



**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

2018-2019

Sri Sarada College of Education
(AUTONOMOUS)
SALEM-636 016.

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Circular Dated 03.08.2018

There will be a Board of Studies meeting on 13.08.18 at 11.00 a.m in the controller's office. Members were informed of the meeting. Experts in the subjects from outside the college were informed by post.

Agenda.

1. Prayer
2. Welcome Address
3. Modification of Syllabi
4. Approval of Examiner list
5. Any other

1. Dr. S. Senthil Nathan, Associate Professor
Bharathidasan University (By post)
Trichirapalli
2. Dr. S. Amutha, Assistant Professor
Bharathidasan University (By post)
Thiruchirapalli
3. Dr. T. Ravichandran, Assistant Professor
Govt college of Education (By post)
Pudukkottai
4. Dr. T. Nagavalli, (By Post)
Former Associate Professor of Mathematics
Sri Sarada College of Education, Salem
5. Dr. A. Balamalika Devi (By post)
Principal, Sri Sakthikailash Womens College of Education
Salem
6. Dr. S. Santhi, Principal S. S. M.
7. Dr. R. Selvarnathi Sugirtha, Asst prof of Bio. Science R. S. S. — C
8. Dr. V. Priya, Asst Prof of Physical Science V. Priya
9. Dr. K. P. Shanmuga Vadivu, Asst Pro of Education K. P. V.
10. Dr. K. Kamaladevi, Asst Prof of English Education —

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11. Dr. S. Yelvizhi S. Yelvizhi
Director of Physical Education
SSCE, Salem-16
12. Mrs. V. Arulselvi A. Arulselvi
Asst Professor of Education
SSCE, Salem-16
13. Dr. D. Kavitha D. Kavitha
Asst Professor of Tamil Education
SSCE, Salem-16
14. Mrs. R. Saraswathy R. Saraswathy
Asst Professor of Mathematics Education
SSCE, Salem-16
15. Mrs. A. Kavitha A. Kavitha
Librarian
SSCE, Salem-16

Minutes of the Board of Studies meeting on 13.08.18

The Board of studies meeting was held on 13.08.18 at 11.00 a.m. in the Controller office.

Agenda:

The following items were placed for discussion
Item no: 1 To consider the requisition of Mrs. V. Arulselvi, Assistant professor of Education, SCE, Salem to approve the modified syllabus of Ist year B.Ed core paper foundations of Education

It is resolved to approve the changes in Foundations of Education, this item was Proposed by Mrs. V. Arulselvi and Seconded by Dr. S. Santhi, Principal, SCE. The members suggested the following changes in I year B.Ed ^{core} Course Foundations of Education. In the first unit 'Sources of aim of Education' is changed as 'sources' and National Policy on Education 1986 is deleted, to avoid repetition, then NCFTE 2009 is added along with NCF - 2005

Item No: 2 To consider the requisition of Dr. D. Kavitha, Assistant Professor of Tamil, SCE, Salem to approve the syllabus of Pedagogical content Knowledge of Tamil I, II for all the semesters.

It is resolved to approve the changes in pedagogical content knowledge of all the semesters. The item was proposed by Dr. D. Kavitha, Asst professor of Tamil and Seconded by Dr. R. Selvarathi Sugirtha, Asst professor of Biological Science. The members suggested to replace the word 'knowledge' (அறிவு) in the title of fourth unit instead of the word analysis (உள்ளுணர்வு) in Pedagogical Content Knowledge of Tamil I, II & IVth semesters.

Item No: 3 To consider the requisition of Dr. S. Santhi, Principal SCE, Salem to approve the syllabi of

Pedagogical content knowledge of English for all the semesters.

It is resolved to approve the changes in Pedagogical content knowledge of English for all the semesters. The item was proposed by Dr. S. Santhi Principal, SSCE and seconded by Dr. V. Priya Assistant Professor of Physical science.

The members suggested to replace the word "content knowledge" instead of "Pedagogical Analysis" of the following heading in Pedagogical content knowledge of English in all the semesters.

In first semester PC1. The members suggested to strengthen the concepts in unit III. Planning and organisation of English classroom. In the first semester BPC2 the following change has been made, ie, A critical analysis of language Teaching methodology is reframed as language teaching methodology and also members mentioned that the numbers of the practicum components should be maintained as same for all the papers in Pedagogical content knowledge of English.

Item No:4: To consider the requisition of Mrs. R. Saraswathy, Asst Professor of Mathematics, SSCE, Salem to approve the syllabus of Pedagogical content knowledge of Mathematics for all the semesters.

It is resolved to approve the changes in Pedagogical content knowledge of Mathematics of all the semesters. The item was proposed by Mrs. R. Saraswathy and seconded by Dr. K. P. Shanmugaradivu, Asst Professor of Education, SSCE. The members suggested to mention the core concepts alone instead of elaborating

all the concepts in Fourth unit of fourth semester in Pedagogical content knowledge of Mathematics Syllabus.

Item NO : 5

To consider the requisition of Dr. V. Priya, Assistant Professor of Physical Science, SSEE, Salem to approve the syllabus of Pedagogical Content knowledge of Physical Science for all the semesters.

It is resolved to approve the changes in Pedagogical content knowledge of Physical science of all the semesters. The item was proposed by Dr. V. Priya and seconded by Dr. S. Velvizhi, Physical Director.

The members suggested the following changes in unit II 'contribution of science centre' has been modified as science centre and its significance. The title of unit III is restructured as Role of learners in learning Physical science instead of Exploring learners. An semester III in fourth unit "Is matter Particular or Continuous" is changed as "Matter".

Item No: 6 To consider the requisition of Dr. R. Selvamathi Sugirtha, Asst Professor of Biological Science, SSEE, Salem to approve the syllabus of Pedagogical Content knowledge of Biological Science for all the semesters.

It is resolved to approve the changes in pedagogical content knowledge of Biological Science for all the semesters. The item was proposed by Dr. R. Selvamathi Sugirtha and seconded by Mrs. V. Arulselvi, Asst Prof of Education, SSEE.

The members suggested the following changes in the IInd semester. The title of the 3rd unit is changed as role of learners in learning

Biological Science instead of Exploring learners
Item No: 7 To consider the requisition of
Dr. S. Santhi, Principal SSC, Salem to approve the
syllabus of Pedagogical Content Knowledge of
History for all the semesters.

It is resolved to approve the changes in
pedagogical content knowledge of History for
all the semesters. The item was proposed by
Dr. S. Santhi and seconded by Dr. D. Kavitha
Asst prof of Tamil SSC, Salem

The members suggested the following changes
In the first semester the title of unit IV has
been changed as Method and approaches of
Teaching History.

Item No 8: To consider the requisition of
Mrs V. Arulselvi, Asst Prof of Education, SSC
to approve the syllabus of Fourth Semester
Core paper Society and Education.

It is resolved to approve the changes in
Society and Education. The item was proposed
by Mrs V. Arulselvi and seconded by Dr. V. Priya
Asst professor of Physical Science. The members
suggested the following changes. The 3rd unit
has been interchanged as unit 2 and unit 2
has been interchanged as unit 3. The objectives
has been reduced according to the number
of units present in the syllabus.

Any other:

Internal, External Evaluation and
question paper pattern have been discussed.

The Members Present.

1. Dr. S. Amutha, Asst Professor of Education
Bharathidasan University
Thiruchirappalli
25/11/18
2. Dr. T. Nagaralli
Former Associate Professor of Mathematics
Sri Sarada College of Education
Salem
25/11/18
3. Dr. A. Balammallikadevi
Principal
Sakthikailash College of Education for women
Salem
A. Paula Udd.
12/11/18
4. Dr. S. Santhi Principal, SSCE
S. S. Santhi
5. Dr. R. Selvamathi Sugirtha, Asst Prof of Bio Science P. S. S. S.
6. Dr. V. Priya, Asst Prof of Physical Science, V. P. S. S. S.
7. Dr. K. P. Shanmuga Vadivu, Asst Prof of Education
K. P. Shanmuga Vadivu
8. Dr. S. Yelvizhi, Physical Directress
S. Yelvizhi
9. Mrs. V. Arulselvi, Asst Prof of Education
Mrs. V. Arulselvi
10. Dr. D. Kavitha, Asst Prof of Tamil
Dr. D. Kavitha
11. Mrs. R. Saraswathy, Asst Prof of Mathematics
Mrs. R. Saraswathy
12. Mrs. A. Kavitha, Librarian
Mrs. A. Kavitha

CIRCULAR DATED on 18.01.19

There will be a Board of Studies meeting on 23.01.19 in the controller office. Members were informed of the meeting. Experts in the subjects from outside the colleges were informed by the post.

Agenda:

Discuss about Skill oriented courses

Modification of syllabi, Approval Examiners list.

Any other

1. Dr. S. Senthil Nathan By post
Associate professor in Education
Bharathidasan University
Trichy
2. Dr. Amutha By post
Assistant professor.
Dept. of Educational Technology
Trichy
3. Dr. J. Ravichandran By post
Asst. prof. of Bio. Science
Govt. College of Education
pudukkottai
4. Dr. V. Nagavalli By post
Associate professor of Mathematics and
Sri Sarada college of Education (Autonomous)
Salem. 16
5. Dr. A. Balamallikadevi By Post
Principal
Sri Sakthi kailash college of Education
Salem. 03.

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6	Dr. S. Santhi, Principal	S. Santhi
7	Dr. R. Selvamathi Jugitha Asst. Prof. of Bio. Science	R. Selvamathi
8	Dr. V. Priya Asst. Prof. of Physical Science	V. Priya
9	Dr. K. P. Shanmuga Vadivu Asst. Prof. of Education	K. P. Shanmuga Vadivu
10	Dr. K. Kamala Devi Asst. Prof. of English	K. Kamala Devi
11	Mrs. A. Annelvi Asst. Prof. of Education	A. Annelvi
12	Dr. D. Karitha Asst. Prof. of Tamil	D. Karitha
13	Dr. S. Velvizhi Director of Physical Education	S. Velvizhi
14	Mrs. A. Karitha Librarian	A. Karitha
15	Mrs. R. Saraswathi Asst. Prof. of Mathematics	R. Saraswathi

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Minutes of the Board of Studies Meeting held on 22.1.2017

The members of the Board of Studies met at 11 am at Controller's office on 22.1.2017.

Members present were,

1. Chair Person - Dr. S. Sarathi,
Principal, S.C.E., Balem.
2. Alumna - Dr. A. Balasubalakrishna Devi
- Staff Members.
3. Dr. R. Selvamathi Srinivasan, Asst. Prof. of Bio Sciences, S.C.E.
4. Dr. V. Priya, Asst. Prof. of Phy. Sciences, S.C.E.
5. Dr. K.P. Shanmuga Vadivoo, Asst. Prof. of Education, S.C.E.
6. Dr. K. Kamala Devi, Asst. Prof. of English
7. Dr. S. Velupillai, Physical Director
8. Mrs. V. Anuselvi, Asst. Prof. of Education
9. Dr. D. Kavitha, Asst. Prof. of Tamil.
10. Mrs. A. Kavitha, Librarian
11. External Member - Dr. S. Nagaraj, Asst. Prof. of Mathematics (Retd.),
S.C.E.

To consider the requisition of Mrs. V. Anuselvi, Asst. Prof. of Education to approve the syllabus of B.Ed. course BCCS - Understanding the Learner.

It is resolved to approve the changes made in the above said paper. This item was prepared by Mrs. Anuselvi and seconded by Dr. K.P. Shanmuga Vadivoo, Asst. Prof. of Education. In the Unit 1, concepts like "Emotional maturity, social maturity, Influence of Media on moral development" were included. In Unit 2, 'Nature of intelligence' is added along with 'Intelligence theory'. Instead of 'Measurement of intelligence', it is changed to 'Assessment of intelligence' in Unit 3. In the next unit, "Maladjustment, Juvenile Delinquency causes, preventive and curative measures" are added. The members also suggested to drop the fifth unit 'Guidance and Counselling' instead a new unit with the topics 'Thinking, reasoning,

attitude and aptitude' may be added. New reference books are also added relevant to the content. From Unit 3 'Behavioural theory, Socio psychological theory & field theory' were dropped. Item No. 2

To consider the requisition of Dr. D. Kavitha, Asst. Prof. of Tamil to approve the syllabus of B.Ed. BPCA - Pedagogy of Tamil II for the second semester.

It is resolved to approve the changes made in the syllabus. This item was proposed by Dr. D. Kavitha and seconded by Dr. V. Priya, Asst. Prof. of Physical Science. Unit 1 was dropped as the content of the unit is repetition of the previous syllabi in the first semester. Instead a new unit is added (ie)

"**சீர்த் தவிர்ப்பு** சமூகம், சமூகம்" as Unit 5. The content includes "**சீர்த் தவிர்ப்பு - சமூகம், சமூகம்** சமூகம் சமூகம் - சீர்த் தவிர்ப்பு சமூகம், சமூகம் சீர்த் தவிர்ப்பு சமூகம்; சமூகம், சமூகம், சமூகம் சமூகம் சமூகம் சமூகம்."

Item No. 3

To consider the requisition of Dr. V. Priya, Asst. Prof. of Physical Science to approve the syllabi of BPC3 and BPC7 - Pedagogy of Physical Science 2 both. The second units of both papers ~~are~~ ^{are} interchanged i.e. 'Science Teaching in Rural, Urban Areas and Community Resources' is changed to the I Sem while 'Tools and Techniques of Assessment for learning Phy. Science' to the II Sem.

This item is proposed by Dr. V. Priya and second by Dr. K. Kamala Devi. It is also resolved to approve the changes in the syllabi.

Item No. 4.

To consider the requisition of Dr. R. Selvamathi

Sugirtha, Asst. Prof. of Biological Science to approve the syllabius of BPC 2 and BPC 7 - Pedagogy of Biological Science both of I and II semesters.

It is resolved to approve the changes made in the syllabi. This item was proposed by Dr. R. Selvamathi, Sugirtha and seconded by Dr. V. Priya. The second units (ie.) 'Tools and Technique of Assessment for Learning Bio Science' and 'Problems of Bio Science Teaching' got interchanged.

Item No. 5

To consider the requisition of Dr. K. Kamala Devi to approve the introduction of Skill Oriented Courses for B.Ed. programme. It is resolved to approve the transition. This item was proposed by Dr. K. Kamala Devi and seconded by Dr. V. Priya.

The ETE courses 'Arts and Aesthetics' (II Sem) and 'Educational Technology' (II Sem) will be labeled as 'Skill Oriented Courses' and these courses will be evaluated only through internal evaluation. The members also suggested to incorporate the 21st Century skills oriented topics like "Cyber Security, artificial intelligence and geographical information system" in the 'Educational Technology' course.

Item No. Any Other.

Internal, External evaluation and question paper pattern have been discussed and resolved to approve the following pattern for B.Ed. and M.Ed. I year. as 30 marks for internal evaluation and 70 marks for external evaluation. The details of internal evaluation is Assignment (5x2) = 10 marks, Sessional Test - 10 marks, Mid Semester Examination (Objective type 10x1 = 10, Very Short Answer 5x2 = 10, Essay 1x10 = 10) - 30 marks. Model Examination

100 marks. On the whole, internal evaluation is converted to 30 out of the calculated 150 marks.

The external evaluation pattern retains as same.

For the third semester courses, the question paper pattern is

Part A.	15x1	= 15 marks
Part B	10x2	= 20 marks
Part C	7x5	= 35 marks
Part D	2x15	= 30 marks
		Total = 100 marks.

The examiners list was also approved by the board.

The members present

1. Dr. T. Nagavalli,
Associate Professor of Mathematics (Retd.)
Sri Sarada College of Education,
Salem. A.N. 23/1/19
2. Dr. A. Balamallika Devi,
Principal,
Sakthi Kailash College of Education, A. Balamallika
Salem. 23/1/19
3. Dr. S. Santhi,
Principal,
Sri Sarada College of Education,
Salem. S. S. 23/1/19
4. Dr. R. Sowathathi Sugirtha, Asst. Prof. of Bio Science R. S. - 23/1/19
5. Dr. V. Priya, Asst. Prof. of Phy. Science V. Priya
6. Dr. K.P. Shanmuga Vadivu, Asst. Prof. of Education K.P. Shanmuga Vadivu
7. Dr. K. Kamala Devi, Asst. Prof. of English K. Kamala Devi

8. Dr. S. Veluzhi, Physical Director S. Veluzhi
9. Mrs. V. Anulochi, Asst. Prof. of Education A. Anulochi
10. Dr. D. Kavitha, Asst. Prof. of Tamil m. kavitha
11. Mrs. R. Saraswathy, Asst. Prof. of Mathematics R. Saraswathy

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.

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.

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 6th 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 6th century BC

Jainism and Buddhism

UNIT IV: IMPERIALISM

Imperialism in India and china

Causes and Effects of Imperialism

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 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

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 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.

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

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

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

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 –

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

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.

பரிந்துரைக்கும் செயற்பாடுகள்

கற்றுச் சூழல் குறித்து வாசகம் தயாரித்தல்

ஏதேனும் ஓர சிறுகதையின் மையக்கருத்தைப் பகுத்தாய்வு செய்தல்

நாட்டுப்புறப் பாடல்களைச் சேகரித்தல்

அகழாய்வுகள் குறித்த சிறு தொகுப்பேடு தயாரித்தல்

பார்வை நூற்கள்

எட்டு மற்றும் ஒன்பதாம் 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

ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.

மூன்றாம் பருவம்

BPC5-தமிழ் கற்பித்தல் பாடப்பொருள்அறிவு -பகுதி - I

(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. மதிப்பீடும் 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 - வேலைகளில் 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

B.Ed. III SEMESTER
SYLLABUS

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)

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

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)

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

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

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)

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

**B.Ed. I SEMESTER
SYLLABUS**

E-mail: sscedn@gmail.com

Web: www.sscce.ac.in

Fax & ☎ 0427-2447538



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 ^{Board of Studies} 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,

Handwritten signatures and initials in blue ink, including 'Dr.', 'S.', and 'M.' with dates like '23/7/19'.

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

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

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
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(Autonomous)
SALEM-636 016

2019

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

SALEM – 16

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Dr. S. Santhi
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Dr. S. Santhi

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

**B.Ed. I SEMESTER
SYLLABUS**

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

B.Ed. SYLLABUS - I SEMESTER

BCC3-EDUCATIONAL INNOVATIONS

(3 CREDITS- 48 HOURS)

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

B.Ed. SYLLABUS - I SEMESTER

BPCI –PEDAGOGY OF ENGLISH I

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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 - I

(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. மதிப்பீடும் 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 - வேலைகளில் 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 மையங்கருத்தைப் பகுத்தாய்வுத்தல்

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 –

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

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.

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

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 –
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

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 6th 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 6th 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 Text Book 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)
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