- **Present a report** on the role of education as an instrument of social change
- **Debate** on the causes for cultural lag
- **Present a report** on the differences between society and community
- **Discuss** the impact of mass media on socialization process

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

M.Ed. SYLLABUS - II SEMESTER

MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY

(4 CREDITS -128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

acquire knowledge of basic principles underlying in various schools of Psychology and its application to educational problems

acquaint knowledge on growth and development

understand the concept of learning and motivation

develop the knowledge about creativity and various theories of creativity

diagnose the theories of personality and their use in the development of learner's personality, measurement of personality

UNIT I: PSYCHOLOGICAL BASIS OF EDUCATION AND LEARNER

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

Psychology as an applied science – Contribution of various Schools of Psychology: Psychoanalysis-Sigmund Freud, Psychodynamic- Carl Rogers, Humanistic- Maslow, Behavioristic - Watson, Cognitive – Piaget with reference to Adolescence levels
Methods of psychology – Introspection, Descriptive, observation, case study, survey, experimental, Developmental

UNIT II: GROWTH AND DEVELOPMENT (L-11, P-6, T-5)

Growth and Development: Concept and Stages, Principles

Developmental tasks- Infancy, Childhood, Adolescence, Adult

Factors influencing development: Genetic, Biological, Physical and Environmental.

Theories of Development: Psycho analytic theory of Freud and Erikson–Cognitive theory: Jean Piaget, Kohlberg and Havighurts

UNIT III: LEARNING & MOTIVATION (L-13, P-6, T-4)

Learning : Meaning , Definition and Importance, Factors

Theories: Developmental theory: Vygotsky's theory -Constructivist theory : Kolb's theory - Field theory : Kurt Lewin's Field theory

Motivation : Meaning – Biogenic and Sociogenic motives

Approaches : Behavioural, Humanistic, cognitive and Sociocultural

Theories: Instinct theory, Arousal theory, Vrooms Expectancy model

Level of Aspiration

UNIT IV: INTELLIGENCE AND CREATIVITY (L-14, P-5, T-5)

Intelligence: Definition

Intelligence Types – Concept of IQ - Measurement of Intelligence

Theories: Two factor theory – Multifactor theory – Group factor theory – Triarchic theory – Multiple intelligence theory – Burt vernon’s Hierarchy theory – Cattell theory, Caroll theory and PASS(Planning, Attention - Arousal, Simultaneous and Successive) theory – Educational Implications

Creativity: Definition- Factors affecting creativity

Theories: Eysenck’s theory, Addition theory and Humanistic theory

Models: Geneplore and Graham Wallas’s model of creativity.

Programs and Strategies to enhance creativity

UNIT V: PERSONALITY (L-11, P-6, T-4)

Personality: Meaning, definitions

Theories: Type theory- Trait Theory- Psychoanalytic theory- Social Behaviouristic theory

Measuring Personality: Subjective, Objective method and Projective techniques

UNIT VI MENTAL HEALTH & SELF REGULATION (L-12, P-5, T-2)

Mental Health: Concept – Strategies for strengthening mental health of students and teachers

Mental Hygiene: Concept and importance - Student’s Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

Adjustment: Meaning and process – Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes

Self-Regulation: Meaning - Factors influencing self-regulation

PRACTICUM

- **Observe** and list the developmental characteristics of adolescent students
- **Analyse the merits and demerits** of the various methods of assessing the personality

- Present a report on strategies for motivating the learners
- Identity a case of maladjusted adolescent learner and suggest remedial programme
- Critically analyse the learning situation in schools and preparing reflective diaries

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M.Ed. SYLLABUS - II SEMESTER

MCC5 -GUIDANCE AND COUNSELLING

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

understand the guidance movement in India

acquire knowledge on types of guidance and service exist in school

analyse the need of guidance and counselling in schools

understand the guidance and counseling services for children

understand various therapies in counseling

know the qualities required of a good counsellor

understand basic counseling skills and ethics in counselling

know the various testing devices to be administer in guidance services

UNIT I: GUIDANCE AND GUIDANCE MOVEMENT IN INDIA (L-14, P-6, T-7)

Guidance- Meaning, Definitions, Aims, Nature, Principles, Need and scope

Types- Education, Vocation, Avocation, Personal, Social, Health, Marital, Moral

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses.

History of guidance movement in India

Problems of guidance movement- ways to improve guidance services in India

UNIT II: GUIDANCE SERVICES IN SCHOOLS (L-13, P-6, T-6)

Guidance services at different school levels–Meaning, Significance, types and steps

Organization and administration of Guidance services in schools

Role of guidance personnel

Career and occupational information – sources, gathering, filing, and dissemination-
career corner- career conference- career exhibitions

Guidance students with individual differences- gifted and slow learners

Guidance for differently abled learners- physically challenged, visually challenged and hearing impaired

Guidance for dropouts and socially dis-advantaged children - juvenile delinquents, Alcoholics, Addicts

Guidance services to eradicate sexual harassment, Eve teasing, Gender discrimination in Educational institutions

UNIT III: COUNSELLING (L-13, P-6, T-4)

Counselling– meaning, characteristics, objectives, need, functions and principles

Difference between Counselling and Guidance

Types- directive, non-directive and eclectic counselling

Therapies in counselling- psycho- behavioural therapy, psycho - analytic therapy and gestalt therapy

Individual and group counselling – meaning, requirements and uses

UNIT IV BASIC COUNSELLING SKILLS AND ETHICS IN COUNSELLING (L-18, P-7, T-3)

Counsellor – qualities and functions

Counselling skills -observation skills, questioning, communication skills (Listening, Feedback, Non-Verbal), making notes and reflections

Counselling interview - interviewing (Characteristics, Types, Techniques), developing case histories, collecting, documenting information, working with other professionals

Ethics in counselling- professional ethics, need for ethical standards, ethical codes and guidelines

UNIT V: TESTING AND NON –TESTING DEVICES IN GUIDANCE AND COUNSELLING (L-15, P-6, T-4)

Testing devices in guidance and counselling- meaning, need, importance and limitations

Role of testing techniques in guidance and counselling

Uses of psychological tests: intelligence tests, aptitude tests, personality inventories, attitude scales, achievement tests and creativity tests

Uses of mitigating frustration and conflict

Non-testing devices- observation, cumulative record, anecdotal record, case study, autobiography, rating scale and sociometry

PRACTICUM

- Observe group counselling practice
- Conducting awareness programme on gender discrimination
- Conduct an Interview with the differently abled learners and submit a report on their academic problems
- Visit the juvenile delinquency observance home and identify their level of self-awareness
- Organize awareness programme to motivate the slow learners on academic activities

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M.Ed. SYLLABUS - II SEMESTER

MTE2 -TEACHER EDUCATION – PART II

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

acquire the knowledge structure and issues of elementary teacher education

know the structure of secondary education

understand the organisations involved in Elementary Secondary Teacher Education

develop research attitude in teacher education

acquire knowledge of assessment and evaluation in teacher education

UNIT I: STRUTCTURE, AND ISSUES OF ELEMENTARY TEACHER EDUCATION

(L.12, P -6, T-5)

Structure, Nature, Concept and Objectives of Elementary Education

Admission of Students – Fee Structure – Duration of the Programme

Curriculum and Pedagogy –Practice Teaching and relationship with Co-operative Schools

Supervision of Internship – Facilities at Teacher Education Institutions, Quality of Elementary Teacher Education – Privatization of Teacher Education

UNIT II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

(L-15, P -5, T-3)

Structure of teacher education system in India – its merits and limitations

Universalization of Secondary Education and its implications for teacher education at the secondary level

Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes

Professional development of teachers and teacher educators – present practices and avenues

Systemic factors influencing the quality of pre and in-service education of secondary school teachers

UNIT III: STRUCTURE AND ISSUES OF SECONDARY EDUCATION

(L-15, P -9, T-6)

Structure of different School Boards at Secondary Level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board

Types of School Education: Government, Govt. Aided and Private - In-service and Pre-service Teacher Education Institutions at Secondary level.

Quality Issues in Secondary Education

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level

Universalization of Secondary Education - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently Abled Children and Slow Learners.

UNIT IV: ORGANISATIONS IN ELEMENTARY AND SECONDARY TEACHER EDUCATION (L-14, P -8, T-4)

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level),

NCERT, RIEs, NUEPA, NCTE, RCI (National Level)

UNIT V: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION

(L-18, P -5, T-3)

CCE in Teacher Education

Formative and Summative evaluation: Norm referenced and Criterion referenced evaluation

Evaluation of school experience/ internship programmes

Assessment of teaching proficiency: Criterion, Tools and Techniques

Portfolio Assessment

Assessment of higher order cognitive abilities Assessment of practical work/Field experiences

PRACTICUM

- Visit the Government, Govt. Aided and Private Schools in your locality and prepare a profile of these school

- Prepare a report on the functioning of In-service and Pre-service Teacher Training institutions in your locality
- Conduct an Action Research about the impact of RMSA Programme in your Block
- Conduct an Interview with the students and their parents on problems in studying Vocational Education Courses at Higher Secondary level

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M.Ed. III SEMESTER SYLLABUS

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M. Ed. SYLLABUS - III SEMESTER

MCC6 -HISTORY AND POLITICAL ECONOMY OF INDIA

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

acquire the knowledge of the historical perspective of education in pre and Post independent India

understand the implications of various contribution through education for an equitable society

develop knowledge about the political perspective of education

develop understanding of the economics of education

develop understanding of the Perspectives on Political economy of education

UNIT I: EDUCATION IN PRE-INDEPENDENT INDIA (L-13, P-7, T-5)

Ancient India: Vedic, Buddhist, Jain

Medieval India: Sultanate and Mughal period

Colonial Period: Oriental Vs. Anglicist Education, Macaulay's Minutes, Woods Despatch, Indian Education (Hunter) Commission, Hartog Committee.

UNIT II: EDUCATION FOR AN EQUITABLE SOCIETY IN A GLOBAL ERA

(L-15, P-6, T-5)

Right to Education Act (RTE)

Education for the marginalized group, Girls education and Inclusive education

Right to Education, Implication of GATT, WTO for Education

Education for all: Dakar Framework for action, Autonomy of Higher Education

UNIT III: POLITICAL PERSPECTIVES OF EDUCATION (L-15, P-7, T-5)

Concept of Politics and need in Education, Perspectives on the Politics of Education: Liberal, Conservative and Critical

Approaches to understanding Politics: Behavioralism, Theory of Systems analysis and theory of rational choice

Political reforms and Education, Education for political development and Political socialization

UNIT IV: ECONOMICS OF EDUCATION (L-13, P-7, T-5)

Concept, Need and Principles of Economics of Education

Cost Benefit Analysis in Educational Planning: Meaning, purpose and cost benefit Vs Cost Effective analysis,

Unit cost and Capital cost; Social and Individual cost; recurring and Non-recurring cost, Opportunity cost.

Theories of economics and its influence on Education: Human capital theory, signalling theory

UNIT V: INDIAN ECONOMY (L-12, P-6, T-7)

Globalization, liberalization and privatization of economic development.

Environmental concerns

Agrarian economy: key features, land ownerships, landlessness, agriculture production and marketing

Social and political movements in Indian Economy.

PRACTICUM

- Prepare a report on the education post-independence
- Evaluate the status of RTE 2009 and submit a report.
- Develop a cost benefit analysis chart with reference to any educational institution.
- Evaluate the impact of government scheme on education
- Group discussion on LPG

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M. Ed. SYLLABUS - III SEMESTER

MTC2- EDUCATIONAL STATISTICS (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

identify the essential characteristics of a set of data

represent in tabular and graphical forms and compute relevant measures of average and measures of variation

examine relationship between and among different types of variables of a research study

predict values of a dependent variable based on the values of one or more independent variables

estimate the characteristics of populations based on their sample data

test specific hypotheses about populations based on their sample data

use appropriate procedures to analyse qualitative data

demonstrate competence in the use of statistical packages for analysis of data

UNIT I: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA-1 (L-15, P-6, T-4)

Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group

Graphical representation of Data

Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation

Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications

Asymmetrical distributions - Skewed, kurtic

UNIT II: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA-2 (L-16, P-5, T-5)

Relative Positions: Percentile Rank, z-scores.

Examining Relationships: Scatter plots and their interpretation, Product Moment; Rank, Biserial, Point-Biserial, Tetra-choric, Phi coefficient, Partial and Multiple correlations

Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

UNIT III: INFERENCE ANALYSIS OF QUANTITATIVE DATA-1 (L-15, P-6, T-6)

Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean

Testing of Hypotheses- types of Error, Levels of Significance

Testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances

UNIT IV: INFERENCE ANALYSIS OF QUANTITATIVE DATA-2(L-15, P-6, T-5)

Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses

Analysis of Frequencies using Chi-square - Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses

Non-Parametric statistics - assumptions and uses of sign test, rank test and median test

UNIT V: DATA ANALYSIS IN QUALITATIVE AND MIXED RESEARCH AND REPORT WRITING (L-14, P-6, T-4)

Memoing, Analysis of visual data, segmenting, coding and developing category systems

Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results

Report Writing: General Principles, Format and Style (APA), Preparation of Research Abstracts/Executive Summary and References and Bibliography.

PRACTICUM

- Collect the marks of your class in all the subjects in the recent class test. **Prepare correlation graphs** and identify which subjects correlate with others, positive, negative and which are not.
- **Critically analyse a research report** with respect to the statistical techniques used in it.
- **Take the hypotheses in a research report**. In case if they are changed into alternative hypotheses, what **statistical techniques shall be used** to test them. Describe.
- **Using MS-Excel conduct Correlation Analysis** for the previous year marks of your class.
- By collecting suitable data and **conduct Rank, Biserial, and Point-Biserial correlation coefficients**.

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M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION CORE COURSE

MSC2 -CURRICULUM STUDIES (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the nature principles and determinants of curriculum

know approaches to and inquiry in curriculum studies

acquire the process of curriculum development

identify issues in curriculum development

understand the curriculum transaction

UNIT I: NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM

(L-12, P-7, T-5)

Meaning and concepts of curriculum;

Curriculum as a body of organized knowledge, inert and live curriculum

Components of curriculum: objectives, content, transaction mode and evaluation

Philosophical and ideological basis of curriculum

Principles of integration

Theories of curriculum development (Descriptive, Prescriptive, Critical, personal, Scientific, Naturalistic, Curriculum, Johnson's, Macdonald's)

Determinants of curriculum

UNIT II: APPROACHES IN CURRICULUM STUDIES (L-14, P-8, T-7)

Subject centred, Learner centred, Community centred, and Humanistic curriculum, role of the teacher in social Reconstructionist curriculum

Relevance, flexibility, quality, contextuality and Plurality

Curricular aspects in educational experiences in and out of school contexts

Curriculum frameworks of school education and teacher education

UNIT III: MODELS OF CURRICULUM DEVELOPMENT (L-15, P-7, T-5)

Tylers-1949 model

Hilda Taba 1962 model

Willes and Bondi-1989 model

Need, assessment model

Futuristic model

Vocational/Training model

UNIT IV: ISSUES IN CURRICULUM DEVELOPMENT (L-13, P-7, T-5)

Centralized Vs. Decentralized Curriculum

Diversity in Teachers' Competence and Problem of Curriculum Load

Participation of Functionary and Beneficiaries in Curriculum Development

UNIT V: CURRICULUM TRANSACTION AND EVALUATION (L-13, P-6, T-4)

Curriculum transaction – meaning, definition, components of Curriculum transaction

Basis of curriculum transaction, teaching-learning process and creating an effective environment

Models of evaluation- Scientific, positivistic, Tylerian, Stake's Congruence Contingency

Types of evaluation- content, input, process and product

PRACTICUM

- **Analyse** how curriculum is culturally, politically, and economically situated.
- **An essay on your reflections on curriculum studies** involving critical theory or post structuralism
- **Prepare a report on different ways of approaching curriculum theory.**
- **Prepare a list of factors** influencing curriculum.
- **Prepare a report on various issues** in curriculum development.
- **Conduct debate** on various approaches of curriculum organization
- **Critical Evaluation** of Curriculum

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M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

MSL1 -ELEMENTARY EDUCATION IN INDIA (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will
know the concept , need and significance of elementary education
understand the different policies and programmes of elementary education
realize the system and structure of elementary school education in India
comprehend the problem and challenges of Elementary Education
recognize the curriculum across different types of school in India

UNIT I: INTRODUCTION TO ELEMENTARY EDUCATION(L-12, P-7, T-6)

Elementary Education-Concept, Meaning, Objectives, Need and significance.

Nature and focus of Elementary Education after independence

Child Developmental Issues - Influence of Home, School and Community

UNIT II: NATIONAL POLICIES, PROGRAMMES AND COMMISSIONS

(L-15, P-8, T-5)

Policies- Agencies of Policy Making- NCERT, SCERT

Elementary education as highlighted in National Policy on Education (NPE) 1986 , National Plan of Action (1992)

Programmes: Universal Elementary Education (UEE) District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Shiksha Abhiyan), Right to Education as fundamental right

Commissions- Kothari Commission(1964-66), Yashpal Committee (1993), National Curriculum Framework (2005), Right To Education (2009) , State Policy 2010

UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS

(L-13, P-7, T-5)

Central Board of Secondary Education (CBSE), Secondary School Certificate (SSC) , Indian Certificate of Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special Needs Schools

Organizational Structure of school in India, Types of School Education
(Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF ELEMENTARY EDUCATION

(L-14, P-6, T-5)

Behavioural Problems- symptoms, causes and prevention of Aggression, Jealousy, Thumb sucking, Nail biting, Hair pulling, Tantrums, Stealing and Bed wetting.

Challenges in Elementary Education- Education for all, Education for Quality Assurance, Alternative Strategies for achieving UEE and implementing RTE act, Reform Needs and improvement of school system & building accountability

UNIT V: CURRICULAR APPROACHES AND METHODS OF TEACHING

(L-12, P-6, T-6)

New trends and Approaches to Elementary Education

Learner centered - theme based, holistic, joyful,

Activity centered approaches– Activity Based Learning (ABL), play-way, storytelling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations -method of transaction in specific contexts

PRACTICUM

- **Conduct a survey** in a school to assess quality issues, and make an action plan to resolve it.
- **Visit any one elementary school** and prepare a report on the best learning engagement method of elementary level student.
- **Prepare a report** after analysing the innovative educational programmes in India
- **Visit any two elementary schools** and find out innovative teaching methodologies.
- **Critical review** of any one of the commission /policies

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M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

MSL2- SECONDARY & HIGHER SECONDARY EDUCATION IN INDIA

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the concept and nature of secondary and higher secondary education

recognize the different policies and programmes of secondary and higher secondary education

cognize the system and structure of secondary and higher secondary education in India

know the problems and challenges of secondary and higher secondary education

identify the curriculum across different types of school in India

UNIT I: INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION (L-12, P-8, T-5)

Concept, meaning, objectives, need and significance of secondary education

Nature, scope, function and systems of secondary and higher secondary education

Status of secondary and higher secondary education

Socio-cultural, economic, political, and statutory environment of secondary and higher secondary education in India

UNIT II: POLICIES, PROGRAMMES AND COMMISSIONS (L-15, P-8, T-5)

Agencies of policy making- NCERT, SCERT and NUEPA

Policies and schemes National Policy of Education (NPE-1992), National Scheme of Incentives to Girls for Secondary Education (2008)

National Programmes- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Inclusive Education for Disabled at Secondary Stage, the Adolescence Education Programme (AEP), NCF-2005.

Commissions - Secondary Education Commission (1952-53), Kothari commission (1964-66),

Programme of Action, National Policy of Education (NPE-1986) Ramamurti Review Committee (1990), Janardhan Reddy Committee (1992), Yashpal, Committee (1993)

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UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS

(L-13, P-6, T-6)

Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC)
State Board, Higher secondary school Certificate Board (HSC), Indian Certificate of
Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-
Needs Schools

Organizational Structure of school in India, Types of School Education

(Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION (L-13, P- 7, T-5)

Problems and challenges - Universalization of secondary education and alternative schooling
at secondary stage

Problems, challenges and strategies - Access, enrolment, dropout, achievement, equality of
educational opportunities, education for girls, disadvantaged and differently abled children
and slow learners and interventions to solve the problem

UNIT V: TEACHING AND LEARNING STRATEGIES (L-12, P-6, T-7)

General principles to curricular approaches – Active Learning Methodology (ALM),
Learning by observation, contextual learning, Virtual learning, field trips and explorations

Group Methods- Team Teaching, Co-operative Learning, Inquiry Based Learning.

Individualized Instruction- Programmed Instruction, Computer Assisted Instruction, Self
Instructional Module

PRACTICUM

- **Survey** the educational needs of disadvantaged and disabled
- **Prepare a report** with the help of documents/reports on major obstacles and challenges in
universalization of secondary education
- **Visit any one secondary and higher secondary school** and find out innovative teaching
methodologies and prepare a detailed report.
- **Organize a debate** on current status of higher secondary education in India
- **Critical review** any one of the commission /policies

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M.Ed. IV SEMESTER SYLLABUS

2018-2020

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M.Ed. SYLLABUS - IV SEMESTER

SPECIALIZATION LEVEL BASED

MCC7- ADVANCED TECHNIQUES OF INSTRUCTION

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

acquire the knowledge of the concepts and phases of teaching task

understand the principles and maxims of teaching

distinguish teaching strategies and devices

acquaint with the concept, meaning and nature of effective teaching

understand the various models of teaching

UNIT I: TASK OF TEACHING (L-12, P-7, T-4)

Teaching task- meaning, definition

Variables in teaching- independent, dependent, inventing

Phases and operation of teaching task- pre-active, inter active and post-active

Levels of teaching task- Memory, understanding and reflective level

UNIT II: PRINCIPLES AND MAXIMS OF TEACHING (L-15, P-8, T-6)

General principles of teaching- planning, flexibility, utilizing past experiences, individual differences, correlate with other subjects, conducive environment

Psychological principles of teaching- repetition, feedback and reinforcement, sympathy and co-operation, utilizing group dynamics, encouraging and remedial teaching

Maxims of teaching- from known to unknown, simple to complex, concrete to abstract, particular to general, induction to deduction, empirical to rational and psychological to logical

UNIT III: TEACHING STRATEGIES AND DEVICES (L-15, P-8, T-7)

Teaching Strategies-special features and characteristics

Types of innovative teaching strategies- problem solving, narration, exposition, description, dramatization, brainstorming, sensitivity training, Problem Based, Task Based learning and Outcome Based

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Teaching devices- types (general, group work, fixing)

Difference between teaching strategies and devices

UNIT IV: EFFECTIVE TEACHING (L-14, P-7, T-3)

Effective teaching- concept, meaning and nature

Classification of teaching skills- core, specific, target group specific teaching

Dimensions of effective teaching- competency, commitment and performance areas

Factors contributing to effective teaching – Effective Classroom Communication

UNIT V: MODELS OF TEACHING (L-11, P-6, T-5)

Models of teaching- concept, definition, types and fundamental elements

Bruner's concept attainment model

Glaser's classroom meeting model

Roger's Non-directive model

Skinner's contingency management model

PRACTICUM

- **Discuss** the levels of teaching
- **Conduct a quiz** on maxims of teaching
- **Organize debate** on differentiate between teaching strategies and devices
- **Prepare an assignment** on factors contributing to effective teaching
- **Discuss** any two models of teaching and submit a report

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M.Ed. SYLLABUS - IV SEMESTER

CORE COURSE- SPECIALIZATION

MSSC -EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the nature, forms and approaches of educational technology

understand the concept, process and principles of effective communication

know the audio-visual media and their role in education

know the recent innovations and future perspectives of Education Technology

acquaint with the concept of ICT, its dimensions and uses

UNIT I: NATURE AND SCOPE OF EDUCATIONAL TECHNOLOGY

(L-13, P-7, T-5)

Educational Technology (ET) -concept and nature

Forms of ET- teaching technology, instructional technology and behavior technology

Approaches to ET- Hardware, Software and System Approach

Instructional Design- concept, process and stages

UNIT II: COMMUNICATION MODES IN EDUCATION (L-15, P-6, T-5)

Communication- concept, objectives, process, elements, kinds and modes of communication

Principles of effective communication-techniques and strategies for effective classroom communication

Barriers in communication-suggestions to overcome barriers in communication (general, classroom)

UNIT III: AUDIO - VISUAL MEDIA IN EDUCATION (L-14, P-8, T-5)

Audio-visual media – meaning, importance

Radio-Broadcast and audio recordings - criteria for selection of instructional units, script writing, pre-production, post-production process and practices

Role of AIR/ Gyanvani in Education

Role of EDUSAT in Education

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UNIT IV: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY (L-13, P-6, T-6)

Teleconferencing- audio, video, web based conferencing

Online learning- concept, salient features and advantages

E-learning- concept, elements and advantages

UNIT V: ICT IN EDUCATION (L-15, P-6, T-4)

ICT –Imitations in Indian Education NP-tel Virtual Lab, OER, (Knowledge network)

ICT- meaning and concept, Dimensions, Advantages and disadvantages

Applications of Information and Communication Technologies: Classroom and ICT

Internet and the Web1.0, Web2.0 and Web3.0 Tools

PRACTICUM

- **Discuss** the difference between hardware and software approaches.
- **Prepare a report** on ways and means to overcome barriers in classroom communication
- **Write an audio/video script**
- **Discuss** the advantages and disadvantages of online learning.
- **Identify** an appropriate media and material for effective use in the transaction of a lesson

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M.Ed. SYLLABUS - IV SEMESTER

THEME BASED COURSE

MTB1- EDUCATIONAL ADMINISTRATION AND LEADERSHIP

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the concepts, techniques and process of management

recognize the importance and areas of institutional planning

know the concept of educational leadership

know the new changes and challenges in leadership of institutions

develop the capacities for being efficient and effective educational leaders.

UNIT I: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(L-14, P-8, T-7)

Meaning, definition, objectives and characteristics

Levels of management- Top, Middle and Low level

Stages in the Management Process – Planning, organizing, leading, controlling

Principles of democratic administration

Administrative structure of education at different levels and transparency in educational administration

UNIT II: INSTITUTIONAL PLANNING (L-12, P-7, T-5)

Meaning, definition and characteristics

Aims and objectives of Institutional Planning

Steps in preparation of institutional planning

Role of head in institutional planning

Areas of Institutional planning- administration, academic, curricular activities, evaluation, discipline, school records and registers, school community relationship and health and physical education

UNIT III: EDUCATIONAL LEADERSHIP (L-14, P-6, T-4)

Leadership –Meaning and nature

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Theories of Leadership- great man theory, path-goal theory, participate theory

Styles of Leadership – (democratic, autocratic and laissez faire)

Time management techniques and manager as a good leader

Principal characteristics of effective educational leadership

UNIT IV: TQM IN EDUCATION AND MANAGEMENT OF RESOURCES

(L-13, P-7, T-5)

Concept, need and principles of TQM in Education

Basic elements in TQM

Application of TQM in education - physical resources, human resource development and health practices

Management of Finance and Budgeting

UNIT V: HEAD OF INSTITUTION AND LEADERSHIP ROLES (L-15, P-6, T-5)

Qualities of successful Principal- Professional, Educational and Human personality

Importance of head of institution and functions or duties of principals

Principals relationship with staff, pupils and parents

Principal's role in leading and managing educational change and improvement - gender issues, diversity and multiculturalism

PRACTICUM

- **Discussion** on the administrative structure of education at different levels
- **Present a report** on different areas of institutional planning
- **Round robin discussion** on time management techniques
- **Prepare a report on importance of TQM** in educational institutions
- **Visit different schools** and observe the daily work schedule of the school Head

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M.Ed. SYLLABUS - IV SEMESTER

MTB2- INCLUSIVE EDUCATION (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand concept, meaning and significance of inclusive education

appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers

understand the recommendations of various commissions and committees towards teacher preparation for inclusive education

understand the nature of difficulties encountered by children

prepare the teachers for inclusive schools

acquire knowledge on special education, integrated education, mainstream and inclusive education practices

identify and utilize existing resources for promoting inclusive practice

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION (L-12, P-7, T-4)

Inclusive education- meaning, definition, concept and importance

Historical perspectives of inclusive education

Difference between special, integrated and inclusive education

Advantages of inclusive education in the context of right to education

UNIT II: CURRENT ISSUES IN INCLUSIVE EDUCATION (L-16, P-7, T-7)

Early identifications and placement in inclusion

Development of plus curriculum

Co-ordination and utility of resources

NCF and adaptation of teaching learning material

Research priority in inclusive education

UNIT III: National and International Initiatives (L-15, P-7, T-5)

Recommendations of the Indian Education Commission (1964-66)

Scheme of Integrated Education for Disabled Children

National Policy on Education (NPE) 1986 and 1992

The Persons with Disabilities Act (PWD Act, 1995)

National Curriculum Framework, 2005

The Mental Health Act 1987

Rehabilitation Council of India Act, 1992

UNIT IV: TEACHER PREPARATION FOR INCLUSIVE EDUCATION

(L-14, P-6, T-5)

Teaching skills, competencies and professional ethics for teachers in inclusive education

Role of teacher training institutions in preparing teachers for inclusive education

Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Use of Information Communication Technology (ICT) in inclusive classroom

UNIT V: PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

(L-12, P-7, T-5)

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

Curriculum and Curricular Adaptations for Diverse Learners

Classroom Evaluation Practices

Management of Inclusive Education Classrooms

PRACTICUM

- Plan two activities for co-operative learning in inclusive classrooms
- Planning of two lessons and teaching in inclusive schools
- Visit special school and observe the curricular activities and submit a report
- Discuss the current policies on inclusive education
- Discuss the plus curricular activities and present the report

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M.Ed. SYLLABUS - IV SEMESTER

OPEN ELECTIVE COURSES

MEC1- VALUE EDUCATION (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

acquire knowledge on values and value crisis

acquire knowledge on value education and its approaches

understand the values highlighted in major religions and by great personalities

acquire knowledge on methods of inculcating values, value based curriculum and value assessment

understand the role of family, school, society, mass media in inculcating values

UNIT I : VALUES (L-14, P-6, T-5)

Values – definition, objectives, classification – core values and sub values, constitutional values, human values

Value crisis, value conflict, resolution of value conflict

Need for developing value system

UNIT II : VALUE EDUCATION (L-13, P-7, T-6)

Value education- definition, need, objectives and importance

Approaches to value education - DPT, ICA, CIA, TAA

Evolution of value oriented education – ancient, medieval, modern periods

Various commissions and value oriented education

UNIT III: VALUES HIGHLIGHTED IN MAJOR RELIGIONS AND BY PERSONALITIES (L-15, P-7, T-5)

Values emphasized in different religious scriptures and religions – Vedas and Upanishads
Bhagavadgita, Bible, Kuran, Jainism, Buddhism

Values advocated by Ramakrishna Paramahansa, Sri Sarada Devi, Swami Vivekananda,
Swami Chidbhavananda, Mahatma Gandhi

UNIT IV: VALUE INCULCATION AND VALUE ASSESSMENT & EVALUATION

(L-14, P-7, T-5)

Methods of teaching values-

value based curriculum – curricular, co-curricular and extra- curricular activities.

Identification of proper values for school children at different levels and righteous living -
Elementary, secondary and higher secondary

Nature of evaluation scheme in value oriented education

Three tier system of evaluation – observation, value scales, and situational tests.

UNIT: V ROLE OF DIFFERENT AGENCIES IN INCULCATING VALUES TO STUDENTS (L-14, P-6, T-4)

Role of teacher in value inculcation

Professional Ethics and Code of Conduct of Teacher

Role of school in inculcating values

Role of parents, community and mass media in creating value based society

PRACTICUM

- **Analyse the impact** /influence of conflict in human minds.
- **List out the approaches** to value education and make a report
- **Make a group Discussion** on the values preaching in Holy Books.
- **Make an awareness** to the higher secondary students about Moral Education
- **Debate** on the topic, “Moral Values higher to Parents or Community.”

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M.Ed. SYLLABUS - IV SEMESTER

MEC2-WOMEN STUDIES (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the basic concepts of women's studies

know the concept of feminism

understand the importance of women empowerment

acquire knowledge on health policies and programmes of women

know the impact of media on women

UNIT I: CONCEPT AND NEED OF WOMEN'S STUDIES (L-13, P-5, T-7)

Women's studies- concept, need and scope

Fundamentals of women studies

Women's movements – Pre-independent, Post-independent and current women's movements

Government organizations for women and Department of Women and Child Development (DWCD)

UNIT II: FEMINISM (L-14, P-6, T-6)

Liberal Feminism – rationality, freedom, education

Marxist Feminism – Production, Reproduction, Class, Alienation, Marriage and Family

Radical Feminism – Gender, Patriarchy, Reproductive Technology, Motherhood

Socialist Feminism – Class and Gender, Division of Labour, Unified and Dual System, Exploitation

UNIT III: WOMEN'S RIGHTS AND EMPOWERMENT (L-15, P-7, T-5)

Legal rights to women

Ten Important Specific laws for women empowerment in India

Government policies and schemes for women Empowerment

UNIT IV: HEALTH STATUS OF WOMEN (L-13, P- 7, T-5)

Health status of women in India – Mortality and Morbidity factors influencing health –

Nutrition and health – HIV and AIDS control programme

Role of government in public health issues

Maternal and Child Health (MCH) approaches

Health issues of old age women

UNIT V: IMPACT OF MEDIA ON WOMEN (L-13, P-5, T-7)

Portrayal of women in Mass Media (Cinema, TV Print media)

Role of women in media – Development Communication Skills – Alternative Media – Folk Art, Street Play and Theatre – Women as change agents

Indecent Representation of Women - Prohibition Act, 1986)

Impact of media on women

PRACTICUM

- **Discuss** the evolution of Women's movements in India
- **Debate** on international Feminist movements
- **Organize an awareness programme** on women's rights for prospective teachers
- **Discuss** the government initiatives to enrich women's health
- **Discuss** the impact of media on women

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