

**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**

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15. Sujatha,M.,Vijaya Kannan.J. & Raja,G.(2020). Sociological Foundation of Education, Neelkamal Publication, Delhi.
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**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,

வள்ளிவீதியார் ஆகிய புலவர்கள் பற்றியக் குறிப்புகள்.

ஏழாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

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

### பரிதுரைக்கும் செயற்பாடுகள்

செய்யுள், உரைநடை மற்றும் இலக்கண பாடத்திற்கான வேறுபாடுகள் குறித்து  
ஆய்வரங்கம் நடத்துதல்.

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

### பார்வை நூல்கள்

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முதற்பதிப்பு.
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மீனா பதிப்பகம், முதற்பதிப்பு.
4. ஆசிரியர் குழு, (2015). தமிழ் கற்பித்தல் புதிய அணுகுமுறைகள் - வனிதா  
பதிப்பகம், 11, நானா தெரு, சென்னை - 17. முதற்பதிப்பு.
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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.
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12. தேசியக் கல்வி கொள்கை 2020) கல்வி அமைச்சகம், இந்திய அரசு.
13. www.tamilvu.org pdf
14. http// [www.maduraiproject.com](http://www.maduraiproject.com)
15. <https://eegarai.darkbb.com>

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

**B.Ed. SYLLABUS - II SEMESTER**

**BPC3-PEDAGOGY OF ENGLISH I**

**(3 CREDITS -48 HOURS)**

### **OBJECTIVES**

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

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

### **UNIT I : NATURE OF LANGUAGE - SEMANTICS AND PRAGMATICS**

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

1. Types of Meaning: Descriptive, emotive and phatic, sense and reference, connotation and denotation, sense relations (homonymy, hyponymy, antonymy, synonymy, etc.)

2. Language Use in context
3. Message model and inferential model of communication, sentence meaning and utterance meaning.
4. Speech acts – Request, Command, Invitation, Suggestion, Prohibition, Permission, Probability and Likelihood, Obligation, Possibility, Necessity, Purpose and Result, Cause and Reason, Comparison and Contrast, Condition and Supposition.
5. Deixis: Presupposition and implicative

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

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

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

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

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

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

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

1. Principles of language learning
2. Globalization of English language
3. Challenges of Teaching and learning of English in India
4. Immersion language Teaching



## 5. The Task-Based Approach

### **PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT**

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

### **PRACTICUM**

Do a semantic analysis of ten sentences from a ninth standard English prose lesson

Write a dialogue incorporating at least five speech acts

Analyse the cohesive devices used in a text from tenth standard English textbook

### **REFERENCES**

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**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**

- Organize a debate on the topic ‘Which is the effective communication? Oral / Written’
- Write a creative article for the college magazine
- Prepare a lesson plan for a school lesson following any one of the advanced teaching methodology
- Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.
- Brainstorm the importance of developing professional skills.

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

**B.Ed. SYLLABUS - II SEMESTER**

**BPC3–PEDAGOGY OF MATHEMATICS I**

**(3 CREDITS- 48 HOURS)**

**OBJECTIVES**

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

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

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

Standards Based Mathematics Education, Principles- Equity, Curriculum, Teaching, Learning, Assessment, Technology, Content standards, Process standards, Curriculum focal points

Curricular Choices in mathematics, writing to learn mathematics communication

## **UNIT II : PEDAGOGICAL ANALYSIS OF CONTENT IN MATHEMATICS**

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

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

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

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

Mathematical thinking styles

Mathematics learning styles

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

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

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

Mathematics library for secondary sources and reference, Mathematical kit Audio-visual aids, CD- Rom, Projected and non-projected aids - improvised aids - its specific uses in teaching Mathematics, multimedia- Selection and designing, On-line resources, community resources

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

**Types of Test items in Mathematics**

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

**Role of Evaluation in Teaching-Learning process**

**Variety of assessment techniques and practices**

**Open-book tests: Strengths and limitations**

## **PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII**

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

## **PRACTICUM**

Prepare lessons to facilitate learning by exposition and discovery

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

Analyze mathematics text books

Prepare no – cost teaching aids

Design question papers achievement and diagnostic test

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

**B.Ed. SYLLABUS - II SEMESTER**

**BPC3 –PEDAGOGY OF PHYSICAL SCIENCE I**

**(3 CREDITS - 48 HOURS)**

## OBJECTIVES

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

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

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

Approaches and strategies for learning physical science- Constructivist approach-5E learning model - Collaborative learning Approach- Problem solving approach –

Concept mapping- Experiential learning – Inquiry approach- Facilitating learners for self-study-Communication

## **UNIT II : TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING**

### **PHYSICAL SCIENCE (L-7, P-1, T-2)**

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

Role of Evaluation in Teaching-Learning process

Variety of assessment techniques and practices

Open-book tests: Strengths and limitations

Types of Test items in Physical Science

## **UNIT III : ROLE OF LEARNERS IN LEARNING PHYSICAL SCIENCE**

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

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

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

Role of learners in negotiating and mediating learning in physical science

## **UNIT IV : PEDAGOGICAL ANALYSIS OF CONTENT IN PHYSICAL SCIENCE**

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

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

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

Nurturing natural curiosity of observation and drawing conclusion

Facilitating learning progress of learners with various needs in physical science

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

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



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

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

### **PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII**

Measurement – Motion – Electricity and Heat – Light

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

### **PRACTICUM**

Identify methods to integrate environmental issues while teaching physical science.

Demonstrate experiments

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

Practical for demonstration of experiments from class VII

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

Visiting power station, planetarium and Science institutes

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

**B.Ed. SYLLABUS – II SEMESTER**

**BPC3 –PEDAGOGY OF BIOLOGICAL SCIENCE I**

**(3 CREDITS - 48 HOURS)**

**OBJECTIVES**

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

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

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

Approaches and strategies for learning biological science- Constructivist approach-

5E learning model, Collaborative learning Approach, Problem solving approach, Concept mapping, Experiential learning, Inquiry approach- Facilitating learners for self-study, communication

## **UNIT II : TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING**

### **BIOLOGICAL SCIENCE (L-7, P-2, T-2)**

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

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in biological science

## **UNIT III : ROLE OF LEARNERS IN LEARNING BIOLOGICAL SCIENCE**

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

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

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

Role of learners in negotiating and mediating learning in biology

## **UNIT IV : PEDAGOGICAL ANALYSIS OF CONTENT IN BIOLOGICAL SCIENCE**

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

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

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

Nurturing the talents of students

Facilitating learning progress of learners with various needs in biology

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

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

Planning and organising field trips, Science club, Science exhibition, Science fair  
Nurturing creative talent at local level and exploring linkage with district/state/central agencies

### **PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII**

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

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

Eco system

### **PRATICUM**

Visit the Botanical garden

Prepare concept maps for selected concepts

Practical for demonstration of experiments from class 7<sup>th</sup>

Collect the medicinal plants and conduct the Science Exhibitions

### **REFERENCES**

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

**B.Ed. SYLLABUS - II SEMESTER**

**BPC3- PEDAGOGY OF HISTORY I**

**(3 CREDITS - 48 HOURS)**

**OBJECTIVES**

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

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

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

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

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

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

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

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

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

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

## **UNIT III : EDUCATIONAL TECHNOLOGY AND TEACHING HISTORY**

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

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

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

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

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in History

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

Meaning - Definitions – Need for international understanding

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

## **PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII**

**Arab invasions**

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

### **PRACTICUM**

Critique a historical film/ novel from the library sources.

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

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

### **REFERENCES**

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