



**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS),  
Fairlands, Salem- 636 016**

*Affiliated to Tamil Nadu Teachers Education University, Chennai  
Re-Accredited by NAAC with “A” Grade (III Cycle)*

*Key Indicator 1.3*

**CURRICULUM ENRICHMENT**

***Metric No. 1.3.1* Curriculum of the institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas**

***ACTIVITIES CONDUCTED***

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## **LIST OF ACTIVITIES -2018-2019**

**Capability to extrapolate from what one has learnt and apply acquired competencies.**

<b>COURSE – B.Ed.</b>	<b>ACTIVITIES</b>
Exploring Library and other Learning Resources	<ul style="list-style-type: none"> <li>• <b>Discussion</b> Session on the Topic “Book Talk”</li> <li>• <b>Visit to Book Fair</b> with students</li> <li>• <b>Finding out Books in OPAC</b></li> <li>• General Knowledge <b>Quiz</b></li> <li>• <b>Reading</b> with a Partner</li> </ul>
Peace Education	<ul style="list-style-type: none"> <li>• <b>Collect the pictures</b> of disruption and promotion of Peace at national level</li> <li>• <b>Select an incident of terrorism and write its impact</b></li> <li>• <b>Select a case related to violence</b> in school and write a report</li> </ul>
Reading and Reflecting on Texts	<p><b>Readings for Discussion, Analysis and Reflection</b></p> <p><b>(In depth Reading of any Five of the following):</b></p> <ul style="list-style-type: none"> <li>• Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298.</li> <li>• Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.</li> <li>• Gilligan, C. (1977). In a Different Voice: Womens Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517</li> <li>• Ilich, I. (1970). Deschooling Society, London, UK: Marion Boyars.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.</li> <li>• Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.</li> <li>• Wood, D. (2000). Narrating Professional Development: Teacher s stories as texts</li> </ul>
Health and Physical Education	<ul style="list-style-type: none"> <li>• Learning and performing of basic yogasanas – Suryanamaskar, Padmasana, Vajrasana, Pachimudhdasa, Halasana, Karudasana.</li> <li>• Preparation and drawing fixtures</li> <li>• Identify BMI of prospective teachers</li> <li>• Discuss balance diet for women</li> <li>• Organization of games and sports tournaments</li> </ul>
Education of Children with Special Needs	<ul style="list-style-type: none"> <li>• Case study of a child with special needs</li> <li>• Developing a teaching strategy</li> <li>• Analysing learning styles of children with different disabilities</li> <li>• Identify and describe supportive service to a needy child.</li> </ul>
Arts and Aesthetics	<ul style="list-style-type: none"> <li>• Develop a script of any lesson in any subject of your choice to perform a Play / Drama</li> <li>• Develop a script for the street play focusing on “Girl’s education and Women empowerment”.</li> <li>• Prepare a pictorial monograph on “Various folk dance of South India or “Various Classical Dance forms in India”.</li> <li>• Arrangement of Musical performance- Solo and Group (Basic lessons, Devotional songs, Patriotic songs, Songs on Religious Harmony and Folk Songs</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Staging a Drama</b> on – Historical/ Social/ Ethical themes</li> </ul>
Gender Issues	<ul style="list-style-type: none"> <li>• <b>Prepare a report on critical analysis</b> of recommendations of commissions and policies on capacity building and empowerment of girls and women</li> <li>• <b>Debates on violation</b> of rights of girls and women</li> <li>• <b>Collect of folklores</b> reflecting socialisation processes</li> <li>• <b>Analyse the video clipping</b> on portrayal of women</li> <li>• <b>Discuss</b> the status of women in the current society</li> </ul>
Conservation and Environmental Regeneration	<ul style="list-style-type: none"> <li>• <b>Survey the college surrounding and prepare a report about the environmental problems</b> found and the possible remedies. Support your report with documental evidences / photographs.</li> <li>• <b>Identify the eco-tourism spots</b> in your district and prepare a suitable report with evidences.</li> <li>• <b>Organize Environmental Awareness Week</b> in your college</li> <li>• <b>Prepare an e-resource about the evils of unmindful felling of trees</b> in the forest regions.</li> <li>• <b>Identify the environmental friendly methods</b> for reducing the usage of paper in your college and home.</li> <li>• <b>Write a report</b> after implementing them for 3 months</li> </ul>
Educational Technology	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the differences between hardware and software technology in education</li> <li>• <b>Identify</b> the barriers in classroom communication</li> <li>• <b>Observe video conferencing program</b> broadcast by IGNOU</li> <li>• <b>Discuss the merits and demerits</b> of online education</li> <li>• <b>Prepare content for Blogs</b> (optional wise)</li> </ul>

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COURSE – M.Ed.	ACTIVITIES
Teacher Education (Part I)	<ul style="list-style-type: none"> <li>• Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions</li> <li>• Interaction with the faculty of Elementary/Secondary teacher education Institutions to asset their roles and responsibilities</li> <li>• Analyse the strategies and scope for professional development of teachers and prepare a report</li> </ul> <p>Preparation of a plan based on any model of teaching for any topic/concept included in the B.Ed. curriculum</p>
Teacher Education (Part II)	<ul style="list-style-type: none"> <li>• Visit the Government, Govt. Aided and Private Schools in your locality and prepare a profile of these school</li> <li>• Prepare a report on the functioning of In-service and Pre-service Teacher Training institutions in your locality</li> <li>• Conduct an Action Research about the impact of RMSA Programme in your Block</li> <li>• Conduct an Interview with the students and their parents on problems in studying Vocational Education Courses at Higher Secondary level</li> </ul>
Curriculum Studies	<ul style="list-style-type: none"> <li>• Analyse how curriculum is culturally, politically, and economically situated.</li> <li>• An essay on your reflections on curriculum studies involving critical theory or post structuralism</li> <li>• Prepare a report on different ways of approaching curriculum theory.</li> <li>• Prepare a list of factors influencing curriculum.</li> <li>• Prepare a report on various issues in curriculum development.</li> <li>• Conduct debate on various approaches of curriculum organization</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Critical Evaluation</b> of Curriculum</li> </ul>
Inclusive Education	<ul style="list-style-type: none"> <li>• <b>Plan two activities for co-operative learning</b> in inclusive classrooms</li> <li>• <b>Planning of two lessons</b> and teaching in inclusive schools</li> <li>• <b>Visit special school and observe the curricular activities</b> and submit a report</li> <li>• <b>Discuss</b> the current policies on inclusive education</li> <li>• <b>Discuss</b> the plus curricular activities and present the report</li> </ul>
Elementary Education in India	<ul style="list-style-type: none"> <li>• <b>Conduct a survey</b> in a school to assess quality issues, and make an action plan to resolve it.</li> <li>• <b>Visit any one elementary school</b> and prepare a report on the best learning engagement method of elementary level student.</li> <li>• <b>Prepare a report</b> after analysing the innovative educational programmes in India</li> <li>• <b>Visit any two elementary schools</b> and find out innovative teaching methodologies.</li> <li>• <b>Critical review</b> of any one of the commission /policies</li> </ul>
Secondary and Higher Education in India	<ul style="list-style-type: none"> <li>• <b>Survey</b> the educational needs of disadvantaged and disabled</li> <li>• <b>Prepare a report</b> with the help of documents/reports on major obstacles and challenges in universalization of secondary education</li> <li>• <b>Visit any one secondary and higher secondary school</b> and find out innovative teaching methodologies and prepare a detailed report.</li> <li>• <b>Organize a debate</b> on current status of higher secondary education in India</li> <li>• <b>Critical review</b> any one of the commission /policies</li> </ul>

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