

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



B.Ed. I SEMESTER SYLLABUS

2017-2019

R. S → S → E

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

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

B.Ed. SYLLABUS - I SEMESTER

BCC1-FOUNDATIONS OF EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. understand the nature and purpose of education.
2. acquire knowledge of the recommendations of Education Commissions after independence
3. know the concept of knowledge and different ways of acquiring knowledge.
4. acquaint with the knowledge of modern Indian society and its influence on education.
5. understand the meaning of teachers' and learners' autonomy.
6. acquire values and apply the strategies for value inculcation.

UNIT I: EDUCATION MEANING, NATURE, AND PURPOSE (L-5, P-3, T-4)

Education- meaning, aims and functions

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 – 1986

National Education Curriculum Framework – 2005, National Curriculum Framework for Teacher
Education-2009

UNIT II: KNOWLEDGE AND KNOWING (L-4, P-3, T- 3)

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

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

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

Process of knowledge construction through constructivist approach

UNIT III: SOCIETY AND EDUCATION (L-4, P-2, T-3)

Society- Meaning, characteristics

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

Liberalization, Privatization, Globalization and their influence on Education

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

Teachers' autonomy- Meaning, hindering factors of teachers' autonomy

Professional ethics of teachers

Learners' autonomy – meaning, restraints on learners in schools.

Learners' participation in learning process

UNIT V: EDUCATION AND VALUES (L-5, P-3, T-2)

Values-Definition and Core values

Aims of or need for value education.

Values in the contemporary realities

Approaches to value inculcation- direct and indirect approach

Expected attitudes and behaviors- Elementary Stage, Secondary Stage, and senior secondary stage.

PRACTICUM

Discuss the implications of secondary education commission in school education.

Prepare a report on impact of constructivist approach in education

Preparation of 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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**B.Ed. SYLLABUS - I SEMESTER
BCC2- LEARNER AND LEARNING
(3 CREDITS- 48 HOURS)**

OBJECTIVES

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

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

UNIT I: EDUCATIONAL PSYCHOLOGY AND LEARNER (L – 5, P –2, T- 1)

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-3)

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-5, P- 1, T-2)

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-5, P- 2, T-3)

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-3)

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

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

Achievement Motivation-Components, Characteristics of Achievement oriented person

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

Self-Regulation – Definition, Importance, Components and types

PRACTICUM

- **Written Assignment**: Students are completed a written assignment on a specific allotted content for the first unit
- **Class Seminar with PPT** Presentation: Students are delivered a class seminar with a PowerPoint presentation for the second unit.
- **Group Discussion**: Students are participated in a group discussion on a specific allotted content for the third unit.
- **Peer Tutoring**: Students are engaged in peer tutoring for the fourth unit
- **Classroom Simulation**: Students are participated in a classroom simulation related to a specific allotted content in the fifth unit. The simulation is designed to replicate a real classroom situation, and students will be assigned roles as teachers, students, or observers

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B.Ed. SYLLABUS - I SEMESTER

BCC3-EDUCATIONAL INNOVATIONS

(3 CREDITS- 48 HOURS)

OBJECTIVES

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

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

UNIT I: EDUCATIONAL INNOVATIONS (L-4, P -2, T-2)

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

Innovations in the field of education

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

Process involved in generation of innovations

Role of teachers in promoting educational innovations

UNIT II: INNOVATIONS AND EXPERIMENTATIONS IN EDUCATION

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

OBB, MLL, JL, ABL, ALM

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

Floating University, Virtual University, Deemed UniversityCommunity colleges

UNIT III: EXAMINATION AND EVALUATION REFORMS (L -5, P -2, T-3)

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

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

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

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

UNIT IV: INNOVATIVE LEARNING METHODS (L—6, P -2, T-2)

Inquiry based learning

Virtual learning

Contextual learning

Cooperative Learning

Collaborative Learning

Experiential Learning

Concept Map, Mind Map

UNIT V: LEARNER AND LEARNING STYLES (L -4, P- 2, T-2)

Learners- Converger, Diverger, Assimilator, Accommodator

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

Verbal ,Physical, Logical, Social, Solitary

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

PRACTICUM

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

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

Prepare mind map/concept map

Collect opinion of peers on continuous internal assessment

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)

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. தமிழ் கற்பித்தலுக்கான நோக்கங்கள் மற்றும் குறிக்கோள்கள் அமைத்தலில் புலமை பெறுதல்
2. பாடத்திட்டம் தயாரித்தலின் இன்றியமையாமை அறிந்து கொள்ளுதல்
3. கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்
4. நடைமுறையில் இருக்கும் பாடநூல்களையும் பாடத்திட்டத்தினையும் பற்றி அறிதல்
5. மொழியாசிரியருடைய தகுதியை அறிந்து கொள்ளுதல்

அலகு 1 தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்(L-4, P -2, T-2)

தமிழ்மொழி கற்பித்தலின் நோக்கங்கள்: முக்கியத்துவம் - அடிப்படை மொழித்திறன்களை வளர்த்தல் - சிந்தனையை வளர்த்தல் - எண்ணத்தை வெளியிடல் - கருத்துக்களைப் பகிர்ந்து கொள்ளுதல் - கற்பனைத் திறனை வளர்த்தல் - படைப்பாற்றலை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப் பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - மொழி கற்பித்தலின் - பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு.

அலகு 2 பாடத்திட்டம் தயாரித்தலின் இன்றியமையாமை(L-6, P- 2, T-3)

புள்ளம் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாடு - அறிவுப் புலம் - உணர்வுப் புலம் - உள-இயக்கப் புலம் சார்ந்த நோக்கங்களை எழுதுதல். நான்கு கட்ட அட்டவணைப்படி மாதிரி கற்பிப்புத் திட்டம் தயாரித்தல். கற்பித்தலின் முக்கிய படிகளைப் புரிந்துகொள்ளல்: ஊக்கப்படுத்துதல் - பாடக் கருத்துகளை வழங்குதல், இடைவினைப் பேச்சு - மீளச்சிந்தித்தல் - தொகுத்துக்கூறல் - கற்பித்தல் படிகளை இணைத்துக் குறுநிலைக் கற்பித்தலை உற்றுநோக்கிப் பின்னூட்டம் வழங்குதல். பாடத்திட்டம் தயாரித்தலின் இன்றியமையாமை - நன்மைகள், தீமைகள் - ஆசிரியர் மனத்திற் கொள்ளத்தக்கன.

அலகு 3 நுண்ணிலைக் கற்பித்தல் மற்றும் கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்

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

நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன், கிளர் வினாத்திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன், கரும்பலகையைப் பயன்படுத்தும் திறன், உதாரணங்களைப் பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி.

கற்பித்தல்: விளக்கம் - முக்கிய கற்பித்தல் திறன்களைப் புரிந்துகொள்ளல்: தொடங்குதல் திறன், விளக்குதல் திறன் - பொழிப்புரைத் திறன் - வினாக் கேட்டல் திறன் - தூண்டல் மாற்றுத் திறன் -

சைகை மொழித்திறன் - வலுவூட்டல் திறன் - முடிக்கும் திறன் - சரளமாகப் பேசும் திறன் - கற்பித்தல் திறன்களை இணைத்துக் குறுநிலைக் கற்பித்தலில் பயிற்சி பெறுதல் (20 மணித்துளிகள்) **செய்யுள் கற்பித்தல்:** செய்யுளின் பொருள் - செய்யுள் கற்பித்தலின் நோக்கம் - செய்யுள் கற்பித்தலிலுள்ள படிகள் - சொல் நயம், தொடை நயம் பாராட்டல்.

உரைநடை கற்பித்தல்: உரைநடையின் பொருள் - உரைநடை கற்பித்தலின் நோக்கம் - உரைநடை கற்பித்தலிலுள்ள படிகள் - சொற்களஞ்சியத்தைப் பெருக்குவதற்கான வழிகள். **இலக்கணம் கற்பித்தல்:** இலக்கணத்தின் பொருள்- இலக்கணம் கற்பித்தலின் நோக்கங்கள் - இலக்கணம் கற்பிக்கும் முறைகள்: விதிவருமுறை, விதி விளக்குமுறை - இலக்கணப் பாடத்ததை இனிமையாக்குதல்

கட்டுரை கற்பித்தல்: பொருள் - கட்டுரையினுடைய வகைகள் - குறிப்புகளையொட்டி கட்டுரை எழுதுதல் - வழிகாட்டுதலையொட்டி கட்டுரை வரைதல் - சொந்தமாகக் கட்டுரை வரைதல் (ஊழுவெசமுட்டநனஇ பரனைநன யனெ கசநந உழஅிழளவைழை).

அலகு 4 பாடதிட்டமும் பாடநூலும்(L—6, P -2, T-2)

கல்வி ஏற்பாடு –பாடதிட்டம் வரையறை பாடம் கற்பித்தலின் படிநிலைகள்- திட்டம் வடிவமைத்தல் - தனிநபர் வேறுபாடு – மாறிவரும் சமுதாயம் - அலகுத் திட்டம் தயாரித்தல் - நான்கு கட்ட கற்பிப்புத் திட்ட அட்டவணையின் அமைப்பு –பாடநூல்களின் அடிப்படை பண்புகள். சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனத்திற்கொள்ளத்தக்க செய்திகள் - நல்ல பாடநூலில் அமைந்திருக்க வேண்டிய நன்மைகள். தற்போதைய நடைமுறையிலுள்ள பாடநூல் பற்றிய பார்வை – நூலகப் படிப்பு.

அலகு 5 மொழியாசிரியர்(L -4, P- 2, T-3)

மொழியாசிரியர் - கல்வித் தகுதி – பயிற்சி – பிற ஆசிரியர்களுடன் கலந்துரையாடல் - மொழியாசிரியரின் பண்பு நலன்கள் - மொழிப்பற்று - இலக்கண இலக்கியப் புலமை – எடுத்துக் கூறும் ஆற்றல் - குரலில் ஏற்றத்தாழ்வு அமைத்து பேசும் திறன் - திறமையாக எழுதும் திறன் - உளநூல் வல்லுநர் - கலையார்வமிக்கவர் - பருவமறிந்து பயிற்றும் பண்பு – படைப்பாற்றல் திறன் - முன் மாதிரியாக விளங்குதல் - கடமை உணர்வுடன் செயல்படுதல் - சமூக உறவு கொள்ளல் - மாணவரைச் சிறந்த குடிமகனாக உருவாக்கும் பொறுப்பேற்றல் போன்றன.

பரிந்துரைக்கும் செயல் முறைகள்

- 'தமிழ்மொழிசிறப்பு' - கவிதைஎழுதுதல்
- தாய்மொழியின் முக்கியத்துவம் - குழுவிவாதம்செய்தல்
- பாடநூல்அமைப்பைகலந்துரையாடல்செய்தல்
- பாடபொருளுக்குதொடர்புடையதுணுக்குகளைச்சேகரித்தல்
- 'மொழிஆசிரியர்' பற்றிகட்டுரைஎழுதுதல்

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

B.Ed. SYLLABUS - I SEMESTER

BPC1 - PEDAGOGY OF ENGLISH

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of course the student teachers will be able to

1. understand the different roles of language.
2. acquire the micro skills.
3. know the aims and objectives of learning and teaching English.
4. write general and specific objectives of teaching and learning English.
5. plan for teaching prose, poetry, grammar, and composition
6. learn the sound patterns of English language.
7. articulate English language with appropriate stress and intonation.
8. learn the principles of various methods of teaching English.

UNIT I: FUNDAMENTALS OF ENGLISH LANGUAGE(L-6, P-3, T-2)

Role and Nature of language

Language and Society: Language – Gender, Class and Power, Multilingual classrooms, Multicultural awareness and language teaching.

Language and School: Difference between language as a school subject and as a means of learning and communication. Concept of language registers. Place of English in school curriculum

Position of Languages in India

Articles 343-351, 350A

Kothari Commission (1964-66); NPE-1986; POA-1992

National Curriculum Framework-2005 (language education)

UNIT - II ENGLISH LANGUAGE TEACHING IN INDIA (L-4, P -2, T-2)

Status of English language – Before independence and after independence

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

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- 4, T-3)

Bloom's Taxonomy of Educational Objectives with respect to language teaching.

Micro teaching – definition, principles, skills – set induction, explaining, questioning, probing questions, reinforcement and stimulus variation, closure. Advantages and limitations of micro teaching

Need for Link lesson in Micro teaching.

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-5P-2, 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: A CRITICAL ANALYSIS OF LANGUAGE TEACHING METHODOLOGIES

(L-5, 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

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
- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse

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B.Ed. SYLLABUS - I SEMESTER

BPC1 - PEDAGOGY OF MATHEMATICS

(3 CREDITS – 48 HOURS)

OBJECTIVES

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

1. develop insight into the meaning, nature, and scope objectives of mathematics education.
2. acquire knowledge of aims and objectives of mathematics education.
3. write general and specific objectives of teaching and learning mathematics
4. prepare instructional aids.
5. acquire knowledge of principles for designing mathematics curriculum
6. adopt appropriate approaches and strategies in teaching and learning mathematical concepts.
7. develop skills in problem posing and solving.

UNIT I: NATURE AND SCOPE OF MATHEMATICS (L-8 , P-3, T-2)

Meaning and definitions of Mathematics Nature of Mathematics – Logical sequence, Structure, Precision and Accuracy, Abstractness, Symbolism

Characteristics of Mathematics, Mathematics as a science of measurement

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

Aesthetic sense in Mathematics, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in Mathematics

Scope of Mathematics

UNIT II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

(L-3 ,P -2, T-1)

Need and significance of teaching Mathematics

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 and teaching points of various content areas in Mathematics

UNIT III: PLANNING FOR TEACHING-LEARNING MATHEMATICS

(L-6 , P- 4, 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

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 Skills-stages in problem solving techniques to improve problem solving skills (Polya method); Project method, Laboratory method

UNIT IV: SCHOOL MATHEMATICS CURRICULUM (L-3P-2, T-1)

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, 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

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

Uniqueness of disciplines vis-a-vis interdisciplinarity

UNIT V: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS (L-6, P- 2, T-1)

Nature of concepts, concept formation and concept assimilation

Moves in teaching a concept—defining, stating necessary and/or 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

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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B.Ed. SYLLABUS - I SEMESTER

BPC1 -PEDAGOGY OF PHYSICAL SCIENCE

(3 CREDITS – 48 HOURS)

OBJECTIVES

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

1. understand the nature and scope of physical science.
2. know the aims and objectives of teaching physical science.
3. acquire skills relating to planning lessons and presenting them effectively.
4. understand the various methods of teaching physical science.
5. appreciate various trends in physical science school curriculum.
6. gain knowledge about approaches and strategies of learning physical science.

UNIT I: NATURE AND SCOPE OF PHYSICAL SCIENCE (L-3, P-3, 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

Physical science - historical overview – Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein - significant discoveries and inventions - Science in 21st century

Interdisciplinary area of learning Physical science - Thermodynamics, Biomolecules, Surface Chemistry

Physical science for environment, health, peace, equity; Physical sciences and society

UNIT II: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE (L-4, 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-LEARNING OF PHYSICAL SCIENCE

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

Identification and organisation of concepts for teaching-learning of Physical science

Micro teaching- Definition, Need, Scope-Microteaching cycle and Uses

Types of skills – Explaining, Stimulus variation, Reinforcement, Questioning, Using black board

Need for Link lesson in Micro teaching

Macro teaching- Unit plan –Steps, Characteristics of a Good Unit plan, Importance

Herbartian steps – Format of a typical lesson plan –Motivation, Presentation, Application, Recapitulation and Assignment-Distinguishing Unit plan from Lesson plan

General methods of teaching Physical science – Lecture-cum- Demonstration method-Individual practical method- Project method- Heuristic approach- Assignment method - Scientific method

UNIT IV: SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

(L-6, P- 3, 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: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE (L-6, P- 3, T-2)

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

Communication in physical sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, blended learning, and experiential learning in physical science (teacher-learner will design learning experiences using each of these approaches)

Facilitating learners for self-study

PRACTICUM

- Prepare Autobiography of Eminent Scientist
- Identify the Ways and Means to Integrate Environmental Issues while teaching Physical Science
- Prepare Improved Models in any of The Physics/Chemistry Topics of School Content
- Prepare a Power point Presentation in Your Topic to Be Utilised in Your Classroom
- Take micro teaching lesson plans for all the micro teaching skills that you have learnt and apply anyone skill in your class and ask your peer to record

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B.Ed. SYLLABUS - I SEMESTER

BPC1-PEDAGOGY OF BIOLOGICAL SCIENCE

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

1. understand the nature and scope of biological science.
2. recognize historical overview and origin of evolution of biological science.
3. acquire aims and objectives of teaching biological science at different levels.
4. to develop scientific attitude and scientific temper among students of biological science.
5. acquire skills relating to planning lessons and presenting them effectively.
6. analyse the biological science curriculum, biological science textbook.
7. apply various approaches and strategies of learning biological science.

UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE (L- 5, P -3, T-2)

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

Science for the knowledge: different types of Knowledge of (empirical, theoretical) –science other subject matters, pedagogical content knowledge, curriculum teaching of science

Historical over view: meaning of Science-different branches of Science-Globalization and Science- Science and Society-values of teaching Science and importance of studying Science in school curriculum-discoveries and advancements in Science-knowledge of basic concepts in Science

Origin of Evolution - Heredity, variation, origin of life, common descent, evolution of life Inter disciplinary approaches - need and scope

UNIT II: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE (L-5, 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-LEARNING OF BIOLOGICAL SCIENCE (L-5, P-3, T-2)

Identification and organization of concepts for teaching-learning of Biology

Micro teaching- Definition, Need, Scope-Microteaching cycle and Uses

Types of skills – Explaining, Stimulus variation, Reinforcement, Questioning, Using black board illustrating the concept with suitable example

Need for Link lesson in Micro teaching

Macro teaching- Unit plan –Steps, Characteristics of a Good Unit plan-Lesson plan –Importance and need, pros and cons

Herbartian steps – Format of a typical lesson plan –Motivation, Presentation, Application, Recapitulation and Assignment-Distinguishing Unit plan from Lesson plan

General methods of teaching Biological science – Lecture, Lecture-cum- Demonstration method-

Individual practical method- Project method- Heuristic approach. Scientific method

UNIT IV: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

(L-4, P4, T-2)

Trends in science curriculum: different types of curriculum, styles of curriculum organisation, individualized, Social issue Oriented, Historical Approaches, Topical, Spiral and Concentric Approaches, Principles of Content Selection need and 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: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE (L-4, P-3, T-2)

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

Communication in Biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in Biological science (teacher-learner will design learning experiences using each of these approaches)

Facilitating learners for self-study

PRACTICUM

- **Demonstration** of experiments to classes VI to VIII
- **Preparation of Unit plan** and Lesson plan
- **Practice of skills** in Micro-teaching.
- **Organize social events**
- **Analyse** the science text book
- **Planning and conducting any four practical classes in biology** and maintaining a record of practical work

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

B.Ed. SYLLABUS - I SEMESTER

BPC1 - PEDAGOGY OF HISTORY

(3 CREDITS – 48 HOURS)

OBJECTIVES

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

1. acquire knowledge of History and its features.
2. understand the aims and objectives of teaching history.
3. 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-6, P-2,T-2)

Definition and concept of history, 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

Epistemological frame proposed in educational policy documents and various national curriculum frameworks with special emphasis on history education

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

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

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

Nature and Importance of teaching history

Factors in History and Geographical foundation of history

History –a science or an Art

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

Micro-teaching - concept, objectives, principles and phases of micro teaching – micro teaching cycle

developing skills of introducing a lesson – explaining, probing questions, stimulus variation, reinforcement, use of teaching aids, use of blackboard and achieving closure

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

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

UNIT IV: MODES AND APPROACHES TO PEDAGOGY OF HISTORY

(L-6, P-3, T-2)

Different modes – heuristics/discovery method, project method, narration, comparisons, observations, dialogue and discussion in history

Critical appreciation of approaches to teaching social sciences – biographical approach; chronological approach, child-centred approach; environmental approach; the overlap between these approaches

Critical appreciation of various learning strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

UNIT V: MEDIA, MATERIALS, LEARNING RESOURCES AND EQUIPMENTS (L-5, P-3, T-2)

Effective use of print media and audio visual materials for History integration of ICT (Information and Communication Technologies) in teaching-learning process of history; development of teaching learning materials; workbook; activity book and self-instructional materials

Effective utilization of resources for teaching;- textbooks, supplementary materials, literature, biographies, novels, fictions, Newspapers, community resources and low cost improvised teaching aids

PRACTICUM

- **Prepare timeline** for a history topic in secondary level curriculum.
- **Debate** on history – an art or science?
- **Practice of writing unit plan** and lesson plan
- **Prepare a report** on the ways to adopt storytelling method in history class.
- **Discussion** on importance of biographies in history teaching
-

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B.Ed. SYLLABUS - I SEMESTER

GROUP C: DEVELOPING TEACHER SENSIBILITIES - EXPERIENCES FOR TEACHER ENRICHMENT

ETE 1: STRENGTHENING LANGUAGE PROFICIENCY

(2 CREDITS – 32 HOURS)

OBJECTIVES

After completion of course the students will be able to

1. read for comprehension and be able to retell the read material.
2. write a review or a summary of the text.
3. suggest an opinion about a text.
4. develop academic writing.
5. plan and make research presentation.
6. analyse the structure of an argument.

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS (P – 6)

Reading and retelling of the first two chapters, describing a related account, discussing the characters and situations

Narrating the story, converting the situations into a dialogue and interpreting the characters.

UNIT II: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING (P – 4)

Reading to extract overall meaning, information, subject knowledge

Explaining the gist of the text/topic to others (in the larger subject group)

Attending the writing style, subject-specific vocabulary

Writing a review or a summary of the text, with comments and opinions.

UNIT III: ENGAGING WITH JOURNALISTIC WRITING (P – 6)

Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc.

Researching and writing articles on topics of local interest

The selected texts would include newspaper or magazine articles on topics of contemporary interest.

UNIT IV: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS (P – 8)

Selection of a topic for research and articulating some guiding questions

Reading strategies -Scanning, skimming and extracting relevant information from the books by making notes

Collating notes and organising information under various subheadings

UNIT V: ENGAGING WITH EDUCATIONAL WRITING (P – 8)

Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)

Analysis of the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions

Writing a response paper individually or in pairs

Presentations of selected papers, questions and answers in large group

PRACTICUM

- **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)

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7. **Suggested Readings for UNIT 2**
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B.Ed. SYLLABUS - I SEMESTER

ETE2: EXPLORING LIBRARY AND LEARNING RESOURCES

(2 CREDIT-32 HOURS)

OBJECTIVES

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

1. use a range of available resources like institute library, Websites on the internet.
2. know the Local events and facilities, as well as local issues (in the neighborhood or town)
3. understand the services of Library in Local Community.
4. identify the other resources of information.

UNIT I: LIBRARY (L-8, P-1, T-1)

Knowing your library

Layout of the library

Library policies

Library procedures – cataloguing, locating a book/material in the library

Library Management

UNIT II: LIBRARY AS A RESOURCE (L-5, P-1, T-1)

Library as a resource of learning, pleasure and concentration

School library as an intellectual space for students and teacher

UNIT III: LIBRARY SERVICES (L-5, P-3)

Types of books and other material used by different readers

Techniques of keeping these books and materials

Dimensions of setting up of a school library

UNIT IV: LIBRARY AND INFORMATION (L-5, P-1, T-1)

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

PRACTICUM

- Finding out the Frequency of using N-List
- Speech on Preservation of Books
- Reading a Journal from the Library
- Reading Challenge to students
- Library Scavenger Hunt

REFERENCES

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B.Ed. SYLLABUS - I SEMESTER

SES1 - PEACE EDUCATION

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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.

UNIT I: PEACE AND PEACE EDUCATION (L-6, P-1, T-1)

Peace – meaning, concept and types and sources

Peace education – definition, history, need and scope

UNICEF approach and UNESCO framework to Peace Education

Models for peace-Thematic, flower and integral

Ways to integrate peace into the curriculum and formal subjects

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

UNIT II: VIOLENCE AND NONVIOLENCE (L-6, P-2, 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-6,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

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

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B.Ed. II SEMESTER SYLLABUS

2017-2019

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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-4, P-2, T-2)

Meaning and Definitions of Philosophy

Relationship between Philosophy and Education

Scope of philosophy of Education

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

UNIT II: EASTERN AND WESTERN PHILOSOPHERS (L-6, P-2, T-1)

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

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

UNIT III: EDUCATION FOR INTERNATIONAL UNDERSTANDING AND NATIONAL INTEGRATION (L-6, P-3, T-2)

International Understanding and National Integration: Meaning and Concept

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

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

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

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

Government schemes – SSA, RMSA and RUSA

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

Meaning and Characteristics of Quality Education

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

Indicators of Quality-Input, Process and Output Indicators

Role of Quality Assurance Cell in quality Education

PRACTICUM

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

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B.Ed. SYLLABUS - II SEMESTER

BCC5- UNDERSTANDING THE LEARNER

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will able to

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

UNIT I: EMOTIONAL, SOCIAL AND MORAL DEVELOPMENT (L-5, P-2, T-3)

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

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

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

UNIT II: INTELLIGENCE (L-6, P- 2,T-1)

Intelligence- Meaning, Definitions and Types

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

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

Relation between EQ and IQ

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

UNIT III: PERSONALITY (L-6, P-3, T-1)

Personality - Meaning, Components and Determinants

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

Measurement of personality - Tools and techniques

Integrated personality

UNIT IV: ADJUSTMENT AND MENTAL HEALTH (L-4, P- 3,T-2)

Adjustment - Meaning and process

Adjustment mechanisms, adjustment problems - children, adolescents and adults

Maladjustment –Meaning and causes

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

Stress – Meaning, types and Stress Management Techniques

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

UNIT V: GUIDANCE AND COUNSELLING (L-5, P- 2, T-3)

Guidance - Nature, scope, principles and types

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

Counselling- Nature, scope, principles and procedure

Counselling approaches- Directive, Non-directive and Eclectic

PRACTICUM

- **Written Assignment:** Students are completed a written assignment on a specific allotted content for the first unit
- **Class Seminar with PPT Presentation:** Students are delivered a class seminar with a PowerPoint presentation for the second unit
- **Group Discussion:** Students are participated in a group discussion on a specific allotted content for the third unit
- **Peer Tutoring:** Students are engaged in peer tutoring for the fourth unit
- **Written Assignment:** Students are completed another written assignment on a specific allotted content for the fifth unit

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B.Ed. SYLLABUS - II SEMESTER

BCC6 - ASSESSMENT FOR LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

Assessment, evaluation, test, examination, measurement

Dimensions and levels of learning

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

Originality and initiative, Collaborative participation, Creativity, Flexibility

Contexts of assessment- Subject-related and Person-related

**UNIT II: EXAMINATION SYSTEM: A SOCIOLOGICAL AND
PSYCHOLOGICAL ANALYSIS (L-6, P-2, T-2)**

Examination for gradation

Examination for social selection and placement

Impact of the prevailing examination system on student learning and stakeholders

Entrance tests and their influence on students and school system.

Impact of examination-driven schooling

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

UNIT III: ASSESSMENT OF SUBJECT-BASED LEARNING (L-5,P-2, 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-5, P-2, T21)

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-4,P-3, 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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இரண்டாம் பருவம்

BPC2- தமிழ் கற்பிக்கும் முறைகள் பகுதி - II

(3 CREDITS -48 HOURS)

நோக்கங்கள்:

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. தமிழ்மொழியின் முக்கியத்துவத்தை பற்றி அறிந்து கொள்ளுதல்
2. பல்வேறு தமிழ் கற்பிக்கும் முறைகளை தெரிந்து கொள்ளுதல்
3. மொழித்திறன்களை அறிந்து கொள்ளுதல்
4. சோதித்தலின் நோக்கம் மற்றும் முக்கியத்துவத்தை அறிந்து கொள்ளுதல்
5. கற்றல் கற்பிக்கும் பொருட்கள் மற்றும் உபகரணங்களின் தேவையை அறிந்து கொள்ளுதல்

அலகு 1 மொழியின் பங்கும் இன்றியமையாமையும்(L-5,P-3, T-3)

மொழியின் பண்புகள், மொழியின் தோற்றக் கொள்கை, வளர்ச்சி தமிழ் மொழி வரலாறு பேச்சு மொழியும், எழுத்து மொழியும், தமிழ் மொழியின் தனித்தன்மைகள் தாய்மொழி கற்பித்தலின் இன்றியமையாமை - அடிப்படைத் திறன்கள், இலக்கிய நயம் கண்டு இன்புறல், படைப்பாற்றல், வாழ்க்கை நடத்தத் தேவையான திறன்களைப் புகட்டுதல், பயிற்று மொழியாகத் துலங்குதல். கற்றலில் மொழியை மையப்படுத்துதல். தமிழ் மொழியின் சமூகச் கலாச்சார பண்பாட்டு முக்கியத்துவம். மொழிக் கல்விக்கான அரசியலமைப்பு விதிகள் மற்றும் கொள்கைகள், அரசியல் சாசனம் 343,350சி மற்றும் 351

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

ஆசிரியர் மையக் கற்பித்தல். விரிவுரை முறை - ஆசிரியரணிக் கற்பித்தல்- மாணவர் மையக் கற்பித்தல்: - சிறு குழு வகுப்பு மாணவர்கள் விவாதித்துக் கற்றல்: மாணவர் கருத்தரங்கம் - பட்டிமன்றம் - குழு விவாதம் - வினையாட்டு முறை, நடிப்பு முறை, செயல்திட்ட முறை, தனிபயிற்சி முறை மற்றும் திட்டமிட்டு கற்றல்.

அண்மைக் கால கற்பித்தல் போக்குகள்: கருத்து கட்டமைப்பு கற்றல் - இ-கற்றல் - காணொலிக் கற்றல் - அச்செழுத்து வளங்கள்: நாளிதழ்கள், ஆய்விதழ்கள் - கலைக்களஞ்சியங்கள் ஒலிசார் வளங்கள்: வானொலிப் பேச்சுகள் - ஒலிப்பதிவு நாடாக்கள் - குறுந்தட்டுகள் - காட்சியொளி வளங்கள்: படங்கள் - ஒளிப்படங்கள் - மின் அட்டைகள் - வரைபடங்கள் - விளம்பரத்தட்டிகள், தகவல் தொடர்பு வளங்கள்: வானொலி - தொலைக்காட்சி - இணையம், பல்லுடகம். **சமுதாய வளங்கள்:** நாட்டுப்புறக் கலைஞர்கள் - களப் பயணம், மொழிவள மையங்கள் - இலக்கிய மன்றம்.

அலகு 3 மொழித் திறன்களைக் கற்பித்தல்(L-4, P-3, T-2)

கேட்குந்திறன் கற்பித்தல்:

கேட்டல் வரையறை – கேட்டல் வகைகள்

கேட்குந்திறனை கற்பிக்கும் முறைகள் - கேட்டலின் வழி கற்றல், கற்பித்தலில் கேட்டல் - கேட்குந்திறனை வளர்த்தல்.

கேட்குந்திறனை வளர்ப்பதற்கான வழிமுறைகள் - வானொலி கேட்டல் - ஒலிப்பதிவு கேட்டல் - கதைகூறல் - விடுகதைகள் -புதிர்கள் கேட்டல்- பாடப்பகுதிகளைப் படித்து வினா கேட்டல்.

பேசுந்திறன் கற்பித்தல்:

பேசுதல் வரையறை – பேசும் முறைகள் - அழுத்தம் திருத்தமாகப் பேசுதல், இலக்கண வழுவின்றிப் பேசுதல் மற்றும் மரபு மொழிகள்.

பேசுந்திறனைக் கற்பிக்கும் முறைகள் - வாய்மொழிப் பயிற்சிகள், மரபு மொழிகள்,

பேசுந்திறனை வளர்ப்பதற்கான வழிமுறைகள்: நாடகங்கள், கலந்துரையாடல், வினாடிவினா , இலக்கிய மன்றங்களில் பேசுதல், மனப்பாடம் செய்தல் - உச்சரிப்பில் ஏற்படும் சிக்கல்கள்.

படிக்கும் திறன் கற்பித்தல்:

படித்தல் வரையறை – நோக்கங்கள் - வகைகள்

படிக்க கற்பிக்கும் முறைகள்: எழுத்து முறை – சொல் முறை படிப்பு – சொற்றொடர் முறை படிப்பு – சொற்களஞ்சியப் பெருக்கம் - வாய்விட்டுப் படித்தல் - மௌனமாக வாசித்தல் - நூலகப்படிப்பு.

படிக்கும் திறனை வளர்ப்பதற்கான முறைகள்: எழுத்து முறை படிப்பு – சொல் முறை படிப்பு – சொற்றொடர் முறை படிப்பு - நிறைகள் மற்றும் குறைகள்

எழுதும் திறன் கற்பித்தல்:

எழுதுதலின் நோக்கங்கள் - எழுதுதலின் நிலைகள் - எழுத்துப் பயிற்சி – கையெழுத்துப் பயிற்சி - பிழைக்குரிய காரணங்களைக் கண்டறிதல் - பிழைகளைக் களையும் வழிமுறைகள் - எழுதுதல் திறனை மதிப்பிடல்

அலகு 4 சோதித்தலும் மதிப்பிடலும்(L-6, P-2, T-1)

சோதித்தலின் நோக்கம் - முக்கியத்துவம் - மொழியறிவுச் சோதனையின் வகைகள் - உள்ளார்வ ஆற்றல் சோதனை – திறனறிச் சோதனை – குறையறிதல் சோதனை – மொழியறிவுச் சோதனையின் வகைகள் - ஒற்றை வினா விடைச் சோதனை – ஒற்றை விடை வினாக்கள் தயாரித்தல் – எழுத்துச் சோதனைகள் -குறு வினா விடைச் சோதனை – பத்தி வினா விடைச் சோதனை – கட்டுரை வினா விடைச் சோதனை – ஆசிரியர் தயாரிக்கும் கற்றலடைவுச் சோதனை: தயாரித்தலிலுள்ள படிகள் - வினா வகைகளில் அட்டவணை தயாரிப்பு (உடரநிசுவெ) – மதிப்பெண் வழங்குதல் முறையும் மதிப்பிடுதலுக்கான விடைக் குறிப்புகளும் - வினாக்களைப் பகுப்பாய்வு செய்தல் - புள்ளியியல் பற்றிய பார்வை – தர ஒட்டுறவுக் கெழு விளக்கம்.

அலகு 5 கற்றல் கற்பிக்கும் பொருட்கள் மற்றும் உபகரணங்கள்(L-6, P-4, T-2)

கற்பவர் தேர்வு நூல்கள், இதழ்கள், செய்தித்தாள்கள் வகுப்பு நூலகங்கள் முதலியன தகவல் தொழில்நுட்பங்களான காட்சி, கேள்வி மற்றும் காட்சிக்கேள்வி சாதன பொருட்கள், படங்கள், மொழி ஆய்வகங்கள், அச்ச ஊடகங்கள், வாசிப்பு பொருட்கள், ஒலி ஒளி ஊடகங்கள், இணையதளம் - கணிப்பொறி - செயற்கைக் கோள்.

பரிந்துரைக்கும செயல் முறைகள்

- சமூகபண்பாட்டுமரபுகளை ஆராய்தல்
- தாய்மொழிக்கும்பிறமொழிக்கும்இடையேயான ஒற்றுமைவேற்றுமைகளைவிவாதித்தல்
- இலக்கியச்சுவைமிகுந்தபாடல்களை அடையாளம்காணல்
- உனக்குபிடித்தகதாபாத்திரம்வேடம்புனைந்து நடித்துகாட்டுக
- நாட்டுபுறகலைகளைத் திரட்டுக
- வானொலிஉரைஒன்றைகேட்டு திறனாய்வுசெய்க

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
B.Ed SYLLABUS -- 2017 - 2019

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

B.Ed. SYLLABUS - II SEMESTER

BPC2-PEDAGOGY OF ENGLISH

(3 CREDITS- 48 HOURS)

OBJECTIVES

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

1. develop an understanding of the nature of language system.
2. acquire the skills of teaching various language elements like pronunciation, vocabulary, and spelling.
3. identify the advanced methods and approaches for teaching English at various levels in the Indian context.
4. design instructional plans using advanced teaching methodologies.
5. know the importance of listening skills in acquiring the language competency.
6. acquire the knowledge of the elements of speaking.
7. design various tasks to develop listening and speaking skills.
8. understand the evaluative techniques for listening and speaking skills.
9. understand the need of diagnosis and the importance of remediation.

UNIT I: NATURE OF LANGUAGE(L-3, P-3, T-2)

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

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

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

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

Theory of Language Acquisition Device.

UNIT II: TEACHING OF LANGUAGE AND LITERATURE (L-4, P-3, T-1)

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

Teaching of vocabulary – Characteristics, Teaching procedure and suggestions

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

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

Teaching of drama – Elements of drama, Objectives, Methods – Dramatisation and Review, Procedure of teaching and precautions in teaching, Lesson plan.

UNIT III: ADVANCED TEACHING METHODOLOGIES(L-5, P-4, T-2)

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

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

Thematic Approach (inter-disciplinary),

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

Community Language Learning Methodology

UNIT IV: ACQUISITION OF LANGUAGE SKILLS(L-5, P-3, T-3)

Listening and Speaking

Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

Reading

Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

Writing

Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.

UNIT V- ASSESSMENT AND REMEDIAL TEACHING(L-6, P-2, T-2)

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

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

Feedback to students, parents and teachers

Need of Diagnosis – Achievement versus Diagnosis,
Methods of diagnosis, Construction of a diagnostic test
Meaning and Definition of Remedial teaching
Methods and Techniques of remedial teaching – Instructional process as remediation

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
- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse

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

B.Ed. SYLLABUS - II SEMESTER

BPC2-PEDAGOGY OF MATHEMATICS

(3 CREDITS- 48 HOURS)

OBJECTIVES

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

1. understand the structure of Mathematics.
2. know the types of theorems and different types of proofs.
3. appreciate Mathematics properties and relations.
4. acquire knowledge of learning by exposition and discovery.
5. understand the learner's sensitivity and Instill Mathematical thinking.
6. know the different styles of learning.
7. identify the resources of Mathematics teaching and learning.
8. identify the strength and weakness of learners and plan activities enrich learning.

UNIT I : STRUCTURE OF MATHEMATICS (L-4, P-2, T-2)

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

Deductive nature of mathematics. Scope and limitations of Intuition in Mathematics; Sets and Venn Diagrams as a representative of Mathematical properties and their relations

UNIT II:TEACHING OF MATHEMATICAL GENERALISATIONS

(L-7, P-2, T-2)

Learning by Exposition

Moves in teaching for understanding of generalizations

Introduction moves – focus, objective, motivation; Assertion

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

Application – planning of strategies for teaching generalizations

Learning by discovery

Nature and purpose of learning by discovery

Inductive, deductive, guided discovery strategies

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

UNIT III:EXPLORING 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

Interactive, constructivist and critical pedagogies in Mathematics

UNIT IV: LEARNING RESOURCES IN MATHEMATICS (L-6, P-3, 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

Pooling of learning resources in school complex/block/district level, handling hurdles in utilizing resources.

UNIT V:MATHEMATICS FOR ALL (L-4, P-2, 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. Individualised 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

PRACTICUM

- Analysis of different types of proofs given to prove theorems
- Prepare lessons to facilitate learning by exposition and discovery
- Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets for cultivating learner's sensitivity
- Pooling resources for mathematics learning
- Identify individual differences in math learning and suggesting appropriate remedial measures and enriching activities

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

B.Ed. SYLLABUS - II SEMESTER

BPC2- PEDAGOGY OF PHYSICAL SCIENCE

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. know the status of Physical science teaching in rural and urban areas.
2. understand the emergence and the role of new curriculum in developing science education in India.
3. identify and relate everyday experiences with learning physical science.
4. acquire knowledge about learning resources in physical science.
5. understand the role of physical science in lifelong learning.

UNIT I: SCIENCE TEACHING IN RURAL, URBAN AREAS AND COMMUNITY RESOURCES (L-4, P-3, T-2)

Evolution of Science

Strengthening Science Education

Globalization and Science -Problems of Science teaching in Rural and Urban Areas, role of Science teaching in solving them

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

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

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

UNIT II: EMERGENCE OF NEW SUBJECTS IN PHYSICAL SCIENCE

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

Emergence of New Subjects – Bio Chemistry, Bio Physics, Biotechnology , Nanotechnology, Nuclear Physics, Nuclear Chemistry, Chemical Engineering, Electronic Science, Material science, Astro physics, Geo physics

Incidental and Systematic Correlation of Physical Science with in the Subject and with Other Subjects

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

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

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

Role of learners in negotiating and mediating learning in physical science

UNIT IV: LEARNING RESOURCES IN PHYSICAL SCIENCE (L-5, P-3, T-2)

Developing Science Kit And Physical Science Laboratory

Designing Physical Science Laboratory; Planning and Organising Field Observation; Collection of Materials, Etc.

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

UNIT V:PHYSICAL SCIENCE – LIFE LONG LEARNING (L-5, P-3, 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;

Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to physics and chemistry

Organising events on specific day, such as earth day, environment day, etc.; planning and organising field experiences, science club, science exhibition;

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

PRACTICUM

- Prepare Improved Aids, Film Strips, Photographic Slides, Transparency Sheets
- Visit The Hydroelectric Power Station Mettur and Prepare a Report
- Organise Club Activities on Specific Science Days
- Explore ICT Tool Experiences in Anyone Topic While Learning Physical Science
- Prepare Self instructional module

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

B.Ed. SYLLABUS – II SEMESTER

BPC2-PEDAGOGY OF BIOLOGICAL SCIENCE

(3 CREDITS -48 HOURS)

OBJECTIVES

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

1. know the history of bio science Education.
2. acquire knowledge on the special problems of biological science education.
3. understand the learning resources in biological science.
4. apply the role of ICT in biological science in school levels.
5. understand the museum techniques and basic micro techniques.
6. identify and relate everyday experiences with learning biological science.
7. understand the role of biological science in lifelong learning.

UNIT I: HISTORICAL OVERVIEW:RECENT TRENDS IN BIOLOGICAL SCIENCE

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

Biology – Modern Period, Classification- Physiology, History of Embryology, History of Genetics, Organic Evolution

Globalization and Science – Agriculture, Medicine, Food resources. Population control, Pollution control, Industry, Veterinary and Animal husbandry

Emergence of new Subjects – Bio-chemistry, Bio-physics, Bio-technology, Bio-informatics, Microbiology, Genetic engineering, Population genetics, Ecology and conservation, Cancer Biology, Integrated Pest management

UNIT II: PROBLEMS OF BIOLOGICAL SCIENCE TEACHING (L-4, P-2, T-2)

Scientific background of the great problems India is facing at present and future

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

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

Inculcating scientific attitude in students

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

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

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

Role of learners in negotiating and mediating learning in biology

UNIT IV: LEARNING RESOURCES IN BIOLOGICAL SCIENCE (L- 6, P -4, T-2)

Edgar Dale's Cone of Experience - Audio-visual materials, multimedia-selection and designing

Biological science laboratory: designing biology laboratory, need and importance , and purchase and maintenance of equipment

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

Preparation of squashes, temporary mounts; preparation of permanent mounts- fixing, staining, section-cutting, processing, mounting

Developing science library, science kit, Science exhibition, science fair, Museum

Using community resources for biology learning

UNIT V BIOLOGICAL SCIENCE – LIFE LONG LEARNING (L-5, P-3, T-3)

Nurturing natural curiosity of observation and drawing conclusion

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 experiences, Science club, Science exhibition

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

PRATICUM

- Visit various laboratories related to new trends in Biological Science
- Prepare concept maps for selected concepts
- Preparing ICT materials in biological science
- Preparing vivarium , terrarium and aquarium
- Preparing permanent mounts
- Plan to visit Botanical Garden and Museum
- Prepare Plant and Animal specimens

REFERENCES

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

B.Ed. SYLLABUS - II SEMESTER

BPC2-PEDAGOGY OF HISTORY

(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 need for and importance of chronology in teaching history.
4. understand the Evaluation in History.
5. acquire knowledge to analysis the history textbooks.

UNIT I: LEARNER'S UNDERSTANDING AND CURRICULUM DEVELOPMENT

(L-5, P-4, T-2)

Cognitive development in secondary and higher secondary classes with reference to their age and socio-cultural context

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-3, T-2)

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

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

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

Approaches to History – Individual oriented, Society Oriented and Cultural oriented.

UNIT III: CHRONOLOGY IN TEACHING HISTORY(L-5, P-3, T-1)

Need for teaching chronology in history

Nature of Chronology: Location, Distance and Duration of historical events in the perspective of time

Importance of dates and events in Indian history and world history

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Types of charts,-synchronistic charts, vertical, time graph chart and time line chart

UNIT IV: EVALUATION IN HISTORY (L-5, P-2, T-2)

Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; paper and pencil tests; construction of achievement test

Objective types of tests in History- Selection type items (Multiple choice, matching, true or false, fill in the blanks)

Norm Referenced Evaluation in History, Criterion Referenced Evaluation in History

UNIT V: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS (L-4, P-2, T-2)

Analysing textbooks in history in the light of the syllabus

Analysing question papers of any State Board/CBSE and NCERT textbooks in the light of the subject specific requirements in terms of understanding and skills

PRACTICUM

- **Panel discussion** on approaches in teaching history
- **Write a report** on history as a branch of Social Science
- **Group discussion** on importance of teaching history
- **Prepare test items** for different types of test
- **Analysing question papers** of State Board and find the weightage based on the objectives.

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

B.Ed. SYLLABUS - II SEMESTER

ETE3 –HEALTH AND PHYSICAL EDUCATION

(2 CREDITS - 32 HOURS)

OBJECTIVES

on completion of this course students will be able to

1. creating interest for the practice of yoga and health education
2. know the concept of food and nutrition.
3. practice various physical exercises.
4. understand the common postural deformities and the exercises.
5. understand 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

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

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

Physical Fitness– Meaning, Definition, Components and Benefits

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

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

Exercises for removing postural defects

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

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

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

PRACTICUM

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

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

B.Ed. SYLLABUS - II SEMESTER

ETE4- ARTS AND AESTHETICS

(2 CREDITS –32 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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. understand Drama, its types and presentation.

UNIT I: COMMON ART FORMS (L-7, 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: MUSIC (L-7, P-3, T-2)

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

Sangeetha Mummorthigal- Thygarajar, Muthuswamy Dikshidar, Shyama Sastri

Samaya Kuravar: Appar, Sundarar, Manikavasagar and Thirugnana Sambandar

Classification of Musical Instruments – Stringed, wind, Percussion

UNIT III: DRAMA (L-5, P-3, 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

Enathu Bharatham Amara Bharatham,

Naattuku uzhaitha nallavargal.

PRACTICUM

- **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
- **Analyse the salient features of Drama** / Music
- **Prepare an album** on any Particular Drama / Music

REFERENCE:

1. South Indian Classical Music, Dr. P.T. Chelladurai.
2. Indian Music, Dr. S.V. Leela
3. Bacon, Allyn 1969 *Rabindranath Tagore, Lectures and Addresses* – Macmillan, New Delhi,
4. Elam, Routledge 2013 *New Accents Series: Semiotics of Theatre and Drama* Routledge Edition, London.
5. Faber and Faber, New York, 1968 Esner Elliot W, *Educating Artistic Vision* – New York, Macmillan, 1972
6. Jefferson B, *Teaching Art to Children* – Continental View Point – Boston,
7. John, B., Yogin, C., & Chawla, R.(2007). *Playing for real: Using drama in the classroom.* Macmillan
8. Sharma R.A 2005, *Fundamentals of Teaching English*, R.Lall Book Depot, Meerut
9. Shepherd, Simon and Wallis, Mick 2012 *Drama/Theatre/Performance* Routledge Edition, London.

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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. demonstrate knowledge of different perspectives in the education of children with disabilities.
2. reformulate attitudes towards children with special needs.
3. identify the role of various institutions for children with special needs.
4. understand the diversities of children with special needs.
5. incorporate innovative practices to respond to the education of children with special needs.

UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

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

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 2: DEFINING SPECIAL NEEDS (L-6,P-3, T-2)

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 3: PEDAGOGICAL AND SUPPORTIVE STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS (L5- P-3, T-2)

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

PRACTICUM

.Casestudy of a child with special needs

- Developing a teaching strategy

- Analysing learning styles of children with different disabilities
- Identify and describe supportive service to a needy child.

REFERENCE

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. Mittal, A. K. & Mittal, S. R. (2012) (Editors). Drashtibadha-
7. Shikshan. Delhi: RohiniPanda, K C. Education of Exceptional children. New Delhi: Vikas publishing.
8. School, G.D. (1986). Foundation of education for visually handicapped and youth: Theory and Practice, New York: AFB.

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



B.Ed. III SEMESTER SYLLABUS

2017-2019

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Sri Sarada College of Education (Autonomous)
Salem - 636016

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

மூன்றாம் பருவம்

BPC4-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி - I

(3 CREDITS - 48 HOURS)

நோக்கங்கள்:

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்
2. பாடப்பொருளின் நோக்கங்களை அறிதல்
3. உயர் நிலை மற்றும் மேல் நிலை பள்ளிகளின் பாடப் பொருளை அறிதல்
4. பாடப் பொருளை கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்
5. கற்பித்தலுக்கான செயல் திட்டத்தை உருவாக்கும் திறனை பெறுதல்
6. மதிப்பீடும் முறைகளை அறிந்திருத்தல்

ஆறாம் வகுப்பு

செய்யுள்: வாழ்த்து - திருக்குறள் - நாலடியார் - பாரத தேசம் - நான்மணிக்கடிகை - இசையமுது - பழமொழி நானூறு - சித்தர் பாடல் - புறநானூறு - திண்ணையை இடித்துத் தெருவாக்கு - செய்யும் தொழிலே தெய்வம் - தனிப்பாடல் - அந்தக்காலம் இந்தக்காலம் - குற்றால குறவஞ்சி - மரமும் பழைய குடையும்.

உரைநடை : தமிழ் தாத்தா உ.வே.சா - பறவைகள் பலவிதம் - ஆராரோ ஆரிரரோ - மகள் இந்திராவுக்கு நேரு எழுதிய கடிதம் - இளமையில் பெரியார் கேட்ட வினா - தேசியம் காத்த செம்மல் - கல்லிலே கலைவண்ணம் - தயக்கம் இன்றித் தமிழிலேயே பேசுவோம் - எது பண்பாடு.

துணைப்பாடம்: கடைசி வரை நம்பிக்கை - பாம்புகள் - வீரச்சிறுவன் - ஊர்த்திருவிழா ஒரு கலைவிழா - தங்கமாம்பழமும் சூட்டுக்கோலும் - எது பெரிய உண்மை - சாதனைப் பெண்மணி மேரி கியூரி - நாடும் நகரமும் - வணக்கம் ஐயா.

ஏழாம் வகுப்பு

செய்யுள்: வாழ்த்து - திருக்குறள் - புறநானூறு - முதுமொழிக்காஞ்சி - தனிப்பாடல் - திரிகடுகம் - திருவாரூர் நான்மணிமாலை - மெய்பொருள் கல்வி - ஏர்முனை , அம்மாணை - பெங்கல் வழிபாடு - உழவின் சிறப்பு - முக்கூடற்பள்ளி - எங்கள் தமிழ் - சீவகசிந்தாமணி. **உரைநடை:** செம்மொழித்தமிழ் - மகாவித்துவான் மீனாட்சிசுந்தரனார் - கணிதமேதை இராமனுஜம் - காந்தியடிகளின் கடிதம் - நெசவு - தூங்காநகர் - இயற்கை வேளாண்மை - தமிழக விளையாட்டுகள் - ஒவியக்கலை.

இலக்கணம்: சார்பெழுத்துகளின் வகைகள் - உயிர்மெய் , ஆய்தம் - நால்வகைச் செற்கள் - இருகுறிப்பெயரும், காரணப்பெயரும் - அறுவகைப் பெயர்ச்செற்கள் - வினைமுற்று, பெயரெச்சம், வினையெச்சம் - சொல் - வேற்றுமை, அடைமொழி, மூவகைப்போலிகள் - அணியிலக்கணம்.

துணைப்பாடம்: ஊரும் பேரும் - கோவூர்கிழார் - நன்றிப்பரிசு - உரியது - அறிவுருட்பம் - நிலைத்த செல்வம் கல்வி செல்வம் - தூரத்து ஒளி - நண்பன் - கொடைக்குணம்.

எட்டாம் வகுப்பு

செய்யுள்: வாழ்த்து - திருக்குறள் - இனியவை நாற்பது - தமிழ்பசி ஆறிட வேண்டும் - திருவள்ளுவமாலை - நளவெண்பா - விவேகசிந்தாமணி - பாரதத்தாய் - காவடிச்சிந்து - விக்கிரமசோழன் உலா - திருமந்திரம் - தேம்பாவணி - திருவருட்பா - வில்லிபாரதம் - யார் கவிஞன்? - கம்ராமாயணம் - விழுதும் வேரும் - பிள்ளைத்தமிழ்

உரைநடை: அகரமுதலி வரலாறு - உலகம் உள்ளங்கையில் - விடுதலைப்போரில் தமிழகப்பெண்களின் பங்கு - செய்தி உருவாகும் கதை - நாடகக்கலை - தமிழர் வானியல் - தேவநேயப்பாவாணர் - காட்டுயிரிகள் - இலக்கியத்தில் நகைச்சுவை.

இலக்கணம்: குற்றியலுகரம், குற்றியலிகரம், முற்றியலுகரம் - இலக்கியவகைச்செற்கள் - வழக்கு: இயல்பு வழக்கு, தகுதி வழக்கு - தொகைநிலைத்தொடர்கள் - தொகாநிலைத்தொடர்கள் - ஆகுபெயர் - வேற்றுமை - புணர்ச்சி: இயல்பு, விகாரம் - புணர்ச்சி: உயிரீறு, உடம்படுமெய் மெய்யீறு - யாப்பு, அணி.

துணைப்பாடம்: ஐ.யு.போப் - மகிழ்ச்சிக்கான வழி - ஆவணம் - மரத்தின் வேண்டுகோள் - மதியினால் சதியை வெல்லலாம் - கண் திறந்தது (வீதி நாடகம்) - கலீலியோ கலிலி - மணம் நுகர்ந்ததற்குப் பணம் - சென்னை அருங்காட்சியகம் - குழந்தையிடமா திறமை!

மேலே கொடுக்கப்பட்டுள்ள பாடப் பொருளை நன்கு பொருள் உணர்ந்து கற்ற பின்பு ஆசிரிய மாணவர்கள்

பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்

பாடப்பொருளின் நோக்கங்களை அறிதல்

பாடா பொருளுக்கேற்ப கற்பித்தல் முறைகளை தேர்வு செய்தல்

பாடப் பொருளை கற்பிப்பதற்கான கற்பித்தல் முறைகளை தெரிந்து கொள்ளுதல்

கற்பித்தலுக்கான செயல் திட்டத்தை உருவாக்குதல்

மதிப்பிடும் முறைகளை அறிந்திருத்தல்

பார்வை நூல்:

ஆறாம் வகுப்பு முதல் எட்டாம் வகுப்பு தமிழ்நாடு - தமிழ் பாடநூல்

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

மூன்றாம் பருவம்

BPC5-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி - II

(3 CREDITS - 48 HOURS)

நோக்கங்கள்:

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்
2. பாடப்பொருளின் நோக்கங்களை அறிதல்
3. உயர் நிலை மற்றும் மேல் நிலை பள்ளிகளின் பாடப் பொருளை அறிதல்
4. பாடப் பொருளை கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்
5. கற்பித்தலுக்கான செயல் திட்டத்தை உருவாக்கும் திறனை பெறுதல்
6. மதிப்பீடும் முறைகளை அறிந்திருத்தல்

ஒன்பதாம் வகுப்பு

செய்யுள்: சிறுபஞ்சமூலம் - பாஞ்சாலிசபதம் - புறநானூறு - குறுந்தொகை - முத்தொள்ளாயிரம் - கலிங்கத்துப் பரணி - மணிமேகலை - உமர்கய்யாம் பாடல்கள் - இன்பம் - நாட்டுப்புறப்பாடல் - பெண்மை - திருவிளையாடற்புராணம் - வஞ்சகமாய நெஞ்சமோடு மொழிதல் - ஓய்வும் பயனும் - எதிர்காலம் யாருக்கு.

உரைநடைதிராவிட மொழிகள் - இக்கால கவிதைகள் - கடற்புரணம் - ஆனந்தரங்கர் நாட்குறிப்பு - உலகளாவிய தமிழர் - உணவே மருந்து - பெருந்தலைவர் காமராசர் - தில்லையாடி வள்ளியம்மை - பொங்கல் திருவிழா - உயிர்க்கோளம்.

இலக்கணம்:

எழுத்து - பெயர்ச்சொல்: தொழில், பண்பு, மூவிடப்பெயர்கள் - வழாநிலை, வழு, வழுவமைதி - பொருள்கோள் - புணர்ச்சி - யாப்பு; செய்யுள் உறுப்புகள் (அடி, தொடை), தொடை.

துணைப்பாடம்: மாமரம், கண்ணதாசன் கவியின்பம் - கெலன் கெல்லர் - மு.வரதராசனாரின் கடிதம் (தம்பிக்கு) - திரு.வி.கலியாண சுந்தரனாரின் தமிழ்ப்பணி - நோய் நீக்கும் மூலிகைகள் - கிளி பேசுகிறது - இராணி மங்கம்மாள் - நேர்மை - நல்ல உள்ளம்.

பத்தாம் வகுப்பு

செய்யுள்: வாழ்த்து - திருக்குறள் - ஏலாதி - சிலப்பதிகாரம் - தமிழ் வளர்ச்சி -கம்பராமாயணம் - நற்றிணை - புறநானூறு - பெரியபுரணம் - தமிழ்விடு தூது - தேவாரம் - சீறாப்புரணம் - கலித்தொகை - நந்திக் கலம்பகம் - நாலாயிரத் திவ்வியப் பிரபந்தம் - நிற்க நேரமில்லை.

உரைநடை: :உயர்தனிச் செம்மொழி - பெரியாரின் பெண்விடுதலைச் சிந்தனைகள் - அண்ணல் அம்பேத்கர் - பேச்சுக்கலை - திரைப்படக்கலை உருவான கதை - தொன்மைத் தமிழகம் -

தமிழ்மொழியில் அறிவியல் சிந்தனைகள் - காந்தியம் - திருவருட் பிரகாச வள்ளலார் - பஸ்துறை வேலைவாய்ப்புகள்.

இலக்கணம்: எழுத்து - சொல் - பொது - வினா வகை, விடை வகை, ஒரு பொருட் பன்மொழி - உவமஉருபுகள் - புணர்ச்சி - பொருள் இலக்கணம் - அகப்பொருள் - புறப்பொருள் - பா வகைகள் - அணி.

துணைப்பாடம்: பரிதிமாற் கலைஞர் - மெல்ல மெல்ல மற! - அன்றாட வாழ்வில் சட்டம் - அண்ணாவின் கடிதம் - பாரதரத்னா எம்.ஐ.இராமச்சந்திரன் - தற்காலத் தொல்லியல் ஆய்வுகள் - குறட்டை ஒலி - அடித்தளம் - அயோத்திதாசப் பண்டிதர் - நூலகம்.

பதினொன்றாம் வகுப்பு

செய்யுள்:

இறை வாழ்த்து, மொழி வாழ்த்து - அடக்கமுடைமை, ஒப்புரவறிதல், காலமறிதல், வ-யறிதல் - அகநானூறு, புறநானூறு, ஐங்குறுநூறு - சீவகசிந்தாமணி, சீறாப்புராணம், மனோன்மணியம், குயில்பாட்டு - அழகர் கிள்ளைவிடு தூது, கலிகங்கத்துப்பரணி, முத்துக்குமாரசுவாமி, பெத்தலகேம் குறவஞ்சி - எந்நாளோ, பூக்கட்டும் புதுமை, விடுதலை விளைத்த புதுமை, தளை, கண், தண்ணீர் வங்கிகள், தேவாரம், திருப்பாவை, இரட்சணியயாத்திரிகம், வீரசோழியம். **உரைநடை:** கல்வியே அழியாச் செல்வம் - வீரச்சுவை - காளத்திவேடனும், கங்கைவேடனும் - குடிமக்கள் காப்பியம் - ஓய்வு - சமயங்களின் பொதுநீதி - கல்வெட்டுகள் - தமிழக மகளிர்.

துணைப்பாடம்:

ஒரு நாள் கழிந்தது - தேங்காய்த் துண்டுகள் - மறுமணம் - செங்கமலமும் ஓர் சேப்பும் - ஒரு பிரமுகர் - மண்ணின் மகன் - அனுமதி - விழிப்பு - அனந்தசயனம் காலனி - கரையும் உருவங்கள்.

பனிரெண்டாம் வகுப்பு

செய்யுள்: நாட்டு வாழ்த்து - நற்றிணை, குறுந்தொகை - செய்ந்நன்றியறிதல், பொறையுடமை, அறிவுடைமை, வினைத்திட்டம் - சிலப்பதிகாரம், கம்பராமாயணம், தேம்பாவணி, பாண்டியன் பரிசு - இராசராச சோழனுலா, திருவேங்கடத்தந்தாதி, மதுரைக் கலம்பகம், முக்கூடற் பள்ளு - மாலைக்கால வருணனை, புத்தகசாலை, காடு, சிக்கனம், வேலைகளல்ல வேள்விகளே, தீக்குச்சிகள் - சிவபெருமான், திருமால், புத்தபிரான், அருகன், இயேசு பெருமான், நபிகள் நாயகம்.

உரைநடை: - உயர் தனிச் செம்மொழி - சமரசம் - கவிதை - வாழ்க்கை - ஆவந் தமிழரும் - நீதிநூல்களில் இலக்கிய நயம் - மனிதர் வாழ்க - தமிழ்நாட்டுக் கலைச்செல்வங்கள்

துணைப்பாடம்:

பால்வண்ணப்பிள்ளை - மூக்கப்பிள்ளை வீட்டுப் பிள்ளை - சட்டை - வே - மகன் - கிழிசல் - ஓர் உல்லாசப் பயணம் - ஒவ்வொரு கல்லாய் - மண் - பழிக்குப்பழி.

மேலே கொடுக்கப்பட்டுள்ள பாடப் பொருளை நன்கு பொருள் உணர்ந்து கற்ற பின்பு ஆசிரிய மாணவர்கள்

பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்

பாடப்பொருளின் நோக்கங்களை அறிதல்

பாடா பொருளுக்கேற்ப கற்பித்தல் முறைகளை தேர்வு செய்தல்

பாடப் பொருளை கற்பிப்பதற்கான கற்பித்தல் முறைகளை தெரிந்து கொள்ளுதல்

கற்பித்தலுக்கான செயல் திட்டத்தை உருவாக்குதல்

மதிப்பிடும் முறைகளை அறிந்திருத்தல்

பார்வை நூல்:

1. ஒன்பதாம் வகுப்பு முதல் பனிரெண்டாம் வகுப்பு தமிழ்நாடு - தமிழ் பாடநூல்

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

B.Ed. SYLLABUS - III SEMESTER

BPC3 ENGLISH CONTENT AND PEDAGOGY LEVEL I

(General English)

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

6th Standard

Prose: Her Dream Bicycle - Beat Song- An Open Letter - The Mystery of Language-Those Three Bears - The Cherry Tree - Why the Sky is Far Away.

Poetry: Going Downhill On A Bicycle - Hopes and Dreams – Night – Inclusion - Granny Please Comb My Hair - With a Friend-Cooking.

Supplementary reader: Rani's Story – Tsunamika - The Fairy Crane - Kalpana Chawla Awardee, 2009 -The Unlucky Face - Kari the Elephant - The Colourful Sweets.

GRAMMAR: Letter Writing- Nouns-Tenses-sentence pattern.

7th Standard

Prose: Gone Forever – Barbara Reeves- The Neem Tree – In Quest of India's Freedom- Dreams can come True-Diwakar- An Icon For Children - Creating Space To Be Human - The Iron Man-I & The Iron Man-II.

Poetry: Bat - What Trees are for - In Search of a Friend - Prayer of a Sportsman -Where the Mind is Without Fear - Keep on Keeping On – Be the Best of Wherever You Are.

Supplementary reader: A Sage's Compassion - Nature Cares For Nature - The Selfish Giant - Ranji's Wonderful Bat –Yaana Malai From the Multiple Facets of My Madurai- George Washington Carver and Peanuts- An Interface With An Extraterrestrial Being (ET)

Grammar : Nouns – Verb – Tenses - Phrasal Verb – Adjectives – Adverbs – Articles - Agreement of the Verb With the Subject - Question Tags - Regular/Irregular Verb Forms – Punctuation – Syllabification.

8th Standard

Prose: The Wooden Bowl – The Power of Laughter – Living Amicably – The brave rani of Jhansi - our winged friends - The unforgettable Johnny - what is your address?.

Poem: My Grandmother’s House – You can’t be that, no, you can’t be that – No men are foreign – land of our birth, we pledge to thee - A tiger in the zoo - nine gold medals - out in the fields with god.

Supplement reader: A Mother Day Gift - A Women of Courage – Sorry, Best Friend – after the storm - the anteater and the dassie - god, this is Charles - the sunbeam.

Grammar: Syllabification – Tenses - The Gerund – Infinitives - The Participle - Phrases and Clauses -Transitive And Intransitive Verbs - Active Voice And Passive Voice - Direct And Indirect Speech - Prepositions.

After learning the above content with student teachers should have thorough knowledge on the English content at middle school level acquire knowledge on need, significance and objectives of the text book content knowledge on different methods of teaching the text book content acquired skills on teaching learning activities to enhance student learning knowledge on different evaluation methods to assess the text book content

REFERENCE

1. Text books - ENGLISH VI, VII, VIII Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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B.Ed. SYLLABUS - III SEMESTER

BPC4 - ENGLISH CONTENT AND PEDAGOGY LEVEL II

(Special English)

OBJECTIVES

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

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

9th Standard

Prose: Buds to Blossoms - Gaia Tells Her Tale - The Will to Win -- The Marvellous Machine - Miriam's Letter - When Catastrophe Strikes - The One Minute Apology

Poetry: Laugh and Be Merry - Earth- Don't Quit - The Apology - Be Glad Your Nose is on Your Face - A Sonnet for My Incomparable Mother - The Flying Wonder

Supplementary reader: A Man Who Has no Eyes - Amrita Devi - A Race in the Space - The Tears of the Desert - Visit to the Dentist - The Stroke of Genius - The Thief

Grammar: Sentence Pattern –Tenses- Active Voice - Passive Voice - Question Tags - Gerund and Infinitives - Direct And Indirect Speech - Degrees of Comparison - Question Tags.

10th Standard

Prose: The Model Millionaire - Music – The Hope Raiser - A Golden Path - Will Thirst Become Unquenchable? - Making Visible the Invisible - Flying with the Moon on their Wings - Our Heritage.

Poetry: Beautiful Inside - The Piano – Manliness - Going for Water - The Cry of the Children - Migrant Bird – Shilpi.

Supplementary reader: Sam- The Piano Lesson - The Face of Judas Iscariot – Swept away - A Close Encounter - The Summer Flight - Caught Sneezing.

Grammar: Direct Speech - Indirect Speech - Question Tags - Gerund – Infinitives -Phrases and Clauses - Degrees of Comparison - Active Voice - Passive Voice - Sentence Pattern-Tenses.

11th Standard

Prose: Bon Voyage - Mercy and Justice - The Farmer - Alice Meets Humpty Dumpty - The Road to Success - Vision for the Nation.

Poetry: Off to Outer Space Tomorrow Morning - Sonnet No: 116 - The Solitary Reaper -Is Life, But a Dream - Be the Best - O Captain! My Captain!

Supplementary reader: Holiday- the necklace - the gift of the magi – reflowering - every living thing- kaanchanai.

Grammar: Using Tenses in Relevant Contexts - Differentiating Between Tenses of The Same Time - Using Different Tenses for a Specific Time Aspect – Tenses – Dialogue -Differentiating the three Types of ‘If’ Clauses - Report Writing - Using Other Conditional Clauses - Using Correct Punctuation - Differentiating Defining and Non-Defining Relative Clauses - Using Reported Speech - Differentiating Simple, Compound and Complex Sentences.

12th Standard

Prose: Julius Caesar - The Ceaseless Crusader - To the Land Of Snow - A Dictionar of the English Language - The Mark of Vishnu – Hiroshima.

Poem: A Psalm of Life - Women’s Rights - A Noiseless Patient Spider - English Words - Snake- The Man He Killed.

Supplementary reader: The Selfish Giant - The Lottery Ticket - The Last Leaf - How the Camel Got Its Hump - Two Friends - The Refugee - Open Window.

Grammar: Using/Identifying Sentence Patterns - Report Writing - Compound Words -Using Conditional/Concessive Clauses - Active and Passive Voice – Tenses - Primary and Modal Auxiliaries - Using Reported Speech - Punctuation - Simple, Compound and Complex Sentences- Phrasal – Idioms.

After learning the above content with student teachers should have thorough knowledge on the English content at High and Higher Secondary school level acquire knowledge on need,significance and objectives of the text book content knowledge on different methods of teaching the text book content

REFERENCE

1. Text books – ENGLISH IX, X, XI, XII Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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B.Ed. SYLLABUS - III SEMESTER

BPC3 - MATHEMATICS CONTENT AND PEDAGOGY LEVEL I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

6th Standard

Number System: Natural Numbers & Whole numbers – Divisions and Factors – Fractions and Decimal numbers – Integers - **Measurements:** Metric Measures - Measures of Time – Perimeter and Area - **Geometry:** Angles - Point, Line, Line Segment and Plane – Triangles - **Everyday Arithmetic:** Ratio, Proportion and Direct Variation - **Algebra:** Constants, Variables, Expressions and Equations - **Practical Geometry :** Constructing and Measuring Angles - Construction of Perpendicular Lines and Parallel Lines - **Statistics:** Data Handling

7th Standard

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

8th Standard

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

After learning the above content with student teachers should have

thorough knowledge on the Mathematics content at middle school level

acquire knowledge on need, significance and objectives of the text book content

knowledge on different methods of teaching the text book content

REFERENCE

1. Text books - Mathematics VI, VII, VIII Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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B.Ed. SYLLABUS - III SEMESTER

BPC4 - MATHEMATICS CONTENT AND PEDAGOGY LEVEL II

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

9th Standard

Theory of Sets - Real Number System - Scientific Notations of Real Numbers and Logarithms - Algebra - Coordinate Geometry - Trigonometry - Geometry - Mensuration - Practical Geometry - Graphs - Statistics - Probability

10th Standard

Sets And Functions - Sequences and Series of Real Numbers - Algebra - Matrices - Coordinate Geometry - Geometry - Trigonometry - Mensuration - Practical Geometry - Graphs - Statistics - Probability -

11th Standard

Matrices And Determinants : Matrix Algebra , Determinants - **Vector Algebra** - **Algebra** : Partial Fractions, Combinations, Mathematical induction, Binomial theorem for positive integral index - **Sequence And Series** : Binomial theorem, Binomial series, Exponential series, Logarithmic series - **Analytical Geometry** : straight lines , Circle, family of circles - **Trigonometry** : ratios and identities, trigonometrically equations, properties of triangles, (SSS, SAA and SAS types only),- **Functions And Graphs** -**Differential Calculus** : Limit of a function, Continuity of a function, Concept of Differentiation, Differentiation techniques – **Integral Calculus** : Methods of integration, Definite integrals - **Probability** :

12th Standard

Applications of Matrices And Determinants : Adjoint, Inverse – Rank of a Matrix – **Vector Algebra** : Scalar Product, Vector Product, Product of three vectors , Lines, Skew lines, Planes, Sphere - **Complex Numbers** : Conjugate, Modulus, Roots of a complex number - **Analytical Geometry** : Definition of a Conic, Parabola, Ellipse , Hyperbola, Tangents and Normals, Cartesian form and Parametric form, Asymptotes, Rectangular - **Differential Calculus – Applications I** : Derivative as a rate measure, Mean value theorem, Rolle’s Theorem, Lagrange Mean Value Theorem – Taylor’s and Maclaurin’s series - **Differential Calculus – Applications II** - Integral Calculus And Its Applications - Differential Equations - Discrete Mathematics- Groups - Probability Distributions

After learning the above content with student teachers should have
thorough knowledge on the Mathematics content at High and Higher Secondary school level
acquire knowledge on need,significance and objectives of the text book content
knowledge on different methods of teaching the text book content
acquire skills on teaching learning activities to enhance student learning
knowledge on different evaluation methods to assess the text book content

REFERENCE

1. Text books - Mathematics IX, X, XI, XII Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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B.Ed. SYLLABUS - III SEMESTER

BPC3 -PHYSICAL SCIENCE CONTENT AND PEDAGOGY LEVEL I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

6th Standard

Chemistry: Changes around us - separation of substances – chemistry in daily life

Physics: measurement and motion – magnetism – types of Energy – light

7th Standard

Chemistry: Matter in our surroundings – matter and its nature – combustion and flame

Physics: measurement – motion – electricity and heat – light

8th Standard

Chemistry: Elements and Compounds Around Us - Atomic Structure - Coal and Petroleum

Physics: Measurements - Force and Pressure - Electricity and Heat - Light and Sound

After learning the above content with student teachers should have

thorough knowledge on the Physical Science content at middle school level

acquire knowledge on need, significance and objectives of the text book content

knowledge on different methods of teaching the text book content

acquired skills on teaching learning activities to enhance student learning

knowledge on different evaluation methods to assess the text book content

REFERENCE

1. Text books - Mathematics VI, VII, VIII Department of School Education, Tamil Nadu Textbook Corporation, Chennai, Tamil Nadu

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

B.Ed. SYLLABUS - III SEMESTER

BPC4 -PHYSICAL SCIENCE CONTENT AND PEDAGOGY LEVEL II

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

9th Standard

Chemistry: Is matter around us pure? - Atomic structure - Chemical equation - Periodic classification of elements - Chemical bonds

Physics: Measuring instruments - Motion and Liquids - Work, power, energy and Heat - Sound

10th Standard

Chemistry: Solutions - Atoms and Molecules - Chemical Reactions - Periodic Classification of Elements - Carbon and its Compounds

Physics: Measuring Instruments - Laws of Motion and Gravitation - Electricity and Energy - Magnetic Effect of Electric Current and light

11th Standard

I. CHEMISTRY

Inorganic Chemistry : Chemical Calculations - Environmental Chemistry - General Introduction to Metallurgy - Atomic Structure – I - Periodic Classification – I - Group-1s Block elements - Group - 2s - Block elements - p- Block elements

Physical Chemistry: Solid State – I - Gaseous State - Chemical Bonding - Colligative Properties - Thermodynamics – I - Chemical Equilibrium - Chemical Kinetics – I

Organic Chemistry: Basic Concepts of Organic Chemistry - Purification of Organic compounds - Detection and Estimation of Elements – Hydrocarbons - Aromatic Hydrocarbons - Organic Halogen Compounds

II. PHYSICS

Nature of the Physical World and Measurement - Kinematics - Dynamics of Rotational Motion - Gravitation and Space Science - Mechanics of Solids and Fluids – Oscillations - Wave Motion - Heat and Thermodynamics - Ray Optics - Magnetism

12th Standard

I. CHEMISTRY

Inorganic Chemistry: Atomic Structure – II - Periodic Classification – II - P, d, f- Block Elements - Coordination Compounds and Bio-Coordination Compounds - Nuclear Chemistry

Physical Chemistry: Solid State – II - Thermodynamics – II - Chemical Equilibrium – II - Chemical Kinetics II - Surface Chemistry - Electro Chemistry I - Electro Chemistry II

Organic Chemistry: Isomerism in Organic Chemistry - Hydroxy Derivatives - Ethers - Carbonyl Compounds - Carboxylic Acids - Organic Nitrogen Compounds - Biomolecules - Chemistry in Action

II. PHYSICS

Electrostatics - Current Electricity - Effects of Electric Current - Electromagnetic Induction and Alternating Current - Electromagnetic Waves and Wave Optics - Atomic Physics - Dual Nature of Radiation and Matter and Relativity - Nuclear Physics - Semiconductor Devices and their Applications - Communication Systems

After learning the above content with student teachers should have

thorough knowledge on the Physical Science content at High and Higher Secondary school level

acquire knowledge on need, significance and objectives of the text book content

knowledge on different methods of teaching the text book content

acquire skills on teaching learning activities to enhance student learning

knowledge on different evaluation methods to assess the text book content

REFERENCE

1. Text books - Science IX, X, XI, XII Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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

B.Ed. SYLLABUS - III SEMESTER

BPC3 - BIOLOGICAL SCIENCE CONTENT AND PEDAGOGY LEVEL I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

6th Standard

The World of Plants - Food Habits - Cell Structure - Structure of Living Organism
Our Environment

7th Standard

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

8th Standard

Crop Production and Management - Reaching the Age of Adolescence - Body Movements
Pictorial Feature of Plant Kingdom - Micro Organism - Diversity in Living Organism
Conservation of Plants and Animals

After learning the above content with student teachers should have
thorough knowledge on the Biological Science content at middle school level
acquire knowledge on need, significance and objectives of the text book content
knowledge on different methods of teaching the text book content
acquired skills on teaching learning activities to enhance student learning
knowledge on different evaluation methods to assess the text book content

REFERENCE

1. Text books - Science VI, VII, VIII Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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

B.Ed. SYLLABUS - III SEMESTER

BPC4 - BIOLOGICAL SCIENCE CONTENT AND PEDAGOGY LEVEL II

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

9th Standard

Animal Kingdom - Cells - Improvement in Food Resources - Human Body Organ System Bio-Geo Chemical Cycle - Structure and Physiological Functions of Plants - Addiction and Healthy Life Style - Pollution and Ozone Depletion

10th Standard

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

11th Standard

Botany / Bio- Botany

Biodiversity - Cell Biology - Plant Morphology – Genetics - Plant Physiology - Reproduction Biology - Environmental Biology

Zoology / Bio - Zoology

Biodiversity - Cell Biology - Human Anatomy - Genetics - Developmental Biology
Economic Zoology - Origin of Life

12th Standard

Botany / Bio - Botany

Taxonomy of Angiosperms - Plant anatomy - Cell biology and genetics - Biotechnology Plant physiology - Biology in human welfare

Zoology / Bio- Zoology

Human physiology - Microbiology - Immunology - Modern genetics - Environmental science - Applied biology - Theories of evolution

After learning the above content with student teachers should have
thorough knowledge on the Biological Science content at High and Higher Secondary school level
acquire knowledge on need,significance and objectives of the text book content
knowledge on different methods of teaching the text book content
acquire skills on teaching learning activities to enhance student learning
knowledge on different evaluation methods to assess the text book content

REFERENCE

1. Text books - Science IX, X, XI, XII Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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

B.Ed. SYLLABUS - III SEMESTER

BPC3 - HISTORY CONTENT AND PEDAGOGY LEVEL I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

6th Standard

Pre historic period - Indus valley civilization - Ancient Tamil Nadu - The Vedic Period - Jainism and Buddhism - Rise of Kingdoms - India after Mauryas

7th Standard

The north Indian kingdoms-the Rajputs - The kingdoms of the Deccan - The south Indian kingdom - Arab and Turkish invasions - Sultanate of Delhi - Vijaya nagar and Bahmani kingdoms - Bhakti and Sufi movements

8th Standard

The Great Mughals - Rise of the Marathas - Advent of the Europeans - Anglo- French struggle (Carnatic wars) - Rule of the English East India Company (A.D. 1773-AD 1857) - Lord Cornwallis (A.D 1786-AD1793) - Marquess of Hastings (A.D 1813-A.D 1823 - Lord William Bentinck (A.D 1835) - Lord Dalhousie (A.D .1848-A.D 1855) - The great revolt of 1857 - The Nayak Rule in Tamil country - The rule of the Marathas of Thanjavur (A.D. 1676-A.D 1856)

Vellore mutiny-1806

After learning the above content with student teachers should have

thorough knowledge on the History content at middle school level

acquire knowledge on need, significance and objectives of the text book content

REFERENCE

1. Text books – Social Science VI, VII, VIII Department of School Education, Tamil Nadu Textbook Corporation, Chennai, Tamil Nadu

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B.Ed SYLLABUS -- 2017 - 2019

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

B.Ed. SYLLABUS - III SEMESTER

BPC4 - HISTORY CONTENT AND PEDAGOGY LEVEL II

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

9th Standard

Ancient civilizations - Intellectual Awakening of 6th century B.C. - Medieval age - Beginning of Modern Age - The Industrial Revolution - The French Revolution (1789) - Cultural Heritage of Tamil Nadu

10th Standard

Imperialism – Imperialism in India and China - First World War (A.D.1914-A.D.1918)-League of Nations - World between the Two World Wars (A.D.1919-A.D.1939)-Economic Depression - Fascism in Italy (A.D.1933-a.d.1945) - Nazism in Germany (A.D.1933-a.d.1945) - Second World War (A.D.1939-a.d.1945) - The United Nations Organization - European Union

The Great Revolt of 1857 - Social and Religious Reform Movements in the 19th Century - Freedom Movement in India-Phase-I Pre-Gandhian Era (A.D.1885-a.d.1919) - Freedom Movement in India-Phase-II Gandhian Era (A.D.1920-a.d.1947) - Role of Tamil Nadu in the Freedom Movement - Social Transformation in Tamil Nadu

11th Standard

India-Geographical features and their impact on history - Pre-Historic India and the Harappan Culture - The Vedic Culture - The Rise of Magadha and Alexander's Invasion - The Mauryan Empire - Post- Mauryan India - Sangam Age - Gupta Empire - Harshavardhana (606-647 A.D.) - South Indian Kingdoms-I Pallavas - South Indian Kingdoms-II Chalukyas and Rashtrakutas - Imperial Cholas - The Spread of Indian Culture in other Asian Countries - Early Medieval India - Delhi Sultanate - India under the Delhi Sultanate - Bhakti Movement in Medieval India -

Vijayanagar and Bhamani Kingdoms - The Mughal Empire - India under the Mughals - The Marathas - The Coming of Europeans

12th Standard

India Under the English East India Company: Warren Hastings (1772-1785) - Lord Cornwallis (1786-1793) - The Marquess of Wellesley (1798-1805) - Lord Hastings (1813-1823) - Lord William Bentinck (1828-1838) - Lord Dalhousie (1848-1856) - Revenue Administration and Economic Policy of the British - Educational and Social Reforms - Palayakkara Rebellion - The Great Revolt of 1857 - British India after 1858: Lord Lytton (1876-1880), Lord Ripon (1880-1884) and Lord Curzon (1899-1905) - Socio-Religious Reform Movements - Indian National Movements (1885-1905) - Indian National Movements (1905-1916) - The Indian National Movements (1917-1947) - Role of Tamil Nadu in the Indian National Movement - The Justice Party Rule - Constitutional Development (1858-1947) - India after Independence

After learning the above content with student teachers should have
thorough knowledge on the History content at High and Higher Secondary school level acquire
knowledge on need, significance and objectives of the text book content
knowledge on different methods of teaching the text book content
acquired skills on teaching learning activities to enhance student learning
knowledge on different evaluation methods to assess the text book content

REFERENCE

1. Text books – Social Science IX, X, XI, XII Department of School Education, Tamil Nadu
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM - 16



B.Ed. IV SEMESTER SYLLABUS

2017-2019

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B.Ed. SYLLABUS - IV SEMESTER

CORE PAPER

BCC7- SOCIETY AND EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. understand the concept of social change and its impact on education.
2. acquire knowledge on social mobility, culture and community development.
3. acquaint with the process of socialization and social stratification.
4. know the concept of democracy and education.
5. understand the ways and means of promoting secularism through education.

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

Social change – definition, characteristics and causes

Education and social change- Education as a condition, as an instrument and as a result

Education and modernisation- meaning, characteristics and dimensions

UNIT II: SOCIAL MOBILITY, CULTURE AND COMMUNITY DEVELOPMENT

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

Social mobility- definition, types- horizontal and vertical

Forms of vertical social mobility- inter, intra and structural

Culture- meaning, nature, elements and concept of sub culture, ethnocentrism, cultural diffusion and cultural lag, acculturation and enculturation

Education and Community development- difference between society and community

UNIT III: SOCIALISATION AND SOCIAL STRATIFICATION (L-6, P-2, T-1)

Education and Socialization- meaning, maturation and sociality

Social stratification- definition, origin and characteristics

Social processes- cooperation, competition, conflict, accommodation and assimilation

Agencies of socialisation- family, school, peer group, religious institution and mass media

UNIT IV: EDUCATION AND DEMOCRACY (L-5, P-3, T-2)

Meaning and significance of Democracy

Basic principles of Democracy

Democracy and Education with reference to – aims, curriculum, discipline, Method of teaching and – role of teacher

UNIT V: EDUCATION AND SECULARISM (L-7, P-2, T-2)

Secularism- meaning and definition

Secular based education- need and characteristics

Recommendations of commissions and committee for providing secular education in India- University Education commission (1948), Secondary Education Commission (1953), Sri Prakasha Committee (1959), Indian Education Commission(1964-1966), National Policy on education (1986)

Ways and means of promoting secularism through education and Limitations of our educational systems in promoting secularism

PRACTICUM

- **Discuss** the causes of modernization.
- **Present a report** on the concept of sub culture, ethnocentrism, cultural diffusion and acculturation
- **Debate** on the role of mass media in the process of socialization
- **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

REFERENCES

1. Bharat Singh, Modern Education Theory and Practice, Anmol Publication New Delhi, (2004).
2. Chaube.S.P & Chaube.A, Foundations of Education, Vikas Publishing House Limited, Noida
3. Chauhan, Modern Indian Education, Kanishka Publishers, New Delhi, (2005).
4. Gupta, Education in Emerging India, Shipra Publications, Delhi, (2005).

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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 tasks of teaching.
3. acquire the knowledge on various theories of teaching.
4. develop skills of effective teaching.
5. apply the knowledge of innovative methods and techniques of teaching.
6. use various models of teaching.

UNIT I: CONCEPTS OF TEACHING AND LEARNING (L-5, P-3, 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-4, P-2, 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-6, P-3, T-2)

Teacher Centred Techniques: Telling, Indoctrination, Drill and Demonstration

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

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

UNIT V: MODELS OF TEACHING (L-5, P-3, T-2)

Concept, Definition and Fundamental Elements of Teaching Models

Information Processing Models-Bruner's Concept Attainment Model

Social Interaction Models- Glaser's Classroom Meeting Model

Personal Development Models- Roger's Non - directive Model

Behaviour Modification Models- Skinner's Contingency management model

PRACTICUM

- **Written Assignment:** Students are completed a written assignment on a specific allotted content for the first unit
- **Class Seminar with PPT Presentation:** Students are delivered a class seminar with a PowerPoint presentation for the second unit
- **Group Discussion:** Students are participated in a group discussion on a specific allotted content for the third unit
- **Classroom Simulation:** Students participate in a classroom simulation related to a specific allotted content in
- the fourth unit. The simulation is designed to replicate a real classroom situation, and students is assigned roles as teachers, students, or observers

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

REFERENCES

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2. Aggarwal J.C. (2007) Principles and Methods and Techniques of Teaching, VIKAS Publishing House, Noida
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4. De Cecco, J.P. (1964) Educational Technology technique in programmed instruction. New York: Halt Rinhart &Winston Inc.
5. Derek, Rowntree.(1986) Teaching through self- instruction. London: Kogan Page.
6. Gagne, R.M.(1965) Educational objectives and human performance in learning and the educational process. Chicago: Rand Mac Nally &Co.
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9. Joyce., & Weil., (2004).Models of teaching. Prentice Hall of India.
10. Kulkarni, S.S. (1963) A hand book of programmed learning. Baroda: CASE M.S.University Publication.
11. Kulkarni, S.S.(1986) Introduction to educational technology. Bombay: Oxford and IBH Publishing Co.
12. Kumaraswamy Pillai, K.(1980) Curriculum, teaching and evaluation. Annamalainagar: Sivakami Printers.
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14. Mangal, S.K. (1986) Fundamental of educational technology. Ludhiana: Prakash Brothers.
15. Mathew Thomas. (2009) Effective teaching. New Delhi: S.Chand and Company.

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

நான்காம் பருவம்

BPC5 தமிழ் கற்பிக்கும் முறைகள் பகுதி - I

(3 CREDITS - 48 HOURS)

நோக்கங்கள்:

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. தமிழ் மொழியின் அமைப்பு பற்றி அறிந்து கொள்ளுதல்
2. சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டை அறிந்து கொள்ளுதல்
3. உளவியல் அடிப்படையில் மொழி கற்றலை அறிதல்
4. ஐவகை இலக்கணம்மற்றும் செய்யுள் பற்றி தெரிந்து கொள்ளுதல்
5. இயல், இசை நாடகம் இவற்றின் சிறப்பை அறிதல்

அலகு 1 மொழியியல்(L-4, P-3, T-2)

ஒலி மொழியியாதல், தமிழ் ஒலிகளின் பிறப்பு, பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும், தமிழ் மொழியின் அமைப்பு, ஒலியனியல் - ஒலியன்களைக் கண்டறியும் கொள்கைகள், ஒலியன்களைக் காணும் கோட்பாடுகள், தமிழ் ஒலியன்கள், ஒலியன், மாற்றொலி, வகையொலி.

அலகு 2 சமூகவியலும் மொழியும்(L- 5, 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 ஈடுசெய்யும் கல்வி முறை, மதிப்புக் கல்வியும் மொழியும், மொழியும் பொருளாதாரமும்.

அலகு 3 உளவியல் அடிப்படையில் மொழி கற்றல்(L-6, P-4, T-2)

மொழியும் அறிதிறன் கூறுகளும் - மொழித் தொடர்பான கற்றல் கொள்கைகள் - குழந்தை வளர்ச்சியும் மொழிக் கற்றலும் - மொழிக் கற்றலின் பல்வேறு கூறுகள் - மொழியும் குறியீடுகளும். உடலியற் கூற்று அடிப்படையில் மொழி - மூளையின் அமைப்பும் வேலையும் - புலன் உணர் உறுப்புக்கள் மற்றும் இயங்கும் உறுப்புகள் - பேச்சு உணர் உறுப்புகள்- பேச்சு தொடர்பான உறுப்புக்களை பற்றி விரிவாக ஆய்தல்.

அலகு 4 ஐவகை இலக்கணம்,மற்றும் செய்யுள்;;(L-6, P-2, T-2)

ஐவகை இலக்கணம் (பள்ளிப் பாடங்களில் கொடுக்கப்பட்டவை)

எழுத்து, சொல், பொருள், யாப்பு, அணி ஆகியவற்றைப் பற்றிய பள்ளிப்பாட இலக்கண அறிவு மற்றும் அவற்றைச் சார்ந்த நூல்களைப் பற்றிய ஆய்வு

செய்யுள்- சங்க இலக்கியம், சிலப்பதிகாரம், தேவாரம் போன்ற நூல்களிலுள்ள பல்வேறு இசை வடிவங்களைப் பற்றி அறிந்து கொள்ளுதல்

அலகு 5 இயல், இசை நாடகம்(L-4, P-2, T-2)

இயல்: இலக்கிய வகைகள், கவிதை, கற்பனை, உள்ளுணர்வு புதுக்கவிதை

இசை: இசையும் தமிழும், மொழிக்கல்வியில் இசை, பக்திப்பாடல்களில் இசை, நாட்டுப்புறப் பாடல்களில் இசை, தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு

நாடகம்: சங்க காலத்திலிருந்து நாடகத்தின் தோற்றமும் வளர்ச்சியும் - நாடகத்தமிழும், அதன் சிறப்புகளும் சிலப்பதிகாரத்தில் காணப்படும் நாடகச் செய்திகள், செய்யுளை நாடகமாக்கிக் கற்பித்தல், இக்கால நாடகம்

பரிந்துரைக்கும் செயல் முறைகள்

- குழந்தைவளர்ச்சிபருவங்கள் - படங்களைச்சேகரிக்க
- ஐவகைஇலக்கணங்கள் மனவரைபடம்தயாரிக்க
- பாரதியார்பாடலுக்குஇசைஅமைத்து குழுவாகபாடுக
- குழுவாகஇணைந்துநாடகம்ஒன்றைவகுப்பில் நடித்துகாட்டுக

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B.Ed. SYLLABUS - IV SEMESTER

BPC5 - PEDAGOGY OF ENGLISH

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of course the student teachers will be able to

1. understand the philosophical, social and psychological bases of approaches to language acquisition.
2. realise the need of slow and gifted learners and cater to their needs about English learning.
3. identify the problems encountered by learners and teachers of India in English Language Teaching
4. generate activities from literary texts to teach language elements.
5. develop tasks and materials for study skills in English literary forms.
6. understand the principles of English language curriculum.
7. acquire the knowledge of different kinds of syllabi.
8. understand the sub fields of linguistics.

UNIT I: AN OVERVIEW OF LANGUAGE TEACHING(L-6, P-1, T-1)

Approaches to teaching English - Inductive and deductive, Whole language approach; Constructive approach; Multilingual approach

Language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)

Language in classroom – Beginning, Getting organized, Introducing different stages and Ending of the lesson

Role of drills and exercises – Repetition, Substitution, Conversion, Completion, Chain, Extension

UNIT II:INTEGRATING LITERATURE INTO THE TEACHING OF LANGUAGE

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

Need for and scope of integrating literature into language teaching.

Using a literary text to teach language skills

Identifying elements of grammar to be taught through selected literary items

Using texts through activities to inculcate language sensitivity among learners

Reading for literary appreciation

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

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

UNIT III: DIVERSE NEEDS OF LEARNERS AND RESOURCES(L-5, P-3, T-2)

Catering to individual differences slow learners – Characteristics, Identification, Reasons for backwardness, Remediation

Gifted learners - Characteristics, Identification, Enrichment activities.

Learning Disability. Dyslexia – Communication disorder – Early identification and remediation

Eradicating hatred towards learning, Arousing interest in learning

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

Digital devices. Language Lab, CALL

Teacher – as a resource. Qualities of a good language teacher. Literary Club

UNIT IV: ENGLISH LANGUAGE CURRICULUM (L-6, P-3, T-1)

Understanding the relationship among curriculum, syllabus and textbook

Curriculum design – Scope and nature

Principles of curriculum construction – Vertical and Horizontal organization

Process of curriculum organization – analysis of needs, objectives, criteria for selection of contents and selection of learning experiences, organization and integration of content and learning experiences and evaluative techniques.

Text book – Importance, Criteria of a good English language text book, Supplementary readers

Moving away from rote-learning to constructivism;

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

UNIT V: NATURE OF LANGUAGE(L-5, P-3, T-2)

Morphology

Morpheme and Allomorph - Free and Bound morphemes

Lexeme- Roots and Affixes - Types of affixes – Inflexional and Derivational affixes

Word formation – Process of word formation

Vocabulary – Active and Passive vocabulary

Syntax

Meaning – Traditional approach and its inadequacies

Word classes – Phrase, Clause and Sentence.

Generative grammar, Properties of grammar, Deep and surface structure, Structural ambiguity

Semantics

Grammar and Meaning

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

Pragmatics

Invisible meaning – Context,

Deixis – Reference, Inference, Anaphora, Presupposition

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

Discourse Analysis

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

Coherence – Strategies: socio-cultural knowledge, inferences

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

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PRACTICUM.

- Prepare four activities keeping in view ‘Constructivism in a Language Classroom’.
- Prepare a collection of poems and stories of your choice
- Select any three poems from the school textbook and analyse the poetic elements of them
- Compare the syllabi of English of CBSE and ICSE
- Write a dialogue between two friends comprising the speech acts mentioned in the above syllabus
- Evaluate the cohesive devices and coherence of a newspaper article.

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B.Ed. SYLLABUS - IV SEMESTER

BPC5 - PEDAGOGY OF MATHEMATICS

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. acquire knowledge of latest concepts in mathematics education.
2. understand the concept of psychological perspectives of learning mathematics.
3. acquaint with the knowledge of gender differences in mathematics.
4. understand the need for professional growth of math teachers.
5. understand the concepts of assessment and evaluation and adopt the appropriate method of evaluation.

UNIT I: CONCEPTS OF MATHEMATICS TEACHING- LEARNING

(L-6, 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

Mathematics communication

UNIT II: PSYCHOLOGICAL PERSPECTIVES OF LEARNING MATHEMATICS

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

Formation of mathematical concepts - ideas of Piaget and Bruner

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

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

Cognitive modeling in spatial learning; implications for teaching

UNIT III: GENDER DIFFERENCES IN MATHEMATICS (L-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: MEASUREMENT AND EVALUATION (L-5, P-3, T-2)

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

PRACTICUM

- Prepare improvised teaching aids for standard 9th 10th 11th and 12th
- Preparation of self-instructional material
- Carry out action research in teaching mathematics
- Discuss on professional ethics for mathematics teachers
- Prepare open book test items for mathematics achievement

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B.Ed. SYLLABUS - IV SEMESTER

BPC5- PEDAGOGY OF PHYSICAL SCIENCE

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. acquire knowledge about models of teaching science.
2. know the tools and techniques of assessment for learning physical science.
3. recognise the essential qualities of a good science teacher.
4. understand the concept of classroom environment.
5. acquire knowledge about catering to individual differences.

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: MEASUREMENT AND EVALUATION (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: PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER
(L-6, P-3, T-1)**

Teaching as a profession for physical science teachers

Need for Professional development programmes (pre-service)- at elementary, secondary and higher secondary level, Major shifts in teacher education programme

Need for Professional development programmes (In-service)- interacting with peer teachers, reading for professional growth

Participation in seminar, conferences, online sharing membership of professional organization, cultivating science hobbies

Collaboration of school with colleges, universities and other institutions, Journals and other resource materials in physical science ,Role of reflective practices in professional development of physical science teachers and Research in physical science

UNIT IV: SCIENCE AND SOCIETY (L-6, 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-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

PRATICUM

- Prepare A Blueprint and Question Paper For 25 Marks in Your Subject
- Prepare Audio Visual Aids in Your Topic of Interest for Using Classroom Teaching
- For A Particular Topic Pool The E- Learning Resources
- Write Pedagogical Content Analysis of Any Topic from Standard 6 To 10
- Prepare School Based Activities in Collaboration with Your Practice Teaching School

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B.Ed. SYLLABUS - IV SEMESTER

BPC5- PEDAGOGY OF BIOLOGICAL SCIENCE

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. understand the gender differences in teaching biological science.
2. acquire knowledge on classroom climate of science teachers.
3. acquire knowledge of resources and facilities for a science programme.
4. apply the assessment tools and techniques for learning biological science.
5. understand the professional development of biology teacher.

UNIT I: MODELS OF TEACHING SCIENCE (L-5, P-3, T-2)

Modern trend 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: CLASSROOM CLIMATE (L-5, P-2, T-2)

Meaning, definition, significance of class room climate and its types

Teacher dominated pattern, laissez-faire pattern, democratic pattern, significance of Classroom climate

Teacher behaviors classroom interaction, interaction analysis techniques, observation schedule and record

Effective classroom interaction – ways and means

UNIT III: SCIENCE AND SOCIETY (L-4, P-3, T-2)

Introduction about science, society- Relation between science and society

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

Biological Sciences and Society - agriculture, human health, leisure, culture, and aesthetic values,

Organize social events – (family, clean, community activities)

UNIT IV: MEASUREMENT AND EVALUATION (L-6, P-2, T-2)

Types of Test items in biological Science

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

UNITV: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

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

Professional development programmes for science/biology teachers

Participation in seminar, conferences, online sharing membership of professional organisation

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

Field visits, visit to botanical garden, Science Park, science centre, zoo, national laboratories etc

Research in biological science: action research

PRATICUM

- Visit botanical garden, zoo
- 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

BPC5-PEDAGOGY OF HISTORY

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

UNIT I: CONTRIBUTION OF EMINENT HISTORIANS TO THE DEVELOPMENT OF HISTORY (L-6, P-2, 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: CURRENT AFFAIRS IN TEACHING HISTORY (L-7, P-1, 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, programmes for professional growth, professional Ethics of History Teacher.

Class Room Climate -Need, Scope, Importance and Class Room Management.

Class room Interaction analysis - Modification of teacher behaviour with special reference to history teacher.

UNIT IV: TEACHING LEARNING MATERIAL IN HISTORY (L-7, P-1, T-2)

Need and significance of teaching learning material in History

Globe and maps – types of maps, map language, map reading and map making

Charts and graphs – types of charts-chronology, tabular, diagrammatic and pictorial

Models-working still and Diorama

UNIT V: RESEARCH IN HISTORY (L-6, P-2, 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.

PRACTICUM

- **Prepare album** on eminent historians with their contribution to history
- **Collect sample current affairs** and practice to utilize them appropriately
- **Group discussion** on ethics of a history teacher
- **Prepare a chart consisting of different types of maps** with example
- **Discuss** the importance of historical research

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B.Ed. SYLLABUS - IV SEMESTER

BEC1- DISASTER MANAGEMENT

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

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

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

Role of education in Disaster management.

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

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-8, P-1, T-1)

Search and Rescue; evacuation

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

Community kitchen

Rehabilitation; physical, social, economic and psychological aspects

Reconstruction; role of enforcement of techno-legal regime with illustrations

Human resource management/ Capacity development Engagement

UNIT V: EMERGING APPROACHES IN DISASTER MANAGEMENT

(L-6, P-1, T-1)

Pre-disaster Stage (preparedness)-relief- recovery

Emergency Stage- disaster services

Post Disaster stage - Rehabilitation

PRACTICUM

- **Case Studies** in Disaster Management
- **Conduct a study** (interview officials & people) about the consequences of natural disasters and prepare a comprehensive report with a list of pictures/ photographs and clippings showing the damage caused by disasters
- **Create awareness among school Children** about the different aspects of disaster management
- **Study the role of any one of the Newspapers** of your locality and write a report as to how it is contributing towards disaster management

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B.Ed. SYLLABUS - IV SEMESTER

OPEN ELECTIVE

BEC2-HUMAN RIGHTS EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. understand the concept of human rights and UDHR.
2. acquire knowledge on human rights in Indian context.
3. acquire knowledge on human rights education at different levels of education.
4. understand the methods and techniques for teaching human rights education.
5. acquire knowledge on role of different agencies in creating awareness on human rights.

UNIT I: HUMAN RIGHTS AND UDHR (L-5, P-2, T-1)

Etymology of Rights – broadly defined Rights (natural, legal, claim, liberty, positive, negative, individual and group rights)

Evolution of human rights

Universal Declaration of Human Rights, Article and its importance.

UNIT II: GENESIS OF HUMAN RIGHTS IN INDIA (L-7, P-1, T-1)

Human Rights and Indian Constitution- Fundamental Rights, Fundamental Duties and Directive Principles of State Policy

National and State Human Rights Commissions

UNIT III: HUMAN RIGHTS EDUCATION (L-6, P-2, T-1)

Human Rights Education–Definition, Need, Objective, Principles of Human Right Education

Teaching Human Rights Education through Curricular and Co-Curricular activities at Elementary, Primary, Secondary and higher secondary

UNIT IV: METHODS AND TECHNIQUES FOR TEACHING HUMAN RIGHTS EDUCATION(L-7, P-3, T-1)

Methods for teaching Human Rights Education- discussion, listening, problem solving, Case Study, Role Play, Simulation, Mock Trials, brainstorming, project method, and use of community resources

Techniques for teaching Human Rights Education- carousel/work station, fish bowl, contest and awards, exhibition, multimedia technologies and small group works

UNIT V: AGENCIES FOR PROMOTING HUMAN RIGHTS AWARENESS

(L-8, P-2, T-1)

Agencies of Human Rights Education- Role of Family, Peer-group and Mass media

Role of School and Teacher in creating awareness of Human Rights among children.

PRACTICUM

- Analyze 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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B.Ed. SYLLABUS - IV SEMESTER

BEC3 - SCHOOL MANAGEMENT

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. Understand the basic concept of School as an Organization of educational management.
2. Understand the Role of the Teacher and School Management.
3. Realize the multifaceted role of a head teacher.
4. Know the School records and Registers.
5. Understand the 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

- **Written Assignment:** Students are completed a written assignment on a specific allotted content for the first unit
- **Class Seminar with PPT Presentation:** Students are delivered a class seminar with a PowerPoint presentation for the second unit
- **Panel Discussion :** Students are participated in a group discussion on a specific allotted content for the third unit
- **Classroom Simulation:** Students participate in a classroom simulation related to a specific allotted content in the fourth unit. The simulation is designed to replicate a real classroom situation, and students are assigned roles as teachers, students, or observers
- **Service Learning Project:** Students work in groups to plan and execute a service learning project related to specific allotted content in the fifth unit. The project is designed to address a school need or issue and is involved collaborating with a local school.

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B.Ed. SYLLABUS - IV SEMESTER

ETE5 - EDUCATIONAL TECHNOLOGY

(2 CREDITS - 32HOURS)

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.

UNIT I :OVERVIEW OF EDUCATIONAL TECHNOLOGY (L-7, P-2, 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-5, P-3, T-1)

Forms of Educational Technology – Teaching Technology, Instructional Technology, Behavioural Technology and instructional design Technology

UNIT III: EDUCATIONAL COMMUNICATION SYSTEM (L-5, P-3, T-2)

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-6, P-2, T-2)

Emerging Trends in Educational Technology: Blended Learning, Flipped Classroom, Blogs, webinars

UNIT V:RECENT TRENDS IN EDUCATIONAL TECHNOLOGY (L-7, P-2, T-2)

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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B.Ed. SYLLABUS - IV SEMESTER

SES3 - GENDER ISSUES

(2 CREDITS - 32HOURS)

OBJECTIVES

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

1. develop basic understanding and familiarity with key concepts—gender, Gender bias, empowerment, gender parity, equity and equality.
2. know different theories on gender and education and relate it to power relations.
3. analyse issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
4. Identify gender identities, gender power.

UNIT I: GENDER ISSUES: KEY CONCEPTS (L-5, P-2, 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-3, T-2)

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-7, 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-5, P-3, T-2)

Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)

Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions

Agencies perpetuating violence: Family, school, work place and media (Print and electronic)

Portrayal of women

UNIT V: GENDER POWER AND EDUCATION (L-6, P-2, T-2)

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

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B.Ed. SYLLABUS - IV SEMESTER

SES4 - CONSERVATION AND ENVIRONMENTAL REGENERATION

(2 CREDITS - 32HOURS)

OBJECTIVES

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

1. develop insight on the meaning and nature of environmental science.
2. acquire skills natural resource management.
3. understand Consumerism and consumption pattern.
4. to identified issues in environmental conservation.

UNIT I: ENVIRONMENTAL CONSERVATION (L-5, P-2, 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-3, T-2)

Air pollution

Water pollution

Soil pollution

Marine pollution

Noise pollution

Thermal pollution

Nuclear pollution

UNIT III: NATURAL RESOURCE MANAGEMENT (L-5, P-2, T-3)

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-7, 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-6, P-3, T-1)

Environmental conservation in the globalised world

Alternative sources of energy

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

Heat production and greenhouse gas emission, Global warming

Impact of industry/mining/transport on environment

PRACTICUM

- **Identify environmental problems** in your living area and develop an environmental awareness campaign programme.
- **Create a crossword puzzle using ICT tools** on environmental conservation, pollution and management. Publish it in your college website and encourage your students to participate in it.
- **Organize an Environmental Awareness Club** with the young students in your living area. Prepare a report about any two activities of the club in the past 6 months.
- **Plan a visit to your nearby industry** with your students and write a report about the environmental problems associated with it.
- **Identify a suitable environmental problem in the surrounding.** Discuss you're your students how to solve it. Write a report on it with evidences.

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M.Ed. I SEMESTER SYLLABUS

2017-2019

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M.Ed SYLLABUS -- 2017- 2019

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MCC1 - PHILOSOPHICAL FOUNDATION OF EDUCATION

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

acquire the concept philosophy and its branches

know the scope and function of educational philosophy

understand the orthodox and heterodox system of Indian philosophy

acquire knowledge on eastern philosophy and philosophers

acquaint themselves with western philosophy and philosophers

UNIT I: PHILOSOPHY(L-12, P-6,T-7)

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-7, 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-5, T-5)

Rabindranath Tagore

M.K.Gandhi

Swami Vivekananda

Sri Aurobindo

J.Krishnamurthi

UNIT IV: BASIC CONCEPT OF WESTERN PHILOSOPHY (L-12, P-10, T-4)

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

UNIT V: THOUGHTS OF WESTERN PHILOSOPHERS (L-13, P-8, 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

understand the nature of education as a discipline of study

examine issues related to education as interdisciplinary knowledge

analyse the basic concepts and issues of education

acquire knowledge on support system of education

understand the multiple contexts in which the school and teacher education institutions are working

UNIT I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

(L-12, P- 7, 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-14, 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-14, 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-10, P-5, T-7)

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-15, P- 7, T-7)

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

- **Group discussion** on education thoughts of Indian philosopher
- **Justify** school as site of curricular engagement.
- **Content generation** through ICT tool
- **Visit to rural school** and observe the school-based activities.
- **Correlate school education** and teacher education

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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

know the teacher education system in India

understand the structure, curriculum and modes of pre-service in teacher education

acquire knowledge in in-service teacher education

know the characteristics and demands of teaching profession

understand the roles and function of national agencies and Total Quality Management in teacher educators

UNIT I: TEACHING PROFESSION (L-15, 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-10, P-6, T-7)

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-17, P-6, T-8)

Components of pre-service teacher education curriculum of NCERT and NCTE - foundation course, specialization and pedagogy, special fields, school based practicum and internship

Modes of pre service teacher education face to face, distance and online- merits and limitations

Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/ Internship training, the role of co-operating schools and teachers Supervision before classroom teaching, during class teaching

New trends in teacher preparation

UNIT IV: IN-SERVICE TEACHER EDUCATION (L-12, 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-11, P-6, T-6)

Total Quality Management (TQM) in Teacher Education: concept, Need and importance

Role and functions of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, MHRD, SCERT, DTERT, RCI

Problems in Teacher Education and Suggestions to remedy the problems

PRACTICUM

- **Organisation and participation in group discussion** on norms developed by NCTE for recognition of teacher education Institutions.
- **Interaction with the faculty of Elementary/Secondary teacher education** Institutions to asset their roles and responsibilities
- **Analyse the strategies and scope for professional development** of teachers and prepare a report.
- **Preparation of a plan based on any model** of teaching for any topic/concept included in the B.Ed. curriculum

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

TOOL COURSE- 1

MTC1 - RESEARCH METHODOLOGY

(4 CREDITS -128 HOURS)

OBJECTIVES

On completion of this course, the prospective teacher educators will

understand the conceptual issues of research in education.

acquire Knowledge on the nature, purpose, scope, areas of research in education

know the types of research in education.

know the experimental and non-experimental methods of research in Education

understand the Meaning steps and characteristics of qualitative research

acquire knowledge on the sampling techniques and methods of data collection

UNIT I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES (L-15, P-7, T-7)

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 Casual-Comparative and Correlation 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-12, P- 7, T-7)

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-12, P- 7, T-7)

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

- **Identify a suitable research problem** and prepare a Research Proposal for it.
- **Prepare a questionnaire** on environmental awareness and attitudes, and validate them.
- **Take up a research study to find out the relationship** between students' scholastic performance and their psychological constructs. Identify the variables for this study.
- **Prepare a sampling design** and technique for taking up a research on drunken driving in Tamil Nadu.
- **Conduct a Literature Review** using Google Scholar, and Academia. Arrange them using Meldeley for the study "Women crimes in Salem".

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M.Ed. II SEMESTER SYLLABUS

2017-2019

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M.Ed SYLLABUS -- 2017- 2019

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

know the basic concepts of educational sociology

understand the concept of society, social group and social change

acquaint with the concept social mobility and culture

analyse the trends of democracy and modernization

acquire knowledge on social process and agencies of socialization

UNIT I: EDUCATIONAL SOCIOLOGY (L-14, P-6, T-4)

Meaning, nature and scope of Educational sociology

Need and importance of sociological approach in education

Educational sociology and Sociology of education

UNIT II: SOCIETY AND SOCIAL CHANGE (L-17, 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-6, T-4)

Social mobility- definition, types- horizontal and vertical

Forms of vertical social mobility- inter, intra and structural

Culture- meaning, nature and elements

Concept of sub culture, ethnocentrism, cultural diffusion and cultural lag, acculturation and enculturation

UNIT IV: COMMUNITY AND MODERNIZATION(L-14, P-5, T-7)

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

Education and modernisation- meaning, characteristics and dimensions

UNIT V: SOCIALISATION AND SOCIAL PROCESSES (L-15, P-6, T-4)

Education and Socialization- Meaning, maturation and sociality

Social processes- Cooperation, Competition, Conflict, Accommodation and Assimilation

Agencies of socialization- Family, School, Peer Group, Religious Institution and Mass Media

PRACTICUM

- **Discuss** the importance of sociological approach in education.
- **Present a report** on the role of education as an instrument of social change.
- **Debate** on the causes for cultural lag
- **Present a report** on the differences between society and community.
- **Discuss** the impact of mass media on socialization process

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M.Ed. SYLLABUS - II SEMESTER

MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY

(4 CREDITS -128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

acquire knowledge of basic principles underlying in various schools of Psychology and its application to educational problems

acquaint knowledge on growth and development

understand the concept of learning and motivation

develop the knowledge about creativity and various theories of creativity

diagnose the theories of personality and their use in the development of learner's personality, measurement of personality

UNIT I: PSYCHOLOGICAL BASIS OF EDUCATION AND LEARNER

(L-10, P-5, T-4)

Psychology as an applied science – Contribution of various Schools of Psychology: Psychoanalysis-Sigmund Freud, Psychodynamic- Carl Rogers, Humanistic- Maslow, Behavioristic - Watson, Cognitive – Piaget with reference to Adolescence levels
Methods of psychology – Introspection, Descriptive, observation, case study, survey, experimental, Developmental

UNIT II: GROWTH AND DEVELOPMENT (L-11, P-6, T-5)

Growth and Development: Concept and Stages, Principles

Developmental tasks- Infancy, Childhood, Adolescence, Adult

Factors influencing development: Genetic, Biological, Physical and Environmental.

Theories of Development: Psychoanalytic theory of Freud and Erikson–Cognitive theory:

Jean Piaget, Kohlberg and Havighurts

UNIT III: LEARNING & MOTIVATION (L-13, P-6, T-4)

Learning : Meaning , Definition and Importance, Factors

Theories: Developmental theory: Vygotsky's theory -Constructivist theory : Kolb's theory - Field theory : Kurt Lewin's Field theory

Motivation : Meaning – Biogenic and Sociogenic motives

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Approaches : Behavioural, Humanistic, cognitive and Sociocultural

Theories: Instinct theory, Arousal theory, Vrooms Expectancy model

Level of Aspiration

UNIT IV: INTELLIGENCE AND CREATIVITY (L-14, P-5, T-5)

Intelligence: Definition

Intelligence Types – Concept of IQ - Measurement of Intelligence

Theories: Two factor theory – Multifactor theory – Group factor theory – Triarchic theory

– Multiple intelligence theory – Burt vernon’s Hierarchy theory – Cattell theory, Caroll theory and PASS(Planning, Attention - Arousal, Simultaneous and Successive) theory –

Educational Implications

Creativity: Definition- Factors affecting creativity

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

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

Programs and Strategies to enhance creativity

UNIT V: PERSONALITY (L-12, P-6, T-4)

Personality: Meaning, definitions

Theories: Type theory- Trait Theory- Psychoanalytic theory- Social Behaviouristic theory

Measuring Personality: Subjective, Objective method and Projective techniques

UNIT VI MENTAL HEALTH & SELF REGULATION (L-11, P-5, T-2)

Mental Health: Concept – Strategies for strengthening mental health of students and teachers

Mental Hygiene: Concept and importance - Student’s Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

Adjustment: Meaning and process – Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes

Self-Regulation: Meaning - Factors influencing self-regulation

PRACTICUM

- **Observe and list** the developmental characteristics of adolescent students.
 - **Analyse the merits and demerits of the various methods** of assessing the personality.
 - **Present a report** on strategies for motivating the learners.
 - **Identity a case of maladjusted adolescent** learner and suggest remedial programme.
-

- Critically analyse the learning situation in schools and preparing reflective diaries

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M.Ed. SYLLABUS - II SEMESTER

MCC5-GUIDANCE AND COUNSELLING

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

understand the guidance movement in India

acquire knowledge on types of guidance and service exist in school

analyse the need of guidance and counselling in schools

understand the guidance and counseling services for children

understand various therapies in counseling

know the qualities required of a good counsellor

understand basic counseling skills and ethics in counselling

know the various testing devices to be administer in guidance services

UNIT I: GUIDANCE AND GUIDANCE MOVEMENT IN INDIA (L-14, P-6, T-7)

Guidance- Meaning, Definitions, Aims, Nature, Principles, Need and scope

Types- Education, Vocation, Avocation, Personal, Social, Health, Marital, Moral

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses.

History of guidance movement in India

Problems of guidance movement- ways to improve guidance services in India

UNIT II: GUIDANCE SERVICES IN SCHOOLS (L-13, P-6, T-6)

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

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-13, P-6, T-4)

Counselling– meaning, characteristics, objectives, need, functions and principles

Difference between Counselling and Guidance

Types- directive, non-directive and eclectic counselling

Therapies in counselling- psycho- behavioural therapy, psycho - analytic therapy and gestalt therapy

Individual and group counselling – meaning, requirements and uses

UNIT IV BASIC COUNSELLING SKILLS AND ETHICS IN COUNSELLING (L-18, P-7, T-3)

Counsellor – qualities and functions

Counselling skills-observation skills, questioning, communication skills (Listening, Feedback, Non-Verbal), making notes and reflections

Counselling interview - interviewing (Characteristics, Types, Techniques), developing case histories, collecting, documenting information, working with other professionals

Ethics in counselling- professional ethics, need for ethical standards, ethical codes and guidelines

UNIT V: TESTING AND NON –TESTING DEVICES IN GUIDANCE AND COUNSELLING (L-15, P-6, T-4)

Testing devices in guidance and counselling- meaning, need, importance and limitations

Role of testing techniques in guidance and counselling

Uses of psychological tests: intelligence tests, aptitude tests, personality inventories, attitude scales, achievement tests and creativity tests

Uses of mitigating frustration and conflict

Non-testing devices- observation, cumulative record, anecdotal record, case study, autobiography, rating scale and sociometry

PRACTICUM

- **Observe** group counselling practice.
 - **Conducting awareness programme** on gender discrimination
 - **Conduct an Interview** with the differently abled learners and submit a report on their academic problems.
 - **Visit the juvenile delinquency** observance home and identify their level of self-awareness.
- Organize awareness programme** to motivate the slow learners on academic activities

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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

acquire the knowledge structure and issues of elementary teacher education

know the structure of secondary education

understand the organisations involved in Elementary Secondary Teacher Education

develop research attitude in teacher education

acquire knowledge of assessment and evaluation in teacher education

UNIT I: STRUTCTURE, AND ISSUES OF ELEMENTARY TEACHER EDUCATION

(L.12, P -6, T-5)

Structure, Nature, Concept and Objectives of Elementary Education

Admission of Students – Fee Structure – Duration of the Programme

Curriculum and Pedagogy –Practice Teaching and relationship with Co-operative Schools

Supervision of Internship – Facilities at Teacher Education Institutions, Quality of

Elementary Teacher Education – Privatization of Teacher Education

UNIT II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

(L-11, P -5, T-3)

Structure of teacher education system in India – its merits and limitations

Universalization of Secondary Education and its implications for teacher education at the secondary level

Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes

Professional development of teachers and teacher educators – present practices and avenues

Systemic factors influencing the quality of pre and in-service education of secondary school teachers

UNIT III: STRUCTURE AND ISSUES OF SECONDARY EDUCATION

(L-15, P -7, T-6)

Structure of different School Boards at Secondary Level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board

Types of School Education: Government, Govt. Aided and Private - In-service and Pre-service Teacher Education Institutions at Secondary level.

Quality Issues in Secondary Education

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level

Universalization of Secondary Education - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently Abled Children and Slow Learners.

UNIT IV: ORGANISATIONS IN ELEMENTARY AND SECONDARY TEACHER EDUCATION (L-14, P -6, T-4)

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level),

NCERT, RIEs, NUEPA, NCTE, RCI (National Level)

UNIT V: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

(L-10, P -5, T-3)

Areas of Research

Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching,

Service Conditions and Job Satisfaction, Quality Maintenance,

Practice Teaching and Co-operation of Practicing Schools, and Comparative Education

UNIT VI: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION

(L-8, P -5, T-3)

CCE in Teacher Education

Formative and Summative evaluation: Norm referenced and Criterion referenced evaluation

Evaluation of school experience/ internship programmes

Assessment of teaching proficiency: Criterion, Tools and Techniques

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M.Ed. III SEMESTER SYLLABUS

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M. Ed. SYLLABUS - III SEMESTER

MCC6 -HISTORY AND POLITICAL ECONOMY OF INDIA

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

acquire the knowledge of the historical perspective of education in pre and Post independent India

understand the implications of various contribution through education for an equitable society

develop knowledge about the political perspective of education

develop understanding of the economics of education

develop understanding of the Perspectives on Political economy of education

UNIT I: EDUCATION IN PRE-INDEPENDENT INDIA(L-13, P-7, T-5)

Ancient India: Vedic, Buddhist, Jain

Medieval India: Sultanate and Mughal period

Colonial Period: Oriental Vs. Anglicist Education, Macaulay's Minutes, Woods Despatch, Indian Education (Hunter) Commission, Hartog Committee.

UNIT II: EDUCATION FOR AN EQUITABLE SOCIETY IN A GLOBAL ERA

(L-15, P-6, T-5)

Right to Education Act (RTE)

Education for the marginalized group, Girls education and Inclusive education

Right to Education, Implication of GATT, WTO for Education

Education for all: Dakar Framework for action, Autonomy of Higher Education

UNIT III: POLITICAL PERSPECTIVES OF EDUCATION (L-15, P-7, T-5)

Concept of Politics and need in Education, Perspectives on the Politics of Education: Liberal, Conservative and Critical

Approaches to understanding Politics: Behavioralism, Theory of Systems analysis and theory of rational choice

Political reforms and Education, Education for political development and Political socialization

UNITIV: ECONOMICS OF EDUCATION (L-13, P-7, T-5)

Concept, Need and Principles of Economics of Education

Cost Benefit Analysis in Educational Planning: Meaning, purpose and cost benefit Vs Cost Effective analysis,

Unit cost and Capital cost; Social and Individual cost; recurring and Non-recurring cost, Opportunity cost.

Theories of economics and its influence on Education: Human capital theory, signalling theory

UNIT V:INDIAN ECONOMY(L-12, P-6, T-7)

Globalization, liberalization and privatization of economic development.

Environmental concerns

Agrarian economy: key features, land ownerships, landlessness, agriculture production and marketing

Social and political movements in Indian Economy.

PRACTICUM

- **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

REFERENCES

Agarwal, J.C (2007), Development of Education System in India, Shipra Publications, New Delhi

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Mondal A, Mete,J (2013) Right to Education, APH publishing corporation, New Delhi.

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Sharma B, History of Indian Education, Vohra Publishers and distributors, New Delhi

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M. Ed. SYLLABUS - III SEMESTER

MTC2-EDUCATIONAL STATISTICS(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

identify the essential characteristics of a set of data

represent in tabular and graphical forms and compute relevant measures of average and measures of variation

examine relationship between and among different types of variables of a research study

predict values of a dependent variable based on the values of one or more independent variables

estimate the characteristics of populations based on their sample data

test specific hypotheses about populations based on their sample data

use appropriate procedures to analyse qualitative data

demonstrate competence in the use of statistical packages for analysis of data

UNIT I: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA-1(L-15, P-6, T-4)

Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group

Graphical representation of Data

Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation

Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications

Asymmetrical distributions - Skewed, kurtic

UNIT II: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA-2(L-16, P-5, T-5)

Relative Positions: Percentile Rank, z-scores.

Examining Relationships: Scatter plots and their interpretation, Product Moment; Rank, Biserial, Point-Biserial, Tetra-choric, Phi coefficient, Partial and Multiple correlations

Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

UNIT III: INFERENCE ANALYSIS OF QUANTITATIVE DATA-1(L-15, P-6, T-6)

Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean

Testing of Hypotheses- types of Error, Levels of Significance

Testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances

UNIT IV:INFERENCE ANALYSIS OF QUANTITATIVE DATA-2(L-15, P-6, T-5)

Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses

Analysis of Frequencies using Chi-square - Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses

Non-Parametric statistics - assumptions and uses of sign test, rank test and median test

UNIT V: DATA ANALYSIS IN QUALITATIVE AND MIXED RESEARCH AND REPORT WRITING (L-14, P-6, T-4)

Memoing, Analysis of visual data, segmenting, coding and developing category systems

Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results

Report Writing: General Principles, Format and Style (APA), Preparation of Research Abstracts/Executive Summary and References and Bibliography.

PRACTICUM

- Using the data collected from any test instruments, represent them with suitable graphic designs.
- Take a M.Ed. thesis, identify the statistical techniques used in it and critically assess them.
- Select the hypotheses in a research thesis and describe suitable statistical techniques for answering them.
- Conduct ANOVA test for the data obtained from your research using SPSS.
- Collect data from the scores in core, pedagogy and optional subjects.
- Find out the correlation coefficients using various techniques and interpret them.

REFERENCES

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M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION CORE COURSE

MSC2-CURRICULUM STUDIES(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the nature principles and determinants of curriculum

know approaches to and inquiry in curriculum studies

acquire the process of curriculum development

identify issues in curriculum development

understand the curriculum transaction

UNIT I: NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM

(L-12, P-7, T-5)

Meaning and concepts of curriculum;

Curriculum as a body of organized knowledge, inert and live curriculum

Components of curriculum: objectives, content, transaction mode and evaluation

Philosophical and ideological basis of curriculum

Principles of integration

Theories of curriculum development (Descriptive, Prescriptive, Critical, personal, Scientific, Naturalistic, Curriculum, Johnson's, Macdonald's)

Determinants of curriculum

UNIT II: APPROACHES IN CURRICULUM STUDIES (L-14, P-8, T-7)

Subject centred, Learner centred, Community centred, and Humanistic curriculum, role of the teacher in social Reconstructionist curriculum

Relevance, flexibility, quality, contextuality and Plurality

Curricular aspects in educational experiences in and out of school contexts

Curriculum frameworks of school education and teacher education

UNIT III: MODELS OF CURRICULUM DEVELOPMENT (L-16, P-5, T-5)

Tylers-1949 model

Hilda Taba 1962 model

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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-14, 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

REFERENCES

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M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

MSL1 -ELEMENTARY EDUCATION IN INDIA (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

know the concept , need and significance of elementary education

understand the different policies and programmes of elementary education

realize the system and structure of elementary school education in India

comprehend the problem and challenges of Elementary Education

recognize the curriculum across different types of school in India

UNITI: 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.

REFERENCES

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- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
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- National Curriculum Framework on school education, 2005.
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M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

MSL2- SECONDARY & HIGHER SECONDARY EDUCATION IN INDIA

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the concept and nature of secondary and higher secondary education

recognize the different policies and programmes of secondary and higher secondary education

cognize the system and structure of secondary and higher secondary education in India

know the problems and challenges of secondary and higher secondary education

identify the curriculum across different types of school in India

UNIT I: INTRODUCTION TO SECONDARY AND HIGHER

SECONDARY EDUCATION (L-12, P-8, T-5)

Concept, meaning, objectives, need and significance of secondary education

Nature, scope, function and systems of secondary and higher secondary education

Status of secondary and higher secondary education

Socio-cultural, economic, political, and statutory environment of secondary and higher secondary education in India

UNIT II: POLICIES, PROGRAMMES AND COMMISSIONS (L-15, P-8, T-5)

Agencies of policy making- NCERT, SCERT and NUEPA

Policies and schemes National Policy of Education (NPE-1992), National Scheme of Incentives to Girls for Secondary Education (2008)

National Programmes- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Inclusive Education for Disabled at Secondary Stage, the Adolescence Education Programme (AEP), NCF-2005.

Commissions - Secondary Education Commission (1952-53), Kothari commission (1964-66), Programme of Action, National Policy of Education (NPE-1986) Ramamurti Review Committee (1990), Janardhan Reddy Committee (1992), Yashpal, Committee (1993)

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

REFERENCES

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The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

World Bank (2005), Expanding Opportunities and Building Competencies for Young People:
A New Agenda for Secondary Education. World Bank, Washington DC

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Development Unit, South Asia Region, Delhi.

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M.Ed. IV SEMESTER SYLLABUS

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M.Ed. SYLLABUS - IV SEMESTER

SPECIALIZATION LEVEL BASED

MCC7- ADVANCED TECHNIQUES OF INSTRUCTION

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

acquire the knowledge of the concepts and phases of teaching task

understand the principles and maxims of teaching

distinguish teaching strategies and devices

acquaint with the concept, meaning and nature of effective teaching

understand the various models of teaching

UNIT I: TASK OF TEACHING (L-12, P-7, T-4)

Teaching task- meaning, definition

Variables in teaching- independent, dependent, inventing

Phases and operation of teaching task- pre-active, inter active and post-active

Levels of teaching task- Memory, understanding and reflective level

UNIT II: PRINCIPLES AND MAXIMS OF TEACHING (L-15, P-8, T-6)

General principles of teaching- planning, flexibility, utilizing past experiences, individual differences, correlate with other subjects, conducive environment

Psychological principles of teaching- repetition, feedback and reinforcement, sympathy and co-operation, utilizing group dynamics, encouraging and remedial teaching

Maxims of teaching- from known to unknown, simple to complex, concrete to abstract, particular to general, induction to deduction, empirical to rational and psychological to logical

UNIT III: TEACHING STRATEGIES AND DEVICES (L-15, P-8, T-7)

Teaching Strategies-special features and characteristics

Types of innovative teaching strategies- problem solving, narration, exposition, description, dramatization, brainstorming, sensitivity training, Problem Based, Task Based learning and Outcome Based

Teaching devices- types (general, group work, fixing)

Difference between teaching strategies and devices

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

Effective teaching- concept, meaning and nature

Classification of teaching skills- core, specific, target group specific teaching

Dimensions of effective teaching- competency, commitment and performance areas

Factors contributing to effective teaching – Effective Classroom Communication

UNIT V: MODELS OF TEACHING (L-11, P-6, T-5)

Models of teaching- concept, definition, types and fundamental elements

Bruner's concept attainment model

Glaser's classroom meeting model

Roger's Non-directive model

Skinner's contingency management model

PRACTICUM

- **Discuss** the levels of teaching.
- **Conduct a quiz** on maxims of teaching.
- **Organize debate** on differentiate between teaching strategies and devices.
- **Prepare an assignment** on factors contributing to effective teaching.
- **Discuss** any two models of teaching and submit a report

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M.Ed. SYLLABUS - IV SEMESTER

CORE COURSE- SPECIALIZATION

MSSC -EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the nature, forms and approaches of educational technology

understand the concept, process and principles of effective communication

know the audio-visual media and their role in education

know the recent innovations and future perspectives of Education Technology

acquaint with the concept of ICT, its dimensions and uses

UNIT I: NATURE AND SCOPE OF EDUCATIONAL TECHNOLOGY

(L-12, 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-16, P-8, T-5)

Audio-visual media – meaning, importance

Radio-Broadcast and audio recordings - criteria for selection of instructional units, script writing, pre-production, post-production process and practices

Role of AIR/ Gyanvani in Education

Role of EDUSAT in Education

UNIT IV: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY (L-13, P-6, T-6)

Teleconferencing- audio, video, web based conferencing

Online learning- concept, salient features and advantages

E-learning- concept, elements and advantages

UNIT V: ICT IN EDUCATION (L-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

understand the concepts, techniques and process of management

recognize the importance and areas of institutional planning

know the concept of educational leadership

know the new changes and challenges in leadership of institutions

develop the capacities for being efficient and effective educational leaders.

UNIT I: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(L-14, P-8, T-7)

Meaning, definition, objectives and characteristics

Levels of management- Top, Middle and Low level

Stages in the Management Process – Planning, organizing, leading, controlling

Principles of democratic administration

Administrative structure of education at different levels and transparency in educational administration

UNIT II: INSTITUTIONAL PLANNING (L-12, P-7, T-5)

Meaning, definition and characteristics

Aims and objectives of Institutional Planning

Steps in preparation of institutional planning

Role of head in institutional planning

Areas of Institutional planning- administration, academic, curricular activities, evaluation, discipline, school records and registers, school community relationship and health and physical education

UNIT III: EDUCATIONAL LEADERSHIP (L-14, P-6, T-4)

Leadership –Meaning and nature

Theories of Leadership- great man theory, path-goal theory, participate theory

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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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M.Ed. SYLLABUS - IV SEMESTER

MTB2- INCLUSIVE EDUCATION (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand concept, meaning and significance of inclusive education

appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers

understand the recommendations of various commissions and committees towards teacher preparation for inclusive education

understand the nature of difficulties encountered by children

prepare the teachers for inclusive schools

acquire knowledge on special education, integrated education, mainstream and inclusive education practices

identify and utilize existing resources for promoting inclusive practice

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION (L-12, P-7, T-4)

Inclusive education- meaning, definition, concept and importance

Historical perspectives of inclusive education

Difference between special, integrated and inclusive education

Advantages of inclusive education in the context of right to education

UNIT II: CURRENT ISSUES IN INCLUSIVE EDUCATION (L-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

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-6)

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

Curriculum and Curricular Adaptations for Diverse Learners

Classroom Evaluation Practices

Management of Inclusive Education Classrooms

PRACTICUM

- Plan two activities for co-operative learning in inclusive classrooms
- Planning of two lessons and teaching in inclusive schools
- Visit special school and observe the curricular activities and submit a report.
- Discuss the current policies on inclusive education.
- Discuss the plus curricular activities and present the report

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M.Ed. SYLLABUS - IV SEMESTER

OPEN ELECTIVE COURSES

MEC1- VALUE EDUCATION (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

acquire knowledge on values and value crisis

acquire knowledge on value education and its approaches

understand the values highlighted in major religions and by great personalities

acquire knowledge on methods of inculcating values, value based curriculum and value assessment

understand the role of family, school, society, mass media in inculcating values

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

Values – definition, objectives, classification – core values and sub values, constitutional values, human values

Value crisis, value conflict, resolution of value conflict

Need for developing value system

UNIT II : VALUE EDUCATION (L-13, P-7, T-6)

Value education- definition, need, objectives and importance

Approaches to value education - DPT, ICA, CIA, TAA

Evolution of value oriented education – ancient, medieval, modern periods

Various commissions and value oriented education

UNIT III: VALUES HIGHLIGHTED IN MAJOR RELIGIONS AND BY PERSONALITIES (L-15, P-7, T-5)

Values emphasized in different religious scriptures and religions – Vedas and Upanishads
Bhagavadgita, Bible, Kuran, Jainism, Buddhism

Values advocated by Ramakrishna Paramahansa, Sri Sarada Devi, Swami Vivekananda,
Swami Chidbhavananda, Mahatma Gandhi

UNIT IV: VALUE INCULCATION AND VALUE ASSESSMENT & EVALUATION

(L-14, P-7, T-5)

Methods of teaching values-

value based curriculum – curricular, co-curricular and extra- curricular activities.

Identification of proper values for school children at different levels and righteous living -

Elementary, secondary and higher secondary

Nature of evaluation scheme in value oriented education

Three tier system of evaluation – observation, value scales, and situational tests.

UNIT: V ROLE OF DIFFERENT AGENCIES IN INCULCATING VALUES TO STUDENTS (L-14, P-6, T-4)

Role of teacher in value inculcation

Professional Ethics and Code of Conduct of Teacher

Role of school in inculcating values

Role of parents, community and mass media in creating value based society

PRACTICUM

- **Discuss** on the great sayings on Swami Vivekananda
- **Debate** on the topic “Ancient Education Vs Modern Education
- **Present a report** on “The Role of student teachers in Preaching Value Education during Teaching Practice.”
- **Group discussion** on the differences of Co-curricular and Extra-curricular activities on value based curriculum
- **Analyze the Importance of mass media** in value based society.

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M.Ed. SYLLABUS - IV SEMESTER

MEC2-WOMEN STUDIES (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the basic concepts of women's studies

know the concept of feminism

understand the importance of women empowerment

acquire knowledge on health policies and programmes of women

know the impact of media on women

UNIT I: CONCEPT AND NEED OF WOMEN'S STUDIES(L-13, P-5, T-7)

Women's studies- concept, need and scope

Fundamentals of women studies

Women's movements – Pre-independent, Post-independent and current women's movements

Government organizations for women and Department of Women and Child Development (DWCD)

UNIT II: FEMINISM (L-14, P-6, T-6)

Liberal Feminism – rationality, freedom, education

Marxist Feminism – Production, Reproduction, Class, Alienation, Marriage and Family

Radical Feminism – Gender, Patriarchy, Reproductive Technology, Motherhood

Socialist Feminism – Class and Gender, Division of Labour, Unified and Dual System, Exploitation

UNIT III: WOMEN'S RIGHTS AND EMPOWERMENT (L-15, P-7, T-5)

Legal rights to women

Ten Important Specific laws for women empowerment in India

Government policies and schemes for women Empowerment

UNIT IV: HEALTH STATUS OF WOMEN (L-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

UNITV: IMPACT OF MEDIA ON WOMEN (L-12, P-5, T-7)

Portrayal of women in Mass Media (Cinema, TV Print media)

Role of women in media – Development Communication Skills – Alternative Media – Folk

Art, Street Play and Theatre – Women as change agents

Indecent Representation of Women - Prohibition Act, 1986)

Impact of media on women

PRACTICUM

- **Discuss** the evolution of Women's movements in India
- **Debate** on international Feminist movements
- **Organize an awareness programme** on women's rights for prospective teachers
- **Discuss** the government initiatives to enrich women's health
- **Discuss** the impact of media on women

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