



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

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

## **BOARD OF STUDIES**

2019-2020

59

CIRCULAR DATED 22.7.2019

There will be a meeting of Board of Studies on 12.8.2019 in the Controller of Examinations' Office. Members were informed about the meeting. Subject experts from other institutions were informed by post.

Agenda.

- (i) Introduction of SOC 2.
- (ii) Modification of Syllabi
- (iii) Approval of New Examiners' list.
- (iv) Any other.

Two Experts from Outside :

1. Dr. P. Ganesan

By post

Professor & Head,

Department of Pedagogical Science,

Tamil Nadu Teachers Education University, Chennai.

2. Dr. T. Nagaraj,

By Post

Associate Professor of Mathematics (Retd.)

Sri Sarada College of Education,

Salem.

Expert Nominated by VC.

3. Dr. S. Senthil Nathan,

By Post

Associate Professor in Education,

Dept. of Educational Technology,

Bharathidasan University, Trichy.

Representative relating to Placement.

4. Dr. K. Dhanalakshmi,

By Post.

Associate Professor,

Lakshmi College of Education,

Grandhigam.

## Alumnae

5. Dr. A. Kalamallika Devi, By Post  
Principal, Sakthi Kailash College of Education,  
Salem.

## Chair person.

6. Dr. S. Santhi, S. S. U.  
Principal, Sri Sarada College of Education,  
Salem.

## Faculty Members.

7. Dr. R. Selvamathi Sugirtha P. S. U. - E.  
Asst. Prof. of Biological Science.
8. Dr. V. Priya V. Priya  
Asst. Prof. of Physical Science
9. Dr. K. P. Shanmuga Vadivu U. P. U. - K.  
Asst. Prof. of Education.
10. Dr. K. Kamala Devi, U. U. M. L.  
Asst. Prof. of English
11. Mrs. A. Arulsevi, A. P. U.  
Asst. Prof. of Education
12. Dr. D. Kavitha, on leave  
Asst. Prof. Tamil
13. Dr. S. Velvizhi S. Velvizhi  
Physical Education Directress
14. Mrs. A. Kavitha A. Kavitha  
Librarian
15. Mrs. R. Saraswathi R. Saraswathi  
Asst. Prof. of Mathematics

2019

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)**

**SALEM – 16**

**BOARD OF STUDIES MEETING**

**13.08.2019**

**AGENDA**

1. Prayer
2. Welcome Address
3. Discuss about Skill Oriented Course
4. Modification of Syllabi
5. Approval of Examiners List
6. Any other

*S. S. [Signature]*

**PRINCIPAL**  
Sri Sarada College of Education  
(Autonomous)  
SALEM-636 016

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## SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS) FAIRLANDS, SALEM - 636 016

AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI  
RE-ACCREDITED AT THE "A" LEVEL BY NAAC

President

**SWAMI SADANANDA**

Secretary

**YATISWARI VINAYAKAPRIYA**

Principal

**Dr. (Mrs.) S. SANTHI, M.A., M.Ed., M.Phil., Ph.D.**

No. ....

Date .....

108/2019-2020

23.07.2019

From  
The Principal  
Sri Sarada College of Education  
(Autonomous) Salem-16

To  
All Staff Members  
Sri Sarada College of Education  
(Autonomous) Salem-16

Dear Sir

Sub: Sri Sarada College of Education, Salem 16 – Autonomous  
- Meeting of the Board of Studies – Reg.

There will be a meeting of the <sup>Board of Studies</sup> Governing Body on 13.08.2019 at 11.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work. Agenda to be discussed is enclosed herewith.

Thanking you,

Encl:  
1. Agenda

Yours Sincerely,

*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*  
*Dr. S. Santhi*

*S-S*  
*23/7/19*  
**PRINCIPAL**  
Sri Sarada College of Education  
(Autonomous)  
SALEM-636 016

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**B.Ed. I SEMESTER  
SYLLABUS**

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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. acquire knowledge on examination reforms and assessment processes
4. understand the innovative learning methods
5. acquire knowledge of learning styles

**UNIT I: EDUCATIONAL INNOVATIONS (L-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)**

OBB, MLL, JL, ABL, ALM

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

Floating University, Virtual University, Deemed University Community colleges

**UNIT III: EXAMINATION AND EVALUATION REFORMS (L -8, P -1, T-1)**

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

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

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

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

#### **UNIT IV: INNOVATIVE LEARNING METHODS (L-5, P -1, T-2)**

Inquiry based learning, Virtual learning, Contextual learning, Cooperative Learning, Collaborative Learning, Experiential Learning, Concept Map, Mind Map

#### **UNIT V: LEARNER AND LEARNING STYLES (L -5, P- 2, T-2)**

Learners- Converger, Diverger, Assimilator, Accommodator

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

Verbal ,Physical, Logical, Social, Solitary

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

#### **PRACTICUM**

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

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

Prepare mind map/concept map

Collect opinion of peers on continuous internal assessment

Discuss the merits and demerits of different learning styles

#### **REFERENCES**

1. Aggarwal ,J.C,Educational Administration, School Organization and Supervision, Arya Book Depot,New Delhi, (2000)
2. Mishra B.K. and Mohanty.R.K. – Trends and Issues in Indian Education, Surya Publication, Meerat (2003)
3. Nanda , S.K Education ND National Development , Ludhiana, Prakash Brothers.
4. Sachdeva , M.S.School organization ,Administration and Management, Ludhiana: Tandon Publications, (2000)
5. Sodhi ,T.S& Suri, Aruna: Management of School Education. (2000)
6. Walia , J.S: Foundations of School, Administration and Organization.(2001)
7. Dr.K.Nagarajan, Dr. S.Natarajan and C.R.Manivasagan- Educational Innovations Curriculum Development, Sri ram Publishers, Chennai (2013)
8. A.Meenakshisundaram – Educational Innovations and Management – kavyamala publishers(2009)
9. Aggarwal ,J.C, Principles, Methods and Techniques of teaching - Vikas Publishing House pvt ltd, Noida (2013)



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

B.Ed. SYLLABUS - I SEMESTER

BPCI –PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

### OBJECTIVES

**On completion of this course the student teachers will**

1. evaluate the position of English language in India
2. know the recommendations of various educational commissions and constitutional policy of language education
3. understand the relation between literature and language
4. acquire skills in classroom management
5. organize language activities in pair and group
6. recognize the formation of words and its elements

### UNIT I: PROPERTIES AND ROLE OF LANGUAGE (L-6, P-1, T-2)

Properties of language – Communicative versus informative, unique properties, Displacement, Arbitrariness, Productivity, Cultural transmission, Discreteness, Duality and Other properties

Language and Society - Language and Gender, Language and Identity, Language and Power, Language and Class (Society), Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66) NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

### UNIT II: LANGUAGE, LITERATURE AND AESTHETICS-I (L-6, P-1, T-1)

Characteristics of language - Language families – Place of English.

Linguistics – Scope of linguistics, Levels of linguistic analysis

Different Creative forms of English Language: understanding different forms of literature; Literature in the school curriculum: needs, objectives and relevance; role and relevance of media in school curriculum

Translation: importance and need, translation as a creative activity: through examples of translated texts into English from Tamil.

### UNIT III: PLANNING & ORGANIZATION OF ENGLISH CLASSROOM

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

Class room management in large class: pair and group work

Planning for variety – balancing teacher's and students' talking time

Questioning techniques – Skill oriented teaching.

Multimedia approach

#### **UNIT IV: NATURE OF LANGUAGE - MORPHOLOGY (L-6, P-2, T-3)**

Morphemes - free and bound morphemes, morphological description, problems in morphological description, morphs and allomorphs

Lexeme - Roots and Affixes: types of affixes – inflexional and derivational affixes

Word formation – process of word formation – affixation, conversion, compounding, blends, reduplicative, acronyms, clipping, patterns of spelling

Vocabulary – active and passive vocabulary, ways to enrich the vocabulary power of students.

#### **UNIT V: NATURE OF LANGUAGE - SYNTAX (L-6, P-2, T-2)**

Meaning – traditional approach and its inadequacies

Word classes – phrase, clause and sentence

Generative grammar, properties of grammar, deep and surface structure, structural ambiguity symbols used in syntactic description, labelled tree diagram, phrase structure rules, transformational rules.

#### **PEDAGOGICAL CONTENT KNOWLEDGE**

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 Verbal, (v) Adjectives, kinds and Order of Adjectives, (vi) Adverbs and its kinds, (vii) Conjunctions and Interjections, and (viii) Punctuation and Capitalization.

#### **PRACTICUM**

From 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. Collie, Joanne and Slater, Stephen *Literature in the Language Classroom* CUP, Cambridge (2004)
2. Gimson, A.C. *An Introduction to the Pronunciation of English*, ELBS, London (1970).
3. Kleiser, Grenville *Effective writing using Good Grammar*. APH Publishing Corporation, New Delhi (For Content Analysis) (2012).
4. Leach, Heather and Graham, Robert. *Creative writing* Continuum International Publishing Group, New York. (2008).
5. Sharma, R.N. *Contemporary Teaching of English*. Surjeet, Delhi (2008).
6. Shastri, Pratima Dave *Fundamental aspects of translation* PHI. New Delhi (2012)
7. Syal, Pushpinder and Jindal DV *An Introduction to Linguistics*. PHI, New Delhi (2007)
8. Tarinayya.M. *English Language Teaching*, Udayam Offsets, Madras (1992)
9. Yule, George. *The study of Language*. CUP, New Delhi (2011)

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

**B.Ed. SYLLABUS - I SEMESTER**

**ETE1 - READING AND REFLECTING ON TEXTS**

**(2 CREDIT-32 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

1. know the meaning, process, importance and characteristics of reading
2. appreciate and apply different levels, types, techniques and methods of reading
3. acquaint with the skills of reading different types of texts
4. develop different types of reading skills through various activities and met cognition
5. learn the skills of reading comprehension and to enhance vocabulary

**UNIT I: INTRODUCTION TO READING (L-3, P-1, T-1)**

Reading – Meaning and Process

Importance of Reading across Curriculum

Characteristics of Reading

**UNIT II: READING SKILLS (L-3, P- P-3, T-1)**

Levels of Reading - literal, interpretative, critical and creative

Types of Reading – intensive and extensive reading, oral & silent Reading

Reading Techniques – Skimming and Scanning

Methodology of Reading

**UNIT III: READING THE TEXTS (L-4, P-2, T-1)**

Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes

Importance of Different Texts in Curriculum

**UNIT IV: DEVELOPING READING SKILLS (L-3, P-2, T-2)**

Developing Critical Reading Skills

Developing Reflective Skills

Activities for developing reading skills

Developing Metacognition for Reading

**UNIT V: READING COMPREHENSION (L-3, P-2, T-1)**

Developing Reading Comprehension

Developing Vocabulary for Reading Problems of Reading

## PRACTICUM

### Readings for Discussion, Analysis and Reflection

(In depth Reading of any Five of the following):

1. Delpit, Lisa D. (1988). *The Silenced Dialogue: Power and Pedagogy in Educating Other People Children*. *Harvard Educational Review* 58(3), 280-298.
2. 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.
3. Gilligan, C. (1977). *In a Different Voice: Womens Conception of Self and Morality*. *Harvard Educational Review*, 47 (4), 481-517
4. Ilich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
5. Vasanta, D. (2004). *Childhood, Work and Schooling: Some Reflections*. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
6. 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.
7. Wood, D. (2000). *Narrating Professional Development: Teacher s stories as texts for*

### REFERENCES

1. Mukalel, J. C. *Approaches to English Language Teaching*. New Delhi: Discovery publishing house. (1998)
2. Mukalel, J. C. *Creative Approaches to Classroom Teaching*. New Delhi: Discovery publishing house. (1998)
3. Mukalel, J. C., and Ahmed, S. B. *Teaching English in India*. New Delhi: Arya Book Depot. (1984)
4. Nagaraj, G. *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman. (1996)
5. Richard, J., and Theodore, S., and Rodgers, T. S. *Approaches and Methods in Language*. Cambridge University Press. (1968)
6. Venkateswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House. (1995)
7. Willis, J. *Teaching English through English ELBS*. England: Longman Ltd. (1981)

**B.Ed. III SEMESTER**  
**SYLLABUS**

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

மூன்றாம் பருவம்

BPC5-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி -1

(4 CREDITS -64 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்
2. பாடப்பொருளைக் கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்
3. கற்பித்தலுக்கான செயல்திட்டத்தை உருவாக்கும் திறனைப் பெறுதல்
4. மதிப்பிடும் முறைகளை அறிந்திருத்தல்

அலகு-1 செய்யுள்:

வாழ்த்து - நன்னூல் - பாயிரம் - திருமலை முருகன் - பள்ளு - காவடிச்சிந்து - விஞ்ஞானி -  
நீலகேசி - பிள்ளைக்கூடம் - அகநானூறு - ஆத்மநாம் கவிதைகள் - ஜப்பானிய  
ஹைக்கூக்கவிதைகள் - ஒவ்வொரு புல்லையும் - திருக்குறள்: செய்நன்றியறிதல் -  
பொறையுடைமை - அறிவுடைமை - வினைத்திட்டம் - சிலப்பதிகாரம் - பாண்டியன்பரிசு -  
சிக்கனம் - வேலைகளில்ல வேள்விகளே - திருமால் - அருகன் - இயேசு பெருமான் - நபிகள்  
நாயகம்.

அலகு-2 உரைநடை:

இயற்கை வேளாண்மை - மலை இடப்பெயர்கள் ஓர் ஆய்வு - தமிழ் கல்வி வரலாறு -  
காலத்தை வென்றகலை - தாசுரின் கடிதங்கள் - சமரசம் - வாழ்க்கை - நீதிநூல்களில்  
இலக்கிய நயம் - தமிழ்நாட்டு கலைச்செல்வங்கள்

அலகு-3 இலக்கணம்

மெய்மயக்கம் - பகுபத உறுப்பிலக்கணம் - புணர்ச்சி விதிகள் - படைப்பாக்க உத்திகள் -பா  
இயற்றப் பழகலாம் - கலைச்சொல்லாக்கம் - ஆக்கப்பெயர்கள் - நிறுத்தற் குறிகள்

அலகு-4 துணைப்பாடம்

ஆறாம் துணை - வாடிவாசல் - இதழாள்பாரதி - சிந்தனைப்பட்டிமன்றம் - காஞ்சனை  
முன்னுரை - பால் வண்ணப்பிள்ளை - கிழிசல் - ஓர் உல்லாச பயணம் - மண் - பழிக்குப்பழி

அலகு-5 மொழிப்பயிற்சிகள்

கவிதைப்படைத்தல் - கட்டுரைப்பயிற்சி - கற்பனைக்கடிதம் எழுதுதல் - தமிழாக்கம் செய்தல்  
- நாட்குறிப்பு தயாரித்தல் - கலைச்சொல்லாக்கம் செய்தல்

பரிந்துரைக்கும் செயற்பாடுகள்

பாடத்தின் பத்தியைச் சுருக்கி எழுதுதல்.

புதுக்கவிதை படைத்தல்

ஏதேனும் ஒரு துணைப்பாடத்தின் கதைமாந்தரை திறனாய்வு செய்தல்.

பார்வை நூற்கள்

பதினொன்று மற்றும் பனிரெண்டாம் வகுப்பு பாடநூற்கள்

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

முன்றாம் பருவம்

BPC6-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி -II

(4 CREDITS -64 HOURS)

நோக்கங்கள்

1. மாணவ ஆசிரியைகள் இப்பாடத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்
2. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்
3. பாடப்பொருளைக் கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்
4. கற்பித்தலுக்கான செயல்திட்டத்தை உருவாக்கும் திறனைப் பெறுதல்
5. மதிப்பீடும் முறைகளை அறிந்திருத்தல்

அலகு 1: செய்யுள்:

வாழ்த்து - திருக்குறள்- இனியவை நாற்பது- திருவள்ளுவமாலை- நளவெண்பா- விவேகசிந்தாமணி - காவடிச்சிந்து - விக்கிரமசோழன் உலா - திருமந்திரம் - வில்லிபாரதம்- விழுதும் வேரும் - தமிழோவியம் - புறநானூறு - மணிமேகலை - நான்மாடக்கூடல் - நாச்சியார் திருமொழி - முத்தொள்ளாயிரம் - யசோதரக்காவியம்

அலகு 2: உரைநடை:

உலகம் உள்ளங்கையில் - விடுதலைப் போரில் தமிழகப் பெண்களின் பங்கு -செய்தி உருவாகும் கதை -தமிழர் வானியல்- இலக்கியத்தில் நகைச்சுவை- திராவிட மொழிக்குடும்பம் -ஏறுதழுவுதல் -இயந்திரங்களும் இணையப்பயன்பாடும் -கல்வியில் சிறந்தப்பெண்கள் -விரிவாகும் ஆளுமை

அலகு 3: இலக்கணம்:

குற்றியலுகரம் -குற்றியலிகரம் - முற்றியலுகரம் - இலக்கியவகைச்சொற்கள்- இயல்பு வழக்கு -தகுதிவழக்கு - தொகைநிலைத் தொடர்கள் - தொகாநிலைத்தொடர்கள் - ஆகுபெயர் - வேற்றுமை - புணர்ச்சி - துணைவினைகள் - வல்லினம் மிகுவிடம் - வல்லினம் மிகாவிடம் - யாப்பிலக்கணம் -அணிகள்

அலகு 4: துணைப்பாடம்:

மகிழ்ச்சிக்கான வழி - ஆவணம் - மதியினால் சதியை வெல்லலாம் - கலீலியோ கலிலி - குழந்தையிடமா திறமை! - அகழாய்வுகள் - வீட்டிற்கோ புத்தகச்சாலை - சந்தை - பொருளிலக்கணம் -மகனுக்கு எழுதியக் கடிதம்

அலகு 5: மொழிப்பயிற்சிகள்

துணுக்குகள் எழுதுதல் - கவிதை படைத்தல் - நாடகம் எழுதுதல் - சிறுகதை எழுதுதல் - வாசகம் எழுதுதல் - பழமொழிகள் அறிதல் - கடிதம் எழுதுதல்



பரிந்துரைக்கும் செயற்பாடுகள்

கற்றுச் சூழல் குறித்து வாசகம் தயாரித்தல்

ஏதேனும் ஓர சிறுகதையின் மையக்கருத்தைப் பகுத்தாராய்தல்

நாட்டுப்புறப் பாடல்களைச் சேகரித்தல்

அகழாய்வுகள் குறித்த சிறு தொகுப்பேடு தயாரித்தல்

பார்வை நூற்கள்

எட்டு மற்றும் ஒன்பதாம் வகுப்பு பாடநூற்கள்

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

B.Ed. SYLLABUS - III SEMESTER

BPCS –PEDAGOGICAL CONTENT KNOWLEDGE OF ENGLISH I

(4 CREDITS -64 HOURS)

### OBJECTIVES

On completion of this course the student teachers will

1. Specify the aims and objectives of teaching a prose lesson
2. Identify the appropriate techniques for teaching the elements of a prose lesson
3. Recognize the aims and objectives of teaching poetry
4. Identify the apt techniques to develop appreciative skill in learning poetry
5. Develop the knowledge of grammar items prescribed in school syllabi
6. Understand the relevance of supplementary reader to develop language skills
7. Find the suitable techniques of teaching language exercises

### UNIT I: TEACHING OF PROSE

With special reference to the prose lessons "The Queen of Boxing by M.C.Mary Kom" and "The Ceaseless Crusader"

Achieving the aims of teaching English Prose: Fluent Reading with comprehension, enrichment of vocabulary and content words, enjoy reading and writing.

Reading Strategies – Judgment, reasoning, interpretation and appreciation, paying attention to writer's intentions, arguments, ideas, styles

Suitable motivation, teaching structures, teaching vocabulary, develop reading, testing comprehension, testing application, giving assignment

### UNIT II: TEACHING OF POETRY

With special reference to the poems "Once upon a time by Gabriel Okara" and "A Psalm of life by H W Longfellow"

Analysis of various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Recitation of poem with proper rhythm and intonation, develop the power of imagination, train the emotions of students, induce love for poetry reading and writing, develop the aesthetic sense of students

### UNIT III: TEACHING OF GRAMMAR

Developing students' insight into the structure of English language, understand the grammar through use of its structure, develop their mental abilities of reasoning.

Articles and Determiners, Modal Auxiliaries, Sentence Pattern, Phrases and Clauses – *Kind* of phrases-Noun, Adjective and Adverbial, Types of Clauses - Noun, Adjective and Adverbial, Conditional clauses, Defining and non-defining relative clauses  
English for Social, Specific, Academic, Occupational, Creative Purposes – *Functions for* all purposes, seasons and field - within the classroom and Communicative Grammar

#### **UNIT IV: TEACHING OF SUPPLEMENTARY READER**

Achieving the aims of teaching supplementary reader - develops the ability to read and extends the vocabulary, supplements and enriches work done by pupils in the classroom, and encourages independent access to information and arouses the interest of pupils in matters outside the curriculum.

Developing a teaching force which is capable of moving beyond the confines of set books and textbooks and providing training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning

With special reference to the supplementary reader “After Twenty Years by O.Henry” and “The Lottery Ticket by Anton Checkov”

#### **UNIT V: TEACHING OF LANGUAGE ASPECTS**

Reading – Selecting suitable parallel reading materials, idioms related to sports, colours, animals and birds, and interpreting pictorial representations of facts.

Writing – interpreting notices, announcements, telephone notes, Note making and summary writing, writing an article for newspaper, Biographical sketch, Report writing, and Going for one word equivalent

Speaking – Drafting a public speech-Ceremonial, Demonstrative, Informative and Persuasive. delivering welcome address and proposing vote of thanks, Types of Speech delivery – impromptu, extemporaneous, Manuscript and Memorized.

#### **PRACTICUM**

Analyze the warm up activities and their relevance for motivating the learners

Prepare a different ICT corner for any of the lesson prescribed for the classes

Prepare a phonetic transcription of a passage

#### **REFERENCES**

Text books – ENGLISH XI and XII, Department of School Education, Tamil Nadu Text book and Educational Services Corporation, Chennai, Tamil Nadu

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

B.Ed. SYLLABUS - III SEMESTER

BPC6-PEDAGOGICAL CONTENT KNOWLEDGE OF ENGLISH II

(4 CREDITS -64 HOURS)

### OBJECTIVES

On completion of this course the student teachers will

1. Specify the aims and objectives of teaching a prose lesson
2. Identify the appropriate technique for teaching the elements of a prose lesson
3. Recognize the aims and objectives of teaching poetry
4. Identify the apt technique to develop students' appreciative skill in learning poetry
5. Develop the knowledge of grammar items prescribed in school syllabi
6. Understand the relevance of supplementary reader to develop students' language skills
7. Find suitable techniques of teaching language exercises

### UNIT I: TEACHING OF PROSE

With special reference to the prose lessons "Living Amicably" and "Sea Turtles"

Achieving the aims of teaching English Prose: Fluent Reading with comprehension, enrichment of vocabulary and content words, enjoy reading and writing.

Reading Strategies – Judgement, reasoning, interpretation and appreciation, paying attention to writer's intentions, arguments, ideas, styles.

Suitable motivation, teaching structures, teaching vocabulary, develop reading, testing comprehension, testing application, giving assignment

### UNIT II: TEACHING OF POETRY

With special reference to the poems "Stopping by Woods on a Snowy evening by Robert Frost" and "Nine Gold Medals by David Roth"

Analysis of various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Recitation of poem with proper rhythm and intonation, develop the power of imagination, train the emotions of students, induce love for poetry reading and writing, develop the aesthetic sense of students

### UNIT III: TEACHING OF GRAMMAR

Developing students' insight into the structure of English language, understand the grammar through use of its structure, develop their mental abilities of reasoning.

Transformation of Sentences –

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1. Direct Vs. Reported Speech
2. Simple, compound, complex
3. Active voice Vs. Passive voice
4. Positive vs. Negative
5. Degrees of Comparison

Syllabification, Prefixes and Suffixes, Tenses, the Gerund, Infinitives, the Participle, Phrases and Clauses, Transitive and Intransitive Verbs, Prepositions, Sentence Patterns and Question Tags

#### **UNIT IV: TEACHING OF SUPPLEMENTARY READER**

Achieving the aims of teaching supplementary reader - develops the ability to read and extends the vocabulary, supplements and enriches work done by pupils in the classroom, and encourages independent access to information and arouses the interest of pupils in matters outside the curriculum.

Developing a teaching force which is capable of moving beyond the confines of set books and textbooks and providing training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning

With special reference to the supplementary reader "The Fun they had" and "After the Storm"

#### **UNIT V: TEACHING OF LANGUAGE ASPECTS**

Teaching of compositional skills – Importance and varieties of oral and written composition

Descriptive writing - describing yourself, a picture, a person and a place

Narrative writing – narrating an incident, a story, and an event

Designing language games – Crossword, riddles, Word Search appropriate for the age group of the students

#### **PRACTICUM**

Preparing language activities suitable for the age group of students

Organize a Group Discussion on the topic "Teaching a language and a subject"

Analyses of School text books

#### **REFERENCES**

Text books – ENGLISH VII and IX, Department of School Education, Tamil Nadu Text Book and Educational Services Corporation, Chennai, Tamil Nadu

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.**  
**B.Ed. SYLLABUS - III SEMESTER**  
**BPC5-PEDAGOGICAL CONTENT KNOWLEDGE OF MATHEMATICS I**  
**(4 CREDITS - 64 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

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

**UNIT I: ARITHMETIC**

Rational Numbers – Four Properties of Rational Numbers- Irrational Numbers – Square and Cube roots of Real Numbers - Application of Percentage - Profit and Loss – Overhead Expenses – Discount and Tax- Simple Interest (SI) – Compound Interest (CI) – Difference between SI and CI – Fixed Deposits and Recurring Deposits- Compound Variations- Time and Work

**UNIT II: ALGEBRA**

Algebraic Expressions – Identities – Factorization – Linear Equations – Polynomials – Type of Polynomials- Arithmetic of Polynomials – Remainder Theorem - Set – Types of Set – Set Operations – Cardinality and Practical problems on set operations

**UNIT III: CO – ORDINATE GEOMETRY**

Mapping the plane – Devising a co-ordinate system - Distance between any two points on the coordinate axes - Distance between any two points lying on a line parallel to coordinate Axes – Distance between the two points on a Plane – Properties of distances

**UNIT IV: GEOMETRY**

Triangles – Properties of triangles - Kinds of Triangles – Angle sum properties of Triangles – Congruence of Triangles – Conditions for triangles to be congruent - Centres of Triangle – Pythagoras theorem - Quadrilaterals – Types of Quadrilaterals – Constructions of the circumcentre and Orthocentre of a triangle - Circle – Semi Circles – Quadrant of a circle – Secant of a circle – Tangent of a circle – Segment of a circle – Sector of a circle – Combined figures

## **UNIT V: STATISTICS**

Formation of frequency table for grouped and ungrouped data – Draw the diagram of histogram, frequency polygon, Pie- Measures of Central tendency

### **PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching mathematics to a particular class

### **REFERENCE**

Text books - Mathematics VIII and IX classes, Department of School Education, Tamil Nadu  
Text book Corporation, Chennai, Tamil Nadu

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

**B.Ed. SYLLABUS - III SEMESTER**

**BPC5 – PEDAGOGICAL CONTENT KNOWLEDGE OF PHYSICAL SCIENCE I**

**(4 CREDITS - 64 HOURS)**

**OBJECTIVES**

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

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

**UNIT I: MEASUREMENT AND MEASURING INSTRUMENTS**

Physical quantities and units- SI system of units- fundamental units of SI system- unit prefixes- rules and conventions for writing SI units and their symbols- vernier caliper and screw gauge- spherometer- measuring mass- accuracy in measures.

**UNIT II: MOTION**

State of rest and motion- types of motion- distance and displacement- uniform and non-uniform motion- speed, velocity and acceleration- graphical representation of motion along a straight line- equation of motion- centripetal acceleration and centripetal force- centrifugal force- summary

**UNIT III: LIGHT**

Reflection of light- curved mirrors-image formed by curved mirrors- real and virtual image- concave mirror- convex mirror- speed of light- total internal reflection.

**UNIT IV: MATTER AROUND US**

Meaning of matter - existences of matter- solid of particles- kinetic particles theory of three states of matter-solid, liquid, gas- solids- liquids- gases- effect of temperature on movement of particles- changes in state of matter and the kinetic particle theory- melting- freezing- boiling- evaporation- sublimation- effect of pressure on gases- classification of matter based on composition- elements-compound- differences between mixtures and compounds- types of mixture- colloidal solutions- separation of mixtures.



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## **UNIT V: CHEMICAL COMBINATIONS**

Laws of chemical combination- laws of reciprocal proportions- discovery of nucleus- discovery of neutrons- isotopes (Iso-same, topo-place, Isotope- same place).

### **PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching physical science to a particular class

### **REFERENCE**

Text books – Physical Science VIII, IX Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.**  
**B.Ed. SYLLABUS - III SEMESTER**  
**BPC5 – PEDAGOGICAL CONTENT KNOWLEDGE OF BIOLOGICAL SCIENCE I**  
**(4 CREDITS - 64 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

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

**UNIT I: CROP PRODUCTION AND MANAGEMENT**

Crop Production and Management –need for crop productions, method of crop productions –  
Role of Micro Organisms in crop productions -Diversity in Living Organism -Conservation  
of Plants and Animals

**UNIT II: LIVING WORLD OF PLANTS**

Plant physiology-types of tropisms in plants, movement and growth of plants, photosynthesis

**UNIT III: DIVERSITY IN LIVING ORGANISMS KINGDOM ANIMALIA**

Classifications of living organisms, animal kingdom, phylum- protozoa, Porifera,  
Coelenterata, Plathelminthes, Nematoda, Annelida, Arthropoda, Mollusca, Echinodermata.  
Chordata

Divisions Vertebrata

Binomial names of common animals

**UNIT IV: HEALTH AND HYGIENE**

Human Body System, Components of food, health and personal hygiene- introductions  
of microbes, types of microbes' bacteria, virus, and fungi

**UNIT V: FOOD FOR LIVING**

Classification of nutrients, Carbohydrates, proteins, fats, vitamins and minerals, need  
for water, Protein Energy Malnutrition(PEM), Minerals its functions and deficiencies,  
vitaminosis, methods of food preservation, adulteration

## **PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching biological science to a particular class

## **REFERENCE**

Text books – Biological Science VIII, IX Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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

B.Ed. SYLLABUS - III SEMESTER

BPC5- PEDAGOGICAL CONTENT KNOWLEDGE OF HISTORY I

(4 CREDITS - 64 HOURS)

**OBJECTIVES**

**On completion of this course the student teachers will**

1. understand the history content at high school level
2. develop teaching learning activities to enhance student learning
3. acquire knowledge on evaluation of human society
4. understand the development of religion in the 6<sup>th</sup> century BC
5. know the reason for imperialism in china and India

**UNIT I: GREAT RULERS AND ADVENT OF THE EUROPEANS**

The great Mughals – Babar (1526BC-1530BC), Humayun, Shershah, Jahangir, Akbar, Shahjahan, Aurangzeb

Rise of the Marathas- Sivaji

Advent of the Europeans- trade routes-Portuguese, Dutch, British, French

Anglo- French struggle (three Carnatic wars), Battle of Plassey (1757), Battle of Buxar

**UNIT II: EVOLUTION OF HUMAN AND SOCIETY**

Origin of the Earth and geological Ages

Human enquiries into past and origin of the world

Prehistory- human ancestors-

Cultures –Palaeolithic, Mesolithic and Neolithic cultures

Ancient civilization – Early civilization- Egyptian, Mesopotamian, Chinese and Tamil civilization

Early societies, state formation

**UNIT III: RELIGION**

Religion in the 6<sup>th</sup> century BC

Jainism and Buddhism

**UNIT IV: IMPERIALISM**

Imperialism in India and china

Causes and Effects of Imperialism

## **UNIT V: FIRST WORLD WAR**

Causes for the First World War

Course of the war

Result of the war

### **PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Plan for enrichment activities and remedial measures to cater to individual needs

### **REFERENCE**

Text books – Social Science IX, X Department of School Education, Tamil Nadu Textbook Corporation, Chennai, Tamil Nadu

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

**CERTIFICATE COURSE**

**SOFT SKILLS**

**OBJECTIVES**

**After studying this course the students will be able**

to know the meaning and definition of soft skills

to realize the need and importance of soft skills.

to understand the principles of effective communication

to get sensitized about the significance of etiquette and manners

to know the guidelines for choosing a career

to understand the importance of Time Management and Stress Management

**UNIT I - INTRODUCTION OF SOFT SKILLS**

Soft Skills – Definition, Meaning, Need and importance – Training on soft skills, Types of Soft Skills, Components of Soft Skills, Measuring attitude.

**UNIT II – COMMUNICATIVE SKILLS**

Definition, Need and Interpersonal Skills, Principles of effective communication. Importance of Oral Communication – Non- verbal Communication, Barriers, Strategies for effective Communication.

**UNIT III – ETIQUETTE AND MANNERS**

Introduction – Modern etiquette - benefits of etiquette – Classification of etiquette, Introduction – Manners, practicing good Manners, Professional Manners, getting along with people, Manners to get respect from others, Problem Solving Skills.

**UNIT IV - CARRER PLANNING & INTERVIEW SKILLS**

Introduction – Benefits of Career Planning, Guidelines for Choosing a career, Developing career goals, Interview – Introduction, How to present well in interview, Tips to make good impression in an interview.

**UNIT V- TIME AND STRESS MANAGEMENT**

Introduction – Sense of Time Management, features of time, Time Management tips for students, Stress Management – Meaning, Effects of Stress, Kinds of Stress, Stress Management tips.

### **PRACTICUM**

1. Conduct a Group Discussion on the factors causing stress among adolescent students.
2. Organize a debate on "Who excels in Time Management; Youngsters or Senior Citizens".
3. Prepare a detailed report on the significance of life skills training after analyzing any behavioural problem of school students.

### **REFERENCE**

1. Alex K, Soft Skills – Know yourself & know the world, S.Chand & Company Ltd, New Delhi. (2012)
2. Anjani K Sinha, Empowering Communication Skills, Shipra Publications, Delhi (2016)
3. Anuradha Ajit, Soft Skills for Aspiring leaders, Emerald Publishers, Chennai. (2009)
4. Francis Peter S.J, Soft Skills and professional Communication Tata McGraw Hill Education Private Ltd. New Delhi. (2012)
5. Gaurav N Meha, Communication Skills, S.B.Nangia APH publishing Corporation, New Delhi.( 2014)
6. Singh S.R., Soft Skills APH publishing Corporation , New Delhi.(2011)

S. S. 

**PRINCIPAL**  
Sri Sarada College of Education  
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SALEM-636 016

61

Minutes of the Board of Studies Meeting held on  
13.08.2019

The members of the Board of Studies met at 11.30 am at the Controller of Examinations' office on 13.08.2019.

Members present were ;

1. Chair Person - Dr. S. Santhi,  
Principal, SSCE, Salem.
2. Outside Experts. - Dr. P. Ganesan,  
Prof. & Head, TNEU  
Dr. T. Nagavalli,  
Asso. Prof. of Mathematics (Retd).  
SSCE, Salem.
3. Representative related  
to Placement - Dr. K. Dhanalakshmi  
Asso. Professor, Lakshmi College of Edn.  
Gandhigram.
4. Faculty Members :  
Dr. R. Selvamathi Sugirtha, Asst. Prof. of Bio. Science  
Dr. V. Priya, Asst. Prof. of Physical Science  
Dr. K.P. Shanmuga Vadivu, Asst. Prof. of Education  
Dr. K. Kamala Devi, Asst. Prof. of English  
Mrs. V. Anulselvi, Asst. Prof. of Education  
Dr. D. Kavitha, Asst. Prof. of Tamil  
Dr. S. Velvizhi, Director of Physical Education  
Mrs. A. Kavitha, Librarian.  
Mrs. R. Saraswathi, Asst. Prof. of Mathematics.
5. Alumnae - Dr. A. Balamallika Devi,  
Principal, Sakthi Kailash College of  
Education, Salem.



## Item No. 1

To consider the requisition of Dr. K.P. Shanmuga Vadivu to approve the modification of syllabus in the paper BCC3 - Educational Innovations (I semester). It was proposed by Mrs. R. Saraswathi and seconded by Mrs. V. Anulselvi.

The members suggested to replace the third unit with the title 'Innovative Practices' advocated in Educational Policies' and change the content accordingly. In the fourth unit, instead of 'Inquiry based learning' (which was already in the course 'Essentials of Teaching and Learning'), 'Learning Management System (LMS), Open Educational Resources (OER) and Learning about Outcome Based Learning' may be added, pointed by Dr. A. Balamallika Devi.

## Item No. 2

To consider the requisition of Dr. V. Priya to approve the modification of syllabi in the courses of Pedagogical Content Knowledge of school subjects. BPCS. It was proposed by Dr. R. Selvamathi Sugitha and seconded by Dr. K. Kamala Devi.

It is resolved to approve the changes made in all the syllabi.

## Item No. 3

To consider the requisition of Dr. K. Kamala Devi to approve the transition of ETE: Reading and Reflecting on Texts into a Skill Oriented Course (SOC I). It was proposed by Dr. A. Kavitha and seconded by D. V. Priya.

The members suggested to maintain the objectivity of evaluation in terms of conducting

Continuous and Comprehensive Evaluation. The reading ability of the students both at the entry and final stage will also be evaluated and the progress chart may be presented.

Any other.

The members suggested the faculty members to apply for funding agencies for the conduct of seminars/workshops/conferences both at state or National level.

The examiners' list was also approved by the board. The members suggested to reduce the external marks for theory papers from 100 to 70 marks.

The members Present.

1. Dr. P. Ganesan,  
Head, Dept. of Pedagogical Science,  
TJNTEU, Chennai. B. S. S.  
13/8/19
2. Dr. J. Nagavalli,  
Associate Professor of Mathematics (Retd.)  
SSCE, Salem. M. N.  
13/8/19
3. Dr. K. Dhanalakshmi,  
Associate Professor,  
Lakshmi College of Education. K. Chandalakshmi  
13/8/19
4. Dr. S. Santhi,  
Principal, SSCE, Salem. S. S. Santhi
5. Dr. R. Selvamathi Sugirtha, Asst. Prof. of Bio. Science. R. S. Sugirtha
6. Dr. V. Priya, Asst. Prof. of Physical Science. V. Priya
7. Dr. KP. Shanmuga Vadivelu, Asst. Prof. of Education. K. P. Shanmuga Vadivelu
8. Dr. K. Kamala Devi, Asst. Prof. of English. K. Kamala Devi
9. Mrs. Arulselvi V. Asst. Prof. of Education. Arulselvi V.

10. Dr. D. Kavitha, Asst. Prof. of Tamil
11. Dr. S. Velvizhi, Director of Phy. Edn.
12. Mrs. A. Kavitha, Librarian
13. Mrs. R. Saraswathi, Asst. Prof. of Mathematics

Dr. S. Velvizhi  
A. Kavitha  
R. Saraswathi

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)**

**SALEM – 16**

**BOARD OF STUDIES MEETING**

**09.01.2020**

**AGENDA**

1. Modification of Syllabi for III Semester of B.Ed. Programme
2. Introduction of Credit Course “Research and Publication Ethics”  
(RPE) for Ph.D. Candidates
3. Introduction of Online Test for TET & TRB Coaching
4. Integration of Online LMS
5. Any other

*S. S. Uti*

**PRINCIPAL**  
Sri Sarada College of Education  
(Autonomous)  
SALEM-636 016

E-mail : sscedn@gmail.com

Web : www.sscoe.ac.in

Fax & ☎ 0427-2447538 <sup>41550284</sup>



## SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS) FAIRLANDS, SALEM - 636 016

AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI  
RE-ACCREDITED AT THE "A" LEVEL BY NAAC

President

**SWAMI SADANANDA**

Secretary

**YATISWARI VINAYAKAPRIYA**

Principal

**Dr. (Mrs.) S. SANTHI, M.A., M.Ed., M.Phil., Ph.D.**

No. 108/2019-2020

Date 04.01.2020

From  
The Principal  
Sri Sarada College of Education  
(Autonomous) Salem-16

To  
All Staff Members  
Sri Sarada College of Education  
(Autonomous) Salem-16

Dear Madam

Sub: Sri Sarada College of Education, Salem 16 – Autonomous  
- Meeting of the Board of Studies – Reg.

There will be a meeting of the Board of Studies on 09.01.2020 at 11.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work. Agenda to be discussed is enclosed herewith.

Thanking you,

Encl:  
1. Agenda

Yours Sincerely,

S. S. <sup>4/01/2020</sup>  
PRINCIPAL

**Sri Sarada College of Education  
(Autonomous)  
Salem-636 016.**

*(Handwritten signatures and initials)*

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)  
SALEM 636 016

BOARD OF STUDIES  
09.01.2020 at 11.30 am

AGENDA

1. Modification of Syllabi for III Semester of B.Ed. Programme
2. Introduction of Credit Course “Research and Publication Ethics (RPE)” for Ph.D Candidates.
3. Introduction of Online Test for TET & TRB Coaching
4. Integration of Online LMS
5. Any other

108/2019-2020

(4.01.2020)

**From**  
**The Principal**  
**Sri Sarada College of Education**  
**(Autonomous) Salem-16**

**To**  
**Dr.S.Senthilnathan**  
**Associate Professor and**  
**Deputy co-ordinator**  
**UGC-SAP(DRS II)**  
**Dept.of Educational Technology**  
**Bharathidasan University**  
**Tiruchirapalli - 24**

**Dear Sir**

**Sub: Sri Sarada College of Education, Salem 16 – Autonomous**  
**- Meeting of the Board of Studies – Reg.**  
-----

There will be a meeting of the Board of Studies on 09.01.2020 at 11.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work. Agenda to be discussed is enclosed herewith.

Thanking you,

**Encl:**  
**1.Agenda**

Yours Sincerely,

  
4/1/2020  
**PRINCIPAL**  
**Sri Sarada College of Education**  
**(Autonomous)**  
**Salem-636 016.**

108/2019-2020

04.01.2020

From  
The Principal  
Sri Sarada College of Education  
(Autonomous) Salem-16

To  
Dr.P.Ganesan  
Professor and Head  
Department of Pedagogical Science  
TamilNadu Teachers Education  
University, Chennai -97

Dear Sir

Sub: Sri Sarada College of Education, Salem 16 – Autonomous  
- Meeting of the Board of Studies – Reg.  
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There will be a meeting of the Board of Studies on 09.01.2020 at 11.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work. Agenda to be discussed is enclosed herewith.

Thanking you,

Encl:  
1. Agenda

Yours Sincerely,

*S. S. Gnan*  
4/01/2020  
**PRINCIPAL**  
Sri Sarada College of Education  
(Autonomous)  
Salem-636 016



108/2019-2020

04.01.2020

From  
The Principal  
Sri Sarada College of Education  
(Autonomous) Salem-16

To  
Dr. J. Nagavalli  
Asso. Prof. of Mathematics (Rtd)  
Sri Sarada College of Education  
(Autonomous) Salem-16

Dear Madam

Sub: Sri Sarada College of Education, Salem 16 – Autonomous  
- Meeting of the Board of Studies – Reg.

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There will be a meeting of the Board of Studies on 09.01.2020 at  
11.30 am. We request you to attend the meeting on the date and time  
scheduled and help us with our program of work. Agenda to be discussed is  
enclosed herewith.

Thanking you,

Yours Sincerely,

Encl:  
1. Agenda

S. J.   
4/01/2020  
PRINCIPAL  
Sri Sarada College of Education  
(Autonomous)  
Salem-636 016

108/2019-2020

04.01.2020

From  
The Principal  
Sri Sarada College of Education  
(Autonomous) Salem-16

To  
Dr.K.Dhanalakshmi  
Associate Professor  
Lakshmi College of Education  
Gandhigram - 624 302  
Dindugul District

Dear Madam

Sub: Sri Sarada College of Education, Salem 16 - Autonomous  
- Meeting of the Board of Studies - Reg.  
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There will be a meeting of the Board of Studies on 09.01.2020 at 11.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work. Agenda to be discussed is enclosed herewith.

Thanking you,

Encl:  
1.Agenda

Yours Sincerely,

*S. S. [Signature]*  
4/01/2020  
PRINCIPAL  
Sri Sarada College of Education  
(Autonomous)  
Salem-636 016.

108/2019-2020

04.01.2020

From  
The Principal  
Sri Sarada College of Education  
(Autonomous) Salem-16

To  
Dr.A.Bala MallikaDevi  
Principal  
Sakthi Kailash College of Education  
Salem

Dear Madam

Sub: Sri Sarada College of Education, Salem 16 – Autonomous  
- Meeting of the Board of Studies – Reg.

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There will be a meeting of the Board of Studies on 09.01.2020 at  
11.30 am. We request you to attend the meeting on the date and time  
scheduled and help us with our program of work. Agenda to be discussed is  
enclosed herewith.

Thanking you,

Encl:  
1. Agenda

Yours Sincerely,

*S. S. Devi*  
4/01/2020  
PRINCIPAL  
**Sri Sarada College of Education  
(Autonomous)  
Salem-636 016.**

**ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.**

**முன்றாம் பருவம்**

**BPCS-தமிழ் கற்பித்தல் பாடப்பொருள்தொகுதி - I**

**(4 CREDITS -64 HOURS)**

**நோக்கங்கள்**

மாணவ ஆசிரியர்கள் இடபடத்தைக் கற்று முடிந்த பிறகு கீழ்க்கண்ட திறமைகளைப் பெறும்

1. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணரல்.
2. பாடப்பொருளைக் கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்.
3. கற்பித்தலுக்கான செயல்நிபந்தனை உடனாகும் திறமை பெறுதல்.
4. மதிப்பீடும் முறைகளை அறிநிபந்தனம்.
5. படைப்பாற்றல் திறமைப் பெறுதல்.

**அலகு-1 செய்புள்**

வாழ்த்து - நன்னூல் - பாயிரம் - திருமலை முருகன் - பள்ளி - காவடிச்சீர்தம் - வங்குராவி - நலகேசி - பிள்ளைக்கூடம் - அகநானூறு - ஆத்யாநம் கவிதைகள் - ஜடாநகம் - ஹக்கக்கவிதைகள் - ஒவ்வொரு புல்லையும் - பிறகொருதான் கோடை - இதல் பெற்ற பெற தெய்வமணிமாலை - சிலப்பதிகாரம் - அதிசயமலர்

**அலகு-2 உரைநடை**

இயற்கை வேளாண்மை - மலை இடப்பெயர்கள் ஓர் ஆய்வு - தமிழ் கல்வி வரலாறு - காலத்தை வென்றகலை - இளந்தமிழே - தமிழர் குடும்பமுறை - மதராசப்பட்டினம் - திரைமொழி - நமது அடையாளங்களை மீட்டவர்.

**அலகு-3 இலக்கணம்**

மெய்யக்கம் - பகுபத உறுப்பிலக்கணம் - புணர்ச்சி விதிகள் - படைப்பாக்க உத்திகள் - பாய் இயற்றப் பழகலாம் - கலைச்சொல்லாக்கம் - ஆக்கப்பெயர்கள் - நிறுத்தற் குறிகள் - தமிழாய் எழுதுவோம் - பொருள் மயக்கம் - படிமம் - தொன்மம் - குறியீடு

**அலகு-4 துணைப்பாடம்**

ஆறாம் துணை - வாடிவாசல் - இதழாள்பாரதி - சிந்தனைப்பட்டினம் - காஞ்சனை முன்னுரை - பாரதியின் கடிதம் - உரிமைத்தாகம் - பாதுகாப்பாய் ஒரு பயணம் - நடிக்க திலகம் - கோடை மழை

**அலகு-5 மொழிப்பயிற்சிகள்**

கவிதைப்படைத்தல் - கட்டுரைப்பயிற்சி - கற்பனைக்கடிதம் எழுதுதல் - மயங்கொலிச் சொற்கள் - வல்லின மெய் மிகும் மிகாவிடங்கள் - தொடரில் உள்ள பிழைகளை நீக்கி எழுதுதல் - பழமொழிகளை வாழ்க்கை நிகழ்வோடு பொருத்துதல்.

**பரிந்துரைக்கும் செயற்பாடுகள்**

பாடத்தின் பத்தியைச் சுருக்கி எழுதுதல்.

புதுக்கவிதை படைத்தல் ,

இலக்கிய நயம் பாராட்டுதல்

ஏதேனும் ஒரு துணைப்பாடத்தின் கதைமாந்தரை திறனாய்வு செய்தல்.

**பார்வை நூற்கள்**

பதினொன்று மற்றும் பனிரெண்டாம் வகுப்பு பாடநூற்கள்

**ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.**

**மூன்றாம் பருவம்**

**BPC6-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி -II**

**(4 CREDITS -64 HOURS)**

**நோக்கங்கள்**

**மாணவ ஆசிரியைகள் இப்பாடத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறவர்**

1. பாடப்பொருளின் அவசியம் மற்றும் முக்கியத்துவத்தை உணர்தல்
2. பாடப்பொருளைக் கற்பிப்பதற்கான கற்பித்தல் முறைகளை அறிதல்
3. கற்பித்தலுக்கான செயல்திட்டத்தை உருவாக்கும் திறனைப் பெற்தல்
4. மதிப்பிடும் முறைகளை அறிந்திருத்தல்

**அலகு 1: செய்யுள்**

தமிழ்மொழி வாழ்த்து - ஓடை - நோயும் மருந்தும் கல்வி அழகே அழகு - மழைசொறு - தமிழோவியம் - புறநானூறு - மணிமேகலை - நான்மடக்கூடல் - நாச்சியார் திருமொழி - முத்தொள்ளாயிரம் - யசோதரக்காவியம்

**அலகு 2: உரைநடை**

தமிழ் வரிவடிவ வளர்ச்சி - நிலம் பொது - பத்துறைக்கல்வி - நாட்டுப்பற கைவினைக் கலைகள் - கொங்கு நாட்டு வணிகம் - திராவிட மொழிக்குடும்பம் - ஏறுதழுவுதல் - இயந்திரங்களும் இணையப்பயன்பாடும் - கல்வியில் சிறந்தப்பெண்கள் - வீரவாதம் ஆளுமை

**அலகு 3: இலக்கணம்**

எழுத்துக்களின் பிறப்பு, வினைமுற்று - எச்சம் வேற்றுமை - புணர்ச்சி - துணைவினைகள் - வல்லினம் மிகுவிடம் - வல்லினம் மிகாவிடம் - யாப்பிலக்கணம் - அணிகள்

**அலகு 4: துணைப்பாடம்**

வெட்டுக்கிளியும் சருகுமானும் - தலைக்குள் ஓர் உலகம் - ஆண் குடிப்பிறத்தல் - தமிழர் இசைக்கருவிகள் - அறிவுசார் ஓளவையார்- அகழாய்வுகள் - வீட்டிற்கோ புத்தகச்சாலை - சந்தை - பொருளிலக்கணம் - மகனுக்கு எழுதியக் கடிதம்

**அலகு 5: மொழிப்பயிற்சிகள்**

மரபுத் தொடர்கள் - கலைச்சொல் அறிதல் - தொடர்வகைகள் - தொடர்களில் நிறுத்தற் குறிகளைப் பயன்படுத்துதல் - துணுக்குகள் எழுதுதல் - கவிதை படைத்தல் - நாடகம் எழுதுதல் - சிறுகதை எழுதுதல் - வாசகம் எழுதுதல் - பழமொழிகள் அறிதல் - கடிதம் எழுதுதல்

**பரிந்துரைக்கும் செயற்பாடுகள்**

கற்றுச் சூழல் குறித்து வாசகம் தயாரித்தல்  
ஏதேனும் ஓர சிறுகதையின் மையக்கருத்தைப் பகுத்தாராய்தல்  
நாட்டுப்புறப் பாடல்களைச் சேகரித்தல்  
அகழாய்வுகள் குறித்த சிறு தொகுப்பேடு தயாரித்தல்

**பார்வை நூற்கள்**

எட்டு மற்றும் ஒன்பதாம் வகுப்பு பாடநூற்கள்

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

**B.Ed. SYLLABUS - III SEMESTER**

**BPC5 –PEDAGOGICAL CONTENT KNOWLEDGE OF ENGLISH I**

**(4 CREDITS -64 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

1. Specify the aims and objectives of teaching a prose lesson
2. Identify the appropriate techniques for teaching the elements of a prose lesson
3. Recognize the aims and objectives of teaching poetry
4. Identify the apt techniques to develop appreciative skill in learning poetry
5. Develop the knowledge of grammar items prescribed in school syllabi
6. Understand the relevance of supplementary reader to develop language skills
7. Find the suitable techniques of teaching language exercises

**UNIT I: TEACHING OF PROSE**

With special reference to the prose lessons “The Queen of Boxing by M.C.Mary Kom” and “A Nice Cup of Tea” by George Orwell.

Achieving the aims of teaching English Prose: Fluent Reading with comprehension, enrichment of vocabulary and content words, enjoy reading and writing,

Reading Strategies – Judgment, reasoning, interpretation and appreciation, paying attention to writer’s intentions, arguments, ideas, styles

Suitable motivation, teaching structures, teaching vocabulary, develop reading, testing comprehension, testing application, giving assignment

**UNIT II: TEACHING OF POETRY**

With special reference to the poems “Once upon a time by Gabriel Okara” and “All the World’s a stage by Willaiam Shakespeare”

Analysis of various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Recitation of poem with proper rhythm and intonation, develop the power of imagination, train the emotions of students, induce love for poetry reading and writing, develop the aesthetic sense of students

**UNIT III: TEACHING OF GRAMMAR**

Developing students’ insight into the structure of English language, understand the grammar through use of its structure, develop their mental abilities of reasoning.



Articles and Determiners, Modal Auxiliaries, Sentence Pattern, Phrases and Clauses – Kinds of phrases-Noun, Adjective and Adverbial, Types of Clauses - Noun, Adjective and Adverbial, Conditional clauses, Defining and non-defining relative clauses

English for Social, Specific, Academic, Occupational, Creative Purposes – Functions for all purposes, seasons and field - within the classroom and Communicative Grammar

#### **UNIT IV: TEACHING OF SUPPLEMENTARY READER**

Achieving the aims of teaching supplementary reader - develops the ability to read and extends the vocabulary, supplements and enriches work done by pupils in the classroom, and encourages independent access to information and arouses the interest of pupils in matters outside the curriculum.

Developing a teaching force which is capable of moving beyond the confines of set books and textbooks and providing training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning

With special reference to the supplementary reader “After Twenty Years by O.Henry” and “God Sees the Truth, But waits by Leo Tolstoy”

#### **UNIT V: TEACHING OF LANGUAGE ASPECTS**

Reading – Selecting suitable parallel reading materials, idioms related to sports, colours, animals and birds, and interpreting pictorial representations of facts.

Writing – interpreting notices, announcements, telephone notes, Note making and summary writing, writing an article for newspaper, Biographical sketch, Report writing, and Going for one word equivalent

Speaking – Drafting a public speech-Ceremonial, Demonstrative, Informative and Persuasive, delivering welcome address and proposing vote of thanks, Types of Speech delivery – impromptu, extemporaneous, Manuscript and Memorized.

#### **PRACTICUM**

Analyze the warm up activities and their relevance for motivating the learners

Prepare a different ICT corner for any of the lesson prescribed for the classes

Prepare a phonetic transcription of a passage

#### **REFERENCES**

Text books – ENGLISH XI and XII, Department of School Education, Tamil Nadu Text book and Educational Services Corporation, Chennai, Tamil Nadu

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

**B.Ed. SYLLABUS - III SEMESTER**

**BPC6-PEDAGOGICAL CONTENT KNOWLEDGE OF ENGLISH II**

**(4 CREDITS -64 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

1. Specify the aims and objectives of teaching a prose lesson
2. Identify the appropriate technique for teaching the elements of a prose lesson
3. Recognize the aims and objectives of teaching poetry
4. Identify the apt technique to develop students' appreciative skill in learning poetry
5. Develop the knowledge of grammar items prescribed in school syllabi
6. Understand the relevance of supplementary reader to develop students' language skills
7. Find suitable techniques of teaching language exercises

**UNIT I: TEACHING OF PROSE**

With special reference to the prose lessons "Goal Setting" and "Sea Turtles"

Achieving the aims of teaching English Prose: Fluent Reading with comprehension, enrichment of vocabulary and content words, enjoy reading and writing,

Reading Strategies – Judgement, reasoning, interpretation and appreciation, paying attention to writer's intentions, arguments, ideas, styles.

Suitable motivation, teaching structures, teaching vocabulary, develop reading, testing comprehension, testing application, giving assignment

**UNIT II: TEACHING OF POETRY**

With special reference to the poems "Stopping by Woods on a Snowy evening by Robert Frost" and "Trees by Sara Coleridge"

Analysis of various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Recitation of poem with proper rhythm and intonation, develop the power of imagination, train the emotions of students, induce love for poetry reading and writing, develop the aesthetic sense of students

**UNIT III: TEACHING OF GRAMMAR**

Developing students' insight into the structure of English language, understand the grammar through use of its structure, develop their mental abilities of reasoning.

Transformation of Sentences –

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1. Direct Vs. Reported Speech
2. Simple, compound, complex
3. Active voice Vs. Passive voice
4. Positive vs. Negative
5. Degrees of Comparison

Syllabification, Prefixes and Suffixes, Tenses, the Gerund, Infinitives, the Participle, Phrases and Clauses, Transitive and Intransitive Verbs, Prepositions, Sentence Patterns and Question Tags

#### **UNIT IV: TEACHING OF SUPPLEMENTARY READER**

Achieving the aims of teaching supplementary reader - develops the ability to read and extends the vocabulary, supplements and enriches work done by pupils in the classroom, and encourages independent access to information and arouses the interest of pupils in matters outside the curriculum.

Developing a teaching force which is capable of moving beyond the confines of set books and textbooks and providing training in the use and retrieval of information, a skill which is essential for higher education and lifelong learning

With special reference to the supplementary reader "The Fun they had" and "Spices of India"

#### **UNIT V: TEACHING OF LANGUAGE ASPECTS**

Teaching of compositional skills – Importance and varieties of oral and written composition

Descriptive writing - describing yourself, a picture, a person and a place

Narrative writing – narrating an incident, a story, and an event

Designing language games – Crossword, riddles, Word Search appropriate for the age group of the students

#### **PRACTICUM**

Preparing language activities suitable for the age group of students

Organize a Group Discussion on the topic "Teaching a language and a subject"

Analyses of School text books

#### **REFERENCES**

Text books – ENGLISH VII and IX, Department of School Education, Tamil Nadu Text book and Educational Services Corporation, Chennai, Tamil Nadu

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

**B.Ed. SYLLABUS - III SEMESTER**

**BPC5-PEDAGOGICAL CONTENT KNOWLEDGE OF MATHEMATICS I**

**(4 CREDITS - 64 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

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

**UNIT I: ARITHMETIC**

Rational Numbers – Four Properties of Rational Numbers- Irrational Numbers – Square and Cube roots of Real Numbers - Application of Percentage - Profit and Loss – Overhead Expenses – Discount and Tax- Simple Interest (SI) – Compound Interest (CI) – Difference between SI and CI – Fixed Deposits and Recurring Deposits- Compound Variations- Time and Work

**UNIT II: ALGEBRA**

Algebraic Expressions – Identities – Cubic Identities - Factorization – Polynomials – Type of Polynomials- Arithmetic of Polynomials – Remainder Theorem

**UNIT III: SET**

Set – Set Game – Map Coloring - Types of Set – Set Operations – Cardinality and Practical problems on set operations

**UNIT IV: CO – ORDINATE GEOMETRY**

Mapping the plane – Devising a co-ordinate system - Distance between any two points on the coordinate axes - Distance between any two points lying on a line parallel to coordinate Axes – Distance between the two points on a Plane – Properties of distances

**UNIT V: GEOMETRY**

Triangles – Similar Triangles - Kinds of Triangles – Angle sum properties of Triangles – Congruent of Triangles – Conditions for triangles to be congruent - Centres of Triangle – Pythagoras theorem - Quadrilaterals – Types of Quadrilaterals – Constructions of the circumcentre and Orthocentre of a triangle - Circle – Semi Circles – Quadrant of a circle –

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Secant of a circle – Tangent of a circle – Segment of a circle – Sector of a circle – Combined figures

**PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching mathematics to a particular class

**REFERENCE**

Text books - Mathematics VIII and IX classes, Department of School Education, Tamil Nadu

Text book Corporation, Chennai, Tamil Nadu

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.**  
**B.Ed. SYLLABUS - III SEMESTER**  
**BPC5 – PEDAGOGICAL CONTENT KNOWLEDGE OF PHYSICAL SCIENCE I**  
**(4 CREDITS - 64 HOURS)**

**OBJECTIVES**

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

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

**UNIT I: ELEMENTS AND COMPOUNDS**

Types of pure substance- an elements-elements exist in nature-elements found in our body- classification of elements based on physical state and properties-symbols-molecules – compounds-character-classification-uses-molecules-formula-valency.

**UNIT II: MEASUREMENTS**

Physical quantities and units- SI system of units- fundamental units of SI system- unit prefixes- rules and conventions for writing SI units and their symbols- vernier caliper and screw gauge- spherometer- measuring mass- accuracy in measures- temperature- conversion of scale of temperature- electric current-luminous intensity.

**UNIT III: LIGHT**

Reflection of light- curved mirrors-image formed by curved mirrors- real and virtual image- concave mirror- convex mirror- speed of light- total internal reflection.

**UNIT IV: FORCE AND PRESSURE**

State of motion- action of force and its effects-contact forces- non-contact forces-magnetic forces-gravitational forces- pressure-pressure exerted by liquid and gases-Pascal's law- pressure exerted by air-atmospheric pressure-friction- factor affecting friction-increasing and reducing friction.

**UNIT V: CHEMICAL COMBINATIONS**

Laws of chemical combination- laws of reciprocal proportions- discovery of nucleus- discovery of neutrons- isotopes (Iso-same, topo-place, Isotope- same place).

**PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching physical science to a particular class

**REFERENCE**

Text books – Physical Science VIII, IX Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.**  
**B.Ed. SYLLABUS - III SEMESTER**  
**BPC5 – PEDAGOGICAL CONTENT KNOWLEDGE OF BIOLOGICAL SCIENCE I**  
**(4 CREDITS - 64 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

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

**UNIT I: CROP PRODUCTION AND MANAGEMENT**

Crop Production and Management –need for crop productions, method of crop productions, Basic Practices of Crop Production, Crop Rotation, Bio-Technology in agriculture and food Processing.

**UNIT II: LIVING WORLD OF PLANT KINGDOM**

Flowering and Non-flowering Plants, Algae, Fungi, Bryophytes, Pteridophytes, Gymnosperms, Angiosperms, Micro Organisms. Plant physiology-types of tropisms in plants, movement and growth of plants, photosynthesis

**UNIT III: DIVERSITY IN LIVING ORGANISMS KINGDOM ANIMALIA**

Classifications of living organisms, animal kingdom, phylum- protozoa, Porifera, Coelenterata, Plathelminthes, Nematoda, Annelida, Arthropoda, Mollusca, Echinodermata, Chordata

Divisions Vertebrata

Binomial names of common animals

**UNIT IV: REACHING THE AGE OF ADOLESCENCE**

Adolescence and Puberty, Ductless glands, Role of hormones in reproduction, Sex determination, Reproductive Health.

**UNIT V: FOOD FOR LIVING**

Classification of nutrients, Carbohydrates, proteins, fats, vitamins and minerals, need for water, Protein Energy Malnutrition(PEM), Minerals its functions and deficiencies, vitaminosis, methods of food preservation, adulteration



**PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Construct test items to assess the educational objectives

Plan for enrichment activities and remedial measures to cater to individual needs

Analyse the effectiveness of different methods of teaching biological science to a particular class

**REFERENCE**

Text books – Biological Science VIII, IX Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

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

**B.Ed. SYLLABUS - III SEMESTER**

**BPC5- PEDAGOGICAL CONTENT KNOWLEDGE OF HISTORY I**

**(4 CREDITS - 64 HOURS)**

**OBJECTIVES**

**On completion of this course the student teachers will**

1. acquire knowledge on evaluation of human society
2. understand the development of religion in the 6<sup>th</sup> century BC
3. know the rulers and advent of Europeans
4. know the reason for imperialism in china and India
5. acquire knowledge about the world war

**UNIT I: EVOLUTION OF HUMAN AND SOCIETY**

Origin of the Earth and geological Ages

Human enquiries into past and origin of the world

Prehistory- human ancestors-

Cultures –Palaeolithic, Mesolithic and Neolithic cultures

Ancient civilization – Early civilization- Egyptian, Mesopotamian, Chinese and Tamil civilization

Early societies, state formation

**UNIT II: INTELLECTUAL AWAKENING AND SOCIO - POLITICAL CHANGES**

Religion in the 6<sup>th</sup> century BC

Jainism and Buddhism

Mauryan Empire: State and Society

**UNIT III: GREAT RULERS AND ADVENT OF THE EUROPEANS**

The great Mughals – Babar (1526BC-1530BC), Humayun, Shershah, Jahangir, Akbar, Shahjahan, Aurangzeb

Rise of the Marathas- Sivaji

Advent of the Europeans- from trade to territory, rural life and new society, People's Revolt

**UNIT IV: IMPERIALISM**

Imperialism in India and china

Causes and Effects of Imperialism

### **UNIT V: FIRST WORLD WAR**

Causes, Course, and Result of the First World War

World between the two World Wars AD 1919 – AD 1939

Economic Depression

### **PRACTICUM**

Suggest appropriate teaching – learning activities to enhance mastery learning

Plan for enrichment activities and remedial measures to cater to individual needs

Collect the World War Pictures

Prepare the Genealogical Chart of Mughal Empire

Discuss about the cultures in ancient civilization

### **REFERENCE**

Text books – Social Science VIII, IX Department of School Education, Tamil Nadu Text book corporation, Chennai, Tamil Nadu

*S. S. Srinivasan*

**PRINCIPAL**  
Sri Sarada College of Education  
(Autonomous)  
SALEM-636 016

## Minutes of the Board of Studies Meeting held on 09.01.2020

The members of the Board of Studies met at 11.20 am at the Controller of Examinations office on 9.1.2020.

Members present were;

1. Chair Person - Dr. S. Santhi  
Principal, SSCE, Salem.
2. Outside Experts - Dr. T. Nagavalli,  
Asso. Professor of Mathematics (Retd.)  
SSCE, Salem.
3. Alumnae - Dr. A. Balamallika Devi,  
Principal, Sakthi Kailash College of Edn,  
Salem.
4. Faculty Members.  
Dr. R. Selvamathi Sugirtha  
Dr. V. Priya  
Dr. K.P. Shanmuga Vadivu  
Dr. K. Kamala Devi  
Mrs. V. Anulselvi  
Dr. D. Kavitha  
Dr. S. Velvizhi  
Mrs. R. Saranowathy

### Item No.1

To consider the requisition of Dr. R. Selvamathi Sugirtha to modify the syllabi of III semester of B.Ed. programme

The members suggested to continue with the syllabi but divided into five periods (for VI, VII, VIII, IX and X). Evaluation pattern is revamped. Five periodical assessments tests will be conducted for 20 marks (objective type)

questions) out of which, best two scores will be taken for internal marks of 30. There will not be a model examination as periodical assessment itself is conducted for five times. For the Semester examination, objective type questions for 100 marks in both Pedagogy courses will be framed. Both framing of question papers and evaluation will be internal.

Item No: 2

To consider the requisition of Dr. V. Priya to introduce the Credit Course for M.Phil and Ph.D.

It is resolved to conduct a one day Orientation Course on "Research and Publication Ethics" for M.Phil. and Ph.D. candidates may be conducted by Research and Development Cell and IQAC, as the credit course would be completed in the pre-registration process at University itself.

Item No: 3

To consider the requisition of Dr. K.P. Shanmuga Vadivu, to introduce Online test for TET and TRB coaching.

It is resolved to conduct Online tests for TET and TRB coaching on a trial basis and observe the practical feasibility. If it is practically feasible, the same practice will be continued.

Item No. 4

To consider the requisition of Mrs. V. Anuradha to integrate online LMS.

It is resolved to share the already practising online platforms among the faculty

members and evaluate the suitability of each software/application for Teaching, Learning and Evaluation.

Item No. 5

To consider the requisition of Dr. S. Santhi, the Principal to modify the syllabus of IPCI - Pedagogy of History I. The concepts "Behaviourist approach, Child-centered approach and Environmental approach" were deleted and instead of them, "Psychological, Biographical and Topical" approaches, which are exclusively for History teaching are added, as per the suggestion of the alumnae. It is resolved to approve the modification.

Any other.

The members suggested to add Recent Reference Books published after 2010 for all the courses.

Members Present.

1. Dr. T. Nagavalli,  
Associate Professor of Mathematics (Retd).  
Sri Sarada College of Education, Salem. A. N. 21/1/2020
2. Dr. A. Balamallika Devi, (Alumnae). A. Balamallika Devi 21/1/2020  
Principal, Sakthi Kailash College of Education,  
Salem.
3. Dr. R. Selvamathi Sugirtha, Asst. Prof. of Bio. Science. R. Selvamathi
4. Dr. V. Priya, Asst. Prof. of Physical Science. V. Priya
5. Dr. K.P. Shanmuga Vadivu, Asst. Prof. of Education. K. P. Shanmuga Vadivu
6. Dr. K. Kamala Devi, Asst. Prof. of English. K. Kamala Devi

Mrs. V. Anubselvi, Asst. Prof. of Education,  
Dr. D. Kavitha, Asst. Prof. of Tamil  
Dr. S. Velvizhi, Physical Education Director  
Mrs. R. Saraswathy, Asst. Prof. of Mathematics.  
Mrs. A. Kavitha, Librarian.

Art. 1  
m. n. p.  
S. m. n. k.  
R. S. k. t. t.  
A. Kavitha