

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

B.Ed. SYLLABUS - I SEMESTER

BCC1 - FOUNDATIONS OF EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will

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

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

Education- Meaning, Nature and aims of education

History of Indian Education- Ancient, Medieval and Modern periods

Recommendations of Education Commissions –University Education Commission (1948),

Secondary Education Commission (1952), Education Commission (1964-66), National Policy

on Education – 1968 & 1986, National Programme of Action (1992)

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

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

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

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

Process of knowledge construction through constructivist approach

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

Society- Meaning, characteristics and its duties

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

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

Relationship between Society and education, impact of education on society

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

Liberalization, Privatization, Globalization and their influence on Education

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

Teachers' autonomy-Meaning, factors influencing autonomy

Professional ethics of teachers

Learners' autonomy – meaning and its impact

Learners' participation in the learning process

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

Values- Definition - Core values

Value education: meaning and its need

Values in the contemporary realities

Approaches to value inculcation- direct and indirect approach

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

PRACTICUM

Discuss the implications of secondary education commission in school education

Prepare a report on impact of constructivist approach in education

Preparation a report on impact of privatization of education

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

Organisation of Curricular and Co- Curricular activities for value inculcation

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

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: Types, Differences and functions –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

Compare different Philosophies of Education and Highlight their Implications

Discussion on Philosophical thoughts of Eastern and Western Philosophers

Present a Report on Co-Curricular Activities for promoting International Understanding

Discussion on Role of NCTE and NCERT in Enhancing Teacher Education

Identifying and reporting about measures of Quality Education in schools

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.

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

Group discussion on Education as an instrument for social change

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

Debate on constitutional provisions of Education

Prepare a report on nature of inequalities in India.

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

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

Content analysis of newspapers with reference to Sociological and educational aspects

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.

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). Instructional Objectives of School Subjects, NCERT, New Delhi.

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

B.Ed. SYLLABUS - IV SEMESTER

BEC3 - SCHOOL MANAGEMENT

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

School management –Meaning, scope and function

School Organization – meaning, characteristics

School administration and management – characteristics

Principles of School management, role of PTA in school Management

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

School Building

Design of school building

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

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

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

Institutional planning - Definition and objectives, characteristics

Institutional planning- preparation

Role of Institution in planning, implementing and evaluation

Decision making types

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

Need and Importance of school records

Advantages of school records

Essential requirements of school Records

Kinds of school records

UNIT V : TEACHER AND HEAD MASTER IN SCHOOL MANAGEMENT

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

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

Teacher as a facilitator, counsellor and community leader

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

PRACTICUM

Prepare a report on maintenance of records in the school

List out the physical resources in the school

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

REFERENCES

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

