

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



B.Ed. I SEMESTER SYLLABUS

2021-2023

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

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

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

Education- Meaning, Nature and aims of education

History of Indian Education- Ancient, Medieval and Modern periods

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

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

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

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

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

Process of knowledge construction through constructivist approach

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

Society- Meaning, characteristics and its duties

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

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

Relationship between Society and education, impact of education on society

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

Liberalization, Privatization, Globalization and their influence on Education

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

Teachers' autonomy-Meaning, factors influencing autonomy

Professional ethics of teachers

Learners' autonomy – meaning and its impact

Learners' participation in the learning process

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

Values- Definition - Core values

Value education: meaning and its need

Values in the contemporary realities

Approaches to value inculcation- direct and indirect approach

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

PRACTICUM

- Prepare the challenges of implementing NEP 2020 for group discussion
- Prepare a concept map on the concepts of knowledge and knowing using the mimind app.
- Prepare a video content on the topic LPG and its influence on education
- Perform a role play depicting the Professional ethics of teachers
- Evaluate the status of value education in the secondary education syllabus of Tamil Nadu

REFERENCES

1. Arulsamy, S. (2014). Philosophical and Sociological Perspectives on Education-Neelkamal Publishing, Hyderabad
2. Arora, K.L. (2004). Education in the Emerging Indian Society, Prakash Publishers, Ludhiana
3. Bhatia, K.K., Narang, C.L. (2018). Philosophical and Sociological Base of Teacher and Education in Emerging Indian Society, Tandon Publications-Ludhiana
4. Chauhan, (2005). Modern Indian Education, Kanishka Publishers, New Delhi
5. Chandradhar Sharma, (2016). A Critical survey of Indian Philosophy, Delhi: Motilal
6. Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors
7. Gupta, (2005). Education in Emerging India, Shipra Publications, Delhi
8. Murthy,S.K. (2015). Contemporary problems and current Trends in Education, Tandon Publications, Ludhiana
9. National Council of Educational Research and Training. National Curriculum Framework (2005). NCERT, New Delhi

10. Noushad Hussain, (2017). Contemporary India and Education, Shipra Publications, Delhi
11. Pruthi, R.K. (2005). Education in Modern India, Sonali Publications New Delhi
12. Pandey, R.S. (2007). Indian Education System, Adhyayan Publishers,, New Delhi
13. Puligandle, R. (2007). Fundamentals of Indian Philosophy, New Bharatiya Book Corporation, New Delhi
14. Ramesh, Ghanta & Dash, B.N. (2005). Foundations of Education, Neelkamal Publication

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
BCC2- LEARNER AND LEARNING
(3 CREDITS- 48 HOURS)**

OBJECTIVES

On completion of this course the student teachers will

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

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

Psychology - Meaning, Definition

Educational Psychology - Meaning , Definition and Nature

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

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

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

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

Growth and Development – Concept and Principles

Stages of development, Factors influencing development

Developmental characteristics – Child and adolescent

Developmental tasks and their implications in childhood and adolescent stage

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

Learning – Concept, Principles and Factors

learning process – Characteristics, Purpose and stages. Learning curve

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

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

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

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

Cognition - Meaning and its role in learning.

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

Remembering and Forgetting, Curve of forgetting

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

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

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

Skills of Meta-cognition –Its Instructional strategies

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

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

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

Achievement Motivation-Components, Characteristics of Achievement oriented person

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

Self-Regulation – Definition, Importance, Components and types

PRACTICUM

- **Padlet preparation:** Students prepare a Padlet presentation related to a specific topic in first unit. Padlet is an online collaborative platform that allows users to create and share content in a visually engaging format.
- **Flipgrid Assignment:** Students use Flipgrid, a video-based discussion platform, to reflect on a specific topic in second unit. Students will be responsible for recording a video response that includes their reflections and insights and engaging in a discussion with their peers through video responses.
- **Peer Tutoring:** Students are engaged in peer tutoring for the fourth unit
- **Written Assignment:** Students are completed a written assignment on a specific allotted content for the fourth unit

Panel discussion: Students organize and participate in a panel discussion related to a specific topic in fifth unit. They will be responsible for selecting the panelists, developing the discussion questions, and moderating the panel

REFERENCES

1. Aggarwal, J.C. (1995). Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi
2. Chauhan, S.S. (1988). Advanced Educational Psychology, Vikas publication, New Delhi
3. Gill, D.S. (2010). Advanced Educational Psychology, Delhi, Saurabah publishing House
4. Kakkar, S.B. (1992). "Advanced Educational Psychology", Oxford & IBH Publishers Co., New Delhi
5. Kundu, C.L., Tutou, D.N. (2005). "Educational Psychology", Sterling Pub. New Delhi
6. Kuppuswamy, B. (2001). Advanced Educational Psychology, Sterling publishers private LTD, New Delhi
7. Mangal, S.K. (2007). Advanced Educational Psychology, Prentice- Hall of India Pvt. Ltd, New Delhi
8. William, F.L., Xender, (2004). Intelligence, New Delhi, Sarup & Sons Publications Pvt. Ltd
9. Sukumar Gowda, N. (2010). Learning and the Learner PHI Learning Pvt. Ltd., New Delhi
10. Pradeep Kumar, T., and Sonam Bansal, (2010). Learning to Learn – A.P.H. Publishing Corporation, New Delhi

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

BCC3-EDUCATIONAL INNOVATIONS

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

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

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

Innovations in the field of education

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

Process involved in generation of innovations

Role of teachers in promoting educational innovations

UNIT II: INNOVATIONS AND EXPERIMENTATIONS IN EDUCATION

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

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

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

Learners- Converger, Diverger, Assimilator, Accommodator

Learning styles VAK, VARK (Visual, Auditory, Read and Write, Kinesthetic)

Verbal ,Physical, Logical, Social, Solitary

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

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

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

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

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

PRACTICUM

- **Poster presentation** on Role of teachers in promoting educational innovations
- **Reporting on major schools available in Tamil Nadu**
- **Identifying differences** between Verbal, Physical, Logical, Social, Solitary learners
- **Prepare School Based Activities** for Collaborative and Cooperative learning
- **Debate** on advantages and disadvantages of ICT in the field of education

REFERENCES

1. Aggarwal,J.C.(2013). Principles, Methods and Techniques of teaching - Vikas Publishing House pvt ltd, Noida
2. Alessi, S.M.,Trollip, S.R.(2001). Multimedia for Learning: Methods and Development (3rd edition). Needham Heights, M.S: Allyn & Bacon.
3. Arulsamy,S.(2010). Educational Innovations and Management. Neelkamal Publication Pvt.Ltd : New Delhi
4. Dahiya, S.S. (2008). Educational Technology: Towards Better Teaches Preferences. Delhi: Shirpa Publication
5. Dick Carey, Carey (2005). The Systematic design of Instruction (6th edition). Needham Heights, M.S : Allyn & Bacon
6. Jain, P. (2004). Educational Technology. New Delhi : Dominant
7. Joyce, B. (2009). Models of Teaching. New Delhi : Dominant
8. Kozma, R.B.(2003). Technogy, innovation and educational change: A global Perspective Eugene, OR: International Society for Technology in Education.

9. Manojkumar Dash, (2010), ICT in teacher development. Neelkamal Publications :
New Delhi
10. Meenakshisundaram, A. (2009). – Educational Innovations and Management –
kavyamala publishers
11. Meysun Handi, Thair Hamtini, M. Designing an Effective e-content Development
Framework for the Enhancement of Learning Programming. International Journal of
Emerging Technologies in Learning, (2016);11(4)- ISSN:1863-0383.
12. Nagarajan, K., Natarajan, S., and Manivasagan, C.R. (2013). - Educational
Innovations Curriculum Development, Sri ram Publishers, Chennai
13. Sachdev, (2000). M.S.School organization ,Administration and Management,
Ludhiana: Tandon Publications
14. Singh, C.P. (2011). Advanced Educational Technology, Lotus frerr. New Delhi
15. Spady, W.D.(1994). Outcomes Based Education: Critical Issues and Answers.
Arlington, V.A: American Association of School Administration.
16. <https://education.CU-Portland.edu>blog>/leaders-link>educational-innovation.>
17. www.eun.org>documents>open_book_of_Innovational_Education.
18. <https://www.youtube.com>channel.>
19. <https://Oedb.org/ilibrarian/101-web-2.0-teaching-tools/>

R. S → S → E

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

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

முதல் பருவம்

BPC1- தமிழ் கற்பிக்கும் முறைகள் பகுதி - I

(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

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

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

மொழி - பேச்சு மொழி - எழுத்து மொழி- மொழியின் இன்றியமையா

மொழியின் பண்புகள் : பொருட் கட்டின்மை, புத்தாக்க விளைமை, முறைமை, ஒலிப்புடைமை, சமூகத்தன்மை, குறியீட்டுத் தகைமை.

மொழித் தோற்றக் கொள்கைகள்: பண்டையக் கொள்கைகள்- இக்கால மொழியியலாளர்களின் கருத்துக்கள், மொழியின் வளர்ச்சி.

மொழி மாறுபாடுகள் : கிளை மொழி, பொதுமொழி தமிழ் மொழியின் வரலாறும் வளர்ச்சியும், மொழி வளம், வரிவடிவ வரலாறு - தமிழ் எழுத்துச் சீர்திருத்த வரலாறு, தமிழ் மொழியின் தனித்தன்மை - அறிஞர் கருத்துக்கள்.

அலகு 2: மொழியியல் (L-6, P-1, T-1)

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

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

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

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

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

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

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

கற்பித்தல் பாடப்பொருள் அறிவு

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

பரிந்துரைக்கும் செயல் முறைகள்

- தாய்மொழிக்கும் பிறமொழிக்கும் இடையேயான ஒற்றுமை வேற்றுமைகளை விவாதித்தல்
- கதை எழுதுதல்
- சமூக பண்பாட்டு மரபுகளை ஆராய்தல்
- இலக்கியச் சுவை மிகுந்த பாடல்களை அடையாளம் காணல்
- சிறந்த மேற்கோள் பகுதிகளைச் சேகரித்தல்

பார்வை நூல்கள்

1. மீனாட்சி சுந்தரம் அ. (2010). தமிழ் கற்பித்தல், சிறப்பு தமிழ், காவிய மாலா பதிப்பகம்
2. தண்டபாணி சு , (2009). தமிழ் கற்பித்தல் - பி எட் , இரண்டு சிறப்புத்தமிழ், மீனா பதிப்பகம் முதற்பதிப்பு நடராசன் தி சு, (2003).திறனாய்வுக்கலை, இரண்டாம் பதிப்பு
3. நற்றமிழ் கற்பிக்கும் முறைகள் - பகுதி - I மற்றும் பகுதி - II பேராசிரியர் கணபதி வி. , ஜெயராமன், பூ. (2010). சாந்தா பதிப்பகம்
4. பகவதி, கு. (2007). திறனாய்வு அணுகு முறைகள், மறு பதிப்பு
5. வரதராஜன் , மு. (2012). மொழி வரலாறு பாரி நிலையம் சென்னை
6. செளரிராஜன் பொன். (வரதராசன்,மு.(2001). முதற் பதிப்பு
7. வானமாலை, நா.(2006). தமிழர் நாட்டு பாடல்கள் , நியூ செஞ்சுரி புக் ஹவுஸ் , ஆறாம் பதிப்பு விமலானந்தம் மது.ச. (2002).தமிழ் இலக்கிய வரலாறு , அபிராமி பதிப்பகம் மறு பதிப்பு
8. வேணுகோபால், இ.பா.(2007). சிறப்புத்தமிழ் கற்பிக்கும் முறைகள் , இரண்டாம் பதிப்பு

R. S. S. S. S.

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

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

முதல் பருவம்

BPC2- தமிழ் கற்பிக்கும் முறைகள் பகுதி - II
(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பள்ளியில் மொழியின் முக்கியத்துவத்தை அறிந்து கொள்ளுதல்
2. தாய்மொழிக்கல்வியின் நிலையைப் புரிந்து கொள்ளுதல்
3. மொழிக் கற்றலின் நோக்கங்களை அறிந்து கொள்ளுதல்
4. தமிழ் மொழி கற்பித்தலில் உள்ள பல்வேறு பயிற்று முறைகளை வேறுபடுத்தி பார்த்தல்
5. கலைத்திட்டத்தில் மொழி பெறுமிடத்தை அறிந்து கொள்ளுதல்

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

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

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

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

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

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

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

பண்டையோர் கண்ட பயிற்று முறைகள் - சொற்பொழிவு , உரையாடல் , தடைவிடை முறை, வினாவிடை , பன்முகப்பயிற்சி , விதி விளக்கம் , காரண காரியம். புதிய முறைகள் - விரிவுரை முறை , கதை சொல்லும் முறை , விளையாட்டு முறை , நடிப்பு முறை ,

தனிப்பயிற்சி , குழு கற்பித்தல் , மேற்பார்வை படிப்பு முறை , செயல்திட்ட முறை, ஒப்படைப்பு முறை.

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

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

ஆறாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

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

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

பரிந்துரைக்கும் செயல்முறைகள்

- தமிழ் மொழியின் சிறப்புகளை ஐந்து மணிதூளி பேசுக
- குறியீடு பற்றி ஆராய்க
- மொழி பற்றி கலந்துரையாடுக
- -மனவரைபடம் எழு
- பண்பை நாடகத்தின் வழியில் உணர்த்துக

பார்வை நூல்கள்

1. அறவாணன், க.ப. (2005). தமிழ்மக்கள் வரலாறு பழந்தமிழர் வழிபாடுகள், சாந்தா பப்ளிஷர்ஸ் முதற்பதிப்பு
2. கணபதி, வி. (2002). நற்றமிழ் கற்பிக்கும் முறைகள் - சாந்தா பப்ளிர்ஸ்
3. கணபதி, வி. (2008). நற்றமிழ் கற்பிக்கும் முறைகள் பகுதி -2, ஜெயராமன். பூ,சாந்தா பப்ளிர்ஸ், இரண்டாம் பதிப்பு
4. கலைச்செல்வி,வே.(2008).கல்வியியல் சிறப்புத்தமிழ் சஞ்சீவ் வெளியீடு , முதற் பதிப்பு
5. நற்றமிழ் கற்பிக்கும் முறைகள் - பகுதி - மற்றும் பகுதி பேராசிரியர் கணபதி, வி. , ஜெயராமன், பூ. (2010). சாந்தா பதிப்பகம்
6. வானமாமலை, நா.(2006). தமிழர் நாட்டு பாடல்கள் , நியூ செஞ்சுரி புக் ஹவுஸ் , ஆறாம் பதிப்பு
7. விஜயலட்சுமி,வா.(2008).செம்மொழி பயிற்றலின் நோக்கமும் முறையும், தூறல் பதிப்பகம்
8. வேணுகோபால் , இ.பா. (2006). பைந்தமிழ்க் கற்பிக்கும் முறைகள் முதற் பதிப்பு சாரதா பதிப்பகம்
9. செளரிராஜன் பொன். (வரதராசன் , மு.. (2001). முதற் பதிப்பு

R. S. S. S. S.

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

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

B.Ed. SYLLABUS- I SEMESTER

BPC1 PEDAGOGY OF ENGLISH – SPECIAL ENGLISH

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

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

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

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

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

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

1. Morphemes - Free and Bound morphemes
2. Morphological description, Problems in morphological description, Morphs, and allomorphs
3. Lexeme- Roots and Affixes. Types of affixes – Inflexional and Derivational affixes
4. Word formation – Process of word formation – Affixation, Conversion, Compounding, Blends, Reduplicatives, Acronyms, Clipping,

5. Patterns of spelling. Vocabulary – Active and Passive vocabulary, Ways to enrich the vocabulary power of students.

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

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

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

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

PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT

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

PRACTICUM

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

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

REFERENCES

- Collie, Joanne and Slater, Stephen 2004 *Literature in the Language Classroom* CUP, Cambridge
- Kleiser, Grenville 2012. *Effective writing using Good Grammar*. APH Publishing Corporation, New Delhi (For Content Analysis)
- Leach, Heather and Graham, Robert. 2008. *Creative writing*. Continuum International Publishing Group, New York.
- Sharma, R.N. 2008. *Contemporary Teaching of English*. Surjeet, Delhi.
- Shastri, Pratima Dave 2012 *Fundamental aspects of translation* PHI. New Delhi.
- Syal, Pushpinder and Jindal DV 2007. *An Introduction to Linguistics*. PHI, New Delhi.
- Tarinayya.M. 1992. *English Language Teaching*, Udayam Offsets, Madras.
- Yule, George 2011. *The study of Language*. CUP, New Delhi.

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

BPC2 –PEDAGOGY OF ENGLISH II

(3 CREDITS- 48 HOURS)

OBJECTIVES

On completion of course the student teachers will

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

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

Home language and school language

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

Functions of language – Expressive, Informative and Directive

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

Status of English language – Before independence and after independence

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

Objectives of teaching English as a second language – Cultural, Literary, Utilitarian, Linguistic and Integrative aims - Linguistic, Psychological and Social factors involved in the teaching of English - Positive and negative interferences of mother tongue in learning English.

Teaching English as a skill rather than a knowledge subject-English as a link language in global context-Challenges of teaching and learning English, Suggestions for improvement.

UNIT III: OBJECTIVES, SKILLS, AND METHODS OF TEACHING ENGLISH

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

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

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

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

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

The different speech organs and their role

The individual sounds - vowels & consonants. Phonetic transcription

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

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

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

Strong and Weak forms of words - Word stress and Sentence stress – Primary and Secondary Rhythm and Intonation – falling, rising, falling and rising, rising and falling.

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

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

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

PRACTICUM

- Based on the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. **Write a report on their reflection in the textbooks.**
- Take three editorial pieces on the same topic from different newspapers. **Have a discussion on their language and presentation.**

- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.
- Take any creative writing related to history, e.g. *Discovery of India* and prepare a flow chart on the main events
- Review any story and have a discussion in groups.

REFERENCES

1. Bhatia, K.T. (2006). Teaching of English Ankur, Ludiana
2. Brumfit, Christopher, J. (1980). Problems and principles in English teaching. Pergamon press, OP, Oxford
3. Jones, Leo (2013). Cambridge Advanced English Cambridge University Press
4. Carter, Ronald and Nunan, David, (2001). The Cambridge guide to teaching English to speakers of other languages. CUP, Cambridge
5. Harmer, Jeremy. (2002). The Practice of English Language Teaching. Longman, Malaysia
6. Richards, C., Jack and Rodgers, S. (1995). Theodore Approaches and Methods in language teaching. CUP, Cambridge
7. Sharma, Kadambari, Tuteja, Tripat, (1994). Teaching of English, Ajay Verma for Commonwealth Publishers, New Delhi
8. Venkateswaran, S. (2009). Principles of teaching English Vikas, Noida
9. Verghese, Paul, (1989). Teaching English as a second language Sterling, New Delhi

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

BPC1 –PEDAGOGY OF MATHEMATICS I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

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

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

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

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

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

Need and significance of teaching Mathematics in the present scenario

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

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

Writing specific objectives in mathematics

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

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

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

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

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

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

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

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

Uniqueness of disciplines vis-a-vis interdisciplinary

Interactive and critical pedagogies

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

Nature of concepts, concept formation and concept assimilation

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

Comparing and contrasting; Giving counter examples;

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

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

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

PRACTICUM

- **Power point presentation** on nature and dimension of Mathematics
- **Panel discussion** on aims of teaching school mathematics

- Presenting advantages and disadvantages of micro teaching, problem solving method, analytic and synthetic method
- Video making on mathematics Correlating with life, Nature, other disciplines and Different branches in Mathematics
- Debate on concept formation and concept assimilation

REFERENCES

1. Chambers, P. (2010). Teaching mathematics. New Delhi: Sage Publications
2. Goel, R.G. (2008). Teaching of Mathematics. New Delhi: Lotus Press
3. Jothi, A., Balaji, D.L. & Mathur, N. (2009). Teaching of mathematics – 1. New Delhi: Centrum Publications
4. Julius, R.A., & Kalaimathi, D.H. (2015). Micro teaching: A way to build up skills. New Delhi: Laxmi Book Publications
5. James Anice, (2006). Techniques of Teaching Mathematics, Hyderabad :Neelkamal
6. Kobett, B.M., Miles, R.H. & Willams, L.A. (2018). Mathematics lesson planning hand book. USA: A Joint Publications
7. Manipal, (2004). Modern Teaching of Mathematics, New Delhi :Anmol Publications
8. Russel, John, (2005). Teaching of Mathematics, New Delhi :Campus Books International
9. Sharma Ram, (2006). Teaching of Mathematics, New Delhi :APH Publishing
10. Sidhu, Kulbir Singh, (2005). Teaching of Mathematics, New Delhi :Sterling Publishers
11. Singh Suneetha, E. (2006). Methods of Teaching Mathematics, New Delhi :Discovery Publishing

R. $S \rightarrow S \rightarrow E$

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

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

B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF PHYSICAL SCIENCE I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

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

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

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

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

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

General and specific objectives of teaching Physical science

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

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

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

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

Evaluation tools and learners participation in developing instructional materials

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

UNIT IV: SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

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

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

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

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

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

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

Pedagogical shift in Planning Teaching – learning experiences

Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

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

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

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

PRACTICUM

- **Role play** regarding Covid 19 Awareness with scientific concepts
- **Joyful learning** video how science people teach the concept than others
- **Prepare assignment** using ICT tool Padlet for physics or chemistry
- **Item preparation** in pedagogy of physical science syllabus
- **Teach a science** concept for 5 minutes using google classroom

REFERENCES

1. NCERT, (2017). Pedagogy of physical science Textbook for B.Ed Part I&II
2. Aman Rao, (2012). “Teaching of physics” Anmol publications pvt Ltd New Delhi
3. Amit Kumar, (2009). “Teaching of physical science” Anmol publications New Delhi
4. Arun Mittal (2014) “Teaching of Chemistry” Anmol publications pvt Ltd New Delhi
5. Grady Venville, Vaille Dawson, (2006). “The Art of Teaching Science”AllenUnwin, Australia
6. Mangal, S.K. (2002). Teaching of Science, Arya Book Depot, Delhi
7. Pannerselvam,A(2010).“Teaching of Physical Science”,Government of Tamil Nadu, Reprint
8. Rajasekaran,S.(2014). “Teaching of Physical Science, Neelkamal publications, Hyderabad, Reprint
9. Sharma,R.C. (2006). “Modern Science Teaching” Dhanpat Rai and Sons, New Delhi
10. Siddiqi and Siddiqi, (2014).“Teaching of science today and tomorrow, Doaba House Book sellers, New Delhi
11. UttamKumar Singh and Nayak, A.K. (2005). “Science Education” Common wealth publishers Delhi
12. Vanaja, S. (2014). Methods of Teaching Physical Science”, Neelkamal publications, Hyderabad, Reprint

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

BPC1 –PEDAGOGY OF BIOLOGICAL SCIENCE I

(3 CREDITS – 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

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

Definition of science – nature and scope of science

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

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

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

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

General and specific objectives of teaching of Biological science

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

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

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

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

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

UNIT IV: SCHOOL SCIENCE CURRICULUM BIOLOGICAL SCIENCE

(L-4, P-5, T-3)

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

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

UNIT V: PEDAGOGICAL SHIFT IN BIOLOGICAL SCIENCE (L-5, P- 2, T-4)

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

Pedagogical shift in Planning Teaching – learning experiences

Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

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

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

PRACTICUM

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

REFERENCES

1. Ameetha,P. (2007). Methods of teaching biological science, Neelkamal Publications Pvt. Ltd., Hyderabad
2. Anju Soni, (2002). Teaching of Science, Tandon Publications, Ludiana
3. Chaudary,S. (2004). Teaching of Biology, APH Publishing Corporation, New Delhi
4. Chhikara and Sharma, (2004).Teaching of Biology Vinod Publications Ludhiana
5. Dass, R.C. (2003). Science Teaching In Schools, Sterling Publishehrs Pvt Ltd Delhi

6. Grady Venville, Vaille Dawson, (2006). The Art of Teaching Science, Allen Unwin, Australia
7. Jasim Ahmed, (2009). Teaching of Biological Science, PHI learning Pvt. Ltd., New Delhi
8. Mangal, S.K. (2006). Teaching of Science, Arya Book Depot, Delhi
9. Promila Sharma, (2007). Teaching of Life Science, APH Publishing corporation, New Delhi
10. Sharma, R.C., Shukla, C.S. (2002). Modern Science Teaching, Dhanpat Rai Publishing Company, New Delhi
11. Sharma, R.C. (2007). Teaching of Life Science, Dhanpat Rai Publishing Company, New Delhi
12. Siddiqi and Siddiqi, (2002). Teaching of Science in Secondary School”, Sterling Publishers Pvt., New Delhi
13. Singh, Y.K. (2007). Teaching of Botany, APH Publishing Corporation, New Delhi
14. Yadav, M.S. (2004). Teaching of Science, Anmol publications pvt Ltd New Delhi

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

BPC1 –PEDAGOGY OF HISTORY I

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

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

History - Definition – Concept, Scope and structure of history

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

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

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

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

Nature and Importance of teaching history

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

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

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

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

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

Lesson plan – steps, writing instructional objectives.

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

UNIT IV: METHODS AND APPROACHES OF TEACHING HISTORY

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

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

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

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

Need and significance of resources for teaching history

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

Community Resource: Field trip, Museum, Library

Role of History teacher in the society

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VI

Unity in diversity

Discrimination in the society

Classification of landforms

Human Evolution

Indus civilization- engineering skill and technology

PRACTICUM

- **Album preparation** -ollection of pictures and classify based on time.
- **Preparation of unit plan and lesson plan**
- **Practice of teaching skills** in Micro teaching
- **Group discussion** on approaches in teaching history
- **Present a report** on community resources

REFERENCES

1. Arora, K.L. (2000). "Teaching of History", Prakash Brothers, Ludhiana
2. Arora, K.L. (2000). "Teaching of Geography", Prakash Brothers, Ludhiana
3. Bhatia, K.K. (2001). "Foundation of Teaching Learning Process", Tandon Publications, Ludhiana
4. Chellam, N. (2003). "Methods of Teaching History", Santha Publication", Reprint
5. Kubendran, S. (2000). "Teaching of History", Maa Nilaa Pathipagam, Madurai
6. Marlow Ediger, Bhaskara rao, D. (2003). "Teaching of Social Studies Successfully", Discovery Publishing House
7. National Curriculum Framework (2005)
8. Prabha Rao, M. (2005). " Teaching of Social Studies", Dominant Publisher, New Delhi
9. Nirmal Yadhav - "Teaching of History", Anmol Publication Pvt. Ltd., New Delhi (2001)
10. Sidhu H.S, Bhatia and Narang – "The Teaching of Social Studies", Tandon Publications, Ludhiana, (2001)
11. Mehta D.D – Teaching History and Civis London Publications Books Market Ludiana 8 (2003)
12. Pathak S.P – Teaching of History the Pedagogical - centric approach, Kanishka Publisher distributors, New Delhi(2007)
13. Aggarwal J.C – Teaching of History – A practical approach Vikas Publishing house private limited. (2009)

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

ETE1- EXPLORING LIBRARY AND OTHER LEARNING RESOURCES

(2 CREDITS-32 HOURS)

OBJECTIVES

On completion of the course the student teachers will

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

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

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

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

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

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

Library as a resource of learning, pleasure and concentration

School library as an intellectual space for students and teacher.

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

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

Acquisition, Circulation Work, Reference and Information Services, Documentation Services

Types of books and other material used by different readers, Techniques of keeping these books and materials. User education in academic libraries, Role of teachers in library usage

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

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

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

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

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

PRACTICUM

- Current Event Analysis to develop Students Critical Thinking
- Report Collect the List of E-resources available in the field of Education
- about your Co-operation in your Library Activities
- Identify Journals & Magazines from the Library
- Speech on the topic “Your Favourite Author”

REFERENCES

1. Choudri, S.K. (2013). *Dewey decimal classification* , New Delhi :APH
2. Gates, J.K. (1989). *Guide to use of libraries and information sources*,NewYork: McGraw Hill
3. Kaliasammal , A., and TamaraiSelvi, G. (2005) . *Role of ICT in library science*, New Delhi: Authors Press
4. Pawar UGC *and development of libraries*, New Delhi:Deep and Deep Ranganathan (1998) *SR Library Administration* , Bangalore: SaradaRanganathan Endowment (1989)
5. Pijush, K.J., and Mandal, B. (2003). *Objective studies in library and information science*, New Delhi : Dominant
6. Ranganathan, S.R. (1989). *New education at school library* , Bangalore: SaradaRanganathan Endowment
7. Tiwari, P. (2013). *Digital library and digitization.* , New Delhi: APH
8. Tiwari, P. (2013). *Knowledge management and library science.* , New Delhi: APH

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

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
5. understand the concept Peace and Conflict Resolution

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

Peace – meaning, concept and types and sources

Peace education – definition, history, need and scope

UNICEF approach and UNESCO framework to Peace Education

Models for peace-Thematic, flower and integral

Ways to integrate peace into the curriculum and formal subjects

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

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

Types of violence (structural and cultural)

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

Causes for violence and ways to reduce violence in schools

Peaceable Classroom

Non-violence and Non-violence resistance- definition

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

UNIT III: PEACE EDUCATION AS TRANSFORMATIVE PRACTICE

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

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

Implementing the transformative model of peace education

UNIT IV: GLOBAL CITIZENSHIP AND MULTICULTURAL EDUCATION

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

Global citizenship-Meaning

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

Multiculturalism in peace education

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

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

PRACTICUM (ANY TWO)

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

REFERENCES

1. Ardizzone, L. (2003). Generating Peace: A Study of Nonformal Youth Organizations. In *Peace & Change* 28(3), 420-445.
2. Bretherton, D., Weston, J. & Zbar, V. (2003). Peace Education in a Post-Conflict Environment: The Case of Sierra Leone. In *Prospects* 33(2), 219-230.
3. Corey, A. (2004). Retributive Justice: the Gacaca Courts in Rwanda. In *African Affairs* 103, 73-89.
4. Danesh, H.B. (2006). Towards an Integrative Theory of Peace Education. *Journal of Peace Education* 3(1), 55-78.
5. Harris, I. & Morrison, M. *Peace Education*. (2003). New York: McFarland & Co. Chapter 3.
6. Horenczy, K. G., & Tatar, M. (2004). Education in a plural society or multicultural education The views of Israeli Arab and Jewish school counselors. In *Journal of Peace Education* 1(2), 191-204.
7. Jones, T. (2006). Combining conflict resolution education and human rights education: thoughts for school-based peace education. *Journal of Peace Education*

3(2), 187-208. Nelles, W. Bosnian Education for Security and Peacebuilding?
International Peacekeeping 13(2), 229-241.

8. Smith Page, J. (2004). Peace Education: Exploring Some Philosophical Foundations.
International Review of Education 50(1), 3-15.
9. Smith, S. & Fairman, D. (2005). The Integration of Conflict Resolution into the High School Curriculum: the Example of Workable Peace. In *Educating Citizens for Global Awareness*, (pp. 40 –56). New York: TC Press

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

SOC1– READING AND REFLECTING ON TEXTS

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

(L–3, P–1, T–1)

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

Suggested Activities:

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

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

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

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

Suggested Activities:

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group) Attending to writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented – this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

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

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

Suggested Activities:

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

UNIT IV: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS**(L-5, P-1, T-1)**

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

Sequence of activities:

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the Institute library)
- Scanning, skimming and extracting relevant information from the books by making notes Collating notes and organizing information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions

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

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

Suggested activities:

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

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)

REFERENCES

1. Batra, Poona, (2010). *Social Science Learning in Schools: Perspectives and Challenges*. Sage Publications, New Delhi
2. Bonnet, Leslie, (1969). *China Fairy Tales*, Somaiya Publications Pvt Ltd Bombay
3. Burnett, Catty and Myers, Julia, (2004). *Teaching English 3-11, the essential Guide*, Atlantic Publishers New Delhi
4. Dangwal, Kiran Lata and Singh Shireesh Pal, (2011). *Innovative Educational Methods* New Delhi Publishers, New Delhi
5. Haggard's H.Rider, (2012). *King Solomon's Mines*, Inner Pages, New Delhi
6. Hassard, Jack and Dias, Michael, (2009). *The Art of Teaching Science* , Routledge, New York
7. Mayer, E., Richard, (1983). *Thinking Problem Solving, Cognition*, W.H.Freeman and Company, New York
8. *New Unesco Source book for Science Teaching*, (1979). University Press (India) Ltd., Hyderabad
9. Raman, Rajee, (1985). *Invincible Prahlad and other Stories from Indian Mythology*, Seasons Publishing, Chennai
10. Ridout, Albert, K., and Stuart, Jene, (1968). *Short stories for discussion*, Charles Scribner's sons, New York

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. II SEMESTER SYLLABUS

2021-2023

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 - II SEMESTER

BCC4-PERSPECTIVES IN EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

UNIT I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION (L-5, P-2, T-1)

Meaning and Definitions of Philosophy

Relationship between Philosophy and Education

Scope of philosophy of Education

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

UNIT II : EASTERN AND WESTERN PHILOSOPHERS (L-5, P-1, T-1)

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

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

UNIT III: EDUCATION FOR INTERNATIONAL UNDERSTANDING AND NATIONAL INTEGRATION (L-6, P-5, T-2)

International Understanding and National Integration: Meaning and Concept

Obstacles - Communalism, Casteism, Regionalism, Language issue, Narrow Politics, Lack of leadership and guiding principles

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

UNIT IV: 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-1, T-1)

Meaning and Characteristics of Quality Education

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

Indicators of Quality-Input, Process and Output Indicators

Role of Quality Assurance Cell in quality Education

PRACTICUM

- Cooperative learning strategy with collaborative ICT tools: **Think pair share cooperative learning strategy** with Google Docs in the first unit
- Cooperative learning strategy with collaborative ICT tools: **One stray cooperative learning strategy** with flip grid in the second unit
- Cooperative learning strategy with collaborative ICT tools: **Fish bowl with Padlet** the third unit
- Cooperative learning strategy with collaborative ICT tools: **Jigsaw collaborative learning strategy with** Podcast in the fourth unit
- Cooperative learning strategy with collaborative ICT tools: **Class seminar with PPT** presentation in fifth unit

REFERENCES

1. Arulsamy,S.(2014).Philosophical and Sociological Perspectives on Education, Neelkamal Publications Pvt. Ltd, Hyderabad
2. Bharat Singh, (2004).Modern Education Theory and Practice, Anmol Publication New Delhi.
3. Chauhan, (2005). Modern Indian Education, Kanishka Publishers, New Delhi.
4. Gupta, (2005). Education in Emerging India, Shipra Publications, Delhi.
5. Mohan,N .(2017).Contemporary India and Education, Kumbakonam: Thiruvalluvar Publications.
6. Pandey,R.S.(2007). Indian Education System, Adhyayan Publishers, New Delhi.

7. Pruthi, R.K. (2006). Education in Medieval India, Sonali Publications New Delhi.
8. Pruthi, R.K. (2005). Education in Modern India, Sonali Publications New Delhi.
9. Ramesh, Ghanta & Dash.B.N, (2005). Foundations of Education, Neelkamal Publication.
10. Sachdeva, M.S, Sharma, K.K and Kumar, C. (2015). Contemporary India and Education. Bookman Publication India.

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 - II SEMESTER

BCC5- UNDERSTANDING THE LEARNER

(3 CREDITS- 48 HOURS)

OBJECTIVES

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

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

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

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

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

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

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

Intelligence- Meaning, Definitions, Nature and Types

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

Assessment of Intelligence - Verbal, non-verbal, performance, Individual and group Intelligence tests

Constancy of IQ

Creativity - Concept, Factors and Process – Identification of Creative Potential, Strategies for fostering creativity

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

Personality - Meaning, Components and Determinants

Theories of personality - Type approach, Trait approach, Type-cum-trait approach, Psychoanalytic theory

Assessment of personality - Tools and techniques

Integrated personality

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

Adjustment - Meaning and process

Adjustment mechanisms, adjustment problems - children, adolescents and adults

Maladjustment –Meaning and causes

Juvenile delinquency, causes, Preventive and curative measures

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

Stress – Meaning, types and Stress Management Techniques

Mental health- Mental Hygiene and Mental illness: Meaning

Importance, Indicators and measures of mental health

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

Meaning, Nature, Types and Tools of Thinking

Meaning, Definitions, Types of Reasoning

Meaning, definition, Nature of Problem-Solving

Factors affecting Problem-Solving

Strategies of Problem-Solving

PRACTICUM

- **Brainstorming** activity on Kohlberg’s theory of Moral development of the person.
- **Prepare a report** on theories of intelligence for group brainstorming
- **Prepare a questionnaire** to assess the personality of 15-year-old child.
- **Prepare a Case study** report on mental health problems of school students
- **Prepare a report on problem solving approach** followed by you on critical time of your life

REFERENCES

1. Baron, R.A., Byrne, D. (2003). Social Psychology (10th Edn) – Prentice Hall. New Delhi.
2. Bert Laura, E. (2014).Child Development, New Delhi, PHP Learning.
3. Dash, B.N.(2005). Elementary Educational Psychology and Methods of Teaching, Neelkamal Publications Pvt. Ltd.
4. Guilford, J.P. (2010).General Psychology Surjeet Publications, New Delhi.
5. Hurlock, Elizabetha, B. (2015).Child Development, New Delhi. McGraw Hill.
6. Mangal,S.K. (2007). Essentials of Educational Psychology, Prentice Hall of India, Private Ltd.,New Delhi .

7. Mangal, S.K. (2009). Essentials of Educational Psychology PHI Learning Pvt. Ltd., New Delhi.
8. Panda,P.K.(2016). Perspectives of Educational Psychology(First Edition) Agrawal Publications, Agra, U.P.
9. Santrock John, W. (2001). Educational Psychology, McGraw Hill (International Edition) Boston.
10. Sharma, R.N.K; Sharma, R.K. (2007). Advanced Educational Psychology, Atlantic Publishes and Distribution.
11. Suchitra Deshprabhu, (2012). Educational Psychology and child development, Kanishka Publishers and distributors New Delhi.
12. Sukumar Gowda,N.(2010).Learning and the Learner, PHI Learning Pvt. Ltd., New Delhi.
13. Yogesh Kumar Singh and Ruchika Nath, (2016).Psychology in Education , A.P.H Publishing corporation New Delhi.

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 - II SEMESTER

BCC6 - ASSESSMENT FOR LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

Assessment, evaluation, test, examination, measurement

Dimensions and levels of learning

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

Originality and initiative, Collaborative participation, Creativity, Flexibility

Contexts of assessment- Subject-related and Person-related

UNIT II : PERSPECTIVES OF PSYCHO - SOCIOLOGICAL ASSESMENT

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

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

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

Assessment for learning

Kinds of tasks: projects, assignments, performances

Kinds of tests and their constructions

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

Self-assessment and peer -assessment

Quantitative and qualitative aspects of assessment: Appropriate tools for each

UNIT IV : TRENDS AND ISSUES IN ASSESSMENT (L-7, P-1, T-1)

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

Issues and problems: Marking Vs. Grading, Objective Vs. Subjectivity of test items, Close ended Vs. Open ended test items, non- detention policy, the menace of coaching Emerging practices in assessment: Standard based assessment, online examination, computer-based examination and open book examination

UNIT V : DATA ANALYSIS, FEEDBACK AND REPORTING (L-7,P-2, T-3)

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

Feedback as an essential component of formative assessment

Place of marks, grades and qualitative descriptions

Developing, maintaining and a comprehensive learner profile

PRACTICUM

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

Preparing a Blue print for basic school subjects for level I & II

Discuss on grade system and online examination

Analysis of CCE practice in schools

Preparation of learner's profile- Portfolio

REFERENCES

1. K.K.Bhatia, (2011). Learning Resources and Assessment, Tandon publications, Delhi
2. Dr.B.Jayashree Rani and Dr. K.Mohana sundaram,(2017). Assesment for learning, Samyukdha publications
3. Kubiszyn,T.and Borich, G.(2003). Educational Testing an Measurement, Singapore.
4. Mohan,N.(2017).Contemporary India and Education, Thiruvalluvar Publication, Kumbakonam.
5. OCDE,(2018). Formative assessment:improving learning in secondary school classroom. Center for Educational research and innovation.
6. Dr.Pratap kumar panda,(2017). Assesment and learning APH publications, New Delhi
7. Raghu raj, (2006). Measurement., Evaluation in Education, New Delhi: Shree publishers Sharma.
8. Robert L.Linn and M.David Miller, (2005). Measurement and Assesment, Pearson Education Publishing.

9. Radha Mohan, (2016). Measurement Evaluation and Assesment Education, PHI Learning pvt. Delhi.
10. Sammons, P.with Bakkum,L.(2018). Assessment for learning : a review of research and evidence.
11. Singh, A.P. and Koshla,M. (2005). Educational Measurement and Evaluation , Ludhiana: Vinod Publications.
12. Smith,(2006).Theory of Educational Measurement, New Delhi: Commonwealth publishers
13. D.S.Srivastava and Sarita Kumari, (2006). Education Assesment Evaluation and Remedial ISHA books, Delhi.
14. Sue Swaffield, (2018). Assessment understanding for reflection and application, Edition: First,Chapter 2 , Routledge Publishers.
15. Sujatha,M.,Vijaya Kannan.J. & Raja,G.(2020). Sociological Foundation of Education, Neelkamal Publication, Delhi.
16. Venkata Mohan,(2020). Sociological Thought, Neelkamal Publication, Delhi.

R. S → S → E

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

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி (தன்னாட்சி) சேலம் - 16
இரண்டாம் பருவம்

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

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

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

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

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

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

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

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

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

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

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

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

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

ஏழாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

எங்கள் தமிழ் - குற்றியலிகரம்

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

பரிதுரைக்கும் செயற்பாடுகள்

- தாய்மொழிக்கும் பிறமொழிக்கும் இடையேயான ஒற்றுமை வேற்றுமைகளை விவாதித்தல்
- கதை எழுதுதல்
- சமூக பண்பாட்டு மரபுகளை ஆராய்தல்
- இலக்கியச் சுவை மிகுந்த பாடல்களை அடையாளம் காணல்
- சிறந்த மேற்கோள் பகுதிகளைச் சேகரித்தல்

இரண்டாம் மொழியாக தமிழ்க்கற்பித்தல் - கருத்தாடல்

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

அறிவியல் கலைச்சொற்களைச் சேகரித்தல்

மொழிப்பெயர்ப்பு கருவிகளைப் பயன்படுத்தி மொழிபெயர்ப்பு செய்தல்.

பழமொழிகள் மற்றும் விடுகதைகள் சேகரித்தல்

நாட்டுப்புறப்பாடல்கள் சேகரித்தல்

பார்வை நூல்கள்

1. கலைச்செல்வி.வே,(2008). கல்வியியல் சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு .
.முதற் பதிப்பு
2. கலைச்செல்வி.வே,(2013). சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு .
3. பகவதி.கு ,(2007). திறனாய்வு அணுகுமுறைகள்.மறுபதிப்பு ,
4. வேணுகோபால் .பா.இ ,(2006). பைந்தமிழ்க் கற்பிக்கும் முறைகள்முதற் ,
.சாராத பதிப்பகம் ,பதிப்பு
5. வேணுகோபால் .பா.இ ,(2007). சிறப்புத் தமிழ் கற்பிக்கும் முறைகள் ,
இரண்டாம் பதிப்பு.
6. விமலானந்தம்.ச.மது ,(2002). தமிழ் இலக்கிய வரலாறுஅபிராமி பதிப்பகம் ,
.மறுபதிப்பு
7. தண்டபாணி.சு ,(2009). தமிழ் கற்பித்தல் ,தாள் இரண்டு சிறப்பிதழ் ,எட்.பி -
.முதற்பதிப்பு ,மீனா பதிப்பகம்
8. அறவாணன்.ப.க , (2005). தமிழ் மக்கள் வரலாறு பழந்தமிழர் வழிபாடுகள் ,
.முதற்பதிப்பு ,சாந்தா பதிப்பகம்
9. நடராசன்.சு.தி ,(2003). திறனாய்வுக்கலை.திருந்திய இரண்டாம் பதிப்பு ,
10. இ.பா . வேணுகோபால், க. சாந்தகுமாரி (2015) தமிழ் கற்பிக்கும் முறைகள்,
சாரதா பதிப்பகம்,சென்னை.
11. குமரிச்செழியன் (2016) தமிழ்மொழிக்கற்பித்தல்,சாரதா பதிப்பகம்,சென்னை.

12. பூ.தீனதயாள் (2014), பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல், ஸ்ரீ கிருஷ்ணா பதிப்பகம், சென்னை.

13. தேசியக் கல்வி கொள்கை 2020) கல்வி அமைச்சகம், இந்திய அரசு.

14. www.tamilvu.org pdf

15. [http:// www.maduraiproject.com](http://www.maduraiproject.com)

16. <https://eegarai.darkbb.com>

R. S → S → E

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

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி (தன்னாட்சி) சேலம் - 16
இரண்டாம் பருவம்
BPC 4:தமிழ் கற்பிக்கும் முறைகள் பகுதி - II
(3 CREDITS - 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

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

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

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

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

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

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

தொலைக்காட்சி கேட்டல், சொற்பொழிவு கேட்டல்.

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

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

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

நிறுத்தக் குறியீடுகளை பயன்படுத்துதல்.

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

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

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

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

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

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

ஏழாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

பேச்சு மொழியும் எழுத்து மொழியும் - சொல்வடைகள் - நால்வகை குறுக்கங்கள்- வழக்கு - தமிழரின் கப்பற்கலை - இன்பத் தமிழ்க்கல்வி - பேசும் ஓவியங்கள் -

தமிழ் ஒளிர் இடங்கள் - அணியிலக்கணம் - புதுமை விளக்கு - கண்ணியமிகு
தலைவர் - திருக்குறள்.

பரிதுரைக்கும் செயற்பாடுகள்

- தமிழ் மொழியின் சிறப்புகளை ஐந்து மணிதுளி பேசுக
- குறியீடு பற்றி ஆராய்க
- பண்பாட்டில் பின்தங்கிய வகுப்பினருக்கான மொழி பற்றி கலந்துரையாடுக
- மொழி தொடர்பான கற்றல் கொள்கைகள் - மனவரைபடம் எழுதுக
- மனிதநேயம் பண்பை நாடகத்தின் வழியில் உணர்த்துக

பார்வை நூல்கள்

1. கலைச்செல்வி.வே,(2008). கல்வியியல் சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு .
.முதற்பதிப்பு
2. பகவதி.கு ,(2007). திறனாய்வு அணுகுமுறைகள்.மறுபதிப்பு ,
3. தண்டபாணி.சு ,(2009). தமிழ் கற்பித்தல் ,தாள் இரண்டு சிறப்பிதழ் ,எட்.பி -
.முதற்பதிப்பு ,மீனா பதிப்பகம்
4. ஆசிரியர் குழு, (2015). தமிழ் கற்பித்தல் புதிய அணுகுமுறைகள் - வனிதா
பதிப்பகம், 11, நானா தெரு, சென்னை - 17. முதற்பதிப்பு.
5. வரதராசன், மு. (2007). தமிழ் இலக்கிய வரலாறு, சாகித்ய அகாடெமி,
புதுதில்லி.
6. கல்பனா, (2017). தமிழ் மொழி கற்பித்தல், சம்யுக்தா பதிப்பகம்.
7. பேரா.இ.பா.வேணுகோபால், (2016). தமிழ் மொழி கற்பித்தல்களரா
பதிப்பகம்.
8. டாக்டர் - பி. இரத்தினசபாபத்தி, (2017). தமிழ் கற்பித்தல் - சாந்தா பதிப்பகம்.
9. இ.பா . வேணுகோபால், க. சாந்தகுமாரி (2015) தமிழ் கற்பிக்கும் முறைகள்,
சாரதா பதிப்பகம்,சென்னை.
10. குமரிச்செழியன் (2016) தமிழ்மொழிக்கற்பித்தல்,சாரதா பதிப்பகம்,சென்னை.
11. பூ.தீனதயாள் (2014), பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்,ஸ்ரீ கிருஷ்ணா
பதிப்பகம், சென்னை.
12. தேசியக் கல்வி கொள்கை 2020) கல்வி அமைச்சகம், இந்திய அரசு.

13. www.tamilvu.org pdf

14. <http://www.maduraiproject.com>

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 - II SEMESTER

BPC3–PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

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

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

UNIT I : NATURE OF LANGUAGE - SEMANTICS AND PRAGMATICS

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

1. Types of Meaning: Descriptive, emotive and phatic, sense and reference, connotation and denotation, sense relations (homonymy, hyponymy, antonymy, synonymy, etc.)
2. Language Use in context
3. Message model and inferential model of communication, sentence meaning and utterance meaning.
4. Speech acts – Request, Command, Invitation, Suggestion, Prohibition, Permission, Probability and Likelihood, Obligation, Possibility, Necessity, Purpose and Result, Cause and Reason, Comparison and Contrast, Condition and Supposition.
5. Deixis: Presupposition and implicative

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

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

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

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

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

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

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

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

PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT

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

PRACTICUM

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

REFERENCES

1. Baker, Joanna & Westrup, Heather, (2006). *The English Language Teacher's Handbook*. Brijbasi Art Press, New Delhi.
2. Freeborn, Dennis et al (1986). *Varieties of English* MacMillan. London
3. Jones, Leo (2013). *Cambridge Advanced English* Cambridge University Press.
4. Kumar, Rajinder, (2006). *Teaching of English*, Lotus Press, New Delhi.
5. Lewis, Norman (2011). *Word power made easy* General Book Depot, London
6. Mowla, Shaik (2004). *Techniques of teaching English* Neelkamal. Hyderabad
7. Nagaraj, Geetha (2008). *English Language Teaching: Approaches, Methods, Techniques* Orient BlackSwan, Chennai
8. Roy.R.N. (1992). *Gateway to Linguistics and English Phonetics*. A.Mukherjee & Co., New Delhi
9. Sharma, Kadambari, Tuteja, Tripat, *Teaching of English*, (1994) Ajay Verma for Commonwealth Publishers, New Delhi.

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 - II SEMESTER

BPC4-PEDAGOGY OF ENGLISH II

(3 CREDITS -48 HOURS)

OBJECTIVES

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

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

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

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

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

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

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

1. Natural Approach – Theory of language, theory of learning, learning hypotheses, design: objectives, syllabus, types of activities, roles of teacher, learners and materials and procedure of teaching.
2. Total Physical Response – The bio program, Brain lateralization, Reduction of stress. Procedure used in the classroom

3. Thematic Approach (inter-disciplinary)
4. Neuro-linguistic Programming - concept, principles, syllabus, activities and techniques, evaluation, merits and limitations
5. Implications of these advanced teaching methodologies

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

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

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

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

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

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

PRACTICUM

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

REFERENCES

1. Brown, Gillian. (1997). *Listening to spoken English*. Longman, London.
2. Chandler, Jon and Stone, Mark. (2006). *The resourceful English teacher*. Viva Books, New Delhi.
3. Doff, Adrian and Becket, Carolyn *Cambridge skills for fluency – Listening 1* CUP, Cambridge.
4. Doff, Adrian and Becket, Carolyn *Cambridge skills for fluency – Listening 4* CUP, Cambridge.
5. Mohan, Krishna and Singh NP. (2001). *Speaking English effectively*. Macmillan
6. Peterson, Jim. (2008). *Self-help to English conversation*. Lotus Press, New Delhi
7. Leach, Heather and Graham, Robert. (2008). *Creative writing*. Continuum International Publishing Group, New York.
8. Richards C. Jack and Rodgers S. Theodore. (1995). *Approaches and Methods in language teaching*. CUP, Cambridge.
9. Sharma, R.N. (2008). *Contemporary Teaching of English*. Surjeet, Delhi.
10. Sharma, Kadambari, Tuteja, Tripat, *Teaching of English*, (1994) Ajay Verma for Commonwealth Publishers, New Delhi.
11. Venkateswaran S (2009) *Principles of teaching English* Vikas, Noida
12. Verghese, 1989) Paul *Teaching English as a second language* Sterling, New Delhi
13. Vyas, Manish and Patel, Yogesh (2009). *Teaching English as a second language* PHI, New Delhi.

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 - II SEMESTER

BPC3–PEDAGOGY OF MATHEMATICS I

(3 CREDITS- 48 HOURS)

OBJECTIVES

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

1. understand the concepts of mathematics teaching and learning
2. know the **pedagogical** analysis of content in mathematics
3. understand the learner's sensitivity and instil mathematical thinking
4. identify the resources of mathematics teaching and learning
5. acquaint knowledge of different assessment techniques

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

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

UNIT II : PEDAGOGICAL ANALYSIS OF CONTENT IN MATHEMATICS

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

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

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

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

Mathematical thinking styles

Mathematics learning styles

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

Textbooks, work books, reference books, going beyond the textbook

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

Mathematics library for secondary sources and reference, Mathematical kit Audio-visual aids,

CD- Rom, Projected and non-projected aids - improvised aids - its specific uses in teaching

Mathematics, multimedia- Selection and designing, On-line resources, community resources

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

Types of Test items in Mathematics

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

Role of Evaluation in Teaching-Learning process

Variety of assessment techniques and practices

Open-book tests: Strengths and limitations

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

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

PRACTICUM

- **Power point presentation** on nature and dimension of Mathematics
- **Panel discussion** on aims of teaching school mathematics
- **Presenting advantages and disadvantages of micro teaching**, problem solving method, analytic and synthetic method
- **Video making on mathematics Correlating** with life, Nature, other disciplines and Different branches in Mathematics
- **Debate** on concept formation and concept assimilation

REFERENCES

1. Aslam,(2015). Pedagogy of Mathematics, Everest Publishers. Chennai.
2. Bagyanathan, D (2007).Teaching of mathematics, Tamil Nadu Text Book Society,Chennai.
3. Ediger,M., &Bhaskara Rao, D.B. (2004). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
4. Kulshreshtha, A. K. (2008). Teaching of Mathematics, R.Lall Books Depot., Meerut
5. Kubiszyn,T. and Borich, G. (2003). Educational Testing and Measurement,Singapore: John Wiley and Sons
6. Peckiam, (2015) .Teaching of Mathematics, Neelkamal Publication, Delhi.
7. Pratap, N. (2008).Teaching of Mathematics.Meerut:R.Lall Books depot.
8. Premalatha,(2016). Pedagogy of Mathematics, Sri Krishna Publications, Chennai.
9. Raghu raj, (2006). Measurement, Evaluation in Education, New Delhi: Shree publishers.

10. Rawoofa Nisha,(2017). Pedagogy of Mathematics, Samyukdha Publication, Salem.
11. Russel,(2005). “Teaching of Mathematics”, New Delhi: Campus books International.
12. Singh, M. (2006). Modern Teaching of Mathematics. New Delhi: Anmol.
13. Sidhu, K.S. (2006).Teaching of Mathematics. New Delhi: Sterling.

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 - II SEMESTER

BPC3 –PEDAGOGY OF PHYSICAL SCIENCE I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. gain knowledge about approaches and strategies of learning physical science
2. know the tools and techniques of assessment for learning Physical science
3. identify and relate everyday experiences with learning physical science
4. understand the pedagogical analysis of content in Physical Science
5. understand the role of physical science in lifelong learning

UNIT I : APPROACHES AND STRATEGIES FOR LEARNING PHYSICAL SCIENCE(L-5, P-2, T-3)

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

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

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

Role of Evaluation in Teaching-Learning process

Variety of assessment techniques and practices

Open-book tests: Strengths and limitations

Types of Test items in Physical Science

UNIT III : ROLE OF LEARNERS IN LEARNING PHYSICAL SCIENCE (L-5, P-3, T-2)

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

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

Role of learners in negotiating and mediating learning in physical science

UNIT IV : PEDAGOGICAL ANALYSIS OF CONTENT IN PHYSICAL SCIENCE

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

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

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

Nurturing natural curiosity of observation and drawing conclusion

Facilitating learning progress of learners with various needs in physical science

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

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

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

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Measurement – Motion – Electricity and Heat – Light

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

PRACTICUM

- **Role play** regarding Covid 19 Awareness with scientific concepts
- **Joyful learning** video how science people teach the concept than others
- **Prepare assignment** using ICT tool Padlet for physics or chemistry
- **Item preparation** in pedagogy of physical science syllabus
- **Teach a science** concept for 5 minutes using google classroom

REFERENCES

1. Aman Rao,(2012). “Teaching of physics” Anmol publications pvt Ltd, New Delhi.
2. Amit Kumar,(2009). “Teaching of physical science” Anmol publications, New Delhi.
3. Arun Mittal, (2014). “Teaching of Chemistry” Anmol publications pvt. Ltd, New Delhi.
4. Grady Venville, Vaille Dawson,(2006). “The Art of Teaching Science” AllenUnwin, Australia.

5. V.Krishanamacharyulu,(2019). 978-81-8316-257-9. Science Education Neelkamal publications, Hyderabad.
6. Mangal, S.K.(2002). Teaching of Science, Arya Book Depot, Delhi.
7. NCERT,(2017). Pedagogy of physical science Textbook for B.Ed Part I&II.
8. Pannerselvam,A. (2010). “Teaching of Physical Science”, Government of Tamil Nadu, Reprint.
9. Rajasekaran,S.(2014). “Teaching of Physical Science, Neelkamal publications, Hyderabad.
10. Sharma,R.C. (2006). “Modern Science Teaching” Dhanpat Rai and Sons, New Delhi.
11. Siddiqi and Siddiqi, (2014). “Teaching of science today and tomorrow, Doaba House Book sellers, New Delhi.
12. Vanaja,S(2014). Methods of Teaching Physical Science”, Neelkamal publications, Hyderabad.
13. Dr.Vanaja,N.(2018). 978-81-8316. Methods of teaching Physical Science Neelkamal publications, New Delhi.

R. S → S → E

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

OBJECTIVES

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

1. adopt the various approaches and strategies of learning biological science
2. know the tools and techniques of assessment for learning biological science
3. identify and relate everyday experiences with learning physical science
4. understand the pedagogical analysis of content in Biological Science
5. understand the role of biological science in lifelong learning

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

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

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

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

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in biological science

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

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

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

Role of learners in negotiating and mediating learning in biology

UNIT IV : PEDAGOGICAL ANALYSIS OF CONTENT IN BIOLOGICAL SCIENCE

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

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

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

Nurturing the talents of students

Facilitating learning progress of learners with various needs in biology

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

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

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

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

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

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

Eco system

PRATICUM

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

REFERENCES

1. Agarwal, (2004). "Ecology and Environmental Science". Student Edition Chopasani Road, Todhpur.
2. Anju Soni, (2000). "Teaching of Biology Life Science", Tandon Publishing Corporation, New Delhi.
3. Bhatia, K.K. (2001). "Foundations of teaching learning process". Ludhiana: Tandon Publication.
4. C.Choudhary , (2004). "Teaching of Biology", APH Publishing Corporation. New Dehli.
5. Dr.S.Rajasekar, (2019). Essential of Science teaching 978-81-8316-256-2 Neelkamal Publication Pvt.Ltd.New Delhi.
6. Hemalatha Kalaimathi,D. (2010). "Teaching of Biology", NeelKamal Publication, Pvt, Ltd.
7. Jasim Ahmad, (2009)."Teaching of Biological Science". Asoke K.Ghosh PHI Learning Private Limited New Delhi.
8. Kandi Jayashree & Digumarti Baskara Rao (2004).- "Methods of Teaching Science", Discovery Publications, New Delhi.
9. Kurshrestha.S.P. (2008). "Teaching of Biology", Vinay Rakheja C/o Lall Book Dept. New Dehli.
10. Mangal S.K (2006). "Teaching of Science", Arya Book Depot, Delhi.
11. Narendra Vaidhya- "The Impact of Science Teaching", Oxford and IBH Publishing Company.
12. Rajammal.K & Rajagopal, (2008)."Teaching Biological Science", Santha Publication.
13. Richa Bhaft, (2011). "Modern Methods of Teaching Biology", APH Publishing Corporation, New Delhi.
14. Sharma.R.C. & Sukhla.C.S. (2002). "Model Science Teaching", Dhanpathrai Publishing Company, New Delhi.
15. Dr.VV.Sailaja; Dr.S. Seshasree, (2018). 978-81-943284 Methods of Teaching Biological Science. Neelkamal Publication Pvt.Ltd. New Delhi.

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 - II SEMESTER

BPC3- PEDAGOGY OF HISTORY I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

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

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

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

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

History as a branch of Social Science-Social, Political, branch of Economic and Cultural issues raised by history. Difference between social science and social studies, history related with other subjects – Geography, Politics and Science.

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

UNIT III : EDUCATIONAL TECHNOLOGY AND TEACHING HISTORY

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

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

UNIT IV : TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING

HISTORY (L-6, P-1, T-2)

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

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in History

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

Meaning - Definitions – Need for international understanding

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Arab invasions

The north Indian kingdoms- the Rajputs

The kingdoms of the Deccan

The south Indian kingdoms

Arab and Turkish invasions in south Dynasties

PRACTICUM

- **Album preparation** -collection of pictures and classify based on time.
- **Preparation of unit plan and lesson plan**
- **Practice of teaching skills** in Micro teaching
- **Group discussion** on approaches in teaching history
- **Present a report** on community resources

REFERENCES

1. Arora,K.L. (2000). "Teaching of History", Prakash Brothers, Ludhiana.
2. Arora,K.L. (2000). "Teaching of Geography", Prakash Brothers, Ludhiana.
3. J.C.Aggarwal ,(2009). Teaching of History – A practical approach Vikas Publishing house private limited.
4. Bhatia.K.K. (2001). "Foundation of Teaching Learning Process", Tandon Publications, Ludhiana.
5. Biranchi Narayan Dash, (2014). "Teaching of History" – Neelkamal Publications Pvt Ltd. Hyderabad.
6. Chellam,N. (2003). "Methods of Teaching History", Santha Publication", Reprint.

7. Dr.S.Dhanavathi, (2017). Methods of learning History Samyudha Publication, 1/51, Perumal Kovil Street Salem.
8. R.Kannamal, (2016). Teaching of History – 3, Sri Krishnapuram Street Rayapet, Chennai-600 014.
9. S.Kubendran, (2000). “Teaching of History”, MaaNilaaPathipagam, Madurai.
10. S.K.Kochhar, (2013).Teaching of History, Sterlin Publisher.
11. Marlow Ediger, D.Bhaskararao, (2003) “Teaching of Social Studies Successfully”, Discovery Publishing House.
12. A.Madhivannan, (2010). Teaching of History, Samyuktha Publications.
13. D.D.Mehta ,(2003). Teaching History and Civis London Publications Books Market Ludiana 8.
14. S.P.Pathak, (2007). Teaching of History the Pedagogical - centric approach, Kanishka Publisher distributors, New Delhi.
15. Poonam Batra ,(2010). “Social Science learning in Schools”, Sage Publications India Pvt Ltd. New Delhi.
16. Dr.Singh Y.K.(2016) .“Teaching of Social Studies”- APH Publishing Corporation, New Delhi.
17. Dr.Singh Y.K. (2017). “Teaching of History Modern Methods”- APH Publishing Corporation, New Delhi
18. Dr.Y.K.Singh, (2016). Teaching of Social Studies APH Publication Corporation Ansari Road, Darya Ganj, New Delhi – 110002.
19. Dr.Y.K. Singh, (2017). Teaching of History Modern Methods APH Publication Corporation Ansari Road, Darya Ganj, New Delhi – 110002.

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 - II SEMESTER

ETE3 –HEALTH AND PHYSICAL EDUCATION

(2 CREDITS - 32 HOURS)

OBJECTIVES

On completion of this course students teachers will be able to

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

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

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

Health Education-Meaning, definition, aims and objectives

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

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

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

Vitamins and Minerals - Deficiency Diseases and prevention

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

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

Effects of exercise on various system– respiratory, circulatory and Digestive system. Physical Exercise – meaning importance and types – Aerobics and Anaerobic.

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

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

Physical Fitness– Meaning, Definition, Components and Benefits

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

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

Exercises for removing postural defects

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

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

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

PRACTICUM

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

REFERENCES

1. Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYM Samiti.
2. Bhogal, R.S. (2011). Yoga & Modern Psychology. Lonavla: Kaivalyadhama SMYM Samiti. Bucher, Charles A.
3. Biranchi Narayan Dash, (2013). Health & Physical Education, Neelkamai Publications Pvt. Ltd.
4. Chandra,S.& Krishnan,P. (2005). Health education and physical education. Delhi: Surject Publications.
5. B.N. Dash, (2015). Health and Physical Education, Neelkamal Publications Pvt.Ltd.New Delhi.
6. Dr. T. Krishnammal, (2011). Dr. D. Grace Nirmala Yoga,health & Physical Education,Priyakamal Pathipagam
7. Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.
8. Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.

9. M.R.Nimbalkar , (2015). Yoga Physical and Health Education, Neelkamal Publications Pvt.Ltd New Delhi.
10. Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.
11. Singh, Ajmer and Others, (2004). Essentials of Physical Education, Kalyani Publishers, Ludhiana. 2.
12. Dr.Sathish Babu(2017). Sports Nutrition and Health Education, Neelkamal Publications Pvt.Ltd.New Delhi.

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 - II SEMESTER

SOC2- ARTS AND AESTHETICS

(2 Credits –32 Hours)

OBJECTIVES

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

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

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

Arts and Aesthetic education – Concept, objectives, significance

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

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

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

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

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

Paintings – Colours – Variety of colours – Kolam - Rangoli

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

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

SangeethaMummorthigal- Thygarajar, MuthuswamyDikshidar, ShyamaSastri

SamayaKuravar: Appar, Sundarar, Manikavasagar and ThirugnanaSambandar

Classification of Musical Instruments – Stringed, wind, Percussion

UNIT IV: DANCE (L-2, P-2, T-2)

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

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

Integration of Dance in educational practices

UNIT V: DRAMA (L-2, P-2, T-2)

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

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

Pioneers of Drama

EnathuBharatham Amara Bharatham, Naattukuuzhaithanallavargal

PRACTICUM

- Performing **folklore**
- Performing **Monologue** of Educational Philosophers
- Performing **puppet and exhibiting** different cultures' food and handicrafts
- Performing **Mime**
- **Ideation in teams**

REFERENCE

1. Bacon, Allyn, (1969). *Rabindranath Tagore, Lectures and Addresses* – Macmillan, New Delhi.
2. Elam, Routledge,(2013). *New Accents Series: Semiotics of Theatre and Drama*Routledge Edition, London.
3. Faber and Faber, New York, (1968). Esner Elliot W, *Educating Artistic Vision* – New York, Macmillan, (1972).
4. John, B., Yogin, C., &Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan.
5. NCERT Position Paper by National Focus Group on Arts, Music, Dance and Theatre (2006).
6. Sharma R.A, (2005).*Fundamentals of Teaching English*, R.Lall Book Depot, Meerut.
7. Shepherd, Simon and Wallis, 2012.Mick *Drama/Theatre/Performance* Routledge Edition, London.

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 - II SEMESTER

SES2 - EDUCATION OF CHILDREN WITH SPECIAL NEEDS

(2 Credits –32 Hours)

OBJECTIVES

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

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

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

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

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

Historical perspectives and contemporary trends

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

Concept of special education, integrated education and inclusive education

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

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

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

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

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

Assistive technologies for students with special needs

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

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

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

PRACTICUM

- Case study of a child with special needs
- Developing a teaching strategy
- 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. School, G.D. (1986). Foundation of education for visually handicapped and youth: Theory and Practice, New York: AFB.

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. IV SEMESTER SYLLABUS

2021-2023

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 - IV SEMESTER

BCC7- SOCIETY AND EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. know the concept, patterns and components of Social change
2. discuss the concept of social mobility and Equity
3. analyze the provisions of education in the Indian constitution
4. know the concept of Democracy and secularism
5. explore the ways and means of resolving marginalization in education

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

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

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

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

Social Stratification - Meaning, types and characteristics

Social Mobility- Definition, types- Horizontal and Vertical, Factors influencing social Mobility

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

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

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

Constitution and Education: Universalization of Primary Education, Equality of opportunity in Safeguarding Cultural and Religious Minorities, Right to Education, Reservation as an Egalitarian Policy, Educational provisions in the Indian constitution.

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

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

Democracy and Education with reference to aims, Curriculum, Discipline, method of teaching and role of teacher- Functions of schools in democratic society

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

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

Marginalization - nature, types, causes

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

PRACTICUM

- Prepare a concept map on social change and modernization using mind app
- Explore the consequences of social stratification of our society
- Observe and prepare a report on preamble of Indian Constitution on education
- Round table discussion on educational system in promoting secularism
- Discussion through fish bowl strategy on provision and schemes for education of the marginalized society

REFERENCES

1. Alok Gardia,(2016). Education and Democracy, A.P.H. Publications, New Delhi,
2. Bansi Lal, (2013). Education in Emerging Indian Society, DPS Publishing House, New Delhi.
3. Bhatia.K.K, Yadav.H.S. and Sudha Yadhav, (2010). Philosophical, Sociological and Economic Bases of Education, Tandon Publications, Ludhiana.
4. Chauhan, (2005).Modern Indian Education, Kanishka Publishers, New Delhi.
5. Chowdhary.N.K, (2009).Indian Constitution and Education, Shipra Publications, Delhi.
6. Girish Pachauri, (2014).Education in Emerging India, R.Lall Book Depot, Meerut.
7. Gupta, (2005).Education in Emerging India, Shipra Publications, Delhi.
8. Rainu Gupta, (2010-11).Philosophical, Sociological and Economic bases of Education, Tandon Publications, Ludhiana.
9. Rajput.J.S, (2016). Indian Education in times of global change, Shipra Publications, Delhi.

10. Raman Behari Lal and Sunita Palod, (2014). Educational Thought and practice (Teacher in Emerging Indian Society), R.Lall Book Depot, Meerut.
11. Savya Sanchi, (2015).Social stratification, DPS Publishing House, New Delhi.
12. Savya Sanchi, (2015).Society and social change in India, DPS Publishing House, New Delhi.
13. Sujatha.M, Vijayakumari.J & Raju.G. (2020). Sociological Foundations of Education. Delhi; Neelkamal Publications.
14. Venkata Mohan, (2020). Sociological Thought, Delhi; Neelkamal Publications.

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 - IV SEMESTER

BCC8- ESSENTIALS OF TEACHING AND LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

Definition, Meaning, Nature, Characteristics and Functions of Teaching

General, Psychological Principles and Maxims of Teaching

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

Levels, Phases and Relationship between Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

Teacher Centred Techniques: Telling, Indoctrination, Drill and Demonstration

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

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

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

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

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

PRACTICUM

- **Conduct group discussions** on innovative teaching strategies and prepare a report
- **Conduct a Brain storming session** on issues and trends in classroom teaching and submit a report on it
- **Prepare Programmed Learning Material** (Linear Method) for any one of the topics related to this course

REFERENCES

1. Aggarwal J.C. (2007). Principles and Methods and Techniques of Teaching, VIKAS Publishing House, Noida
2. Chauhan, S.S. (1979). Innovations in teaching-learning processes. New Delhi: Vikas Publishing House.
3. Derek, (1986). Rowntree Teaching through self- instruction. London: Kogan Page.
4. Joyce., & Weil., (2004). Models of teaching. Prentice Hall of India.
5. Kalaivani.M&Krithika Arun Kumar, (2016). "Learning and Teaching", Samritha Publications, Chennai.
6. Kumaraswamy Pillai, K. (1980). Curriculum, teaching and evaluation. Annamalainagar: Sivakami Printers.

7. Mangal, S.K. (1986). Fundamental of educational technology. Ludhiana: Prakash Brothers.
8. Mathew Thomas, (2009). Effective teaching. New Delhi: S.Chand and Company.
9. Nagarajan,K.(2018), “Learning and Teaching”, Sriram Publishers, Chennai.
10. Periannan,G.(2018). “Learning and Teaching”, Vanitha Pathippagam, Chennai.
11. Shanmuga Boopathi.P.S. & Senthil Kumar.M.(2017). “Learning and Teaching, Samritha Publications, Chennai.
12. Srivastava. and J.P. Shourie (1989). Znstructional Objectives of School Subjects, NCERT, New Delhi.

R. S → S → E

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

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி (தன்னாட்சி) சேலம் - 16

நான்காம் பருவம்

BPC7: தமிழ் கற்பிக்கும் முறைகள் பகுதி - I (3 CREDITS - 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

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

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

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

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

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

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

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

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

செப்பேடுகள், சின்னமனூர் செப்பேடு, ஓலைச்சுவடிகளின் அமைப்பும் பகுப்பு முறைகளும், அகழ்வாராய்ச்சிகள், மொகஞ்சதாரோ ஹரப்பா உணர்த்தும்பண்பாடு,

அரிக்கமேடு உணர்த்தும் பண்பாடு. கல்வெட்டுகள்: கல்வெட்டுச் சான்றுகள், குகை கல்வெட்டுகள், பிறமொழிக் கல்வெட்டுக்கள்.

அலகு 4: உரைநடை திறம் (L-5, P-2, T-2)

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

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

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

எட்டாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

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

பரிதுரைக்கும் செயற்பாடுகள்

- விழுமியம் கருத்துக் கொண்ட நாடகம் தயாரிக்க
- களப்பயணம் குறித்த கட்டுரை தயாரித்தல்
- மயங்கொலிப் பிழைகளை எடுத்துக்காட்டுடன் எடுத்து எழுதுதல்
- கவிதை எழுதுதல்
- கணிணித்துறை சொற்களைச் சேகரித்தல்

பார்வை நூல்கள்

1. கலைச்செல்வி.வே,(2008). கல்வியியல் சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு .
.முதற் பதிப்பு
2. கலைச்செல்வி.வே,(2013). சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு .
3. பகவதி.கு ,(2007). திறனாய்வு அணுகுமுறைகள்.மறுபதிப்பு ,
4. வேணுகோபால் .பா.இ ,(2006). பைந்தமிழ்க் கற்பிக்கும் முறைகள்முதற் ,
சாராத பத ,பதிப்புிப்பகம் .

5. வேணுகோபால் .பா.இ ,(2007). சிறப்புத் தமிழ் கற்பிக்கும் முறைகள் ,
.இரண்டாம் பதிப்பு
6. விமலானந்தம்.ச.மது ,(2002). தமிழ் இலக்கிய வரலாறுஅபிராமி பதிப்பகம் ,
.மறுபதிப்பு
7. தண்டபாணி.சு ,(2009). தமிழ் கற்பித்தல் ,தாள் இரண்டு சிறப்பிதழ் ,எட்.பி -
.முதற்பதிப்பு ,மீனா பதிப்பகம்
8. நடராசன்.சு.தி ,(2003). திறனாய்வுக்கலை.திருந்திய இரண்டாம் பதிப்பு ,
9. நெடுஞ்செழியன். ச, பெ.ராமலிங்கம், (1998). கலைஞரின் படைப்பிலக்கியத்
திறனாய்வு முதற்பதிப்பு.
10. கோவிந்தராசன், (1990). நற்றமிழ் பயிற்றலின் நோக்கமும் முறையும். சென்னை :
சரஸ்வதி பதிப்பகம்.
11. செந்தூர் பாண்டியன், செ. (1983). திட்டமிட்டதைக் கற்றல் - ஓர் அறிமுகம்.
புதுக்கோட்டை: மீனாட்சி பதிப்பகம்.
12. சுப்புரெட்டியர். ந, (1964). தமிழ் பயிற்றுமுறை. திருநெல்வேலி: கழக
வெளியீடு.
13. தமிழ் கற்பித்தலில் புதிய அணுகுமுறைகள் - ஆசிரியர் குழு - (2015).
வனிதா பதிப்பகம், 11, நானா தெரு, சென்னை - 17. முதற்பதிப்பு.
14. சுப்பிரமணிய பிள்ளை. பா, மொழிநூற்கொள்கையும் தமிழ் மொழி
அமைப்பும்
15. தீனதயாள், (2014). தமிழ் கற்பித்தலில் புதுமைகள், சென்னை - 17.
16. www.tamilvu.org.

R. S → S → E

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

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி (தன்னாட்சி) சேலம் - 16

நான்காம் பருவம்

BPC8: தமிழ் கற்பிக்கும் முறைகள் பகுதி - II

(3 CREDITS - 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும்

திறன்களை பெறுவர்

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

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

விழுமம், விழுமங்கள் இயல்புகள், தேசிய கல்வி ஆராய்ச்சி மற்றும் பயிற்சி குழு பரிந்துரைக்கும் பட்டியல், வகைகள், ஒழுக்க மதிப்புகள், முருகியல் மதிப்புகள், அறிவுசார் மதிப்புகள், புற உந்தல் மதிப்புகள் மற்றும் சமுதாய மதிப்புகள்.

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

சிறுவர் இலக்கியம், பண்புகள், கற்பனை, எழுத்தாளர்கள்: அழவள்ளியப்பா, பெ. தூரன். பயண இலக்கியம், நோக்கம், தேவைகள், பயணநூல்கள். புனைகதைகள், நாவல், சிறுகதை ஆகியவற்றின் உட்கூறுகளை ஆராய்தல்.

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

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

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

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

அலகு5: தற்கால மொழி வளர்ச்சி நிலை (L-5, P-3, T-3)

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

எட்டாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

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

பரிதுரைக்கும் செயற்பாடுகள்

- தமிழ் இசை நூல்களைத் தொகுத்து எழுதுக
- நிகண்டுக்கும் அகராதிக்கும் உள்ள வேறுபாடுகளை எழுதுக
- அகல்வாராய்ச்சி செய்து துணுக்குகளைத் திரட்டுக
- உ சாமிநாதர் பற்றி.வே. திறனாய்வு செய்க
- இதழியல் கூறுகளை ஆராய்தல்

பார்வை நூல்கள்

1. கலைச்செல்வி.வே,(2008). கல்வியியல் சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு .
.முதற் பதிப்பு
2. கலைச்செல்வி.வே,(2013). சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு .
3. பகவதி.கு , (2007). திறனாய்வு அணுகுமுறைகள்.மறுபதிப்பு ,
4. வேணுகோபால் .பா.இ , (2007). சிறப்புத் தமிழ் கற்பிக்கும் முறைகள் ,
.இரண்டாம் பதிப்பு
5. விமலானந்தம்.ச.மது , (2002). தமிழ் இலக்கிய வரலாறு அபிராமி பதிப்பு , கம்
மறுபதிப்பு.

6. தண்டபாணி.சு ,(2009). தமிழ் கற்பித்தல் ,தாள் இரண்டு சிறப்பிதழ் ,எட்.பி -
.முதற்பதிப்பு ,மீனா பதிப்பகம்
7. தீனதயாள், (2014). தமிழ் கற்பித்தலில் புதுமைகள், சென்னை - 17.
8. இ.பா . வேணுகோபால், க. சாந்தகுமாரி (2015) தமிழ் கற்பிக்கும் முறைகள்,
சாரதா பதிப்பகம்,சென்னை.
9. குமரிச்செழியன் (2016) தமிழ்மொழிக்கற்பித்தல்,சாரதா பதிப்பகம்,சென்னை.
10. பூ.தீனதயாள் (2014), பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்,ஸ்ரீ கிருஷ்ணா
பதிப்பகம், சென்னை.
11. தேசியக் கல்வி கொள்கை 2020) கல்வி அமைச்சகம், இந்திய அரசு.
12. www.tamilvu.org pdf
13. [http// www.maduraiproject.com](http://www.maduraiproject.com)
14. <https://eegarai.darkbb.com>

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 - IV SEMESTER

BPC7–PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

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

PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT

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

PRACTICUM

- Prepare two Extempore Presentations, one Debate, one Paragraph writing and one Application writing
- Prepare and stage a mime programme.
- Discuss in group the role of language in the entire curriculum
- Demonstrate how you will persuade the disadvantaged students to learn English
- Design a Reflective tool for your teaching.

REFERENCES

1. Agnihotri, R.K. (1995), *Multilingualism as a classroom resource*. Heinemann Educational Books.
2. Earl Stevick.W.(1982), *Teaching and Learning Languages*. Cambridge: Cambridge University Press.
3. Krashen, S.D.(1981), *The study of second language acquisition and second language learning*. Oxford: Oxford University Press.
4. Lado, Robert (1964) "Language Teaching-A Scientific Approach" Tata Mc Graw-Hill publishing Co. Ltd, Bombay-New Delhi.

5. Thangasamy, Kokila (2016) *Communicative English for College Students*.
6. Chennai: Pavai Publications.
7. Sinha.K.Anjani (2017) *Essentials of English language Teaching* Shipre publications, Delhi.
8. Widdowson, H. (1978), *Aspects of language teaching*. Oxford: Oxford University Press.
9. Wallace, M.J. (1998). *Study skills in English*. Cambridge: Cambridge University Press.
10. Forum for across the curriculum teaching – <http://www.factworld.info/>
11. Language for understanding across the curriculum – www.det.act.gov.au>LUACHandbook
12. Curriculum guide – Language arts language across the curriculum – www.moe.gov.jm
> sites > default > files.

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 - IV SEMESTER

BPC8–PEDAGOGY OF ENGLISH II

(3 CREDITS- 48 HOURS)

OBJECTIVES

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

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

UNIT I : LITERARY APPRECIATION, GRAMMAR AND STUDY SKILLS

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

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

UNIT II : SECOND LANGUAGE LEARNERS AND TEACHERS (L-6, P-2, T-2)

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

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

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

3. PPP method (Presentation, Practice & Production) and alternatives to PPP – ARC (Authentic use, Restricted use and Clarification and focus), OHE (Observe, Hypothesise and Experiment) and ESA (Engage, Study and Activate)
4. The Silent Way – Objectives, Syllabus, learning activities, roles of learners, teachers and materials and procedure of teaching
5. Implications of these advanced teaching methodologies

UNIT IV : ENGLISH LANGUAGE CURRICULUM (L-5, P-2, T-2)

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

UNIT V : PROMOTING PROFESSIONAL SKILLS (L-5, P-2, T-2)

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

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

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

PRACTICUM

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

REFERENCES

1. Davidson G, (2011) *New Methods of Teaching English*, IVY Publishing House, New Delhi.
2. Davison, Jon and Dowson, Jane, (2016) *Learning to Teach English in the Secondary School*, Routledge Falmer Taylor and Francis Group, London and New York.
3. Fleming, Mike and Stevens, David (2010) *English Teaching in the Secondary School* Routledge Falmer Taylor and Francis Group, London and New York.
4. Michaela Colombo, (2015) *Teaching English Language Learners*, SAGE publications
5. Osterman F. Karen and Kottkamp B. Robert, (1993) *Reflective Practice for Educators*, Corwin Press, Inc, A Sage Publications Company, Newburr Park, California
6. Pollard, Andrew (2006) *Reflective Teaching* 2nd Edition, London, New York
7. Richards C. Jack and Rodgers S. Theodore. 1995. *Approaches and Methods in language teaching*. CUP, Cambridge.
8. Sannam Singh and Neeraj Gupta, (2007) *Modern Methods of Teaching English*, Srishti Book Distributors, New Delhi
9. Sharma, Kadambari, Tuteja, Tripat, (1994) *Teaching of English*, Ajay Verma for Commonwealth Publishers, New Delhi.
10. Vallabi J.E. (2015) *Innovations in the Teaching of English*, Neelkammal Publications Pvt Ltd, Hyderabad
11. Vyas, Manish and Patel, Yogesh 2009 *Teaching English as a second language* PHI, New Delhi

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 - IV SEMESTER

BPC7–PEDAGOGY OF MATHEMATICS I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

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

Types of Theorems - Existence and Uniqueness theorems

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

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

UNIT II: LATEST TRENDS IN TEACHING MATHEMATICS

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

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

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

Gender differences in

Cognitive abilities, Attribution styles, spatial abilities

Gender equity and gender bias

STEM and female students

Contribution of women mathematicians to the development of math

UNIT IV : PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

(L-6, P-3, T-1)

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

Personal characteristics contributing to success in teaching profession

Special qualities required of mathematics teacher

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

UNIT V : MATHEMATICS FOR ALL (L-5, P-4, T-1)

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

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

Cooperative learning ensuring equal partnership of learners with special needs

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

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

Trigonometric Identities, Heights and Distances

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

Surface area and volume of Cylinder, Cone, Sphere, hemisphere and Combined figures

Measures of Central Tendency, Measures of dispersion, representing data in Graph, Probability

PRACTICUM

- **Analyse Mathematical theorem** and its variants-converse, inverse and contra positive
- **Exploring SWAYAM course**
- **Power point presentation** on contribution of women mathematicians to the development of math
- **Preparing audio-visual content** on importance of participation in conferences/seminars/workshops for professional growth
- **Conducting games** like magic square, puzzle, rapid calculation for aesthetic enjoyment

REFERENCES

1. Aggarwal, J. C. (2008). Teaching of mathematics, Vikas Publishing House Pvt Ltd., UP.
2. Bolt, B. (2003). Mathematical Pandora's box. New Delhi: Cambridge University press.
3. Blum, Reymond, (2000). "Math – Tricks, Puzzles and Games", New Delhi : Orient
4. Cutler, Ann, (2001). "The Trachtenberg Speed System of Basic Mathematics", New Delhi: Rupa Co.
5. Ediger, M., & Bhaskara Rao, D.B. (2004). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
6. Goel, Amit, (2006). Learn and teach mathematics, Authors Press, Delhi.
7. James, A. (2010). Teaching of mathematics. Hyderabad: Neelkamal Publications.
8. James, A. (2011). Techniques of teaching mathematics. New Delhi: Neelkamal Publications.
9. Kapur, J.N. (2002). Suggested experiments in school Mathematics. New Delhi: Arya Book.
10. Rai, Reymond, (2000). "Math – Tricks, Puzzles and Games", New Delhi Orient.
11. Witzel, B.S. & Little, M.E. (2016). Teaching elementary mathematics to struggling learners. U.S.A: Guilford Publication.

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 - IV SEMESTER

BPC7 –PEDAGOGY OF PHYSICAL SCIENCE I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. acquire knowledge about models of teaching science
2. know the latest trends in teaching Physical Science
3. recognise the essential qualities of a good science teacher
4. understand the concept of science and society
5. acquire knowledge about community resources and laboratory

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

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

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

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

UNIT III : PROFESSIONAL DEVELOPMENT OF SCIENCE TEACHER

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

Professional development programmes for science teachers

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

Teachers as a community of learners

Collaboration of school with colleges, universities and other institutions

Journals and other resource materials in Physical Science education

Role of reflective practices in professional development of Physical Science teachers

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

Introduction about science, society- Relation between science and society

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

Role of the teacher in developing scientific attitude

Important contribution of science in the society

UNIT V : COMMUNITY RESOURCES AND LABORATORY (L-5, P-2, T-2)

Learning resources from immediate environment

Using community resources

Pooling of learning resources

Improvisation of apparatus

Inexpensive sources of chemicals

Handling hurdles in utilization of resources

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

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

- Carbon and its Compounds

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

Magnetic Effect of Electric Current and light

PRATICUM

- **Prepare a short film** about inventions of scientists
- **Prepare Assignment** using the ICT tool Flipgrid
- **Prepare indigenous models** in any of the physics /chemistry topics 10 standard content
- **Prepare a lesson** for teaching a content using flipped classroom strategy
- **Write a report** on the malice of Drug Abuse

REFERENCES

1. Grady Venville, Vaille Dawson, (2006). "The Art of Teaching Science" Allen Unwin, Australia.
2. Mangal, S.K. (2002). Teaching of Science, Arya Book Depot, Delhi.
3. NCERT, (2016). Publication Pedagogy of Physical Science Part I, New Delhi.
4. NCERT, (2016). Publication Pedagogy of Physical Science Part II, New Delhi.
5. Pannerselvam, A. (2010). "Teaching of Physical Science", Government of Tamil Nadu, Reprint.
6. Rajasekaran, S. (2014). "Teaching of Physical Science, Neelkamal publications, Hyderabad.
7. Sharma, R.C. (2006). "Modern Science Teaching" Dhanpat Rai and Sons, New Delhi
8. Siddiqi and Siddiqi, (2014). "Teaching of science today and tomorrow, Doaba House Book sellers, New Delhi.

9. UttamKumar Singh and A.K. Nayak, (2005). – “Science Education” Common wealth publishers Delhi.
10. Vanaja.S, (2014).“ Methods of Teaching Physical Science”, Neelkamal publications, Hyderabad.
11. Yadav,M.S. (2004). ”Teaching of Science” Anmol publications pvt Ltd New Delhi.

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 - IV SEMESTER

BPC7 –PEDAGOGY OF BIOLOGICAL SCIENCE I

(3 CREDITS – 48 HOURS)

OBJECTIVES

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

1. acquire the knowledge about models of teaching science
2. know the latest trends in teaching Biological Science
3. recognize the essential qualities of a good science teacher
4. understand the concept of science and society
5. acquire knowledge about community resources and laboratory

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

Modern trend in teaching of science

Psychological basis of science teaching

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

UNIT II : LATEST TRENDS IN TEACHING BIOLOGICAL SCIENCE (L-5, P-3, T-2)

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

UNIT III : PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

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

Professional development programmes for biology teachers

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

Teachers as a community of learners

Collaboration of school with colleges, universities and other institutions

Journals and other resource materials in biology education

Role of reflective practices in professional development of biology teachers

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

Relation between science and society

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

Role of the teacher in developing scientific attitude

Important contribution of science in the society

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

Learning resources from immediate environment

Using community resources

Pooling of learning resources

Improvisation of apparatus

Inexpensive sources of chemicals

Handling hurdles in utilization of resources

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

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

PRATICUM

- Preparing science magazine
- Evaluating the teaching of teachers
- Conduct open-book test
- Conduct club activity (organize social events)

REFERENCES

1. Chhikara and Sharma, (2004).“Teaching of Biology” Vinod Pub Ludhiana Delhi.
2. Das.R.C. “Science and Scientific Method”, Himalaya Publishers Pvt. Ltd.
3. Dass Ghansham – “Teaching of Science”, Oxford University Press, New Delhi
4. Dr.D.Hemalatha Kalaimathi and R.Asir Julius, (2010). “Teaching of Biology” Neelakamal Publications Pvt Ltd.
5. Dr.Mangal.S.K.(2000). “Technology of Teaching”, Tandon Publications, Ludiana.
6. Dr. Rajammal.K. (2005).“ உயிரியல் கற்பிக்கும் முறைகள்“, Santha Publishers
7. Marlow Ediger,Bhaskara Rao,(2005).Teaching Science Successfully DPH New Delhi.
8. Nunn Gordon – “Hand Book for Science Teachers in Secondary Modern School”, John Murray, London

9. Pandiyan.S.S. – (2000).“ உயிரியல் கற்பித்தல்“, Maanila Publications, Madurai.
10. Richa Bhatt.(2014). “Modern Methods of Teaching Biology” APH Publishing Corporations.
11. Sharma R.C. & Sharma D.N. (2006). –“Teaching of Science”, Danpat Rai and Sons, New Delhi.
12. Yadav.K – (2003). “Teaching of Life Sciences”, Anmol Publications Pvt.Ltd. New Delhi.

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 - IV SEMESTER

BPC7 –PEDAGOGY OF HISTORY I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

UNIT I : CONTRIBUTIONS OF HISTORIANS IN DIFFERENT PERIODS

(L-7, P-1, T- 1)

Greek historians- Herodotus and Thucydides

Roman historians- Livy and St. Augustine

German historians-Hegel and Leopold von Ranke

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

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

Importance of Current Affairs in Teaching History

Selecting and utilizing current events for teaching history

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

Role of History Teacher in imparting current events

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

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

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

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

Devices for teaching chronology – time, map exercise, quiz and graphs

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

Research in history -Historical background

Types of research, basic and applied- descriptive and interpretative

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

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

PRACTICUM

- **PPT Presentation** on contribution of Greek and Roman historians to history
- **Write an assignment** on techniques of teaching current affairs
- **PPT Presentation** on essential qualities of a history teacher
- **Group discussion** on strategies to teach chronology
- **Prepare a report** on types of research.

REFERENCES

1. Arora,K.L. (2000). “Teaching of History”, Prakash Brothers, Ludhiana.
2. Arora,K.L. (2000).“Teaching of Geography”, Prakash Brothers, Ludhiana.
3. Alex M.George and Amman Madan, (2009). - Teaching Social Science in Schools, NCERT’s New Text Book Initiative.
4. Biranchi Narayan Dash, (2014). –Teaching of History, Neelakamal Publications Pvt– Ltd.
5. Bhatia,K.K.(2001). “Foundation of Teaching Learning Process”, Tandon Publications, Ludhiana.
6. Chellam,N (2003). “Methods of Teaching History”, Santha Publication”, Reprint.
7. Dr.Y.K.Singgh, (2004). Teaching of Histoty – Modern methods, APH Publisher, Publication corporation Ansary road New Delhi.
8. D.D.Mehta , (2003). – Teaching History and Civis London Publications Books Market Ludiana 8.
9. J.C.Aggarwal, (2009). Teaching of History – A practical approach Vikas Publishing house private limited.
10. Nirmal Yadav, (2005).Teaching of History APH Publisher, Publication corporation New Delhi.

11. Poonam Batra, (2010). “Social Science learning in Schools”, Sage Publications India Pvt Ltd. New Delhi.
12. S.P.Pathak , (2007). Teaching of History the Pedagogical - centric approach, Kanishka Publisher distributors, New Delhi.
13. S.R.Sharma , (2006). Research in History of Education, APH Publisher, Publication corporation New Delhi.

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 - IV SEMESTER

BEC1 - DISASTER MANAGEMENT

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

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

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

Role of education in Disaster management

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

Natural hazards and Disasters

Man induced hazards & Disasters - Natural Hazards

Planetary Hazards / Disasters

Extra Planetary Hazards / disasters - Planetary Hazards

Endogenous Hazards - Exogenous Hazards

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

Vulnerability profile of India

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

Role of NGOs- National and International

Role of Corporate sector, Forecasting and Early warning

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

Search and Rescue; evacuation

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

Community kitchen

Rehabilitation; physical, social, economic and psychological aspects

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

Human resource management/ Capacity development Engagement

UNIT V : EMERGING APPROACHES IN DISASTER MANAGEMENT

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

Pre-disaster Stage (preparedness)-relief- recovery

Emergency Stage- disaster services

Post Disaster stage – Rehabilitation

PRACTICUM

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

REFERENCES

1. Agarwal, A & Narain, S. (1991). State of India's Environment – A citizen's report: Floods, flood plains & environmental myths. Center for science and environment, New Delhi.
2. Blaikie, P. Cannon, T. & Wisner, B. (1994). At risk: Natural hazards, people's vulnerability and disasters. Routledge, London.
3. Carter, W. Nick (1992). Disaster management – A disaster manager's handbook. Asian Development bank. Philippines.
4. CBSE textbooks – How to make a plan for community exercise- UNDP; Min. of Home Affairs.
5. David, A. (1993). Natural disasters. UCL Press London & Research Press, New Delhi.
6. Disaster management & technology promotion – Technological information forecasting academic council (TIFAC).

7. Parasuraman S. &P.V.Unnikrishnan, (2000). India Disaster Report: Towards a Policy initiative. OUP. New Delhi
8. Ramakrishna A. (Ed.) (2014). Disaster Management Education, Dr. BRAOU, Hyderabad.
9. Sharma V.K. (1995). Disaster Management. National center for disaster management Indian institute of public administration, New Delhi.
10. Sinha D.K (1992).Natural Disaster reduction for nineties: Perspectives, aspects & strategies. International Journal services, (Publications Division), Kolkata.
11. Videos covering prevention, preparedness, rescue, relief and rehabilitation – UNDP,Min. of Home Affairs.

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 - IV SEMESTER

BEC2 -HUMAN RIGHTS EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

Evolution of human rights

Universal Declaration of Human Rights, Article and its importance.

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

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

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

National and State Human Rights Commissions

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

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

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

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

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

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

UNIT V : AGENCIES FOR PROMOTING HUMAN RIGHTS AWARENESS

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

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

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

PRACTICUM

- Panel discussion on individual and group rights
- Examine the genesis of human rights in India
- Conduct of human rights awareness outreach activity
- Celebrate a Human Rights Day with school children as an extension activity
- Prepare a Case study report on judgements regarding fundamental human rights of supreme court

REFERENCES

1. Agarwal,H.O(2014). Human Rights. U.P; Central law Publications.
2. Dhand Harry,(2000).Teaching Human Rights, A handbook for Teacher Educators, Asian Institute of Human Rights Education, Bhopal.
3. Digumarti Bhaskara Rao (2020). Right to Education, Neelkamal Publications: Delhi.
4. Giriraj Shah and Gupta,K.N, (2000).Human Rights, Deep & Deep Publications Pvt. Ltd., New Delhi.
5. HemalataTalesra, et.al., (2000).Human Rights Education, A global Perspective, Regan Publications, New Delhi.
6. HaseenTaj, (2006). Current Challenges in Education, Neelkamal Publications Pvt. Ltd. New Delhi.
7. MohantyJagannath, (2000).Human Rights Education, Deep and Deep Publications Pvt. Ltd. New Delhi.
8. Naseema.C., (2002). Human Rights Education – conceptual and Pedagogical Aspects, Kanishka Publishers, New Delhi.
9. Narasaiah, M.L. (2004). Education and Human Rights, Discovery Publishing House, New Delhi.
10. Patil, V.T, (2003). Human Rights Developments in South Asia, Authors Press, Delhi.
11. SudharaniShrivastava, (2004). Humanity and Human Rights, Commonwealth Publications, New Delhi.

R. S. S. S. S.

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

B.Ed. SYLLABUS - IV SEMESTER

BEC3 - SCHOOL MANAGEMENT

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. understand the basic concept of School as an Organization of educational management
2. know the school plant and design of school building
3. realize the multifaceted role of a head teacher
4. know the School records and Registers
5. understand the Programmes for effecting implementation Guidance programme at school level

UNIT I : SCHOOL MANAGEMENT (L-7, P-1, T-1)

School management –Meaning, scope and function

School Organization – meaning, characteristics

School administration and management – characteristics

Principles of School management, role of PTA in school Management

UNIT II : SCHOOL PLANT (L-8, P-1, T-1)

School Building

Design of school building

Provision of school plant – administrative building academic and Co-curricular activity provisions

Physical provisions – playground lawn and garden, School library, lab, office and classroom

UNIT III : INSTITUTIONAL PLANNING (L-8, P-1, T-1)

Institutional planning - Definition and objectives, characteristics

Institutional planning- preparation

Role of Institution in planning, implementing and evaluation

Decision making types

UNIT IV : SCHOOL RECORDS AND REGISTERS (L-8, P-1, T-1)

Need and Importance of school records

Advantages of school records

Essential requirements of school Records

Kinds of school records

UNIT V : TEACHER AND HEAD MASTER IN SCHOOL MANAGEMENT

(L-7, P-1, T-1)

Role of teacher as a manager – planning, organizing, leading and controlling

Teacher as a facilitator, counsellor and community leader

Role of Head Master in planning, monitoring, supervision, evaluation, guidance and motivation

PRACTICUM

- **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.

REFERENCES

1. J.C. Aggarwal: (1988). Teachers Role, Status, Service Conditions and Education in India, (Doaba House)
2. J.C. Agarwal& S.P. Agarwal (1992). Educational Planning in India, Vol.I., New Delhi, Concept Publishing Co.,Sadler, J.E.(1985): Concept in Primary Education, New York, Oxford University Press
3. Gill. K.K.: (1995). Population Growth, Family Size and Economic Development, New Delhi, Deep & Deep Publications
4. Mahajan, V.S. (Ed). (1994). Environmental Protections., Challenges and Issues, New Delhi, Deep & Deep Publications
5. Sahu, B.K.(1998). Population Education, New Delhi: Sterling Publishers

6. Sandeep P. & Madhumathi C (2000). Non-formal, Adult Continuing Education, Insights for 21st Century, Veera Educational Service.
7. Syed Nurullah & J.P. Naik (1943). History of Education in India – During British Period, Bombay, MacMillan & Co. Ltd.

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 - IV SEMESTER

SOC3- EDUCATIONAL TECHNOLOGY

(2 CREDITS – 32 HOURS)

OBJECTIVES

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

1. understand the concept of educational technology
2. realize the importance of communication in teaching learning process
3. know the modern trends in educational technology in teaching
4. identify net supported learning
5. understand the recent trends in educational technology

UNIT I : OVERVIEW OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

Educational technology - Meaning, Nature, Objectives, Scope and Significance

Technology in Education (Hardware), Technology of Education (Software) & System Approach

Role of teacher in educational technology

UNIT II : FORMS OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

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

UNIT III : EDUCATIONAL COMMUNICATION SYSTEM (L-4, P-1, T-1)

Concept, Elements of Communication and Process Barriers Communication

Types – (Intra, Inter, Group and Mass Communication)

Networks of Communication- (Chain, Wheel, Star, Probability and Cluster)

Principles of Effective Communication

UNIT IV: NET SUPPORTED LEARNING (L-4, P-1, T-1)

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

UNIT V: RECENT TRENDS IN EDUCATIONAL TECHNOLOGY (L-6, P-1, T-1)

On-line and e-learning, Virtual learning, tools, Virtual labs, Video conferencing, mooc-importance

Teleconferencing- Audio, Video

PRACTICUM

- Discuss the differences between hardware and software technology in education
- Identify the barriers in classroom communication
- Observe video conferencing program broadcast by IGNOU
- Discuss the merits and demerits of online education
- Prepare content for Blogs (optional wise)

REFERENCES

1. Kulkarni, S.S. (1989). "Introduction to Educational Technology", Oxford & IBH Publishing Company, NewDelhi.
2. Kumar K.L. (1997). Educational Technology: New Age International Pvt. Ltd. Chennai
3. Mangal,S.K.(2001). "Foundations of Educational Technology", Tandoon Publications, Ludhiana
4. Mohanthy,J. (1992) - Essential of Educational Technology, Deep & Deep Publications, New Delhi
5. Sampath,K. (1998). etal - "Introduction to Educational Technology", Sterling Publishers Private Limited , New Delhi.
6. Sharma.R.A. (2001). "Educational Technology" R.Lall Book Depot, Meerut
7. Siddiqui, M.H. (2004). Challenges of educational technology, APH publishing corporation, New Delhi.
8. Siddiqui,M.H.(2004). "Technology In Higher Education", APH publishing corporation, New Delhi.
9. Venkataiah,N. (2004). "– Educational Technology," APH publishing corporation, New Delhi.

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 - IV SEMESTER

SES3 - GENDER ISSUES

(2 CREDITS – 32 HOURS)

OBJECTIVES

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

1. develop basic understanding and familiarity with key concepts—gender, Gender bias, empowerment, gender parity, equity, and equality,
2. understand the socialization process.
3. know the social reform movements.
4. analyse issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
5. know about gender power and education.

UNIT I : GENDER ISSUES: KEY CONCEPTS (L-4, P-1, T-1)

Gender, Sexuality, Patriarchy, Masculinity and Feminism

Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region

Issues and Concerns of Transgenders

UNIT II : SOCIALIZATION PROCESSES (L-5, P-1, T-1)

Gender Identities and Socialisation Practices in: Family Schools other formal and informal organisation.

Gender Concerns related to Access, Enrolment, Retention and Overall achievement.

Gender Issues in Curriculum – Gender, Culture, and Institution

UNIT III : GENDER STUDIES (L-4, P-2, T-1)

Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education

Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

UNIT IV : GENDER SEXUALITY, SEXUAL HARASSMENT AND ABUSES (L-4, P-1, T-1)

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

Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions, POCSO (2012) act and POSH (2013) act.

Agencies perpetuating violence: Family, school, workplace and media (Print and electronic) Portrayal of women

UNIT V: GENDER POWER AND EDUCATION (L-4, P-1, T-1)

Theories on Gender and Education: Application in the Indian Context

Socialisation theory, Gender difference, Structural theory, Deconstructive theory

Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion)

PRACTICUM

- Prepare a report on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women.
- Debates on violation of rights of girls and women
- Collect of folklores reflecting socialisation processes
- Analyse the video clipping on portrayal of women.
- Discuss the status of women in the current society.

REFERENCES

1. Bailey, S. (1992). How Schools Shortchange Girls: The AAUW Report. New York, NY: Marlowe & Company.
2. Chunawala, S. and Ladage, S.,(1990). Students' Ideas about Science and Scientists Technical Report No38, Homi Bhabha Centre for Science Education, India.
3. Gould, S. J.(1981). The Mismeasure of Man: Penguin Books, London.
4. Haggerty, S.M. (1995). Gender and teacher development: issues of power and culture,International Journalof Science Education, Vol. 17, No 1.
5. Jones, G.M. and Wheatley,J. (1988). Factors influencing the entry of women into science and related fields,Science Education, 72 (2) 127-142.
6. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000). Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
7. Keller, E. F., (1985). Reflections on Gender and Science, Yale University Press, New Haven and London.
8. Klein, S.(1985). Handbook for Achieving Sex Equity Through Education. Baltimore, MD: The Johns Hopkins University Press.
9. Marshall, C.S. & Reihartz, J. (1997).Gender issues in the classroom. Clearinghouse, 70 (6), 333-338.
10. McCormick, P. (1995). Are girls taught to fail? U.S. Catholic, 60, (2), 38-42.

11. Mulrine, A. (2001). Are Boys the Weaker Sex? U.S. News & World Report, 131 (4), 40-48.
12. O'Neill, T.(2000). Boys' problems don't matter. Report/ Newsmagazine (National Edition), 27 (15), 54-56.
13. Orenstein, P. (1994). Schoolgirls: Young Women, Self-Esteem and the Confidence Gap. New York, NY: Doubleday.

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 - IV SEMESTER

SES4 -CONSERVATION AND ENVIRONMENTAL REGENERATION

(2 CREDITS - 32HOURS)

OBJECTIVES

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

1. know about the environmental conservation
2. understand the environmental pollution
3. acquire skills natural resource management
4. understand consumerism and consumption pattern
5. to identified issues in environmental conservation

UNIT I : ENVIRONMENTAL CONSERVATION (L-4, P-1, T-1)

Importance of need and scope of environmental conservation and regeneration

Structure and functions of different ecosystems

Role of individual in conservation of natural resources: water, energy and food

Introduction to climate change

Unit II : ENVIRONNEMENTAL POLLUTION (L-5, P-1, T-1)

Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution

Thermal pollution, Nuclear pollution

UNIT III : NATURAL RESOURCE MANAGEMENT (L-5, P-1, T-1)

Sustainable land use management

Traditional knowledge and biodiversity conservation

Issues involved in enforcement of environment legislations

Role of media and ecotourism in creating environmental awareness

Role of local bodies in environmental management

UNIT IV : CONSUMERISM AND CONSUMPTION PATTERN (L-4, P-2, T-1)

Consumerism and waste generation and its management

Water consumption pattern in rural and urban settlement

Environmental degradation and its impact on the health of people

Organic farming

Rain water harvesting and water resource management

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

Environmental conservation in the globalised world

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

Heat production and greenhouse gas emission, Global warming

Impact of industry/mining/transport on environment

PRACTICUM

- **Conduct an essay writing competition** on environmental issues for the school students in your surrounding and report.
- **Conduct a photo exhibition** related to the environmental conservation issues in your surroundings.
- **Organize a rally about the Rainwater Harvesting** in your living area. Report it with photographs.
- **Identify the eco-tourism spots** in your district and prepare a suitable report with evidences.

Create a short video on the judicious usage of dustbins among the college students.

REFERENCES

1. Aggarwal,S.K.et al (2000)-“The Degrading Environment” Commonwealth Pub. New Delhi.
2. Arora,M.P. (2001). Ecology” Himalaya Pub. House, New Delhi.
3. Balakrishnan, Mundaanthra, (2000). “Environmental Problems and Prospects in India” Oxford & IBH Pub. Calcutta.
4. Biggs,Alton L., etal, (2003) - “Biology the Dynamics of life” Merrill Pub. Co., Columbus.
5. Dayal, Maheswar, (2004)- “Renewable Energy” Konark Pub. Pvt. Ltd. New Delhi.
6. “Environmental Studies Curriculum”, (2004) Referred by the Supreme Court of India.
7. Fatheh Ali, Lamik, (2001). “Namadhu Suttruppura Soozhal” National Book House Chennai.
8. K.Kumarasamy, Lester W.Milbrath, (1996) - “Learning to Think and Act Environmentally” Concept Pub. Co. New Delhi
9. Panneerselvam ,A. and Ramakrishnan, Mohana, (1996) - “Environmental Science Education”, Sterling, New Delhi.

R. S → S → E

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



M.Ed. I SEMESTER SYLLABUS

2021-2023

R. S → S → E

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

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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
M.Ed. SYLLABUS - I SEMESTER
MCC1 - PHILOSOPHICAL FOUNDATIONS OF EDUCATION
(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire the concept philosophy and its branches
2. understand the orthodox and heterodox system of Indian philosophy
3. understand thoughts of Indian philosophers
4. acquire basic concepts of western philosophy
5. acquaint themselves with western philosophers

UNIT I: PHILOSOPHY (L-12, P-6, T-4)

Philosophy – Meaning, Definitions and Features of Philosophy

Branches of Philosophy- Metaphysics Epistemology and Axiology

Relation between Philosophy and Education

Scope and Function of Educational Philosophy

**UNIT II: HETERODOX AND ORTHODOX SYSTEM OF INDIAN PHILOSOPHY
(L-14, P-6, T-6)**

Heterodox system: Charvaka, Jainism, Buddhism

Orthodox system: Nyaya, Vaisesika, Sankhya, Mimamsa, Vedanta and Yoga

UNIT III: THOUGHTS OF INDIAN PHILOSOPHERS (L-15, P-6, T-6)

Rabindranath Tagore

M.K.Gandhi

Swami Vivekananda

Sri Aurobindo

J.Krishnamurthi

UNIT IV: BASIC CONCEPT OF WESTERN PHILOSOPHY (L-15, P-6, T-5)

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

UNIT V: THOUGHTS OF WESTERN PHILOSOPHERS (L-15, P-7, T-5)

John Locke, John Dewey, Pestalozzi, Rousseau and Frobel

PRACTICUM

- Analyse the relationship of philosophy with education
- Prepare a report on field trip to Jain temple to understand the Jainism
- Panel discussion on thoughts of Indian philosophers
- Explore the contribution of Western philosophy in the school education
- Explore the aims of Western philosophers on the improvement of education

REFERENCES

1. Dash, Prof. Ramesh Ghanta, A New Approach to Teacher and Education in the Emerging Indian Society, Pvt Neelkamal Publication. Ltd, New Delhi, (2004).
2. Dr.Girish Pachauri, Education in Emerging India, Vinay Rakheja, Meerut, (2014).
3. Dr. Jasraj Kaur, Dr. Reshma Saraswat, Philosophical Foundation Education, Agra, (2015).
4. Kamal .S. Srinivasan, Sangeeta Srivastava, great Philosophers and Thinkers on Education, A.P.H. Publishing Corporation, New Delhi, (2011).
5. Mujibal Hasan Siddiqui, Philosophical and Sociological Perspectives of Education, New Delhi, (2007).
6. Puligandle. R., Fundamentals of Indian Philosophy, New Bharatiya Book Corporation, New Delhi, (2007).
7. Premila sharma, Philosophy of Education, A.P.H. Publishing Corporation, New Delhi, (2016).
8. R. P. Pathak, Philosophical and sociological Perspectives of Education, New Delhi, (2011).
9. Dr. Santhosh Vallikkal, Philosophies of Education, A.P.H. Publishing Corporation, New Delhi, (2018).
10. Seetharamu, Philosophies of Education, A.P.H. Publishing Corporation, New Delhi, (2017).
11. U.C.Vashishtha, Hemant Khandai, Anshu Mathur, Educational Philosophy, A.P.H. Publishing Corporation, New Delhi, (2011).
12. Vijayakumari Kaushik , S.R. sharma, Philosophy of Education, A.P.H. Publishing Corporation, New Delhi, (2002).

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS I SEM -2021-2023

R. S → S → E

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MCC2 - EDUCATIONAL STUDIES

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the nature of education as a discipline of study
2. examine issues related to education as interdisciplinary knowledge
3. analyse the basic concepts and issues of education
4. acquire knowledge on support system of education
5. understand the multiple contexts in which the school and teacher education institutions are working

UNIT I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

(L-19, P- 5, T-6)

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors

School education: Contemporary challenges

Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society

Need for a vision of school education and teacher education

Concepts of quality and excellence in education- it's relation to quality of life

UNIT II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE (L-19, P- 5, T-6)

Interdisciplinary nature of education; relationships with disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology)

Contribution of science and technology to education and challenges ahead

Axiological issues in education: role of peace and other values, aesthetics in education

Interrelation between education and development

UNIT III: SOCIO-CULTURAL CONTEXT OF EDUCATION (L-12, P- 7, T-6)

Social purposiveness of education

Understanding Indian society-with reference to multilingual and multicultural and other diversity

Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community

Education of socio-economically deprived groups based on gender, locality, income differential and different disabilities as reflected in society

UNIT IV: SCHOOL CONTEXT (L-15, P -5, T-5)

Multiple schools contexts-rural/urban, tribal etc

Role of personnel in school management: teachers, headmasters, and administrators

Nurturing learner friendly school environment

School as site of curricular engagement

Teacher's autonomy, professional independence and professional competence

UNIT V: SUPPORT SYSTEMS OF EDUCATION (L-8, P- 5, T-5)

Principles and guidelines in organising the support systems

Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005) and NCFTE 2009

Complementarity in participation of different stakeholders in school education- NGOs, Civil society groups and their support to curricular engagement in schools and monitoring and evaluation of schools

Reconceptualise of learning resources –textbooks, supplementary books, workbooks, School library, multimedia and ICT

PRACTICUM

- **Assignment**- Bring out the reasons for the failure of equalitarian in the modern society as discussion
- Make a **role play** of headmaster in the classroom environment
- **Visit a government and the private school library** and identify the differences
- **Prepare an video** content on socialisation process
- **Visit the special schools** and identify the differently abled children

REFERENCE

1. A.K.Agrawal , Development of Education System in india, Anmol Publications Pvt.Ltd , New Delhi –(2006).
2. J.C.Agarwal, Development and Planing of modern Education Vikas Publishing House pvt. Let , New Delhi-(2008).
3. P. Annie Amala , P.Anupama, D. Bhaskara Rao, History of Education , Discovery publishing house , New Delhi-(2004).
4. Bhatia et al Modern Indian education and its problems Vinod Publications, Ludhiana
5. Biranchi Narayan Dash, Principles of Education, Neelkamal Publishing Pvt. Ltd. New Delhi, (2003).
6. Lester D.Crow , Alice Crow , Introduction of Education, Surjeet Publication , New Delhi-(2006).
7. Dr . Inderdev singh Nandra , Theory and Principles of Education Tandon Publication, Ludhiana. (2004).
8. Prof. Ramess Ghanta, B.N. Dash, Foundations of Education, neelkamal Publishing Pvt. Ltd, (2004).
9. N.R.Swaroop Saxena , Principles of Education , Vinay Rakheja, Meerut , (2015).
10. Seema sharma , History of Education , Anmol Publications Pvt. Ltd, New Delhi,(2004).
11. Dr . A.P. Singh , Dr. Parth Sarthe Panday, New Trends in Education New Delhi, (2016).

R. S → S → E

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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MTE1 - TEACHER EDUCATION (PART -1)

(4- CREDITS -128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. know the characteristics and demands of teaching profession
2. know the teacher education system in India
3. understand the structure, curriculum and modes of pre-service in teacher education
4. acquire knowledge in in-service teacher education
5. understand the roles and function of national agencies and Total Quality Management in teacher educators

UNIT I: TEACHING PROFESSION (L-18, P-6, T-6)

Teachers in India: changing profile, roles and responsibilities

Concept of Profession- Teaching as a profession

Nature of Teacher Education

Characteristics and demands of teaching profession

Teachers as professionals, Professional ethics

Challenges in Teacher Education

UNIT II: TEACHER EDUCATION SYSTEM IN INDIA (L-16, P-4, T-4)

Historical development of Teacher Education

Recent developments in Teacher Education

Recommendations of commissions on Teacher Education

Levels of teacher preparation-ECE (Early Childhood Education) Elementary and Secondary

Preparation of Teachers for specific areas: work education, Vocational education, Health and Physical Education and Art education

UNIT III: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION (L-15, P-6, T-4)

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

Modes of pre service teacher education face to face, distance and online- merits and limitations
Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/
Internship training, the role of co-operating schools and teachers Supervision before
classroom teaching, during class teaching

New trends in teacher preparation

UNIT IV: IN-SERVICE TEACHER EDUCATION (L-14, P-6, T-6)

Concept, need for professional development of a teacher, purpose of an in service teacher
education programme, orientation, refresher, workshop, seminar and conference, their meaning
and objectives

structure for in service teacher education – district, state, regional and national level agencies and
institutions

Modes and models of in service teacher education

Planning an in service teacher education programme

Designing an in service teacher education programme

steps and guidelines, training curriculum preparation of courses material

Organizing an in service teacher education programme

Qualities and characteristics of an in service teacher educator

UNIT V: NATIONAL AGENCIES AND TOTAL QUALITY MANAGEMENT

(L-15, P-4, T-4)

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

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

Problems in Teacher Education and Suggestions to remedy the problems

PRACTICUM

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

REFERENCES

1. Caggart, G.L.: Promoting Reflective Thinking in Teachers. Crown Press. (2005).
2. Irvine, J.J. Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press. (2003).
3. Joyce, B., and Weal, M. Models of Teaching. Boston: Allyn & Bacon. (2003).
4. Lampert, M. Teaching problems and the problems of teaching. New Haven: Yale University Press. (2001).
5. Linda Darling Hammond & John Bransford (ed) Preparing Teachers for a Changing World. Jossey-Bass, San Francisco. (2005).
6. Marmar Mukhopadhyay, Total Quality Management in Education, Sage Publication India Pvt.Ltd, New Delhi (2005).
7. Martin, D. J. & Kimberly S. Loomis Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA. (2006).
8. Prof .Ramesh Ghant, B.N.Dash Foundation of Education, Neekamal publication Pvt .Ltd, New Delhi(2004).
9. D.VijayaLakshmi Digumarth Bhaskara Rao Basic Education, Discovery Publishnig House, New Delhi (2004).

R. S → S → E

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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

TOOL COURSE- 1

MTC1 - RESEARCH METHODOLOGY

(4 CREDITS -128 HOURS)

OBJECTIVES

On completion of this course, the prospective teacher educators will

1. understand the conceptual issues of research in education
2. know the non-experimental methods of research in Education
3. know the experimental research in education.
4. understand the Meaning steps and characteristics of qualitative research
5. acquire knowledge on the sampling techniques and methods of data collection

UNIT I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES (L-15, P – 5, T-4)

Meaning, purpose and areas of educational research

Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics.

Planning the research study: Sources of research problems, Criteria for selecting Research problems

Review of the literature-purpose and resources, e-resource

Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research

Formulation of Hypotheses: Types and Characteristics

Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

UNIT II: NON EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION

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

Steps in Non- Experimental Research

Simple cases of Case-Comparative and Correlational research

Techniques of control: matching, holding the extraneous variable constant and statistical control

Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective

Classification by research objectives-Descriptive, Predictive and Explanatory

UNIT III: EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION

(L-15, P- 7, T-5)

Experimental research –Nature, Variables (independent, dependent and confounding variables)

Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design

Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design

Controlling threats to internal and external validity

UNIT IV: QUALITATIVE METHODS OF RESEARCH (L-12, P- 5, T-3)

Qualitative Research: meaning, steps and characteristics

Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing

Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and limitations

UNIT V: SAMPLING AND METHODS OF DATA COLLECTION (L-20, P – 5, T-5)

Population- Concept and its importance

Sample- concept of sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples

Sampling Techniques -Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling. Non-Random Sampling Techniques: convenience sampling, purposive sampling, quota sampling and snowball sampling

Tests: types, construction and uses. Identifying a tool using reliability and validity information

Tools and techniques for data collection-Questionnaire: forms, principles of construction.

Interview: types, characteristics and applicability, guidelines for conducting interviews.

Rating scales and Inventories

Qualitative and quantitative observation- use of the checklist and schedules, time sampling, field notes, role of researcher during observation

PRACTICUM

- Take an environmental issue in your school. **Write a suitable research proposal** to TANSICHE for conducting a research project to solve that issue.
- **Construct tools for measuring perceptions and behavior intentions** of B. Ed. students about New Education Policy 2020. Validate it.
- **To design a study on the effectiveness of blended learning approaches**, identify the dependent, independent, and intervening variables.
- You wish to take up a study related to teacher educators' preparedness for NEP-2020. **Design a sampling framework** and sampling techniques for this study.
- For the study related to the drug abuse and student dropouts in Tamil Nadu, use the Google Scholar, Research Gate and other search engines to **conduct literature survey**.

REFERENCES

1. Agarwal.L.P., "Modern Educational Research", New Delhi: Dominant (2007).
2. A Hand Book on Educational Research", New Delhi. (1999).
3. Bhandarkar, P.L., Wilkinson,T.S, & Laldas,D.K., ., "Methodology and Techniques of Social Research", Mumbai;Himalaya Publishing House (2004).
4. Best J.W.. *Research in Education*, New Delhi: Prentice Hall (1999).
5. Best, John, W., & Kahn James V ., " Research in Education", New Delhi:Prentice Hall 9th Edition,. (2005).
6. Chandra.S.S., "Research in Education", New Delhi (2004).
7. Christensen, L. *Experimental Methodology*. Boston: Alyn & Bacon. (2007).
8. Clive Opie *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar (2004).
9. Fraenkel, J.R., Wallen, N.E. *How to Design and Evaluate Research in Education*. New York: McGraw Hill. (1996).
10. Kothari.C.R., "Quantitative techniques" New Delhi:VikasPublishing House (1998).

11. Kothari.C.R., ,Research Methodology, New Delhi, Wishwa Prakashan (1985).
12. Kulbir Singh Siddhu, "Methodology of Research in Education", New Delhi: Sterling (2002).
13. Kumar, "Research Methodology", ,Lakshmi Narayan Agarwal Pub. Agra (1999).
14. Muniruddin, Qurishic, Educational Research, Anmol Publications, New Delhi (2005).
15. Munirudin, Qurishic, ,"Educational Research", New Delhi:Anmol publications. (2005).
16. Pamela Maykut & Richard Morehouse Beginning *Qualitative Research- A Philosophic and Practical Guide*. London. , The Falmer Press (1994).
17. Patton. M.Q. Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage (2002).
18. Purohit. P.N., Educational Research Tools and Techniques, Jaipur.,Mangal Deep (2003).
19. Radha Mohan, "Research Methods in Education", Hyderabad.:Neelkamal Publications (2006).
20. Ravi Parksh ,Problems of Educational Research", New Delhi:Common Wealth (2007).
21. Reason, P. & Bradbury, H. (Eds) Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage (2006).
22. Scott, David & Usher, Robin *Understanding Educational Research*. New York: Rout ledge (1996).
23. Shank, G.D. Qualitative Research. Columbus, ott: Merrill, Prentice Hall (2002).

R. S → S → E

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

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

OBJECTIVES

On completion of this course, the prospective teacher educators will

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

UNIT I: SKILL OF COMMUNICATION (P-12)

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

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

Inter- personal Communication skills

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

UNIT II: INTEGRATING COMMUNICATION SKILLS (P-10)

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

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

Communicative Reader and Storytelling Skills

UNIT III: EXPOSITORY WRITING SKILLS (P-10)

Concept, types, structure and processes of Expository Writing

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

PRACTICUM

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

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

REFERENCES

1. Dr. J. Strandgard, Content and Methods of teaching English , Srikrishna Publications, Chennai, (2012).
2. Dr. J.E. Vallabai , Teaching of English principals and practices, Neelkamal Publication .pvt .L.td Delhi , (2011).
3. Mrs. Rita Majee, Towards Better comminication skills , shatha , Publishers. Chennai, (2007).
4. A.K. Sinha, Essentials of English Language Teaching , shipra delhi , (2017).
5. Krishnan mohan , meera benerji , devoloping comminication skills, macmillan , new delhi – first edition – 1990 , Reprinted- (2010).
6. Dr.T. Bharthi , Dr. m. Hariprasad& prof v. Prakasham , persolity devolopment & comminication english, Neelkamal Publication .pvt .L.td Delhi , (2004).
7. K. Venugopal Rao , Techniqes of teaching English , Neelkamal Publication . pvt . L.td. Delhi , (2010).
8. http://dspace.iimk.ac.in/bitstream/2259/674/1/Task_based_Oral_Communication_Teaching_Deepa.pdf 5.
9. PublicSpeaking<http://www.pta.org/files/Advocacy%20Training/Public%20Speaking%20Module.pdf>
10. http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.html

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS I SEM -2021-2023

R. S → S → E

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MPSD- YOGA AND SELF DEVELOPMENT

(1CREDIT- 32 HOURS)

OBJECTIVES

On completion of this course, the prospective teacher educators will

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

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

Subject knowledge

Teaching Competencies

Professional qualities

Interpersonal relations

UNIT II: YOGA PRACTICES (P-15)

The concept, meaning, definition

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

Benefits of Yogasanas - Padmasan, vajrasan, Chakrasana, Vrikshanana, Yoga mudra,

Pachimothasana, Ustrasana, Vakkarasana, Chalapasana

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

UNIT III: PLANNING TIME MANAGEMENT (P-8)

Meaning and definition

Strategies on using time

The benefits of Time Management

REFERENCE

1. Dr. K. Alex, Soft skills, S.chand, New Delhi, First Edition, 2009, Reprinted 2(011).
2. Dr. N. Baskaran, Dr. S. K. Paneer Selvam, Teaching of Yoga, A.P.H Publishing, New Delhi, (2014).
3. Prof. G.k. Devanand, Teaching of Yoga, A.P.H Publishing, New Delhi, (2012).
4. Dr. Kamakhya Kumar, Yoga education A text book, Shipra publication, New Delhi, (2012).
5. Dr. T. Mrunalini, Yoga Education, Neelkamal Publishing Pvt, Ltd, Delhi, (2006).
6. Nagarathna and Dr H R Nagendra: Integrated Approach of Yoga Therapy for Positive Health, Swami Vivekananda Yoga Prakashana, Bangalore, (2003).
7. Prof. Mr. Rajput Kuldeep singh, Prof Mrs. Rajput Sakshik, School Management Principles and Practices, Insight Publication, Nashik, (2012).
8. Dr. Saket Rama Tiwari, Prof. chhote Lal Rathor , Dr.Yogesh Kumar Singh, Health and Physical Education, APH Publishing, New Delhi, (2016).
9. Saket Rama Tiwari Y.K.singh, Teaching of Yoga, A.P.H Publishing, Delhi, (2014).
10. Dr. M. S. Sachdeva, School Management and Pedagogical of Education, Tandon Publication, Ludhiana, (2004).
11. Prof.B.Venugopal, Dr.Ranganayaki, Yoga and yogic Practices, Neelkamal Publishing Pvt. Ltd, Delhi, (2010).

R. S → S → E

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

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



M.Ed. II SEMESTER SYLLABUS

2021-2023

R. S → S → E

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

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
M.Ed. SYLLABUS - II SEMESTER**

**MCC3 - SOCIOLOGICAL FOUNDATIONS OF EDUCATION
(4 CREDIT- 128 HOURS)**

OBJECTIVES

On completion of this course the prospective teacher educators will

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

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

Meaning, nature and scope of educational sociology

Need for and importance of sociological approach in education

Educational sociology and Sociology of education

UNIT II: SOCIETY AND SOCIAL CHANGE (L-14, P-6, T-5)

Society- Meaning, Characteristics

Social group- Definition, Characteristics, Structure and Types-Primary, Secondary, Tertiary

Social Change – Definition, Characteristics and Causes of Social Change (Biological, Physical, Technological and Cultural)

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

UNIT III: SOCIAL MOBILITY AND CULTURE (L-15, P-7, T-4)

Social mobility- definition, types- horizontal and vertical

Forms of vertical social mobility- inter, intra and structural.

Culture- meaning, nature and elements.

Concept of subculture, ethnocentrism, cultural diffusion and cultural lag, acculturation and enculturation

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

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

Education and modernization- meaning, characteristics and dimensions

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

Education and Socialization- Meaning, maturation and sociality

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

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

PRACTICUM

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

REFERENCES

1. Ahuja, Ram (2001). Indian Social System, New Delhi: Rawat Publication.
2. Ahuja, Ram (2003). Society in India, New Delhi: Rawat Publication.
3. Bogardus, (1949). 'Sociology' Newyork, The Macmillan Company
4. Bottomore, T.B. (1972). Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India).
5. Dr.S.Arulsamy, Philosophical and Sociological Perspectives on Education-Neelkamal Publishing, Hyderabad.
6. (2003). Fulcher & Scott Sociology, New York: Oxford University Press.
7. Giddens, (2005). Anthony Sociology, Polity Press.
8. Gisbert: (2010). Fundamental of Sociology, New Delhi: Orient Blackswan
9. Harlambos & Holborn, (2000). Sociology, London: Harper-Collins.
10. Harlambos, M. (1998). Sociology: Themes and Perspective, New Delhi: Oxford University Press.
11. Horton. Paul.B,And Leslie, Gerald R.- (1970). "The Sociology of Social Problems' New Jersey, Prentice Hall
12. Inkeles, Alex: (1987). What is Sociology? New Delhi: Prentice-Hall of India.

R. S → S → E

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

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

M.Ed. SYLLABUS - II SEMESTER

MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY

(4 CREDITS -128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

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

UNIT I: PSYCHOLOGICAL BASIS OF EDUCATION AND LEARNER

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

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

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

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

Learning : Meaning , Definition and Importance, Factors

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

Motivation : Meaning – Biogenic and Sociogenic motives

Approaches : Behavioural, Humanistic, cognitive and Sociocultural

Theories: Instinct theory, Arousal theory, Vrooms Expectancy model

Level of Aspiration

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

Intelligence: Definition

Intelligence Types – Concept of IQ - Measurement of Intelligence

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

Creativity: Definition- Factors affecting creativity

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

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

Programs and Strategies to enhance creativity

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

Personality: Meaning, definitions

Theories: Type theory- Trait Theory- Psychoanalytic theory

Measuring Personality: Subjective, Objective method and Projective techniques

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

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

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

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

Self-Regulation: Meaning - Factors influencing self-regulation, components and types of self regulation

PRACTICUM

- **Observe** and list the developmental characteristics of adolescent students
- **Analyse** the merits and demerits of the various methods of assessing the personality
- **Present a report** on strategies for motivating the learners
- **Identify** a case of maladjusted adolescent learner and suggest remedial programme
- **Critically analyse** the learning situation in schools and preparing reflective diaries

REFERENCES

1. Anastasi,A. (1980). Psychological Testing . London: McMillan.
2. (1996) APA's Diagnostic and Statistical Manual)-IV ., New Delhi: Jaypee Brothers.
3. Ausubel. & Robinson F.G . (1969). School learning – An Introduction to Educational Psychology, New York, Holt, Rinchart & Winston Inc.
4. Baron, R.A., Byrne, D. (2003) Social Psychology (10th Edn) – Prentice Hall.
5. Bee H & Boyd D (2002). Life span development Boston MA Allyn & Baccon.
6. Bernard, H.W. (1972). Psychology of learning & Teaching, New York, Macgraw –Hill Company Third Edition
7. Bigge, M.L. Hunt M.P. (1962). Psychological Foundations of Education, New York, Harper & Brothers, Publish.
8. Dandapani,S. (2001).A Textbook of Advanced Educational Psychology (2nd Ed.). New Delhi: Anmol Publications Private Limited.
9. Dash,M. (1997).Education of Exceptional Children , Atlantic publishers, New Delhi.
10. Guilford, J.P. (1954).Psychometric methods (2nd ed.)New Delhi: McGraw Hill
11. Henson K.T. & Eller B.F. (1999).Educational Psychology for Effective Teaching” Wadsworth, Publishing Co. Belmont (U.S.A)
12. Laura E Berk (2003). Child development, New Delhi, Pearson education
13. Mangal,S.K.- (1981).“Psychological Foundations of Education”, Parkash Bros., Ludhiana,
14. Santhanam,S - (1985) .“Teacher and Learners Outlines of Educational Psychology” Asian Book Co., Madras
15. Sarah-Jayne Blackmore and Uta Frith: (2005). The learning brain, Blackbell publishing.
16. Weiner.B, (1996). Human Motivation, New York, Halt Richert&Winston

R. S → S → E

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

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

M.Ed. SYLLABUS - II SEMESTER

MCC5 -GUIDANCE AND COUNSELLING

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

1. understand the guidance movement in India
2. acquire knowledge on types of guidance and service exist in school
3. analyse the need of guidance and counselling in schools
4. understand the guidance and counseling services for children
5. know the various testing devices to be administer in guidance services

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

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

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

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

History of guidance movement in India

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

UNIT II: GUIDANCE SERVICES IN SCHOOLS (L-14, P-6, T-6)

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

Organisation and administration of Guidance services in schools

Role of guidance personnel

Career and occupational information – sources, gathering, filing, and dissemination-
career corner- career conference- career exhibitions

Guidance students with individual differences- gifted and slow learners

Guidance for differently abled learners- physically challenged, visually challenged and hearing impaired

Guidance for dropouts and socially dis-advantaged children - juvenile delinquents, Alcoholics, Addicts

Guidance services to eradicate sexual harassment, Eve teasing, Gender discrimination in Educational institutions

UNIT III: COUNSELLING (L-14, P-6, T-4)

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

Difference between Counselling and Guidance

Types- directive, non-directive and eclectic counselling

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

Individual and group counselling – meaning, requirements and uses

UNIT IV BASIC COUNSELLING SKILLS AND ETHICS IN COUNSELLING (L-13, P-7, T-5)

Counsellor – qualities and functions

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

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

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

UNIT V: TESTING AND NON –TESTING DEVICES IN GUIDANCE AND COUNSELLING (L-15, P-6, T-5)

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

Role of testing techniques in guidance and counselling

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

Uses of mitigating frustration and conflict

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

PRACTICUM

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

REFERENCES

1. Bhatnagar, R. P, & Seema, R. (2003). Guidance and counselling in education and psychology Meerut: R.Lal Book Depot.
2. Chauhan, S. S. (2008). Principles and techniques of guidance UP: Vikas Publications
3. Crow .L. D., & Crow, A. (2008). An introduction to guidance New Delhi: Surjeet Publications
4. Jones, A. J. (2008). Principles of guidance.(5 ed). New Delhi: Surjeet Publications
5. Kalaiselvi.V (2015). Guidance and Counselling: Erode: Sanjeev Publications
6. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers

R. S → S → E

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

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

M.Ed. SYLLABUS - II SEMESTER

MTE2 -TEACHER EDUCATION – PART II

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

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

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

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

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

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

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

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

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

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

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

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

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

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

Quality Issues in Secondary Education

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

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

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

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

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

UNIT V: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION (L-10, P -5, T-4)

CCE in Teacher Education

Formative and Summative evaluation: Norm referenced and Criterion referenced evaluation

Evaluation of school experience/ internship programmes

Assessment of teaching proficiency: Criterion, Tools and Techniques

Portfolio Assessment

Assessment of higher order cognitive abilities Assessment of practical work/Field experiences

PRACTICUM

- Visit the Government, Govt. Aided and Private Schools in your locality and prepare a profile of the school
- Prepare a report on the functioning of In-service and Pre-service Teacher Training institutions in your locality
- Conduct an Action Research about the impact of RMSA Programme in your Block

Conduct an Interview with the students and their parents on problems in studying Vocational Education Courses at Higher Secondary level

REFERENCES

1. Abbey, N. (2003).Pedagogy: The key issue in education, discussion paper parts 1 & 2. New Delhi: UNICEF.
2. Agrawal, M. (2004).Curricular reform in schools: The importance of evaluation. Journal of Curriculum Studies, 36 (3): 361-379.
3. Anstey, M. (2002).Literate futures: Reading, education. UK: Queensland. Tamil Nadu Teachers Education University Syllabus for M.Ed. Degree Programme
4. Das. B.C. (2017).Management of Teacher Education, A.P.H. Publishing corporation, New Delhi.
5. Indu Garg, (2014). Teacher Education, A.P.H. Publishing corporation, New Delhi.
6. Jagannath Mohanty, 2008. Dynamics of Teacher Education (2 Volumes) Volumes I Neelkamal Publications Pvt.Ltd, Hyderabad.
7. Jagannath Mohanty, (2008). Dynamics of Teacher Education (2 Volumes) Volumes II Neelkamal Publications Pvt.Ltd, Hyderabad.
8. Kochhar, S.K. (2000). Secondary school administration. New Delhi: Sterling Publishers.
9. Lovat, T. J. (2003). The role of the 'Teacher' coming of age? Australian Council Deans of Education, Discussion Paper.
10. Mahapatra, A. S. (2009). Activity based learning: Effectiveness of ABL under SSA (June 2007 – April 2008). New Delhi: Sage Publications.
11. Maitrya Balsara, (2012). Administration and Reorganisation of Teacher Education, Kanishka Publishers, New Delhi.
12. Namrata, (2014). Teacher Education , R.Lall Book Depot Meerut.
13. Rao.V.K. (2014). Teacher Education. A.P.H. Publishing corporation, New Delhi.
14. Richard Hay. (2015). Professionalization of Teachers and Institutions, Shipra Publications, New Delhi.
15. Sesadeba Pany, Sankar Prasad Mohanty, (2013).Teacher Education in India, Contemporary Problems and Prospects, Shipra Publication New Delhi.

16. Shashi Prabha Sharma, (2016). Teacher Education Principles Theories and Practices, Kanishka Publishers, New Delhi.
17. Sharma R.A, (2014). Teacher Education and Pedagogical Training, R.Lall Book Depot Meerut.
18. Venkataian.N, (2011). Professional Development of eachers, Neelkamal Publications Pvt.Ltd, New Delhi.

R. S → S → E

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

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



M.Ed. III SEMESTER SYLLABUS

2021-2023

R. S → S → E

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

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

M. Ed. SYLLABUS - III SEMESTER

MCC6 -HISTORY AND POLITICAL ECONOMY OF EDUCATION

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

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

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

Ancient India: Vedic, Buddhist, Jain

Medieval India: Sultanate and Mughal period

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

**UNIT II: EDUCATION FOR AN EQUITABLE SOCIETY IN A GLOBAL ERA
(L-15, P-6, T-5)**

Right to Education Act (RTE)

Education for the marginalized group, Girls education and Inclusive education

Right to Education, Implication of GATT, WTO for Education

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

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

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

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

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

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

Concept, Need and Principles of Economics of Education

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

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

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

UNIT V: INDIAN ECONOMY (L-13, P-5, T-7)

Globalization, liberalization and privatization of economic development.

Environmental concerns

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

Social and political movements in Indian Economy.

PRACTICUM

- **Prepare a report** on the education during Mughal period.
- **Evaluate** the challenges of RTE 2009 and submit a report.
- **Prepare a case study report on political relationship** of politics with education of developing countries and developed countries.
- **Develop a cost benefit analysis chart** with reference to any educational institution.
- Group **brainstorming discussion** on features of agrarian economy

REFERENCES

1. Agarwal, J.C. (2007). Development of Education System in India, Shipra Publications, New Delhi
2. Agarwal, J.C. (2007). History of Modern Indian Education, 6th Edition, Vikas Publishing House Pvt Ltd, New Delhi
3. Aggarwal, J.C.(2009). Recent developments and trends in education. Delhi : Shirpa Publications.
4. Chandra, S.S., etal (2008). Indian education development Problems, issues & trends. Meerut : R.Lal Book Depot.

5. Gradstein, Mark, Just man, M, Meier, Vokey (2005). The Political Economy of Education: Implications for Growth & Inequality, Cambridge: MIT Prem.
6. Lal & Sinha, (2011). Development of Indian education and its Problems. Meerut: R.Lal Book
7. Mondal, A., Mete,J.(2013). Right to Education, APH publishing corporation, New Delhi. Pandey, V.C.(2005). Democracy and Education, Isha books, New Delhi
8. Sharma, B. History of Indian Education, Vohra Publishers and distributors, New Delhi
9. Suresh, Bhatnager & Madhu, Mallick, (2008). Development of educational system in India. Meerut: R.Lal Book Depot.
10. UNESCO: Institute for statistics (2001). Education Indicators Technical Guidelines Montreal:Canada.

R. S → S → E

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

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

M. Ed. SYLLABUS - III SEMESTER

MTC2- EDUCATIONAL STATISTICS (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

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

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

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

Graphical representation of Data

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

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

Asymmetrical distributions - Skewed, kurtic

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

Relative Positions: Percentile Rank, z-scores.

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

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

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

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

Testing of Hypotheses- types of Error, Levels of Significance

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

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

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

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

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

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

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

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

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

PRACTICUM

- Represent the scores of your class in the last year in the form of a normal curve and identify whether it is positive skewed, negative skewed and the kurtosis of it.
- Discuss the statistical techniques applied in an M.Phil thesis and suggest alternative statistical tools / methods which shall give better results.
- Take a research report published in any journal. Identify the statistical techniques used in it and suggest alternative statistical techniques for testing the hypothesis with substantiation for your claims.
- Take the scores of dependent variables and some independent variables. Conduct a Regression Analysis and interpret the results. (Use SPSS / MS-Excel)
- From the scores collected from the questionnaire, find out the reliability of the instrument using different correlation techniques

REFERENCES

1. Agarwal, Y.P. (1986). *Statistical Methods, Concepts, Applications and Computations*, New Delhi, Sterling
2. Bruce, J., Chalmer, (1997). "Understanding statistics", USA.: Marshall Décor Inc.
3. Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
4. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
5. Garrett Henry, (2005). *Statistics in Psychology and Education*, Bombay, Vikas, Feffer and Simsons.
6. Gravetter, F.J., & Wallanu, C.B. (2002). *Essentials of Statistics for the Behavioural Sciences* (4th edition) Australia, Bosworth.
7. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
8. Guilford, J.P., and B. Fruchter, (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
9. Gupta, S.K. (1999). "Applied Statistics for Educational Research", New Delhi: Mittal
10. Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
11. Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
12. Mangal, S.K. (2003). "Statistics in Psychology and Education" New Delhi: Prentice Hall
13. Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
14. Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
15. Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
16. VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

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

M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION CORE COURSE

MSC2 -CURRICULUM STUDIES

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

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

UNIT I: NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM

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

Meaning and concepts of curriculum;

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

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

Philosophical and ideological basis of curriculum

Principles of integration

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

Determinants of curriculum

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

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

Relevance, flexibility, quality, contextuality and Plurality

Curricular aspects in educational experiences in and out of school contexts

Curriculum frameworks of school education and teacher education

UNIT III: MODELS OF CURRICULUM DEVELOPMENT (L-16, P-7, T-4)

Tylers-1949 model

Hilda Taba 1962 model

Willes and Bondi-1989 model

Need, assessment model

Futuristic model

Vocational/Training model

UNIT IV: ISSUES IN CURRICULUM DEVELOPMENT (L-13, P-7, T-5)

Centralized Vs. Decentralized Curriculum

Diversity in Teachers' Competence and Problem of Curriculum Load

Participation of Functionary and Beneficiaries in Curriculum Development

UNIT V: CURRICULUM TRANSACTION AND EVALUATION (L-13, P-6, T-4)

Curriculum transaction – meaning, definition, components of Curriculum transaction

Basis of curriculum transaction, teaching-learning process and creating an effective environment

Models of evaluation- Scientific, positivistic, Tylerian, Stake's Congruence Contingency

Types of evaluation- content, input, process and product

PRACTICUM

- **Analyse** how curriculum is culturally, politically, and economically situated.
- An **essay on your reflections on curriculum studies** involving critical theory or post structuralism
- **Prepare a report** on different ways of approaching curriculum theory.
- **Prepare a list of factors influencing curriculum.**
- **Prepare a report** on various issues in curriculum development.
- **Conduct debate** on various approaches of curriculum organization
- **Critical Evaluation of Curriculum**

REFERENCES

1. Arul Jothi, D.L.Balaji, Pratiksha Jugran, (2009). Curriculum Development, Centrum Press, New Delhi.
2. Arulsamy, S. (2010). Curriculum Development, Neelakamal Publication Pvt. Ltd. New Delhi.
3. Curriculum theory, design and assignment (Module 13). Canada: The Commonwealth of Learning
4. Dewey, John (1966). The Child and the Curriculum The University of Chicago Press
Chikumbu, T.J and Makamure, R. (2000).
5. Erickson, H.L. (2002). Concept based curriculum and instruction: Teaching beyond the facts. California: Corsion Press Inc.
6. Glatthorn, A.A. ,Boschee, F. and Whitehead, B.M. (2009). Curriculum leadership: Strategies for development and implementation. New Delhi: Sage Publications.
7. Joseph,P.B et al. (2000). Cultures of curriculum (Studies in Curriculum Theory). NewYork: Teachers College Press
8. Kalaiyarasan, (2017). Curriculum Development, APH Publishing Corporation, New Delhi.
9. Mrunalini Talla, (2012). Curriculum Development Perspectives, Principles and Issues, Dorling industry (India) Pvt. Ltd, New Delhi
10. NCTE (2009) National Curriculum Framework for Teacher Education
11. NCERT (2000) National Curriculum Framework for School Education, NCERT, New Delhi
12. NCERT (2005) National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi
13. Promila Sharma, (2015).Curriculum Development, APH Publishing Corporation, New Delhi.

R. S → S → E

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

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

M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

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

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

1. know the concept , need and significance of elementary education
2. understand the different policies and programmes of elementary education
3. realize the system and structure of elementary school education in India
4. comprehend the problem and challenges of Elementary Education
5. recognize the curriculum across different types of school in India

UNIT I: INTRODUCTION TO ELEMENTARY EDUCATION(L-12, P-7, T-6)

Elementary Education-Concept, Meaning, Objectives, Need and significance.

Nature and focus of Elementary Education after independence

Child Developmental Issues - Influence of Home, School and Community

UNIT II: NATIONAL POLICIES, PROGRAMMES AND COMMISSIONS

(L-15, P-8, T-5)

Policies- Agencies of Policy Making- NCERT, SCERT

Elementary education as highlighted in National Policy on Education (NPE) 1986 , National Plan of Action (1992)

Programmes: Universal Elementary Education (UEE) District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Shiksha Abhiyan), Right to Education as fundamental right

Commissions- Kothari Commission(1964-66), Yashpal Committee (1993), National Curriculum Framework (2005), Right To Education (2009) , State Policy 2010

UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS

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

Central Board of Secondary Education (CBSE), Secondary School Certificate (SSC) , Indian Certificate of Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special Needs Schools

Organizational Structure of school in India, Types of School Education
(Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF ELEMENTARY EDUCATION

(L-14, P-6, T-5)

Behavioural Problems- symptoms, causes and prevention of Aggression, Jealousy, Thumb sucking, Nail biting, Hair pulling, Tantrums, Stealing and Bed wetting.

Challenges in Elementary Education- Education for all, Education for Quality Assurance, Alternative Strategies for achieving UEE and implementing RTE act, Reform Needs and improvement of school system & building accountability

UNIT V: CURRICULAR APPROACHES AND METHODS OF TEACHING

(L-13, P-6, T-6)

New trends and Approaches to Elementary Education

Learner centered - theme based, holistic, joyful,

Activity centered approaches– Activity Based Learning (ABL), play-way, storytelling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations -method of transaction in specific contexts

PRACTICUM

- **Conduct a survey** in a school to assess quality issues, and make an action plan to resolve it.
- **Visit any one elementary school** and prepare a report on the best learning engagement method of elementary level student.
- **Prepare a report** after analysing the innovative educational programmes in India
- **Visit any two elementary schools** and find out innovative teaching methodologies.
- **Critical review** of any one of the commission /policies.

REFERENCES

1. Erickson, H.L. (2002). Concept-based Curriculum and Instruction. Crown Press, Inc. California.
2. Hayes, Denis (2008). Primary Teaching Today: An Introduction. Routledge Publications, U.K. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA

3. Joseph, P.B. et al; (2000). Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
4. Lewis, Ramón, (2008). Understanding Pupil Behaviour. Routledge Publications, U.K.
5. Malhotra, P.L. (1986). School Education in India: Present Status and Future Needs NCERT, New Delhi
6. MHRD (2001). Convention on the Right to the child. New Delhi.
7. Mohanty, J. N. (2002). Primary and Elementary Education. Deep & Deep Publications, New Delhi
8. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
9. National Curriculum Framework on school education, (2005).
10. National Curriculum Frameworks for Teacher education, (2009)
11. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
12. NCERT (2005). National Curriculum Framework, NCERT, New Delhi.
13. NCERT (2005). Position paper on Teacher Education for Curricular Renewal, New Delhi.
14. NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
15. Rao, V.K. (2007). Universatisation of Elementary Education. Indian Publishers, New Delhi.
16. Sharma, Ram Nath, (2002). Indian Education at the cross road. Shubhi Publications.
17. UNESCO (2005). EFA Global Monitoring Report on Quality of Education Finance.
18. UNESCO (2006). Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal

R. S → S → E

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

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

M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

MSL2- SECONDARY & HIGHER SECONDARY EDUCATION IN INDIA

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to
understand the concept and nature of secondary and higher secondary education
recognize the different policies and programmes and commissions of secondary and higher secondary education
cognize the system and structure of secondary and higher secondary education in India
know the problems and challenges of secondary and higher secondary education
identify the curriculum across different types of school in India

UNIT I: INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION (L-12, P-8, T-5)

Concept, meaning, objectives, need and significance of secondary education
Nature, scope, function and systems of secondary and higher secondary education
Status of secondary and higher secondary education
Socio-cultural, economic, political, and statutory environment of secondary and higher secondary education in India

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

Agencies of policy making- NCERT, SCERT and NUEPA
Policies and schemes National Policy of Education (NPE-1992), National Scheme of Incentives to Girls for Secondary Education (2008)
National Programmes- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Inclusive Education for Disabled at Secondary Stage, the Adolescence Education Programme (AEP), NCF-2005.
Commissions - Secondary Education Commission (1952-53), Kothari commission (1964-66), Programme of Action, National Policy of Education (NPE-1986) Ramamurti Review Committee (1990), Janardhan Reddy Committee (1992), Yashpal, Committee (1993)

UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS

(L-13, P-6, T-6)

Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Higher secondary school Certificate Board (HSC), Indian Certificate of Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools

Organizational Structure of school in India, Types of School Education

(Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION (L-13, P- 7, T-5)

Problems and challenges - Universalization of secondary education and alternative schooling at secondary stage

Problems, challenges and strategies - Access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem

UNIT V: TEACHING AND LEARNING STRATEGIES (L-12, P-6, T-7)

General principles to curricular approaches – Active Learning Methodology (ALM), Learning by observation, contextual learning, Virtual learning, field trips and explorations

Group Methods- Team Teaching, Co-operative Learning, Inquiry Based Learning.

Individualized Instruction- Programmed Instruction, Computer Assisted Instruction, Self Instructional Module

PRACTICUM

- **Survey** the educational needs of disadvantaged and disabled
- **Prepare a report** with the help of documents/reports on major obstacles and challenges in universalization of secondary education
- **Visit any one secondary and higher secondary school** and find out innovative teaching methodologies and prepare a detailed report.
- **Organize a debate** on current status of higher secondary education in India
- **Critical review** any one of the commission /policies

REFERENCES

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Biswal . K (2011) Secondary Education in India: Development Policies, Programmes and
3. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
4. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
5. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
6. Reddy, B. (2007): Principles of curriculum planning and development
7. Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
8. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
9. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
10. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
11. World Bank (2005), Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education. World Bank, Washington DC
12. World Bank (2009), Secondary Education in India: Universalizing Opportunity. Human Development Unit, South Asia Region, Delhi.

R. S → S → E

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

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



M.Ed. IV SEMESTER SYLLABUS

2021-2023

R. S → S → E

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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
M.Ed SYLLABUS - IV SEM (2021-2023)

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

M.Ed. SYLLABUS - IV SEMESTER

SPECIALIZATION LEVEL BASED

MCC7- ADVANCED TECHNIQUES OF INSTRUCTION

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

1. acquire the knowledge of the concepts and phases of teaching task
2. understand the principles and maxims of teaching
3. distinguish teaching strategies and devices
4. acquaint with the concept, meaning and nature of effective teaching
5. understand the various models of teaching

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

Teaching task- meaning, definition

Variables in teaching- independent, dependent, inventing

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

Levels of teaching task- Memory, understanding and reflective level

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

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

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

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

UNIT III : TECHNOLOGY INTEGRATION: TRENDS AND ISSUES (L-15, P-8, T-7)

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

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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS – IV SEM (2021-2023)

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.

REFERENCE

1. Bose, C.R. & Ramachandran, Educational Technology, NCERT, New Delhi
2. Bhatnagar.R.P.Vidya aggarwal,(2016). Educaional Administration Supervision, Planning and Financing, R.Lall Book Depot, Meerut.
3. Jangira, N.K., Draft Workshop on Teaching Model, NCERT, New Delhi.
4. James H.Stronge, (1997).Evaluating Teaching, Corwin Press, California.
5. Mujibul Hasan Siddiqui, (2005).Techniques of Teaching Strategies, APH Publishing corporation, New Delhi.
6. Marlow Ediger, Digumarti Bhaskara Rao, (2010). Effective Schooling, Discovery Publishing House Pvt.Ltd.
7. Mangal.S.K, Uma Mangal, (2012). Essentials of Educational Technology Learning Private Limited, New Delhi.

8. Sampath, K. (1981). Introduction to Educational Technology, Sterling Publishing Pvt. Ltd., New Delhi.
9. Sharma, R.A. (2015). Technological Foundation of Education, R.Lall Book Depot, Meerut.
10. Singamaneni Nageswara Rao, Peethala Sreedhar, (2004). Methods and Techniques of Teaching, Sonali Publications, New Delhi.
11. Satnamsingh, Abhamishra, (2007). Modern Methods of Teaching Education, Srishti Book Distribution, New Delhi.
12. Talawar, M.S, Sheela, G, (2004). Synectics Model of Teaching, Ammol Publications Pvt.Ltd, New Delhi.
13. Thanavathi, C, (2017). Advanced Techniques of Instruction, Samyukdha Publications, Salem.

R. S → S → E

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

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

M.Ed. SYLLABUS - IV SEMESTER

CORE COURSE- SPECIALIZATION

MSC2 -EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

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

UNIT I : NATURE AND SCOPE OF EDUCATIONAL TECHNOLOGY

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

Educational Technology (ET) -concept and nature

Forms of ET- teaching technology, instructional technology and behavior technology

Approaches to ET- Hardware, Software and System Approach

Instructional Design- concept, process and stages

UNIT II : COMMUNICATION MODES IN EDUCATION (L-15, P-6, T-5)

Communication- concept, objectives, process, elements, kinds and modes of communication

Principles of effective communication-techniques and strategies for effective classroom communication

Barriers in communication-suggestions to overcome barriers in communication (general, classroom)

UNIT III : AUDIO - VISUAL MEDIA IN EDUCATION (L-14, P-8, T-5)

Teleconferencing- audio, video, web based conferencing

Audio-visual media – meaning, importance

Radio-Broadcast and audio recordings - criteria for selection of instructional units, script writing, pre-production, post-production process and practices

Role of AIR/ Gyanvani in Education

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS – IV SEM (2021-2023)

Role of EDUSAT in Education, Digital Conferencing

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

Online learning- concept, salient features and advantages

E-learning- concept, elements and advantages

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

UNIT V: ICT IN EDUCATION (L-14, P-6, T-4)

ICT –Imitations in Indian Education NP-tel Virtual Lab, OER, (Knowledge network)

ICT- meaning and concept, Dimensions, Advantages and disadvantages

Applications of Information and Communication Technologies: Classroom and ICT

Internet and the Web1.0, Web2.0 and Web3.0 Tools

PRACTICUM

- **Discuss** the difference between hardware and software approaches.
- **Prepare a report** on ways and means to overcome barriers in classroom communication
- **Write an audio/video script**
- **Discuss** the advantages and disadvantages of online learning.
- **Identify** an appropriate media and material for effective use in the transaction of a lesson

REFERENCES

1. Jagannath Mohanthy, (2018). “Modern Trends in Educational Technology”, Neelkamal Publications Pvt Ltd New Delhi.
2. Mangal,S.K.(2001). “Foundations of Educational Technology”, Tandoon Publications, Ludhiana.
3. Mohanthy,J.(2003). “Modern Trends in Educational Technology”, Neelkamal Publications Pvt Ltd New Delhi.
4. Sampath,K. etal,(1998). “Introduction to Educational Technology”, Sterling Publishers Private Limited, New Delhi.

5. Sharma,R.A.(2001). “Educational Technology” R.Lall Book Depot, Meerut.
6. Siddiqui,M.H.(2004). “Technology In Higher Education”, APH publishing corporation, New Delhi.
7. Vanaja,M; & Lalini Varanasi,(2017). “Educational Technology”, Neelkamal Publications Pvt Ltd New Delhi.

R. S → S → E

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

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 be able to

1. understand the process of educational administration
2. recognize the importance and areas of institutional planning
3. know the concept of educational leadership
4. understand the concept of TQM in education
5. develop the capacities for being efficient and effective educational leaders

UNIT I : EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(L-14, P-8, T-7)

Meaning, definition, objectives and characteristics

Levels of management- Top, Middle and Low level

Stages in the Management Process – Planning, organizing, leading, controlling

Principles of democratic administration

Administrative structure of education at different levels and transparency in educational administration

UNIT II : INSTITUTIONAL PLANNING (L-12, P-7, T-5)

Meaning, definition and characteristics

Aims and objectives of Institutional Planning

Steps in preparation of institutional planning

Role of head in institutional planning

Areas of Institutional planning- administration, academic, curricular activities, evaluation, discipline, school records and registers, school community relationship and health and physical education

UNIT III : EDUCATIONAL LEADERSHIP (L-14, P-6, T-4)

Leadership –Meaning and nature

Theories of Leadership- great man theory, path-goal theory, participate theory

Styles of Leadership – (democratic, autocratic and laissez faire)

Time management techniques and manager as a good leader

Principal characteristics of effective educational leadership

UNIT IV : TQM IN EDUCATION AND MANAGEMENT OF RESOURCES

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

Concept, need and principles of TQM in Education

Basic elements in TQM

Application of TQM in education - physical resources, human resource development and health practices

Management of Finance and Budgeting

UNIT V: HEAD OF INSTITUTION AND LEADERSHIP ROLES (L-15, P-6, T-5)

Qualities of successful Principal- Professional, Educational and Human personality

Importance of head of institution and functions or duties of principals

Principals relationship with staff, pupils and parents

Principal's role in leading and managing educational change and improvement - gender issues, diversity and multiculturalism

PRACTICUM

- **Discussion** on the administrative structure of education at different levels
- **Submit a report** on institutional plan for starting a primary school in your area.
- **Evaluate** the styles of leadership the Principal of our college and submit a report.
- **Explore** the factors of achieving TQM of the school.
- **Visit different schools** and observe the daily work schedule of the school Head

REFERENCES

1. Balsara, Maitrya,(2002). Administration Reorganization of Teacher. New Delhi: Kaniska.
2. Balaramulu,D, Sujatha,M, & Seshasree, V. (2020), School Culture, Leadership & Teacher Development, Delhi; Neelkamal Publications.
3. Dash,B.N. (2020). School Organisation, Administration and Management, Delhi: Neelkamal Publications.
4. Gitika Dutta, (2020). Managing Academic Institution for Educational Excellence, Delhi Neelkamal Publications.
5. Jagannath Mohanty, (2020). Educational Management Supervision, School Organisation, Delhi: Neelkamal Publications.
6. Kaushik, V.K. (2002).School Administration & Organization. New Delhi: Anmol Prakashan.
7. Mohanti, B.(2001).School Administration and Supervision. New Delhi: Deep and Deep.
8. Mohanti, J.(2002). Education Administration, Supervision and School Management. New Delhi: Deep and Deep.
9. Pandya, S.R. (2001). Administration and Management of Education. Mumbai: Himalya.
10. Shukla, S.P.(2000). Education Administration, Organization and Health Education. Agra: Vinod Prakashan.
11. Vashist, S.R.(2002). Classroom School Administration. New Delhi: Anmol Prakashan

R. S → S → E

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

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

M.Ed. SYLLABUS - IV SEMESTER

MTB2- INCLUSIVE EDUCATION

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

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

UNIT I : INTRODUCTION TO INCLUSIVE EDUCATION (L-13, P-7, T-4)

Inclusive education- meaning, definition, concept and importance

Historical perspectives of inclusive education

Difference between special, integrated and inclusive education

Advantages of inclusive education in the context of right to education

UNIT II : CURRENT ISSUES IN INCLUSIVE EDUCATION (L-15, P-7, T-7)

Early identifications and placement in inclusion

Development of plus curriculum

Co-ordination and utility of resources

NCF and adaptation of teaching learning material

Research priority in inclusive education

UNIT III : National and International Initiatives (L-15, P-7, T-5)

Recommendations of the Indian Education Commission (1964-66)

Scheme of Integrated Education for Disabled Children

National Policy on Education (NPE) 1986 and 1992

The Persons with Disabilities Act (PWD Act, 1995)

National Curriculum Framework, 2005

The Mental Health Act 1987

Rehabilitation Council of India Act, 1992

UNIT IV : TEACHER PREPARATION FOR INCLUSIVE EDUCATION

(L-13, P-6, T-5)

Teaching skills, competencies and professional ethics for teachers in inclusive education

Role of teacher training institutions in preparing teachers for inclusive education

Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Use of Information Communication Technology (ICT) in inclusive classroom

UNIT V : PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

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

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

Curriculum and Curricular Adaptations for Diverse Learners

Classroom Evaluation Practices

Management of Inclusive Education Classrooms

PRACTICUM

- **Plan two activities for co-operative learning** in inclusive classrooms
- **Planning of two lessons and teaching** in inclusive schools
- **Visit special school** and observe the curricular activities and submit a report.
- **Discuss** the current policies on inclusive education.
- **Discuss** the plus curricular activities and present the report

REFERENCES

1. Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders, Prentice Hall, New jersey.
2. Deiner, P. L. (2000). Resource for teaching children with diverse abilities, Harcourt Brace & Company, Florida.
3. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. RCI, Kanishka Pub. New Delhi.
4. Giuliani, G. A. & Pierangelo, R. (2007). Understanding, developing and writing JEPs Corwin press, sage Pub.

5. Hegarthy,S. & Alur, M. (2002). Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub.
6. Karant, P. & Rozario, J. (2003). Learning Disabilities in India, Sage Pub.
7. Karten, T. J. (2007). More inclusion strategies that work Corwin press, sage Pub.
8. M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
9. Madan Mohan Jha, (2002). School without walls: inclusive education for all, Heinemann edu. Oxford.
10. Mathew, S. (2004). Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi.

R. S → S → E

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

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

M.Ed. SYLLABUS - IV SEMESTER

OPEN ELECTIVE COURSES

MEC1- VALUE EDUCATION

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

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

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

Values – definition, objectives, classification – core values and sub values, constitutional values, human values

Value crisis, value conflict, resolution of value conflict

Need for developing value system

UNIT II : VALUE EDUCATION (L-13, P-7, T-6)

Value education- definition, need, objectives and importance

Approaches to value education - DPT, ICA, CIA, TAA

Evolution of value oriented education – ancient, medieval, modern periods

Various commissions and value oriented education

UNIT III: VALUES HIGHLIGHTED IN MAJOR RELIGIONS AND BY PERSONALITIES (L-15, P-7, T-5)

Values emphasized in different religious scriptures and religions – Vedas and Upanishads
Bhagavadgita, Bible, Kuran, Jainism, Buddhism

Values advocated by Ramakrishna Paramahansa, Sri Sarada Devi, Swami Vivekananda,
Swami Chidbhavananda, Mahatma Gandhi

UNIT IV: VALUE INCULCATION AND VALUE ASSESSMENT & EVALUATION

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

Methods of teaching values-

value based curriculum – curricular, co-curricular and extra- curricular activities.

Identification of proper values for school children at different levels and righteous living -
Elementary, secondary and higher secondary

Nature of evaluation scheme in value oriented education

Three tier system of evaluation – observation, value scales, and situational tests.

UNIT V: ROLE OF DIFFERENT AGENCIES IN INCULCATING VALUES TO STUDENTS (L-14, P-6, T-4)

Role of teacher in value inculcation

Professional Ethics and Code of Conduct of Teacher

Role of school in inculcating values

Role of parents, community and mass media in creating value based society

PRACTICUM

- **Prepare a report** on the importance of core values and sub values
- **Analyze** the Evolution of value oriented education
- **Visit to the religious spots** like temple, church and Mosque.
- **Analyze the major moral values** to the elementary level children.
- **Slideo .Com interactions** on the topic, “The code of conduct of Teacher in Value Education.”

REFERENCES

1. Chidbhananda, (1995). Swami Indian National Education - The Gospel of the Holy Mother Sri Sarada Devi, Sri Ramakrishna Mutt, Madras.
2. Gawande, E.N., (2002). Value Oriented Education, Vision for Better Living, Sarup and Sons, New Delhi.
3. Haseen Taj, (2006). Current Challenges in Education, Neelkamal Publications Pvt. Ltd. Delhi.
4. Pandey.V.C, (2006). Education Culture and Human Values, Isha Books, New Delhi.

5. Ramesh, Ghanta & Dash.B.N, (2005). Foundations of Education, Neelkamal Publication Private Limited.
6. Singh.Y.K.(2007).Education in Emerging Indian Society, APH Publishing Corp.,Delhi.
7. Suresh Dutt, (2005). Moral Values in Child Development, Anmol Publications Pvt. Ltd.Delhi.
8. Sharma,J.N. and Gayal,B.R., (2005). Strategies for Inculcation of Values, Aavishkar Publishers and Distributors, Jaipur.
9. Venkataiah, N.(1998). (Ed.), Value Education, Ashish Publications. House, New Delhi.

R. S → S → E

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

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

M.Ed. SYLLABUS - IV SEMESTER

MEC2-WOMEN STUDIES

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will be able to

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

UNIT I: CONCEPT AND NEED OF WOMEN'S STUDIES (L-12, P-5, T-7)

Women's studies- concept, need and scope

Fundamentals of women studies

Women's movements – Pre-independent, Post-independent and current women's movements

Government organizations for women and Department of Women and Child Development (DWCD)

UNIT II: FEMINISM (L-14, P-6, T-6)

Liberal Feminism – rationality, freedom, education

Marxist Feminism – Production, Reproduction, Class, Alienation, Marriage and Family

Radical Feminism – Gender, Patriarchy, Reproductive Technology, Motherhood

Socialist Feminism – Class and Gender, Division of Labour, Unified and Dual System, Exploitation

UNIT III: WOMEN'S RIGHTS AND EMPOWERMENT (L-15, P-7, T-5)

Legal rights to women

Ten Important Specific laws for women empowerment in India

Government policies and schemes for women Empowerment

UNIT IV: HEALTH STATUS OF WOMEN (L-14, P- 7, T-5)

Health status of women in India – Mortality and Morbidity factors influencing health –

Nutrition and health – HIV and AIDS control programme

Role of government in public health issues

Maternal and Child Health (MCH) approaches

Health issues of old age women

UNIT V: IMPACT OF MEDIA ON WOMEN (L-13, P-5, T-7)

Portrayal of women in Mass Media (Cinema, TV Print media)

Role of women in media – Development Communication Skills – Alternative Media – Folk Art, Street Play and Theatre – Women as change agents

Indecent Representation of Women - Prohibition Act, 1986)

Impact of media on women

PRACTICUM

- **Discuss** the evolution of Women's movements in India
- **Debate** on international Feminist movements
- **Organize an awareness programme** on women's rights for prospective teachers
- **Discuss** the government initiatives to enrich women's health
- **Discuss** the impact of media on women

REFERENCES

1. Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, Jaipur.
2. Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women, New Delhi.
3. Mies, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company, New Delhi.
4. S. Wharton. (2005). "The Sociology of Gender: An Introduction to Theory and Research". (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.

R. S → S → E

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