

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

B.Ed. SYLLABUS - IV SEMESTER

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 Equity
3. analyze the provisions of education in the Indian constitution
4. know the concept of Democracy and secularism
5. 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 discussion on Education as an instrument for social change

Present a report on present situation of social mobility and how does education affect the Social mobility

Debate on constitutional provisions of Education

Prepare a report on nature of inequalities in India.

Plan and organize co-curricular activities for promoting Democratic attitude among school children.

Prepare a report on the ways and means of promoting secularism through education

Content analysis of newspapers with reference to Sociological and educational aspects

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8. Rainu Gupta, (2010-11).Philosophical, Sociological and Economic bases of Education, Tandon Publications, Ludhiana.

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11. Savya Sanchi, (2015).Social stratification, DPS Publishing House, New Delhi.
12. Savya Sanchi, (2015).Society and social change in India, DPS Publishing House, New Delhi.
13. Sujatha.M, Vijayakumari.J & Raju.G. (2020). Sociological Foundations of Education. Delhi; Neelkamal Publications.
14. Venkata Mohan, (2020). Sociological Thought, Delhi; Neelkamal Publications.

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

B.Ed. SYLLABUS - IV SEMESTER

BCC8- ESSENTIALS OF TEACHING AND LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. acquire knowledge on the concepts, terms and procedures in teaching and learning
2. understand the expanding horizons of learning
3. develop skills of effective teaching
4. apply the knowledge of innovative methods and techniques of teaching
5. write various approaches of instructional objectives

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 : INSTRUCTIONAL OBJECTIVES (L-6, P-4, T-3)

Various approaches to write - learning objectives in behavioral terms based on

- i) Revised Blooms taxonomy
- ii) RCEM System
- iii) Robert Manger's Approach
- iv) Miller's Approach

PRACTICUM

Conduct group discussions on innovative teaching strategies and prepare a report

Conduct a Brain storming session on issues and trends in classroom teaching and submit a report on it

Prepare Programmed Learning Material (Linear Method) for any one of the topics related to this course

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3. Derek, (1986). Rowntree Teaching through self- instruction. London: Kogan Page.
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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 ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

1. முத்தமிழின் சிறப்புகளை உணர்தல்
2. மொழி கற்றல் வளங்களை அறிதல்
3. வரலாற்று மூலங்களின் பங்கினை ஆராய்தல்
4. உரைநடை திறனறிதல்
5. மொழியின் புதிய பரிமாணங்களை அறிதல்

அலகு 1: இயல் இசை நாடகத் தமிழின் சிறப்புகள் (L-6, P-2, T-2)

இயல்: கவிதை விளக்கம், கற்பனை, உணர்ச்சி, வடிவம், பாடுபொருள், உள்ளுறை, அணி, இறைச்சி.

இசைத்தமிழ்: இசையும் தமிழும், மொழிக் கல்வியில் இசை பெறும் இடம், பக்தி பாடல்களில் இசை, தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு

நாடகத்தமிழ்: தமிழ் நாடகத்தின் தோற்றமும் வளர்ச்சியும், இக்கால நாடகங்கள், நாடக உத்திகள், சிலப்பதிகாரத்தில் காணப்படும் நாடக செய்திகள்.

அலகு 2: மொழி கற்றல் வளமூலங்கள் (L-5, P-2, T-2)

இலக்கண இலக்கிய வளங்கள்: நிகண்டுகள், அகராதிகள், கலைக்களஞ்சியங்கள், தமிழ் சொற்களஞ்சியம், ஆய்வுக் கட்டுரைகள், ஆய்வு இதழ்கள், சொல்லடைவு, பொருளடைவு, நூலடைவு.

அலகு 3: தமிழ் வரலாற்று மூலங்கள் (L-5, P-2, T-2)

செப்பேடுகள், சின்னமனூர் செப்பேடு, ஓலைச்சுவடிகளின் அமைப்பும் பகுப்பு முறைகளும், அகழ்வாராய்ச்சிகள், மொகஞ்சதாரோ ஹரப்பா உணர்த்தும்பண்பாடு, அரிக்கமேடு உணர்த்தும் பண்பாடு. கல்வெட்டுகள்: கல்வெட்டுச் சான்றுகள், குகை கல்வெட்டுகள், பிறமொழிக் கல்வெட்டுக்கள்.

அலகு 4: உரைநடை திறம் (L-5, P-2, T-2)

உ. வே.சாமிநாதர்: பதிப்பு நுட்பம், முகவுரை, குறிப்புரை, இடம்பெயர்ச்சுட்டல், உவமை விளக்கம், புராண விளக்கம், மறைமலை அடிகள் தனித்தமிழ் நடை, மேடை தமிழ் சிறப்புகள், திரு. வி.க எளிய தமிழ் நடை, தேவநேய பாவாணரின் தூயத் தமிழ் நடை.

அலகு 5 : புதிய பரிமாணங்கள் அறிமுகம் (L-5, P-3, T-3)

இதழியலின் வளர்ச்சி, விளம்பரங்களின் தேவைகள், வகைகள், பெண்ணிய இலக்கியங்கள், மொழிபெயர்ப்பின் நோக்கங்கள், பண்புகள், தலித்திய இலக்கியங்கள், வளர்ச்சி நிலைகள்.

எட்டாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

தமிழ் வரி வடிவ வளர்ச்சி - வினைமுற்று - தமிழர் மருத்துவம் - வேற்றுமை - நாட்டுப்புற கைவினைக்கலைகள்- புணர்ச்சி - அறிவுசால் அவ்வையார்- யாப்பிலக்கணம் - உயிர்க் குணங்கள்

பரிசுரைக்கும் செயற்பாடுகள்

நாட்குறிப்பு தயாரித்தல்

கவிதை படைத்தல்

குறுநாடகம் தயாரித்தல்

தொல்லியல் குறித்த படத்தொகுப்பு சேகரித்தல்

தூயத்தமிழ் நடை உரை தயாரித்தல்

பார்வை நூல்கள்

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4. வேணுகோபால், இ.பா. (2006). பைந்தமிழ்க் கற்பிக்கும் முறைகள், முதற் பதிப்பு, சாராத பதிப்பகம்.
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8. நடராசன், தி.சு.(2003). திறனாய்வுக்கலை, திருந்திய இரண்டாம் பதிப்பு.

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11. செந்தூர் பாண்டியன், செ. (1983). திட்டமிட்டதைக் கற்றல் - ஓர் அறிமுகம். புதுக்கோட்டை: மீனாட்சி பதிப்பகம்.
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14. சுப்பிரமணிய பிள்ளை. பா, மொழிநூற்கொள்கையும் தமிழ் மொழி அமைப்பும்
15. தீனதயாள், (2014). தமிழ் கற்பித்தலில் புதுமைகள், சென்னை - 17.
16. www.tamilvu.org.

நான்காம் பருவம்

BPC8: தமிழ் கற்பிக்கும் முறைகள் பகுதி - II

(3 CREDITS - 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

1. விழும மனப்பான்மையை வளர்த்தல்
2. இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சியை ஆராய்தல்
3. மொழிக் கல்வியில் பிழைகளை நீக்கும் பயிற்சி பெறுதல்
4. வகுப்பறை திறன்கள் வழி படைப்பாற்றலைப் பெறுதல்
5. இலக்கிய பரிணாம வளர்ச்சியை அறிதல்

அலகு 1 தமிழ் மொழியும் விழுமப் பதிவுகளும் (L-6, P-2, T-2)

விழுமம், விழுமங்கள் இயல்புகள், தேசிய கல்வி ஆராய்ச்சி மற்றும் பயிற்சி குழு பரிந்துரைக்கும் பட்டியல், வகைகள், ஒழுக்க மதிப்புகள், முருகியல் மதிப்புகள், அறிவுசார் மதிப்புகள், புற உந்தல் 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. புனைகதைகள், நாவல், சிறுகதை ஆகியவற்றின் உட்கூறுகளை ஆராய்தல்.

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

தவறும் பிழையும், தவறாக ஒலித்தல், இலக்கணம் அறியாமை, சந்திப்பிழை, மயங்கொலிப் பிழைகள், எழுத்துப் பிழை, ஒருமை பன்மை மயக்கம், திணை பால் முடிவுகள், பிழை, நிறுத்தற்குறிகள்.

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

படைப்பாற்றல் தன்மைகள், மேம்படுத்துதல், தழுவல், ஈடுகட்டுதல், மிகுத்துக் காணல், குறைத்துக்காணல், மீள வைத்தல். படைப்பாற்றல் வடிவங்கள்: தலைப்பி டுதல், குறிப்புகள் தருதல், முடிவை மாற்றுதல், வகை மாற்றுதல் போன்றவை.

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

கணித்தமிழ் வளர்ச்சி, தமிழ் மென்பொருள்கள், பிழைதிருத்தி, விளையாட்டு செயலி, தமிழ் தரவகம், தமிழ் ஒருங்குறி, தமிழ் கலைக்களஞ்சியங்கள், மின் இதழ்கள், மின் நூலகங்கள், செயற்கை நுண்ணறிவு செயலிகள்.

எட்டாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

தமிழ் மொழி மரபு - எழுத்துக்களின் பிறப்பு - நிலம் பொது - திருக்குறள்-
தலைக்குள் ஒரு உலகம் - எச்சம் - பத்துறை கல்வி - தமிழர் இசைக்கருவிகள் -
தொகைநிலை தொகாநிலைத் தொடர்கள் - வல்லினம் மிகும் இடங்களும் மிகா
இடங்களும் - மனிதயந்திரம் - அணி இலக்கணம்.

பரிதுரைக்கும் செயற்பாடுகள்

விழும கருத்தரங்கம் நடத்துதல்

கவிதை எழுதுதல்

மரபுத் தொடர் அறிதல்

மயங்கொலி பிழை நீக்கல் பயிற்சி

கலைச்சொல்லாக்கப்பட்டியல் தயாரித்தல்

பார்வை நூல்கள்

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

B.Ed. SYLLABUS - IV SEMESTER

BPC7–PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

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

1. understand the role of language for effective classroom interaction
2. learn how to design second language teaching
3. analyse the scope of teaching language through integrated curriculum
4. describe the impediments of disadvantaged students in learning English
5. develop reflective practices for improving professionalism.

UNIT I : LANGUAGE FOR CLASSROOM INTERACTION (L-4, P-4, T-2)

1. Oral language as a foundation to effective learning
2. Media for curricular transaction-Discussions, Seminars, debates.
3. Dramatization of language representation.
4. Puppets, Marionettes, Pantomimes and Shadow plays
5. Drills and pattern practice

UNIT II : DESIGNING LANGUAGE TEACHING (L-4, P-4, T-2)

1. Contexts for teaching the aspects of language
2. Teaching the ability to learn language - short term auditory working memory strategies, long term memory and retrieval strategies, articulation, language perception strategies and learning language actions
3. Teaching word meanings and conventions
4. Importance and techniques of vocabulary enrichment
5. Authenticity in language teaching

UNIT III : INTEGRATED CURRICULUM AND LANGUAGE EDUCATION (L-4, P-4, T-2)

1. Integrated Curriculum-Meaning, types and key features
2. Objectives and types integration
3. Levels and Models of curriculum integration
4. Content and language integrated learning approach in the classroom.
5. Educational implications of language.

UNIT IV : LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN (L-4, P-2, T-3)

1. Language disorder - Types - Receptive and Productive
2. Causes and symptoms of language disorder
3. Diagnosis of language disorder and Treatment
4. Cognitive-Communication Deficit
5. Dyslexia vs Developmental Language Disorder

UNIT V : REFLECTIVE LANGUAGE TEACHING (L-4, P-3, T-2)

1. Reflective teaching origin, definition and significance.
2. Types of reflective teaching - technical rationality, reflection-in-action, reflection-on-action, reflection - for - action, and action research.
3. Levels of reflection – Descriptive, Comparative and Critical.
4. Self-reflection models.
5. Online reflection tools and techniques.

PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT

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

PRACTICUM

Prepare two Extempore Presentations, one Debate, one Paragraph writing and one Application writing

Prepare and stage a mime programme.

Discuss in group the role of language in the entire curriculum

Demonstrate how you will persuade the disadvantaged students to learn English

Design a Reflective tool for your teaching.

REFERENCES

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

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. learn to appreciate the beauty of literary language
2. analyse the differences among the learners
3. evaluate the implications of advanced teaching methodologies
4. understand the principles of English language curriculum
5. recognize the role and importance of assessment

UNIT I : LITERARY APPRECIATION, GRAMMAR AND STUDY SKILLS (L-5, P-2, T-2)

1. Reading for literary appreciation and levels of literary appreciation
2. Analysis and classification of grammatical errors.
3. Transformation of sentences-reported speech, voices, sentences, simple, compound and complex.
4. Study Skills-Note-taking, Note-making, summarizing, and paraphrasing
5. Reference Skills-Dictionary, Thesaurus and Encyclopedia.

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

1. Age – Young children, Adolescents and Adult learners
2. Learner differences – Aptitude, learning styles, language levels, individual variations and good learner characteristics
3. Motivation – definition, sources of motivation, initiating and sustaining motivation.
4. The teacher as a performer.
5. The teacher as a teaching aid – Mime and gesture, Language model and provider of comprehensible input

UNIT III : ADVANCED TEACHING METHODOLOGIES II (L-5, P-2, T-2)

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

3. 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)
4. The Silent Way – Objectives, Syllabus, learning activities, roles of learners, teachers and materials and procedure of teaching
5. Implications of these advanced teaching methodologies

UNIT IV : ENGLISH LANGUAGE CURRICULUM (L-6, P-4, T-2)

1. Understanding the relationship between curriculum, syllabus and textbook
2. Selection of materials and developing activities/tasks as per the differentiated needs of learners
3. Moving away from note-learning to constructivism
4. ESL curriculum-Principles and process of design and development
5. Syllabus Designs-Structural, Notional/Functional, Situational, Skill-based, Task-based, content-based.

UNIT V : PROMOTING PROFESSIONAL SKILLS (L-4, P-2, T-2)

1. Professional Competencies of a teacher of English
2. Critical appraisal of an English textbook
3. Error analysis and Remedial teaching
4. Attitudes and attributes for Reflecting practice
5. Action research- concepts, procedure and implications

PEDAGOGICAL CONTENT ANALYSIS OF CURRENT SCHOOL SYLLABUS OF STANDARD X ENGLISH TEXTBOOK

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 etiquette

PRACTICUM

- Analyse the poetic beauty of a poem prescribed for the school students
- Prepare a report of the learner differences that you found in your teaching practice
- Prepare a lesson plan for a school lesson following any one of the advanced teaching methodology.
- Conduct a Group discussion on the role of syllabus in curriculum.
- Design an assessment pattern based on rubrics.

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

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 mathematics teachers
5. plan for enrichment activities and remedial measures

UNIT I : STRUCTURE OF MATHEMATICS (L-5, P-2, T-1)

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: LATEST TRENDS IN TEACHING MATHEMATICS

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

Virtual learning Environment – Blended Learning Approaches. FOSS Social Network – blogs, Mobile apps, e- portfolio, cyberspace, threats and solutions. Development of e- content for a school content. Artificial Intelligence – Machine Learning, Augmented Reality, Virtual Reality, MOOCs – SWAYAM.

UNIT III : GENDER DIFFERENCES IN MATHEMATICS (L-5, P-3, 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-6, 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-5, P-4, T-1)

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

Identify gender stereotyped content presentation in mathematics

Give different types of proofs to prove theorems

List personal characteristics contributing to success in teaching profession

Identify special qualities required of mathematics teacher

REFERENCES

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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 latest trends in teaching 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

UNIT II : LATEST TRENDS IN TEACHING PHYSICAL SCIENCE (L-6, P-5, T-2)

Virtual learning Environment – Blended Learning Approaches. Social Network – blogs, Mobile apps, e- portfolio, cyberspace, threats and solutions. Development of e- content for a school content. Artificial Intelligence – Machine Learning, Augmented Reality, Virtual Reality, MOOCs – SWAYAM.

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 Physical Science education

Role of reflective practices in professional development of Physical Science 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-5, 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

Preparation of self-instructional material

Prepare Improvised teaching aids in physical science

Visit Planetarium, science centre and submit the report about it.

REFERENCES

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

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 latest trends in teaching 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 : LATEST TRENDS IN TEACHING BIOLOGICAL SCIENCE (L-5, P-3, T-2)

Virtual learning Environment – Blended Learning Approaches. Social Network – blogs, Mobile apps, e- portfolio, cyberspace, threats and solutions. Development of e- content for a school content. Artificial Intelligence – Machine Learning, Augmented Reality, Virtual Reality, MOOCs – SWAYAM.

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)

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

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. explains the importance of current affairs in teaching history.
3. know the need and importance of professional growth of history teachers
4. prepare 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 graphs

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

Prepare album for life history of eminent leaders in world history

Map any locality based on the distance and directional relationship from the educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest.

Collect cartoons, stamps, currency, newspapers, magazines, documentaries in relation to history

Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities.

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

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, 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 I : 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

REFERENCES

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

**B.Ed. SYLLABUS - IV SEMESTER
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

Rights and Production given to women in the constitution of India.

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

Analyse the role of media

Group discussion on evolution of human rights

Organizing mock trial based on the functioning of NHRC

Preparing report on issues related to Human rights (ragging, child labour, eve teasing, sexual harassment, domestic violence)

Group discussion on co-curricular activities for promoting human rights awareness at secondary level

Prepare a project on Human rights awareness programme (women, children)

REFERENCES

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

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. know the school plant and design of school building
3. realize the multifaceted role of a head teacher
4. know the School records and Registers
5. understand the Programmes for effecting implementation Guidance programme at school level

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

Prepare a report on maintenance of records in the school

List out the physical resources in the school

Collect the informations about Residential Schools administrated by Social Welfare Corporations ii) Navodaya Vidyalayas/ Kendriya Vidyalayas / Sainik Schools

REFERENCES

1. J.C. Aggarwal: (1988). Teachers Role, Status, Service Conditions and Education in India, (Doaba House)
2. J.C. Agarwal & S.P. Agarwal (1992). Educational Planning in India, Vol.I., New Delhi, Concept Publishing Co., Sadler, J.E. (1985): Concept in Primary Education, New York, Oxford University Press
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - IV SEMESTER
SOC3- 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

Prepare content for Blogs (optional wise)

REFERENCES

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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. understand the socialization process
3. know the social reform movements
4. analyse issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
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, POCSO (2012) act and POSH (2013) act.

Agencies perpetuating violence: Family, school, work place 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

REFERENCES

1. Bailey, S. (1992). How Schools Shortchange Girls: The AAUW Report. New York, NY: Marlowe & Company.
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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. know about the environmental conservation
2. understand the environmental pollution
3. acquire skills natural resource management
4. understand consumerism and consumption pattern
5. 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

Rain water harvesting and water resource management

UNIT V: ISSUES IN ENVIRONMENTAL CONSERVATION (L-3, P-1, T-1)

Environmental conservation in the globalised world

Plastic recycling, Prohibition of plastic bags / cover and alternate sources for plastic and creating plastic free awareness among students

Heat production and greenhouse gas emission, Global warming

Impact of industry/mining/transport on environment

PRACTICUM

The students on completion of each topic of unit will submit a small assignment in the form of an activity.

observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets

organise an environment club activity of specific issues pertaining to the place of residence of the student.

Discuss the Impact of natural-disaster/man-made disaster on environment

REFERENCES

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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

1. understand the nature and purpose of education, recommendations of education commissions
2. know the concept of knowledge and different ways of acquiring knowledge
3. explore the educational duties of the society
4. understand the meaning of teachers' and learners' autonomy
5. 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, Tacit 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

Discuss the implications of secondary education commission in school education

Prepare a report on impact of constructivist approach in education

Preparation a report on impact of privatization of education

Writing a Report on the problems of teachers in acquiring the skills of 21st century

Organisation of Curricular and Co- Curricular activities for value inculcation

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

B.Ed. SYLLABUS - I SEMESTER

BCC2- LEARNER AND LEARNING

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

The trainees will do experiments and interpret the results to record in a file

Level of aspiration

Concept formation

Kinesthetic sensitivity

Span of attention

Division of attention

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

B.Ed. SYLLABUS - I SEMESTER

BCC3-EDUCATIONAL INNOVATIONS

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. understand the concept of educational innovations
2. acquire knowledge of innovative schools
3. know about Learner and Learning styles
4. understand the innovative practice in Education
5. appreciate the use of ICT for pedagogical innovations

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)

Operation Black Board (OBB), Minimum Level of Learning (MLL), Joyful Learning (JL), Activity Based Learning (ABL), Active Learning Methods (ALM), De-schooling, Community School, Neighbourhood School, Alternative School, Non-Graded School, School Complex , Defence Academy, Sainik School, Navodaya School, Mobile School, Open School, Model school, Floating University

UNIT III: LEARNER AND LEARNING STYLES (L -8, P- 1, T-1)

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

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

Inquiry based learning, Virtual learning, Contextual learning, Cooperative Learning, Simulation, Peer mediated instructions, Project Based Learning, Collaborative Learning, Experiential Learning, Mnemonics word approach, Concept Map, Mind Map, Flipped Learning, Outcome Based Learning (OBL)

UNIT V: ICT FOR PEDAGOGICAL INNOVATIONS (L -5, P- 2, T-2)

Emerging Trends in ICT and its Educational applications: Innovative teaching methodology with Moodle – Based E-Learning Environment, web quest, e-content : Meaning, needs, framework for developing e-content, advantages, interactive radio, EDUSET, virtual reality, open educational resources.

PRACTICUM

Write a lesson plan to transact the content so as to enable the learners follow any one of the innovative learning methods.

Prepare a report on innovative evaluation procedure that was adopted to assess the students.

Prepare mind map/concept map.

Creating digital concept maps and flow charts.

Discuss the merits and demerits of different learning styles.

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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. சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டை அறிந்து கொள்ளுதல்
4. உளவியல் அடிப்படையில் மொழி கற்றலை அறிதல்
5. மொழியாசிரியரின் பண்புகளை உணர்தல்

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

மொழி - பேச்சு மொழி - எழுத்து மொழி- மொழியின் இன்றியமையா

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 குறியீடுகளும் ,உடலியற் கூற்று அடிப்படையில் மொழி - மூளையின் அமைப்பும் வேலையும் - புலன் உணர் உறுப்புகள் இயங்கும் உறுப்புகள் 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

கருத்தரங்கம் நடத்துதல் - மொழியும் சமூகமும்

ஒலிப்பு பயிற்சியினை நடத்துதல்

பள்ளி அளவில் தமிழ் மொழி கற்பித்தலில் ஏற்படும் சிக்கல்கள் குறித்து ஓர் ஆய்வுக் கட்டுரை சமர்ப்பித்தல்

இலக்கிய உரை நிகழ்த்துதல்

பார்வை நூல்கள்

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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
5. கலைத்திட்டத்தில் மொழி பெறுமிடத்தை அறிந்து 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 , பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் வினா கேட்கும் திறன் , கிளர் வினா திறன் மற்றும் கரும்பலகை பயன்படுத்தும் திறன் , இணைப்புப் பாடம் மற்றும் குறுங் கற்பித்தல் திறன்கள் வருடப்பாடத்திட்டம் , அலகு பாடத்திட்டம் - முக்கியத்துவம் பாடத்திட்டமிடுதலின் முக்கியத்துவம் - ஹெர்பார்ட்டின் படிிகள் , பாடக்குறிப்பு தயாரித்தலின் இன்றியமையாமை , நன்மைகள்

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

பண்டையோர் கண்ட பயிற்று முறைகள் - சொற்பொழிவு , உரையாடல் , தடைவிடை முறை, வினாவிடை , 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

நுண்ணிலை கற்பித்தல் பாடத்திட்டம் தயாரித்தல்

சொல்விளையாட்டு தயாரித்தல்

குறிப்பிட்டத் தலைப்பில் தமிழ் உரை தயாரித்தல்

தனித் தமிழ் நடையில் பேசுதல்

கதை, கவிதை , கட்டுரை எழுதுதல்

பார்வை நூல்கள்

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5. நற்றமிழ் கற்பிக்கும் முறைகள் - பகுதி - மற்றும் பகுதி பேராசிரியர் கணபதி, வி. , ஜெயராமன், பூ. (2010). சாந்தா பதிப்பகம்
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS- I SEMESTER

BPC1 PEDAGOGY OF ENGLISH – SPECIAL ENGLISH

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. understand the role of language in the various aspects of society.
2. know the recommendations of various educational commissions and constitutional policy of language education.
3. develop an overview about the teaching of language.
4. recognize the formation of words and its elements.
5. learn and reflect the organization of the words to make a meaningful sentence.

UNIT -1 ROLE OF LANGUAGE IN SOCIETY (L-5, P-3, T-2)

1. Properties of language – displacement, other properties
2. Language and Power
3. Language and Class (society)
4. Language and Gender
5. Language and Identity.

UNIT -2 LANGUAGE TEACHING – AN OVERVIEW (L-6, P-2, T-2)

1. Linguists overview of language learning (Vygotsky, Palmer, Krashen & Noam Chomsky).
2. Understanding different forms of literature - Fiction and Non-Fiction
3. Literature in school curriculum-Needs, Objectives & relevance.
4. Translation: Importance and need, as a creative activity.
5. Teaching language as a skill subject.

UNIT - 3 NATURE OF LANGUAGE - MORPHOLOGY (L-5, P-4, T 2)

1. Morphemes - Free and Bound morphemes
2. Morphological description, Problems in morphological description, Morphs, and allomorphs
3. Lexeme- Roots and Affixes. Types of affixes – Inflexional and Derivational affixes
4. Word formation – Process of word formation – Affixation, Conversion, Compounding, Blends, Reduplicatives, Acronyms, Clipping,
5. Patterns of spelling. Vocabulary – Active and Passive vocabulary, Ways to enrich the vocabulary power of students.

UNIT - 4 NATURE OF LANGUAGE - SYNTAX (L-5, P-2, T-2)

1. Meaning – Traditional approach and its inadequacies
2. Word classes – Phrase, Clause, and Sentence.
3. Generative grammar, Properties of grammar, Deep and surface structure, Structural ambiguity
4. Symbols used in syntactic description, Labelled tree diagram, Phrase structure rules.
5. Transformational rules

UNIT - 5 ACHIEVEMENT OF COMMUNICATION EFFICACY (L-4, P-2, T-2)

1. Communication skills - Importance in Digital Age
2. Public Speaking skills: Preparation, Vocal Control, Time Management, and Handling questions
3. Presentation skills - Content curation, organizing skill, preparing resume and e-mail writing.
4. Communication and social media - Responsibilities and netiquettes
5. Barriers affecting communication efficacy in workplaces.

PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT

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 Verbals, (v) Adjectives, kinds and Order of Adjectives, (vi) Adverbs and its kinds, (vii) Conjunctions and Interjections, and (viii) Punctuation and Capitalization.

PRACTICUM

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

B.Ed. SYLLABUS - I SEMESTER

BPC2 –PEDAGOGY OF ENGLISH II

(3 CREDITS- 48 HOURS)

OBJECTIVES

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
B.Ed SYLLABUS – I SEM 2021-2023

On completion of course the student teachers will

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

B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF MATHEMATICS I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. know the meaning, nature and scope objectives of mathematics education
2. acquire knowledge of aims, objectives of mathematics education
3. prepare micro and macro lesson plans
4. acquire knowledge of principles for designing mathematics curriculum
5. 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

Collection of biographies of eminent Mathematicians and History of Symbols

Write specific objectives and teaching points of various content areas in mathematics

Preparation of Unit plan and Lesson plan for classroom teaching

Practice of skills in Micro-teaching.

Preparation of no-cost teaching aids

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

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

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

Identify find out ways and means to integrate environmental issues while teaching physical science.

Demonstration of experiments for classes VI

Autobiography of eminent scientists

Preparation of Unit plan and Lesson plan

Preparation of low –cost/ no cost teaching aids

REFERENCES

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9. Sharma,R.C. (2006). “Modern Science Teaching” Dhanpat Rai and Sons, New Delhi
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

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

1. understand the nature and scope of biological science

2. acquire 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. adequate 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-4, 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-5, 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 uni and multicellular organisms

REFERENCES

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3. Chaudary,S. (2004). Teaching of Biology, APH Publishing Corporation, New Delhi
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF HISTORY I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. acquire knowledge of History and its features

2. understand the aims and objectives of teaching history
3. enable to develop knowledge in Planning for teaching history
4. Know the modes and approaches in pedagogy of teaching 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

Collection of pictures and classify based on time.

Preparation of unit plan and lesson plan

Practice of skills in Micro teaching

Group discussion on approaches in teaching history

Present a report on community resources

REFERENCES

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

B.Ed. SYLLABUS - I SEMESTER

ETE1- EXPLORING LIBRARY AND OTHER LEARNING RESOURCES

(2 CREDITS-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. Report about your cooperation in your library activities

2. Collect the list of E-resources available in the field of education
3. Evaluate your practice teaching school library and present report

REFERENCES

1. Choudri, S.K. (2013). *Dewey decimal classification* , New Delhi :APH
2. Gates, J.K. (1989). *Guide to use of libraries and information sources*,NewYork: McGraw Hill
3. Kaliasammal , A., and TamaraiSelvi, G. (2005) . *Role of ICT in library science*, New Delhi: Authors Press
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - I SEMESTER

SES1 - PEACE EDUCATION

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
B.Ed SYLLABUS – I SEM 2021-2023

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. understand the concept Peace and Conflict Resolution

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 NON-VIOLENCE (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

REFERENCES

1. Ardizzone, L. (2003). Generating Peace: A Study of Nonformal Youth Organizations. In *Peace & Change* 28(3), 420-445.
2. Bretherton, D., Weston, J. & Zbar, V. (2003). Peace Education in a Post-Conflict Environment: The Case of Sierra Leone. In *Prospects* 33(2), 219-230.
3. Corey, A. (2004). Retributive Justice: the Gacaca Courts in Rwanda. In *African Affairs* 103, 73-89.
4. Danesh, H.B. (2006). Towards an Integrative Theory of Peace Education. *Journal of Peace Education* 3(1), 55-78.
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6. Horenczy, K. G., & Tatar, M. (2004). Education in a plural society or multicultural education The views of Israeli Arab and Jewish school counselors. In *Journal of Peace Education* 1(2), 191-204.
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - I SEMESTER

SOC1– READING AND REFLECTING ON TEXTS

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will

- improve her proficiency in ‘reading’, ‘writing’, ‘thinking’, and ‘communicating’ in the language of instruction.
- develop an interest in reading
- improve her ability to understand instruction

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

(L-3, P-1, T-1)

The selected texts include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

Suggested Activities:

- Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)
- Re-telling the account - in one’s own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one’s life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text – eg. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

UNIT II: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING (L-3, P-3, T-1)

The selected texts include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities:

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)

- Explaining the gist of the text/topic to others (in the larger subject group) Attending to writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented – this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT III: ENGAGING WITH JOURNALISTIC WRITING (L-3, P-2, T-1)

The selected texts include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this unit.

Suggested Activities:

- Using reading strategies such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations etc (guided working in pairs)
- Critical reading for attending to ‘framing’ of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine)

UNIT IV: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

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

For this unit, the student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of activities:

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the Institute library)
- Scanning, skimming and extracting relevant information from the books by making notes Collating notes and organizing information under various sub-headings

- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions

UNIT V: ENGAGING WITH EDUCATIONAL WRITING (L–5, P–1, T–1)

Selected texts are drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit.

Suggested activities:

- Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs)
- Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and points of view (small group discussion)
- Writing a response paper (individually or in pairs) Presentations of selected papers, questions and answers (large group)

REFERENCES

1. Batra, Poona, (2010). *Social Science Learning in Schools: Perspectives and Challenges*. Sage Publications, New Delhi
2. Bonnet, Leslie, (1969). *China Fairy Tales*, Somaiya Publications Pvt Ltd Bombay
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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-5, 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-5, P-1, T-1)

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

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

UNIT III: EDUCATION FOR INTERNATIONAL UNDERSTANDING AND NATIONAL INTEGRATION (L-6, 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: ROLE OF NATIONAL AGENCIES ON EDUCATION (L-9, P-2, T-2)

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-1, T-1)

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

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 thinking, reasoning and problem-solving

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

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

Social Development – Social Maturity, 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 Influences of Media on Moral development

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

Intelligence- Meaning, Definitions, Nature and Types

Theories of intelligence - Spearman, Thurston, Thorndike, Guilford, Gardner and Sternberg
Assessment of Intelligence - Verbal, non-verbal, performance, Individual and group
Intelligence tests

Constancy of IQ

Creativity - Concept, Factors and Process – Identification of Creative Potential, 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

Assessment 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

Juvenile delinquency, causes, Preventive and curative measures

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

Stress – Meaning, types and Stress Management Techniques

Mental health- Mental Hygiene and Mental illness: Meaning

Importance, Indicators and measures of mental health

UNIT V: THINKING, REASONING AND PROBLEM-SOLVING (L-6, P- 2, T-2)

Meaning, Nature, Types and Tools of Thinking

Meaning, Definitions, Types of Reasoning

Meaning, definition, Nature of Problem-Solving

Factors affecting Problem-Solving

Strategies of Problem-Solving

PRACTICUM

The trainees will do experiments and interpret the results to record in a file

Emotional Maturity Scale

Test of Adjustment

Personality Test

Intelligence test

Mental health scale

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

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 : PERSPECTIVES OF PSYCHO - SOCIOLOGICAL ASSESMENT

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

Behavioristic Perspective of Assessment, Cognitive Perspective of Assessment and Constructivist Perspective of Assessment in the following dimensions; (a) Framing Learning Outcomes, (b) Assumptions of learning, (c) Conduct of assessment activities and (d) The Scope of assessment.

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-7, 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-7,P-2, 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 Blue print 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 பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

1. மொழிக் கொள்கைகள் மற்றும் பயன்பாடுகளை அறிதல்
2. மொழியின் பன்முகத்தன்மையை விளக்குதல்
3. திறனாய்வு கொள்கைகள் பகுத்தாராய்தல்
4. மொழியின் பணிகளை சுட்டுதல்
5. கலை பண்பாட்டு உணர்வுகளை வளர்த்தல்

அலகு 1: மொழிக் கொள்கைகள் மற்றும் பயன்பாடுகள் (L-5, P-5, T-3)

- மொழிக் கல்விக்கான அரசியலமைப்பு விதிகள்
- பல்வேறு நாடுகளில் தமிழை இரண்டாம் மொழியாக கற்பித்தல்
- பன்மொழிக்கொள்கை
- பிற பாடங்களுக்கும் தமிழுக்கும் இடையே உள்ள தொடர்புகள்
- வாழ்க்கை அமைப்பின் மொழியின் பயன்பாடு
- புதிய கல்விக் கொள்கையில் மொழிக்கல்வி - ஓர் பார்வை (2020)

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

- அறிவியல் மற்றும் தொழில் நுட்பக் கலைச் சொற்களைப் பயன்படுத்துதல்
- தமிழில் பிற மொழிக் கலப்பும் தாக்கமும்
- தமிழ் ஆட்சி மொழியாக செயல்படுதல்
- தமிழை நீதிமன்ற மொழியாக செயல்படுதல்
- வீட்டு மொழிகளில் குறுக்கீடு

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

- திறனாய்வின் தோற்றம்
- திறனாய்வின் பண்புகள்
- திறனாய்வின் வகைகள் படைப்பு வழி - மரபு வழி - செயல் விளக்க முறை - மதிப்பீட்டு முறை - வரலாற்று முறை - ஒப்பிடும் முறை.
- தமிழ் பாடநூல் வழி திறனாய்வு முறைகளை பகுத்து ஆராய்தல்

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

- மொழியின் பணிகள்: சுட்டல், கிளர்த்தல், தூண்டல், செறிவூட்டல், எதிராடல்
- மொழியியல், மொழியாக்க வழிமுறைகள்,
- மொழிபெயர்ப்பும் மொழியாக்கமும்: ஒலிபெயர்ப்பு, மொழிபெயர்ப்பு, கருத்து பெயர்ப்பு, புதுச்சொற்படைப்பு
- மொழியாக்கப் பண்புகள்: அளவு, இனிமை, சீர்மை, மொழியாக்க முனைப்புகள் கருத்தத் தக்கன.

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

- கலை- பண்பாடு விளக்கம் -
- வகைகள் : தாலாட்டு ,ஒப்பாரி, தொழில் பாடல்கள், கதைப் பாடல்கள், கதைகள், பழமொழிகள், விடுகதைகள், நம்பிக்கைகள், கற்பனை, வாழ்வியல், பழக்கவழக்கங்கள்.

ஏழாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

எங்கள் தமிழ் - குற்றியலிகரம்

குற்றியலுகரம் - நால்வகை குறுக்கங்கள்- திருக்குறள் - தமிழரின் கப்பற்கலை - ஓரெழுத்து ஒருமொழி- பகுபதம் பகாபதம் - ஒப்புரவு நெறி - மலைப்பொழிவு ஆகுபெயர்.

பரிதுரைக்கும் செயற்பாடுகள்

இரண்டாம் மொழியாக தமிழ்க்கற்பித்தல் - கருத்தாடல்

கற்றல் சிறந்து விளங்க துணை நிற்பது வீட்டுமொழியா? பள்ளி மொழியா? - விவாதித்தல்

அறிவியல் கலைச்சொற்களைச் சேகரித்தல்

மொழிப்பெயர்ப்பு கருவிகளைப் பயன்படுத்தி மொழிபெயர்ப்பு செய்தல்.

பழமொழிகள் மற்றும் விடுகதைகள் சேகரித்தல்

நாட்டுப்புறப்பாடல்கள் சேகரித்தல்

பார்வை நூல்கள்

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இரண்டாம் பருவம்
BPC 4:தமிழ் கற்பிக்கும் முறைகள் பகுதி - II
(3 CREDITS - 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

1. பல்வேறு தமிழ் கற்பிக்கும் முறைகள் மற்றும் திறன்களை பெறுதல்
2. மொழித் திறன்களை மாணவர்களிடையே வளர்க்கும் முறைகளை அறிதல்
3. மொழி பாடத்தில் கற்றல் தொழில்நுட்ப கருவிகளின் பயன்பாடுகளை அறிதல்
4. சோதித்தலின் நோக்கம் மற்றும் முக்கியத்துவத்தை அறிந்து கொள்ளுதல்
5. சங்க இலக்கியத்தின் அமைப்பு மற்றும் புலவர்களை பற்றி அறிதல்

அலகு 1 : கற்பித்தல் நோக்கங்களும் திட்டமிடலும் (L-6, P-2, T-2)

செய்யுள், உரைநடை, துணைப்பாடம் மற்றும் இலக்கணம் கற்பித்தலின் நோக்கங்கள், முறைகள்.

தொடக்க, இடைநிலை, உயர்நிலை வகுப்புகளுக்கான பாடநூல் அமைப்பு, அகத் தோற்றம், புறத்தோற்றம், பண்புகள்.

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

கேட்டல் திறன்: வரையறை, கேட்டல் திறனை வளர்க்கும் முறைகள், முக்கியத்துவம், பேசுதலை கேட்டறிதல், படித்தலை கேட்டறிதல், கதை கேட்டல், வானொலிகேட்டல்,

தொலைக்காட்சி கேட்டல், சொற்பொழிவு கேட்டல்.

பேசுதல் திறன்: வரையறை, திருத்தமாக பேசுதல், அழுத்தமாக பேசுதல், தெளிவுடன் பேசுதல், உணர்வுடன் பேசுதல், பிழையின்றி பேசுதல், திருந்திய பேச்சின் நல்லியல்புகள், திருத்தமில்லாப் பேச்சின் குறைபாடுகள், முக்கியத்துவம், நா நெகிழ் பயிற்சி, நாபிறழ் பயிற்சி, வாய்மொழிப் பயிற்சி: ஆடல், பாடல், நடிப்பு திறன்களை வளர்த்தல்.

படித்தல் திறன்: வரையறை, தேவைகள், நோக்கங்கள், முறைகள், வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், ஆழ்ந்தப் படிப்பு, அகன்ற படிப்பு, எழுத்துமுறை, சொல்முறை, சொற்றொடர் முறை. வாசித்தல் திறனை மேம்படுத்துதல்: கதை, கட்டுரை, கடிதம், அறிக்கைகள், இதழ்கள், நூலக படிப்பு, அகராதிகள்.

எழுதுதல் திறன் வரையறை, நோக்கங்கள், எழுதுதலின் நிலைகள், நல்ல கையெழுத்தின் நல்லியல்புகள். எழுத்துப் பயிற்சி முறைகள்: வரியொற்றி எழுதுதல், பார்த்து எழுதுதல், சொல்வதை எழுதுதல், தசை பயிற்சி, பிழையின்றி எழுதப் பயிற்சிகள்

நிறுத்தக் குறியீடுகளை பயன்படுத்துதல்.

அலகு 3 : மொழிப்பாடத்தில் கற்றல் தொழில்நுட்ப கருவிகளை பயன்படுத்துதல் (L-5, P-1, T-2)

கேள்வி கருவிகள், கல்வித் தொலைக்காட்சி, குறிப்புத் தகடுகள், மின் படங்கள், மின் விளக்கக்காட்சி, காணொளி காட்சிகள், ஊடாட்டம்.கலவை முறை: மின் புத்தகம், வலைதளங்கள், வலைபூக்கள், கற்றல் மேலாண்மை அமைப்பு (LMS) வகுப்பறை,நிகழ்நிலை தேர்வு முறைகள் (Online Test).

அலகு 4 : சோதனையும் மதிப்பீடும் (L-5, P-1, T-2)

சோதனையின் நோக்கங்கள், தேவைகள், மொழியறிவு சோதனையின் வகைகள்: அடைவுச் சோதனை, தரப்படுத்தப்பட்ட சோதனை, குறையறி மற்றும் குறைதீர் சோதனை, திறனறி சோதனை,வளர்நிலை தொடர் மற்றும் தொகு நிலை சோதனை, அகவய மதிப்பீடு, புறவய மதிப்பீடு,வினாக்கள் வடிவமைப்பு,மதிப்பெண் வழங்குதல் முறையும், மதிப்பிடுதல் குறிப்புகளும்.

அலகு 5 : சங்க இலக்கியத்தின் அமைப்பும் சிறப்புகளும் L-5, P-2, T-3)

சங்க இலக்கியம் - பாட்டும் தொகையும்,தொகுப்பு முறை, சங்க இலக்கியத்தின் சிறப்புகள், கபிலர், பரணர், நக்கீரர், அவ்வையார், பொன்முடியார், வெள்ளிவீதியார் ஆகிய புலவர்கள் பற்றியக் குறிப்புகள்.

ஏழாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

பேச்சு மொழியும் எழுத்து மொழியும் - சொல்வடைகள் - நால்வகை குறுக்கங்கள்- வழக்கு - தமிழரின் கப்பற்கலை - இன்பத் தமிழ்க்கல்வி - பேசும் ஓவியங்கள் - தமிழ் ஒளிர் இடங்கள் - அணியிலக்கணம் - புதுமை விளக்கு - கண்ணியமிகு தலைவர் - திருக்குறள்.

பரிதுரைக்கும் செயற்பாடுகள்

செய்யுள், உரைநடை மற்றும் இலக்கண பாடத்திற்கான வேறுபாடுகள் குறித்து ஆய்வரங்கம் நடத்துதல்.

வாய்மொழிப் பயிற்சிக்கான நிகழ்வுகள் தயார் செய்தல் பல்வேறு இதழ்களில் வெளியாகும் செய்தி திரட்டினைத் தயாரித்தல் தொலைக்காட்சி உரை தயாரித்தல் தமிழ் அடைவுத் தேர்வுக்கான வினாத்தாள் வடிவமைப்பு உருவாக்குதல் செயலி மூலம் பிழை திருத்தம் செய்தல்.

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

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. recognize the attributes of second language learners and teachers
2. learn the basics of semantics and pragmatics of language
3. understand the aspects of discourse analysis.
4. appraise the development of second language learning
5. analyse the emerging trends of English language teaching

UNIT I : NATURE OF LANGUAGE - SEMANTICS AND PRAGMATICS

(L-5, P-3, T-1)

1. Types of Meaning: Descriptive, emotive and phatic, sense and reference, connotation and denotation, sense relations (homonymy, hyponymy, antonymy, synonymy, etc.)
2. Language Use in context
3. Message model and inferential model of communication, sentence meaning and utterance meaning.
4. 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.
5. Deixis: Presupposition and implicative

UNIT II : NATURE OF LANGUAGE - DISCOURSE ANALYSIS. (L-6, P-3, T-2)

1. Discourse analysis – an introduction
2. Interpreting discourse - turn-taking, the co-operative principle, hedges, implicatures, background knowledge and schemas and scripts.
3. Coherence – Strategies: socio-cultural knowledge, inferences
4. Cohesion – Cohesive devices: connecting devices, co-reference and ellipsis
5. Factors affecting the discourse – Discourse medium, Differences between speech and writing: complexity, marking of boundaries, explicitness, repetitiveness, and interactiveness

UNIT III : EMPOWERING AT-RISK LANGUAGE LEARNERS (L-6, P-3, T-2)

1. Defining disadvantaged - the deficient, the deprived, and the vulnerable.
2. Causes which cripple the learning of English.
3. Teaching English to the disadvantaged socially economically educationally environmentally psychologically linguistically Aesthetically, backward
4. Persuading the disadvantaged students - ethos pathos logos.
5. Classroom methodology integrating affective, cognitive and the social features.

UNIT IV : THEORY OF SECOND LANGUAGE LEARNING (L-5, P-2, T-2)

1. Learning expression, content and association.
2. Facilitation and interference of mother tongue.
3. Total Language Experience
4. Laws of language learning
5. Language learning with authentic assessment techniques - writing own autobiographical memoirs, drafting an article to the newspaper and writing a poem.

UNIT V : EMERGING TRENDS OF ELT (L-4, P-2, T-2)

1. Principles of language learning
2. Globalization of English language
3. Challenges of Teaching and learning of English in India
4. Immersion language Teaching
5. The Task-Based Approach

PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT

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

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

B.Ed. SYLLABUS - II SEMESTER

BPC4-PEDAGOGY OF ENGLISH II

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
B.Ed SYLLABUS - II SEM 2021-2023

(3 CREDITS -48 HOURS)

OBJECTIVES

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

1. acquire the skills of teaching oral communication skills
2. understand the nuances of teaching reading and writing skills
3. evaluate the suitability of advanced methods and approaches for teaching English
4. identify the suitable instructional media for effective instructional process
5. recognize the importance of continuous professional development

UNIT I: TEACHING OF ORAL COMMUNICATION SKILLS (L-4, P-4, T-3)

1. Significance and types of listening skill
2. The listening process- Receiving, Understanding, Remembering, Evaluating and Responding.
3. Nature of the Oral Communication Process
4. Barriers to effective oral communication
5. Activities to develop oral communication skills and evaluation.

UNIT II : TEACHING OF READING AND WRITING SKILLS (L-5, P-3, T-2)

1. Aspects of Reading instruction-phonemic Awareness, phonics and decoding, vocabulary instruction, fluency and comprehension
2. Stages of teaching reading - pre reading, during reading and post reading strategies.
3. Types of reading-Intensive, Extensive and Supplementary, Reading Aloud and Silent Reading.
4. Principles of teaching writing. Composition - controlled, guided and free
5. The process-oriented approach to writing - pre-writing, writing and post writing.

UNIT III : ADVANCED TEACHING METHODOLOGIES - I (L-5, P-5, T-1)

1. 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.
2. Total Physical Response – The bio program, Brain lateralization, Reduction of stress. Procedure used in the classroom
3. Thematic Approach (inter-disciplinary)
4. Neuro-linguistic Programming - concept, principles, syllabus, activities and techniques, evaluation, merits and limitations
5. Implications of these advanced teaching methodologies

UNIT IV : INSTRUCTIONAL MEDIA (L-5, P-2, T-2)

1. Use of Mass Media for classroom instruction –Print & Electronic media.
2. Language lab, literary club and Class libraries
3. Improvised aids for teaching English
4. Integration of ICT into teaching, learning and evaluation, Mobile Technology
5. Teacher as a resource.

UNIT V : ROLE AND IMPORTANCE OF ASSESSMENT (L-4, P-2, T-1)

1. Continuous and comprehensive Evaluation-concept, Importance and Activities
2. Techniques of language evaluation –Oral, written, portfolio, cloze test.
3. Selection of assessment strategies. Alternative and authentic assessment techniques.
4. Rubrics in assessment - Concept, Designing and Usage
5. Self, Peer and Group assessment.

PEDAGOGICAL CONTENT ANALYSIS OF CURRENT SCHOOL SYLLABUS OF STANDARD VII ENGLISH TEXTBOOK

Concord (Subject-Verb Agreement), Syllabification, Question Tags, Arranging Group Discussion, Fun with Words (Palindrome, Word Wall, Wheeling words, etc), Public Speaking (ceremonial, demonstrative, informative and persuasive), Slogan Writing, Review Writing.

PRACTICUM

- Organize a debate on the topic ‘Which is the effective communication? Oral / Written’
- Write a creative article for the college magazine
- 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 in simulated teaching exercise.
- Brainstorm the importance of developing professional skills.

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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. know the **pedagogical** analysis of content in mathematics
3. understand the learner's sensitivity and instil mathematical thinking
4. identify the resources of mathematics teaching and learning
5. 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 : PEDAGOGICAL ANALYSIS OF CONTENT IN MATHEMATICS

(L-9, P-2, T-2)

Content Analysis - Pedagogical Analysis and their comparison Division of content into units and subunits. Teaching Requirements - instructional objectives, teaching strategies, previous knowledge testing, topic introduction, concepts of contents, presentation, use of teaching aids, demonstration experimental verification, thought provoking questions and criterion – based tests. Pedagogical analysis of a Mathematics School Content.

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, work books, 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

Prepare lessons to facilitate learning by exposition and discovery

Identify individual differences in math learning and suggesting appropriate remedial
measures and enriching activities

Analyze mathematics text books

Prepare no – cost teaching aids

Design question papers achievement and diagnostic test

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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 tools and techniques of assessment for learning Physical science
3. identify and relate everyday experiences with learning physical science
4. understand the pedagogical analysis of content 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 : PEDAGOGICAL ANALYSIS OF CONTENT IN PHYSICAL SCIENCE (L-5, P-2, T-2)

Content Analysis - Pedagogical Analysis and their comparison Division of content into units and subunits. Teaching Requirements - instructional objectives, teaching strategies, previous

knowledge testing, topic introduction, concepts of contents, presentation, use of teaching aids, demonstration experimental verification, thought provoking questions and criterion – based tests. Pedagogical analysis of a Physical Science School Content.

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

Identify methods to integrate environmental issues while teaching physical science.

Demonstrate experiments

Prepare a lecture about eminent scientists and details of latest discoveries and inventions.

Practical for demonstration of experiments from class VII

Preparation of Improvised Aids, Film strips, Photographic slides, transparencies and power point slides.

Visiting power station, planetarium and Science institutes

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 be able to

1. adopt the various approaches and strategies of learning biological science
2. know the tools and techniques of assessment for learning biological science
3. identify and relate everyday experiences with learning physical science
4. understand the pedagogical analysis of content in Biological Science
5. 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-2, 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 : PEDAGOGICAL ANALYSIS OF CONTENT IN BIOLOGICAL SCIENCE (L-5, P-2, T-2)

Content Analysis - Pedagogical Analysis and their comparison Division of content into units and subunits. Teaching Requirements - instructional objectives, teaching strategies, previous knowledge testing, topic introduction, concepts of contents, presentation, use of teaching aids,

demonstration experimental verification, thought provoking questions and criterion – based tests. Pedagogical analysis of a Biological Science School Content.

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

Practical for demonstration of experiments from class 7th

Collect the medicinal plants and conduct the Science Exhibitions

REFERENCES

1. Agarwal, (2004). “Ecology and Environmental Science”. Student Edition Chopasani Road, Todhpur.

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

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 curriculum development
2. acquire Knowledge on the philosophical basis of history
3. understand the importance of technology in teaching history
4. identify the different techniques of assessment for learning History
5. acquaint the knowledge of international understanding

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

Definition of curriculum - aims of history curriculum, principles of curriculum, selection – motivation, democratic values and community centred curriculum.

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. Difference between social science and social studies, history related with other subjects – Geography, Politics and Science.

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 History

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 promoting international 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

Critique a historical film/ novel from the library sources.

Collect historical sources from movies, books, newspaper article, exhibitions, and museums to appraise on authenticity.

Through field visits, understand a slum in terms of its economics, subsistence, politics, historical memories and prepare a report

REFERENCES

1. Arora,K.L. (2000). “Teaching of History”, Prakash Brothers, Ludhiana.
2. Arora,K.L. (2000). “Teaching of Geography”, Prakash Brothers, Ludhiana.
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19. Dr.Y.K. Singh, (2017). Teaching of History Modern Methods APH Publication Corporation Ansari Road, Darya Ganj, New Delhi – 110002.

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 teachers will be able to

1. creating interest for the practice of yoga and health education
2. knowing the concept of food and nutrition
3. practicing the various physical exercises
4. understanding the common postural deformities and the exercises
5. understanding the different methods of physical activities and organize to conduct the sports

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. Physical Exercise – meaning importance and types – Aerobics and Anaerobic.

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

REFERENCES

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

B.Ed. SYLLABUS - II SEMESTER

SOC2- 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-3, P-2, 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-2, P-2, 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-2, 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 (L-2, P-2, T-2)

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

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

1. Bacon, Allyn, (1969). *Rabindranath Tagore, Lectures and Addresses* – Macmillan, New Delhi.
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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 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 integrated 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

Analyzing learning styles of children with different disabilities

Identify and describe supportive service to a needy child.

REFERENCE

1. Agarwal, J. C. (1990). Curriculum Reforms in India. Delhi: Daoba House.
2. Baker, R. L., Koenig, Rex, A. J., & Wormsley, D. P. (1995). Foundation of Braille Literacy. New York: American Association for the Blind.
3. Glasgow, N. A. (1997). New curriculum for new times .New Delhi: Sage.
4. Hill, E. W. & Ponder, P. (1976).Orientation and mobility for the practioners .New York: American Association for the Blind.
5. Jose, R. T. (1993).Understanding Low vision, New York: American Association for the Blind.
6. School, G.D. (1986).Foundation of education for visually handicapped and youth: Theory and Practice, New York: AFB.

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-12, 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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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

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

Readings of original texts of Rabindranath Tagore, M.K. Gandhi, Sri Aurobindo, John Dewey

J. Krishnamurthy and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion

Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group

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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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS I SEM -2021-2023

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

REFERENCES

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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

Development of a Research Proposal on an identified research Problem

Preparation, try out and finalization of a tool

Identification of variables of a research study

Preparation of a sampling design given the objectives and research questions/hypotheses of a research study

Use of Internet in Reviewing the Literature in the area of study

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
M.Ed. SYLLABUS - I SEMESTER
MPEW -COMMUNICATION AND EXPOSITORY WRITING
(1CREDIT -32 HOURS)

OBJECTIVES

On completion of this course, the prospective teacher educators will

1. develop an understanding into significance of communication skill for professional growth of student teacher
2. appraise the role of core skills in communication amongst groups
3. critically evaluate the significance of different skills for effective communication
4. explore the role of technology in communication
5. enhance expository writing skills

UNIT I: SKILL OF COMMUNICATION (P-12)

Understanding Communication Skills - Basic Concept and significance of communication skills as a tool for professional growth

Core Skills in group communication – Problem Solving, Role Playing Skills, Trust – building skills, Team- building Skills

Inter- personal Communication skills

Leadership Skills and Communication- Motivational Approach, Power Approach, Trait Approach

UNIT II: INTEGRATING COMMUNICATION SKILLS (P-10)

Skills for Effective Communication - Public Speaking Skills (Planning, Preparation and Presentation)

Listening Skills- (Appreciation, Discrimination, Comprehension, Therapeutic and Critical)

Communicative Reader and Storytelling Skills

UNIT III: EXPOSITORY WRITING SKILLS (P-10)

Concept, types, structure and processes of Expository Writing

Technology for Effective Communication - email writing, editing skills, online discussion forum, videoconferencing, webinars, Learner Management System, Creating e-portfolio, creating blogs for communication

PRACTICUM

Discussion formats in group communication- Round table, Symposium, Panel Discussion, Forum Types, Colloquy, Parliamentary Trust-building and team –building games, prepare a chart on effect of different formats on communication, visual representation of the different discussion formats

Write an expository writing with power point presentation in the workshop out of the following topics. This includes, articles, biographical writing extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various Science, Mathematics, History, Geography, Literature/language pieces) writing a review or a summary of the text, with comments and opinions (individual task) newspaper or magazine articles on topics of contemporary interest

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MPSD- YOGA AND SELF DEVELOPMENT

(1CREDIT- 32 HOURS)

OBJECTIVES

On completion of this course, the prospective teacher educators will

1. know the self and Interpersonal relation
2. identify ones strengths and weakness and take appropriate measures to develop oneself
3. understand the significance of Yogasanas
4. develop the skill of Pranayama
5. know the strategies of time management

UNIT I: SELF DEVELOPMENT AND SELF CRITICAL AWARENESS (P-9)

Subject knowledge

Teaching Competencies

Professional qualities

Interpersonal relations

UNIT II: YOGA PRACTICES (P-15)

The concept, meaning, definition

Schools of Yoga – Raja yoga, Hatha yoga, Karma Yoga, Bhakthi Yoga and Gnana Yoga

Benefits of Yogasanas - Padmasana, vajrasana, Chakrasana, Vrikshanana, Yoga mudra,

Pachimothasana, Ustrasana, Vakkarasana, Chalapasana

Cleaning the mind through programme in Let come and Let go of mental status

UNIT III: PLANNING TIME MANAGEMENT (P-8)

Meaning and definition

Strategies on using time

The benefits of Time Management

REFERENCE

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

1. know the basic concepts of educational sociology
2. understand the concept of society, social group and social change
3. acquaint with the concept social mobility and culture
4. analyze the trends of democracy and modernization
5. acquire knowledge on social process and agencies of socialization

UNIT I: EDUCATIONAL SOCIOLOGY (L-14, P-6, T-5)

Meaning, nature and scope of educational sociology

Need for and importance of sociological approach in education

Educational sociology and Sociology of education

UNIT II: SOCIETY AND SOCIAL CHANGE (L-14, 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 subculture, ethnocentrism, cultural diffusion and cultural lag, acculturation and enculturation

UNIT IV: COMMUNITY AND MODERNIZATION (L-14, P-6, T-7)

Education and Community development- definition, elements and difference between society and community

Education and modernization- 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

REFERENCES

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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

1. acquire knowledge of basic principles underlying in various schools of Psychology and its application to educational problems
2. acquaint knowledge on growth and development
3. understand the concept of learning and motivation
4. develop the knowledge about creativity and various theories of creativity
5. diagnose the theories of personality and their use in the development of learner's personality, measurement of personality
6. understand the concept of mental health and self-regulation

UNIT I: PSYCHOLOGICAL BASIS OF EDUCATION AND LEARNER

(L-13, P-7, T-5)

Psychology as an applied science – Contribution of various Schools of Psychology: Psychoanalysis-Sigmund Freud, Humanistic - Carl Rogers - Maslow, Behavioristic - Watson, Cognitive – Piaget with reference to Adolescence levels

Methods of psychology – Introspection, Descriptive, observation, case study, survey, experimental, Developmental

UNIT II: LEARNING & MOTIVATION (L-16, P-7, T-2)

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 III: INTELLIGENCE AND CREATIVITY (L-15, P-7, T-7)

Intelligence: Definition

Intelligence Types – Concept of IQ - Measurement of Intelligence

Theories: Triarchic theory – Multiple intelligence theory – Burt vernon’s Hierarchy theory – Cattell theory, Carroll theory and PASS(Planning, Attention - Arousal, Simultaneous and Successive) theory – Educational Implications

Creativity: Definition- Factors affecting creativity

Theories: Eysenck’s theory, Addiction theory and Humanistic theory

Models: Geneplore and Graham Wallas’s model of creativity.

Programs and Strategies to enhance creativity

UNIT IV: PERSONALITY (L-13, P-7, T-6)

Personality: Meaning, definitions

Theories: Type theory- Trait Theory- Psychoanalytic theory

Measuring Personality: Subjective, Objective method and Projective techniques

UNIT V MENTAL HEALTH & SELF REGULATION (L-12, P-7, T-4)

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, components and types of 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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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

M.Ed. SYLLABUS - II SEMESTER

MCC5 -GUIDANCE AND COUNSELLING

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

1. understand the guidance movement in India
2. acquire knowledge on types of guidance and service exist in school
3. analyse the need of guidance and counselling in schools
4. understand the guidance and counseling services for children
5. 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-14, P-6, T-6)

Guidance services at different school levels–Meaning, Significance, types and steps

Organisation 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-14, 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-13, P-7, T-5)

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-5)

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

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

1. understand the knowledge of historical background of Secondary Teacher Education
2. know the structure of secondary education
3. know the issues in secondary education
4. organisations of elementary education
5. acquire knowledge of assessment and evaluation in teacher education

UNIT I: HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA (L-15, P -7, T-6)

Historical Background of Secondary Teacher Education: Development of Secondary Teacher Education during – Pre-Independence and Post – Independence Period – Secondary Teacher Education: Concept, Objectives, Scope.

UNIT II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION (L-13, P -6, T-4)

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

Challenges and Strategies of Secondary Education in India has been included.

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: CURRICULAM PLANNING AT SECONDARY LEVEL (L-15, P -8, T-7)

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: COMMISSIONS AND AGENCIES OF SECONDARY TEACHER EDUCATION (L-16, P -6, T-6)

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-10, P -5, T-4)

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

REFERENCES

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

M. Ed. SYLLABUS - III SEMESTER

MCC6 -HISTORY AND POLITICAL ECONOMY OF EDUCATION

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire the knowledge of the historical perspective of education in pre and Post independent India
2. understand the implications of various contribution through education for an equitable society
3. develop knowledge about the political perspective of education
4. develop understanding of the economics of education
5. 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-13, P-5, 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

Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education

Develop a Cost benefit analysis chart and report with reference to any educational institute

Carry out an impact evaluation of any one educational projects of the government (survey or case study)

Group Discuss on Globalization, liberalization and privatization

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

M. Ed. SYLLABUS - III SEMESTER

MTC2- EDUCATIONAL STATISTICS (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. identify the essential characteristics of a set of data
2. represent in tabular and graphical forms and compute relevant measures of average and measures of variation
3. examine relationship between and among different types of variables of a research study
4. estimate the characteristics of populations based on their sample data
5. use appropriate procedures to analyse qualitative 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

A critical assessment of statistical techniques used in a research report

Preparation of graphic designs of data obtained in a research study

Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis

Analysis of data using Statistical Packages like SPSS, N6, Excel etc.

Discuss on Rank, Biserial, Point-Biserial, and submit the assignment

REFERENCES

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

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

1. understand the nature principles and determinants of curriculum
2. know approaches to and inquiry in curriculum studies
3. acquire the process of curriculum development
4. identify issues in curriculum development
5. understand the curriculum transaction and evaluation

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-16, P-7, T-4)

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

REFERENCES

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

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

1. know the concept , need and significance of elementary education
2. understand the different policies and programmes of elementary education
3. realize the system and structure of elementary school education in India
4. comprehend the problem and challenges of Elementary Education
5. 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-13, 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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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

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 and commissions 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)

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

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

1. acquire the knowledge of the concepts and phases of teaching task
2. understand the principles and maxims of teaching
3. distinguish teaching strategies and devices
4. acquaint with the concept, meaning and nature of effective teaching
5. 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 : TECHNOLOGY INTEGRATION: TRENDS AND ISSUES (L-15, P-8, T-7)

Online access, Digital assistive technology – Emerging role for augmented and virtual reality in education – E- portfolios Blended Teaching Learning

Methodologies: Use of Learning Management Systems (LMS)- Moodle and Edmodo Basics – Podcasts, wikis and reflection blogs in Teaching Learning process

UNIT IV : EFFECTIVE TEACHING (L-14, P-7, T-3)

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS - IV SEM 2020-2022

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

M.Ed. SYLLABUS - IV SEMESTER

CORE COURSE- SPECIALIZATION

MSC 2 -EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the nature, forms and approaches of educational technology
2. understand the concept, process and principles of effective communication
3. know the audio-visual media and their role in education
4. know the recent innovations and future perspectives of Education Technology
5. 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)

Teleconferencing- audio, video, web based conferencing

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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS - IV SEM 2020-2022

Role of EDUSAT in Education, Digital Conferencing

UNIT IV : NEW HORIZONS OF EDUCATIONAL TECHNOLOGY (L-14, P-6, T-6)

Online learning- concept, salient features and advantages

E-learning- concept, elements and advantages

Artificial Intelligence in Education: Meaning and history – AI integrated education – Principles and objectives of AI integrated learning – Role of schools in the success of AI integrated learning – Meeting of National Goals through AI integration – Assessment of AI integrated learning

UNIT V: ICT IN EDUCATION (L-14, 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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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

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

1. understand the process of educational administration
2. recognize the importance and areas of institutional planning
3. know the concept of educational leadership
4. understand the concept of TQM in education
5. 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

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

Discuss the administrative structure of education at different levels

Present a report on different areas of institutional planning

Discuss the 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

REFERENCES

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

M.Ed. SYLLABUS - IV SEMESTER

MTB2- INCLUSIVE EDUCATION

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand concept of inclusive education
2. know the current issues in inclusive education
3. understand the national and international initiatives
4. prepare the teachers for inclusive schools
5. identify the planning and management of Inclusive Education.

UNIT I : INTRODUCTION TO INCLUSIVE EDUCATION (L-13, 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-15, 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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS - IV SEM 2020-2022

UNIT IV : TEACHER PREPARATION FOR INCLUSIVE EDUCATION

(L-13, 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

REFERENCES

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

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

1. acquire knowledge on values and value crisis
2. acquire knowledge on value education and its approaches
3. understand the values highlighted in major religions and by great personalities
4. acquire knowledge on methods of inculcating values, value based curriculum and value assessment
5. 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

Discuss the values emphasized by (Swami Vivekananda, Swami Chidbhavananda, Sarada Devi)

Organize any three value inculcation activity in the school during your internship programme

Debate on causes for value crisis in the present scenario

Analyse the values highlighted in the text book of your major discipline

Present a report on role of teacher in value inculcation

REFERENCES

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

M.Ed. SYLLABUS - IV SEMESTER

MEC2-WOMEN STUDIES

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the basic concepts of women's studies
2. know the concept of feminism
3. understand the importance of women empowerment
4. acquire knowledge on health policies and programmes of women
5. know the impact of media on women

UNIT I: CONCEPT AND NEED OF WOMEN'S STUDIES (L-12, 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-14, 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

REFERENCES

1. Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, Jaipur.
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