BOARD OF STUDIES

SRI SARADA COLLEGE OF EDUCATION

(Autonomous)

SALEM - 636 016.

The Revised Syllabi Modified and
Approved by the Members
of

Board of Studies

in the Meeting held on

28-03-2022

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS) FAIRLANDS, SALEM - 636 016.

RE-ACCREDITED AT THE "A" LEVEL BY NAAC (III Cycle)

AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI

President
SWAMI SHUDDHANANDA

Secretary
YATISWARI VINAYAKAPRIYA

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

No. _____   Date _____

108/2021-2022   23.03.2022

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 on 28.03.2022 at 11.00 am.
We request you to attend the meeting on the date and time scheduled and help
us with our program of work.

The Agenda of the Meeting

1. Silent Prayer
2. Welcome Address
3. Syllabi Modification
4. Any other

Thank you,

Yours Sincerely,

S. S.
23/03/22
PRINCIPAL
Sri Sarada College of Education.
(Autonomous)
SALEM-636 016.

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - II SEMESTER

BCC 4: PERSPECTIVES IN EDUCATION		
Unit	Existing	Revised
Unit II	EASTERN AND WESTERN PHILOSOPHERS Eastern Philosophical Thoughts of Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda and Sri Aurobindo Western Philosophical Thoughts of Rousseau, Froebel, John Dewey, Montessori	EASTERN AND WESTERN PHILOSOPHERS **J. Krishnamoorthy** has been included in Eastern philosophical thoughts and **Pestalozzi** has been added in Western Philosophical Thoughts

BCC6: ASSESMENT FOR LEARNING		
Unit	Existing	Revised
Unit II	EXAMINATION SYSTEM: SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS Examination for gradation Examination for social selection and placement Impact of the prevailing examination system on student learning and stakeholders Entrance tests and their influence on students and school system Impact of examination –driven schooling On pedagogy: content –confined information focused testing: memory centric teaching and testing on school culture	PERSPECTIVES OF PSYCHO-SOCIOLOGICAL ASSESSMENT Behaviouristic Perspective of Assessment, Cognitive Perspective of Assessment and Constructivist Perspective of Assessment in the following dimensions; (a) Framing Learning Outcomes, (b) Assumptions of learning, (c) Conduct of assessment activities and (d) The Scope of assessment

BPC3 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – I		
அலகு	முந்தைய பாடத்திட்டம்	மாற்றியமைக்கப் பட்ட பாடக்கிட்டம்
அலகு 1	தமிழ் மொழியின் முக்கியத்துவமும் அரசியலமைப்பு விதிகளும் தமிழ் மொழி மற்றும் இலக்கியம், தமிழ் மொழியின் சமூகச் சுலாச்சார பண்பாட்டு முக்கியத்துவங்கள், இந்தியாவில் தமிழ் மொழி கற்பித்தலின் முக்கியத்துவம் - பள்ளி அளவில் தமிழ் மொழி கற்பித்தலில் ஏற்படும் சிக்கல்கள், மொழிக்கல்விக்கான அரசியலமைப்பு விதிகள் மற்றும் கொள்கைகள் அரசியல் சாசனம் 343, 351, 350சி, கோத்தாரிக் கல்விக்குழு (1964-66), தேசியக் கல்விக் கொள்கை (1986).	தமிழ் மொழிக் கொள்கைகள் மற்றும் பயன்பாடுகள் மொழிக்கல்விக்கான அரசியலமைப்பு விதிகள் பல்வேறு நாடுகளில் தமிழைழ இரண்டாம் மொழியாகக் கற்பித்தல் - பன்மொழி கொள்கை - பிறராா ருசனருக்கும தமிழருக்கும் இடை யேஉள்ள தொடர்பான வாழ்க்கை அமைப்பில் மொழியின் பயன்பாடு பதிய கல்விக் கொள்கையில் மொழிக் கல்வி ஓர் பார்வை (2020)
அலகு 2	தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியில் பல்வேறு செயல்பாடுகள் அறிவியல் மற்றும் தொழில்நுட்பக் கலைச் சொற்களை உருவாக்கும் பொழுது மனத்திர் கொள்ளத்தக்கன , தமிழிலுள்ள பிறமொழிச் சொற்கள்,தமிழ் ஆட்சிமொழி , நீதிமன்ற மொழியாய் செயல்படாவிட்டால் நேரும் அவலங்கள் , செயல்படுவதால் ஏற்படும் பயன்கள் . செயல்முறையில் ஏற்படும் தடைகளும் அவற்றை நீக்கும் வழிமுறைகளும் - தமிழ் பாட மொழியாக நடத்தும் பொழுது வடமொழியும் மற்ற மேல் நாட்டு மொழிகளின் தாக்கமும் அதன் விளைவுகளும்	தமிழ் மொழியின் பன்முகத் தன்மை அறிவியல் மற்றும் தொழில்நுட்பக் கலைச் சொற்களைப் பயன்படுத்துதல் - தமிழில் பிறமொழி கலப்பும் தாக்கமும் - தமிழ் ஆட்சிமொழியாக செயல்படுதல் - தமிழ் நீதிமன்ற மொழியாக செயல்படுதல் – வீட்டு மொழிகளின் குறுக்கீடு. (Home Language)
அலகு 3	திறனாய்வு கொள்கைகள் திறனாய்வின் தோற்றம் - திறனாய்வின் பண்புகள் - திறனாய்வின் வகைகள் - படைப்பு வழி , மரபு வழி , முருகியல் , விளக்க முறை, மதிப்பீடு முறை, வரலாற்று முறை, ஒப்பிட்டு முறை , நாவல் சிறுகதை கூறுகளை ஆராய்தல்	திறனாய்வு கொள்கைகள் இணைப்பு: தமிழ் பாட நூல்வழி திறனாய்வு முறைகளைப் பகுத்து ஆராய்தல் நீக்கம் : நாவல் சிறுகதை கூறுகளை ஆராய்தல்

BPC4 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – II		
அலகு 3	கற்பிக்கும் முறைகள் பழைய முறைகள் - ஆசிரியரணிக் கற்பித்தல், கருத்தரங்கம், விவாதம் புதிய கற்பித்தல் முறைகள்: கருத்துக்கட்டமைப்பு கற்றல், மின்கற்றல், காணொலி, பதிப்புகள், கலைக்களஞ்சியங்கள், கற்பிதல் துணைக்கருவிகள், திரையில் அமையும் கருவி, திரையில் அமையாக்கருவி, மொழிப்பயிற்றாய்வுக் கூட கற்பித்தல், நாளிதழ், ஆய்விதழ்கள், தொலைக்காட்சி, இணையம், பல்லூடகம்.	மொழிப்பாடத்தில் கற்றல் தொழில் நுட்ப கருவிகளைப் பயன்படுத்துதல் கேள்விக் கருவிகள் – கல்வித் தொலைகாட்சி – குறிப்புத்தகடுகள் மின் ா ங்கள் மின் விளக்கக்காட்சி – காணொளி காட்சிகள் ஊடாட்டம். கலவை முறை : மின் புத்தகம் – வலைதளங்கள் - வலைபூக்கள் - கற்றல் மேலாண்மை அமைப்பு (LMS) - வகுப்பறை - நிகழ் நிலை தேர்வு முறைகள் (Online Test)
அலகு 4	சோதனையும் மதிப்பீடும் சோதனையின் நோக்கங்கள் - தேவைகள் - மொழியறிவுச் சோதனையின் வகைகள் - அடைவுச் சோதனை, தரப்படுத்தப்பட்ட சோதனை, குறையறி மற்றும் குறைதீர் சோதனை, திறனறி சோதனை, வளர்நிலை தொடர் மற்றும் தொகுநிலை சோதனை. அகவய மதிப்பீடு, புறவய மதிப்பீடு, வினாத்தாள் வடிவமைப்பு, மதிப்பெண் வழங்குதல் முறையும் மதிப்பிடுதலுக்கான விடை குறிப்புகளும், வினாக்களைப் பகுப்பாய்வு செய்தல், புள்ளியியல் பற்றிய பார்வை, தர ஒட்டுறவுக் கெழு.	சோதனையும் மதிப்பீடும் நீக்கம் வினாக்களைப் பகுப்பாய்வு செய்தல், புள்ளியியல் பற்றிய பார்வை, தர ஒட்டுறவுக் கெழு.

BPC3 –PEDAGOGY OF MATHEMATICS I		
Unit	Existing	Revised
UNIT II	TEACHING OF MATHEMATICAL GENERALISATIONS **Learning by Exposition** Moves in teaching for understanding of generalizations Introduction moves – focus, objective, motivation; Assertion Interpretation moves- instantiation, paraphrasing, review of prerequisites, translation, analogy, analysis; Justification Application – planning of strategies for	PEDAGOGICAL ANALYSIS OF CONTENT IN MATHEMATICS Content Analysis-Pedagogical Analysis and their comparison Division of Content into units and subunits. Teaching Requirements - instructional objectives, teaching strategies, previous knowledge testing, topic introduction, concepts of contents, presentation, use of

	teaching generalizations **Learning by discovery** Nature and purpose of learning by discovery Inductive, deductive, guided discovery strategies Maxims for planning and conducting discovery strategies; planning of strategies involving either induction or deduction or both for constructing knowledge	teaching aids, demonstration experimental verification, thought provoking questions and criterion-based tests. Pedagogical *analysis of a Mathematics School Content.*

BPC3 –PEDAGOGY OF PHYSICAL SCIENCE I

Unit	Existing	Revised
UNIT IV	**LEARNING RESOURCES IN PHYSICAL SCIENCE** Developing Science Kit Designing Physical Science Laboratory; Planning and Organizing Field Observation; Collection of Materials Audio-Visual Materials, Multimedia-Selection and Designing; Use of ICT experiences in learning Physical Science	PEDAGOGICAL ANALYSIS OF CONTENT IN PHYSICAL SCIENCE PEDAGOGICAL ANALYSIS OF CONTENT IN MATHEMATICS Content Analysis-Pedagogical Analysis and their comparison Division of Content into units and subunits. Teaching Requirements - instructional objectives, teaching strategies, previous knowledge testing, topic introduction, concepts of contents, presentation, use of teaching aids, demonstration experimental verification, thought provoking questions and criterion-based tests. Pedagogical analysis of a school textbook content in Physical Science.

BPC3 –PEDAGOGY OF BIOLOGICAL SCIENCE I

Unit	Existing	Revised
UNIT IV	**LEARNING RESOURCES IN BIOLOGICAL SCIENCE** Biological science laboratory: designing need and importance purchase and maintenance of equipment's in the	PEDAGOGICAL ANALYSIS OF CONTENT IN BIOLOGICAL SCIENCE Content Analysis-Pedagogical Analysis and their comparison

	laboratory Laboratory techniques: collection, preservation of plants and animal specimens and display, Maintenance of aquarium, terrarium, vivarium Audio-visual materials, multimedia-selection and designing; use of ICT experiences in learning biological science	Division of **Content into units and subunits**. Teaching Requirements - instructional objectives, teaching strategies, previous knowledge testing. topic introduction. concepts of contents, presentation, use of teaching aids, demonstration experimental verification. thought provoking questions and criterion-based tests. Pedagogical analysis of a **school textbook content in Biological Science.**

BPC3- PEDAGOGY OF HISTORY I		
Unit	Existing	Revised
UNIT I	HISTORY AND CURRICULUM DEVELOPMENT Theories of curriculum Development: Natural taste and interest, Cultural Epoch theory, Biographical, Evolutionary Different methods of curriculum construction – Topical, Concentric, Spiral, Regressive, and Chronological approach	CURRICULUM DEVELOPMENT OF HISTORY Definition of Curriculum - Aims of History Curriculum Principles of Curriculum Selection - Motivation, Democratic Values, and Community Centred will also be added.
UNIT II	PHILOSOPHICAL BASIS OF HISTORY Philosophy of History – History as an imaginative the reconstruction of the Past History as a branch of Social Science-Social, Political, branch of Economic and Cultural issues raised by History Making of History- How history is written, collection of sources, Documents, authenticity and Historiography.	PHILOSOPHICAL BASIS OF HISTORY Difference between social science and social studies. History related with other subjects - **Geography, Political, Science.** will also be included.

ETE3 –HEALTH AND PHYSICAL EDUCATION		
Unit	**Existing**	**Revised**
UNIT III	PHYSICAL EDUCATION Physical Education - Meaning, definition, aims and objectives, Ancient and Modern Olympics, Olympic Flag and Motto. Effects of exercise on Respiratory, Circulatory and Digestive systems. Games: Volleyball-dimension of court, skills and basic rules, Badminton - dimension of court, skills and basic rules, Kho-Kho -dimension of court, skills and basic rules.	PHYSICAL EDUCATION Physical Exercise – Meaning importance and Types - Aerobics and Anaerobic has been included

B.Ed. SYLLABUS - IV SEMESTER

BCC8 - ESSENTIALS OF TEACHING AND LEARNING		
Unit	**Existing**	**Revised**
UNIT V	MODELS OF TEACHING Concept, Definition and Fundamental Elements of Teaching Models Information Processing Models-Bruner's Concept Attainment Model Social Interaction Models- Glaser's Classroom Meeting Model Personal Development Models- Roger's Non - directive Model Behaviour Modification Models-Skinner's Contingency management model	Teaching models, was removed entirely, and instructional objectives were inserted in its place. Unit–III : Instructional Objectives (New added content) Various approaches to writing learning objectives in behavioral terms based on i) Revised Blooms' taxonomy ii) RCEM system iii) Robert Mager's approach and iv) Miller's approach

BPC7 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – I

அலகு	முந்தைய பாடத்திட்டம்	மாற்றியமைகப் பட்ட பாடத்திடம்
அலகு 4	உரைநடை திறம் உ.வே. சாமிநாதர் ஐயர் பதிப்பு நுட்பம், முகவுரை, குறிப்புரை, இடம்பெயர்ச்சுட்டல்,உவமை விளக்கம்,புராண விளக்கம்.மறைமலையடிகள் - தனித்தமிழ் நடை,மேடைத்தமிழ் சிறப்புகள்	உரைநடை திறம் (இணைப்பு) திரு.வி.க. வின் எளிய தமிழ் நடை சிறப்பு, தேவநேய பாவாணரின் தூய்த் தமிழ் நடை.

BPC8 - தமிழ் கற்பிக்கும் முறைகள் பகுதி – II

அலகு	முந்தைய பாடத்திட்டம்	மாற்றியமைகப் பட்ட பாடத்திடம்
அலகு 2	இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சிகள் சிறுவர் இலக்கியம்: பண்புகள், கற்பனை,எழுத்தாளர்கள் - அழவள்ளியப்பா, பெ.தூரன். பயண இலக்கியம்: நோக்கம்,தேவைகள்,பயணநூல்கள்	இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சிகள் (இணைப்பு) புனைகதைகள், நாவல், சிறுகதை ஆகியவைகளின் உட்கூறுகளை ஆராய்தல்
அலகு 5	தற்கால மொழி வளர்ச்சி நிலை கணிப்பொறியும் தமிழும் - அறிவியல் தமிழ் வளர்ச்சி – கலைச்சொல்லாக்கத்தின் அமைப்பு தேவைகள் - இணையத்தின் பங்கு – செம்மொழி தமிழின் வளர்ச்சி நிலைகள் - மொழிவளர்ச்சியில் மொழிப்பெயர்ப்பின் பங்கு	தற்கால மொழி வளர்ச்சி நிலை கணித் தமிழ் வளர்ச்சி – தமிழ் மென்பொருள்கள் – (பிழை திருத்தி, விளையாட்டுச் செயலி, தமிழ்த்தரவகம்) – தமிழ் ஒருங்குறி – தமிழ்க் கலைகளஞ்சியங்கள் – மின் இதழ்கள் – மின் நூலங்கள் – செயற்கை நுண்ணறிவு செயலிகள் (AI)

BPC7 –PEDAGOGY OF MATHEMATICS I			
Unit	Existing	Revised
UNIT II	**PSYCHOLOGICAL PERSPECTIVES OF LEARNING MATHEMATICS** Formation of mathematical concepts - ideas of Piaget and Bruner Factors influencing the learning of mathematics - motivation, maturation, perception, special abilities, attitude and aptitude Constructivism-Zone of Proximal Development, Cognitive guided instruction, Cognitive apprenticeship, Constructivism and spatial learning Cognitive modeling in spatial learning; implications for teaching	**LATEST TRENDS IN TEACHING MATHEMATICS** Virtual learning Environment – Blended Learning - Approaches. FOSS Social Network- blogs, , Mobile apps, e-portfolio, Cyberspace, threats and solutions. Development of e-content for a school content. Artificial Intelligence- Machine Learning, Augmented Reality, Virtual Reality, MOOCs- SWAYAM.

BPC7 –PEDAGOGY OF PHYSICAL SCIENCE I			
Unit	Existing	Revised
UNIT II	**SCIENCE TEACHING IN RURAL, URBAN AREAS AND COMMUNITY RESOURCES** Evolution of Science – Strengthening Science Education -Globalization and Science - Problems of Science teaching in Rural and Urban areas, role of Science teaching in solving them Dr. A.P.J. Abdul Kalam's initiative for successful Science teaching in rural areas Community Resources- Aims, purposes and applications of Community Resources in Learning Contributions of Science Centers-Nehru Science Center, TIFR, Mumbai, B.M.Birla Science Center, ISRO ,Hyderabad, IGCAR, Kalpakkam, IIS Bangalore, Vikram Sarabhai Community Science Center, Kishore Bharathi	**LATEST TRENDS IN TEACHING PHYSICAL SCIENCE** Virtual learning Environment – Blended Learning - Approaches. FOSS Social Network- blogs, , Mobile apps, e-portfolio, Cyberspace, threats and solutions. Development of e-content for school content. Artificial Intelligence- Machine Learning, Augmented Reality, Virtual Reality, MOOCs- SWAYAM.

BPC7 –PEDAGOGY OF BIOLOGICAL SCIENCE I		
Unit	**Existing**	**Revised**
UNIT II	PROBLEMS OF BIOLOGICAL SCIENCE TEACHING Scientific background of the problems related to natural resources Over population, malnutrition, superstitious beliefs, the role of science education in solving them Special problems of science teaching in rural and urban schools – non-availability of teaching aids, lack of background experience in teachers - teacher preparation and in-service education Inculcating scientific attitude in students	LATEST TRENDS IN TEACHING BIOLOGICAL SCIENCE Virtual learning Environment – Blended Learning - Approaches. FOSS Social Network- blogs, Mobile apps, e-portfolio, Cyberspace, threats and solutions. Development of e-content for school content. Artificial Intelligence- Machine Learning, Augmented Reality, Virtual Reality, MOOCs- SWAYAM.

BEC2-HUMAN RIGHTS EDUCATION		
Unit	**Existing**	**Revised**
UNIT II	GENESIS OF HUMAN RIGHTS IN INDIA Human rights and Indian Constitution - Fundamental rights, Fundamental Duties and Directive Principles of State Policy, National and State Human Rights Commissions	GENESIS OF HUMAN RIGHTS IN INDIA **Rights and Protection given to Women in the Constitution of India** has been included.

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM - 16
M.Ed. SYLLABUS - II SEMESTER

MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY

Unit	Existing	Revised
UNIT II	**GROWTH AND DEVELOPMENT** Growth and Development: Concept and Stages, Principles Developmental tasks- Infancy, Childhood, Adolescence, Adult Factors influencing development: Genetic, Biological, Physical and Environmental. Theories of Development: Psycho analytic theory of Freud and Erikson Cognitive theory: Jean Piaget, Kohlberg and Havighurts	Growth and Development unit has been deleted
UNIT IV	**INTELLIGENCE AND CREATIVITY** Intelligence: Definition Intelligence Types – Concept of IQ - Measurement of Intelligence Theories: Two factor theory – Multifactor theory – Group factor theory – Triarchic theory – Multiple intelligence theory – Burt Vernon's Hierarchy theory – Cattell theory, Caroll theory and PASS(Planning, Attention - Arousal, Simultaneous and Successive) theory – Educational Implications Creativity: Definition- Factors affecting creativity Theories: Eysenck's theory, Addiction theory and Humanistic theory Models: Geneplore and Graham Wallas's model of creativity. Programs and Strategies to enhance creativity	The two-factor, multi-factor, and group-factor theories have all been eliminated while the remaining content is retained. The topic Adjustment was removed In Unit V. Components and types of self-regulation have been incorporated

MTE2 – TEACHER EDUCATION II		
Unit	Existing	Revised
Unit I	STRTUCTURE, AND ISSUES OF ELEMENTARY TEACHER EDUCATION Structure, Nature, Concept and Objectives of Elementary Education Admission of Students – Fee Structure – Duration of the Programme Curriculum and Pedagogy –Practice Teaching and relationship with Co-operative Schools Supervision of Internship – Facilities at Teacher Education Institutions, Quality of Elementary Teacher Education – Privatization of Teacher Education	HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA Historical Background of Secondary Teacher Education: Development of Secondary Teacher Education during – Pre-Independence and Post-Independence Period – Secondary Teacher Education: Concept, Objectives, Scope.
UNIT II	STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION Structure of teacher education system in India – its merits and limitations Universalization of Secondary Education and its implications for teacher education at the secondary level Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes Professional development of teachers and teacher educators – present practices and avenues Systemic factors influencing the quality of pre and in-service education of secondary school teachers	STRUCTURE AND MANAGEMENT OF SECONDARY EDUCATION IN INDIA Challenges and Strategies of Secondary Education in India has been included.
UNIT III	Structure and Issues of Secondary Education	The topic adjustment **Curriculum Planning at Secondary Level**
UNIT IV	Organizations in Elementary and Secondary Teacher Education	Commissions and Agencies of Secondary Teacher Education

M.Ed. SYLLABUS - IV SEMESTER

MCC7- ADVANCED TECHNIQUES OF INSTRUCTION

Unit	Existing	Revised
UNIT III	**TEACHING STRATEGIES AND DEVICES** Teaching Strategies-special features and characteristics Types of innovative teaching strategies-problem solving, narration, exposition, description, dramatization, brainstorming, sensitivity training, Problem Based, Task Based learning and Outcome Based Teaching devices- types (general, group work, fixing) Difference between teaching strategies and devices	**TECHNOLOGY INTEGRATION: TRENDS AND ISSUES** **Online access**, Digital assistive technology- Emerging role for augmented and virtual reality in education- E-portfolios Blended Teaching Learning Methodologies: Use of Learning Management Systems (LMS) – Moodle and Edmodo Basics - Podcasts, wikis and reflection blogs in Teaching Learning process.

MSC2 – EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

Unit	Existing	Revised
UNIT III	**AUDIO - VISUAL MEDIA IN EDUCATION** Audio-visual media – meaning, importance Radio-Broadcast and audio recordings - criteria for selection of instructional units, script writing, pre-production, post-production process and practices Role of AIR/ Gyanvani in Education Role of EDUSAT in Education	Teleconferencing — audio, video, and Web-based conferencing concepts are moved from Unit IV to Unit III. Digital conferencing have been included in Unit III
UNIT IV	**NEW HORIZONS OF EDUCATIONAL TECHNOLOGY** Teleconferencing- audio, video, web based conferencing Online learning- concept, salient features and advantages E-learning- concept, elements and advantages	In Unit IV instead of teleconferencing, **-Artificial Intelligence in Education**: Meaning and history – AI integrated education – Principles and objectives of AI integrated learning – Role of schools in AI integration – Meeting of National Goals through AI integration – Assessment of AI integrated learning have been included

Circular dated 22.3.2022

There will be a meeting of Board of Studies on 28.03.2022 at 11 am in the Seminar Hall. Members were informed about the meeting. Subject experts from other Institutions were informed by post.

Agenda.

1. Modification of Syllabi for the courses of Even Semester for B.Ed. and M.Ed. programmes.
2. Modification in the Practicum Components of B.Ed.
3. Any Other.

Two Experts from Outside.

(1) Dr. A. John Peter,   By post.
Principal,
Govt. College of Education, Komarapalayam.

(2) Dr. S. Prakash,   By post
Principal,
Thiagarajar College of Preceptors (Aided)
Madarai.

Expert Nominated by VC

(3) Dr. NLN. Jayanthi,   By post.
Professor, Dept. of Education,
Annamalai University,
Chidambaram.

Representatives related to Placement.

(4) Mrs. S. Geetha   In Person
Headmistress, Sri Sarada Vidyalaya Girls' Hr. Sec. School,
Salem.

(5) Mrs. Shenbaga valli N.   In Person.
Principal, Sri Sarada Matric. Hr. Sec. School for Girls,
Salem.

Alumnae.
(6) Mrs. Sai Kanyakumari,   Ty Post.
PGT, Emerald Valley Public School, Salem.

(7) Chair Person
Dr. S. Santhi, Principal, SSCE.   S. S_____
                                                            28/03/22

Faculty Members.
(8) Dr. R. Selvamalthi Sugirtha, Asst. Prof. of Bio. Science.   R. S_____
(9) Dr. V. Priya, Asst. Prof. of Physical Science.   V. Priya
(10) Dr. KP. Shanmuga Vadivu, Asst. Prof. of Education
(11) Dr. K. Kamala Devi, Asst. Prof. of English   K. Kd
(12) Dr. V. Arulselvi, Asst. Prof. of Education
(13) Dr. D. Kavitha, Asst. Prof. of Tamil.
(14) Dr. S. Velvizhi, Director of Physical Education.   S. velvizhi
(15) Mrs. A. Kavitha, Librarian   A. Kavitha
(16) Dr. R. Saraswathy, Asst. Prof. of Mathematics.   R. S_____

Students' Representative.
(17) Mr. A. Mayura, B.Ed. II year
(18) Mrs. G. Ambika, M.Ed. II year
(19) Mrs. V. Dhanalakshmi, M.Phil.   V. Dhanalakshmi

Minutes of the Board of Studies Meeting
held on 28.03.2022

The members of the Board of Studies met at 11.am in the Principal's chamber.

Members Present were

1. Chair Person – Dr. S. Santhi, Principal
2. University Members from Outside
   Dr. A. John Peter,
   Principal, Govt. College of Education, Komarapalayam.

Representatives related to Placement.

3. Mrs. S. Greetha, Headmistress
   Sri Sarada Vidyalaya Girls' Hr. Sec. School, Salem.
4. Mrs. N. Shenbagavalli,
   Principal, Sri Sarada Matric. Hr. Sec. School, Salem.

Faculty, Members.

5. Dr. R. Selvamathi Sugirtha, Asst. Prof. of Biological Science
6. Dr. V. Priya, Asst. Prof. of Physical Science.
7. Dr. KP. Shanmuga Vadivu, Asst. Prof. of Education.
8. Dr. K. Kamala Devi, Asst. Prof. of English.
9. Dr. V. Arulselvi, Asst. Prof of Education
10. Dr. D. Kavitha, Asst. Prof. of Tamil.
11. Dr. S. Velvizli, Director of Physical Education
12. Dr. A. Kavitha, Librarian.
13. Dr. R. Saraswathy, Asst. Prof. of Mathematics.

Students' Representatives.

14. Mrs. Dhanalakshmi. V   M.Phil. Scholar   V. Dhanalakshmi
15. Mrs. Ambika,   M.Ed II year.
16. Ms. Mayura. A   B.Ed II year.

17. Dr. NLN. Jayanthi, Prof. Dept of Edn, Annamalai Univ. ⎱ attended
18. Dr. Prakash, Principal, Thiagarajar College of Preceptors. ⎰ through online.

Item No. 1

To consider the requisition of Dr. KP. Shanmuga Vadivu, to approve the modifications brought in the syllabi of BCC4, BCC8, MCC4 and MSC2.

It is resolved to approve the changes brought forward after a thorough deliberation. The members suggested a few modifications which were highlighted in the annexed document.

Item No. 2

To consider the requisition of Dr. V. Priya, Asst. Prof. of Physical Science, SSCE to approve the syllabus of BCC3 and Pedagogy Courses for both II and IV semesters.

It is resolved to approve the changes in the above said courses. This item was proposed by Dr. K. Kamala Devi and seconded by Dr. S. Santhi, the Principal.

The suggestions given by the members are incorporated and highlighted in the annexed copy of the changes.

Item No. 3

To consider the requisition of Dr. S. Velvizhi, Director of Physical Education, SSCE to approve the syllabus of ETE3 - Health and Physical Education.

It is resolved to approve the changes. This item was proposed by Dr. V. Anitselvi and seconded by Dr. D. Kavitha.

The members suggested to remove the phrase 'various system' and the parentheses. The changes are carried over.

Item No. 4

To consider the requisition of Dr. V. Anul-Selvi, Asst. Prof. of Education, SSCE to approve the modification brought in BEC2 - Human Right Education.

It is resolved to approve the changes. This item was proposed by Dr. V. Priya and seconded by Dr. Kavitha.

The members suggested to rephrase the item name as 'Rights and Protection given to Women in the Constitution of India'.

Item No. 5

To consider the requisition of Dr. R. Selvamathi Sugirtha, Asst. Prof. of Biological Science, to approve the modifications brought in MTE2 - Teacher Education II and MCC7 - Advanced Techniques of Instruction.

It is resolved to approve the changes brought in. This item was proposed by Dr. S. Velvizhi and seconded by Dr. V. Priya.

The suggestions given by the members are incorporated and highlighted in the annexed document.

Item No. 6.

To consider the requisition of Dr. V. Anulselvi, Asst. Prof. of Education to approve the modification brought in the B. Ed. Practicum component.

It is resolved to approve the changes brought in. This item was proposed by Dr. K. Kamala Devi and seconded by Dr. K.P. Shanmuga Vadivu.

The members approved the change of the title of Θε Tutorial Group Project into Guided Inquiry Project (GIP).

Any other.

The members appreciated the attempt of introducing a practicum component of writing a few lesson plans for the school content incorporating multiple intelligence aspects, and this can be written in a record notebook while merging the observation records for of both pedagogy subject.

The members suggested to add Learning Outcomes at the end of each course and to refine the learning objectives thoroughly. The references Θ can be uniformly mentioned following the APA model. (7ᵗʰ Edition).

The Minutes will be sent to the members of BoS and Academic Council.

Members Present.

Expert from Outside.

1. Dr. A. John Peter, Principal, Govt. College of Education, Komarapalayam.

Representatives related to Placement.

2. Mrs. S. Geetha, Headmistress, ×
Sri Sarada Vidyalaya Girls' Hr. Sec. School, Salem.

3. Mrs. N. Shenbagavalli, Principal, ×
Sri Sarada Matric. Hr. Sec. School, Salem.

Chairperson.

4. Dr. S. Santhi, the Principal, SSCE

Faculty Members.

5. Dr. R. Selvamathi Sugirtha, Asst. Prof. of Bio.Science.

6. Dr. V. Priya, Asst. Prof. of Physical Science.

7. Dr. KP. Shanmuga Vadivu, Asst. Prof. of Education

8. Dr. K. Kamala Devi, Asst. Prof. of English.

9. Dr. V. Amulselvi, Asst. Prof. of Education.

10. Dr. D. Kavitha, Asst. Prof. of Tamil

11. Dr. S. Velvizhi, Director of Physical Education.

12. Dr. A. Kavitha, Librarian.

17. Dr. R. Saraswathy, Asst. Prof. of Mathematics.

Students' Representatives.

14. Mrs. Dhanalakshmi; V M. Phil. Scholar.

15. Mrs. Ambika. G M. Ed. II year

16. Ms. Mayura. A. B.Ed. II year.

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
SALEM – 16
Re-Accredited by NAAC with "A" Grade (III Cycle)

Affiliated to TamilNadu Teachers Education University, Chennai

BOARD OF STUDIES MEETING

22.11.2022

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS) FAIRLANDS, SALEM - 636 016.

RE-ACCREDITED AT THE "A" LEVEL BY NAAC (III Cycle)

AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI

President
SWAMI SHUDDHANANDA

Secretary
YATISWARI VINAYAKAPRIYA

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

No. ———106/2022-2023   Date——17.11.2022——

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

Dear Staff

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 22.11.2022 at 10.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work.

The Agenda of the Meeting

1. Silent Prayer
2. Welcome Address
3. Outcome Based Education
   a. Outcomes Mapping
   b. Syllabus Modification with respect to OBE
4. Expansion of Choices for selection of second pedagogy courses
5. Inclusion of Black Board Writing skills in Micro – Teaching skills.
6. Conducting Exam for Psychology Experiments practicals
7. Any other
8. Vote of Thanks

Thank you,

Yours Sincerely,

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

106/2022-2023   16.11.2022

From

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

To

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

Dear Staffs

    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 22.11.2022 at 10.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work.

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5. Inclusion of Black Board Writing skills in Micro – Teaching skills.
6. Conducting Exam for Psychology Experiments practicals
7. Any other
8. Vote of Thanks

        Thank you,

                Yours Sincerely,

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

106/2022-2023   16.11.2022

From   To

The Principal   Dr.S.Prakash
Sri Sarada College of Education Principal
(Autonomous) Salem-16   Thiyagarajar College of Preceptors
                                 Teppakulam, Madurai

Dear Sir

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

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8. Vote of Thanks

Thank you,

Yours Sincerely,

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

106/2022-2023   16.11.2022

From

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

To

Dr.A.John Peter
Principal
Government College of Education
Komarapalayam

Dear Sir

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

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      Thank you,

        Yours Sincerely,

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

106/2022-2023   16.11.2022

From   To

The Principal   Dr.N.L.N. Jayanthi
Sri Sarada College of Education   Professor
(Autonomous) Salem-16   Department of Education
                                              Annamalai University
                                              Chidambaram

Dear ~~Sir~~ Madam

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

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8. Vote of Thanks

Thank you,

Yours Sincerely,

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

106/2022-2023   16.11.2022

From   To

The Principal   Mrs.N.Geetha
Sri Sarada College of Education   Headmistress
(Autonomous) Salem-16   Sri Sarada Vidyalaya Girl's Hr.Sec.School
                                       Salem

Dear Madam

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

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                Thank you,

                      Yours Sincerely,

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

106/2022-2023   16.11.2022

From   To

The Principal   Mrs.N.Shenbagavalli
Sri Sarada College of Education   Principal
(Autonomous) Salem-16   Sri Sarada Matriculation Hr.Sec.School
                                    Salem

Dear ~~Sir~~ Madam

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

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                    Thank you,

                                    Yours Sincerely,

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

106/2022-2023 16.11.2022

From   To

The Principal   Mrs.Sai Kanyakumari
Sri Sarada College of Education   PG Teacher
(Autonomous) Salem-16   Emerald Valley Public School
                                        Salem

Dear Sir 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 22.11.2022 at 10.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work.

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8. Vote of Thanks

Thank you,

Yours Sincerely,

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

106/2022-2023   17.11.2022

From   To

The Principal   The Headmistress
Sri Sarada College of Education Bharathi Vidyalaya Hr.Sec.School
(Autonomous) Salem-16   Maravaneri, Salem

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 22.11.2022 at 10.30 am. We request you to attend the meeting on the date and time scheduled and help us with our program of work.

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        Thank you,

           Yours Sincerely,

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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

SALEM – 16

BOARD OF STUDIES MEETING

AGENDA

1. Prayer
2. Welcome Address
3. Introduction of Outcome Based Curriculum (OBE) Framework for B.Ed. and M.Ed. Programmes from the Academic Year 2022-2023
4. Mapping of ProgrammeOutcomes (POs) with Course Outcomes (COs) for B.Ed. and M.Ed.Programmes
5. Expansion of choices for the selection of second pedagogy courses
6. Updation of existing syllabi
   - BPC3 - Pedagogy of Mathematics I
   - BPC3 - Pedagogy of Physical Science I
   - BPC3 - Pedagogy of Biological Science I
   - BPC3 - Pedagogy of History I
   - BCC3 - Educational Innovations
7. Conducting Exam for Psychology Experiments practicals
8. Examination Reforms (MCQ include in the semester exam)
9. Any other

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

Board of Studies Meeting On 22.11.2022

Programme Outcomes of B.Ed. Programme

The Programme Outcomes are aligned with the institution's vision and mission as well as the core propositions of NCTE, UGC and National Professional Standards for Teachers.

On the successful completion of two-year B.Ed. programme, the student teachers will be able to

	Core Values & Ethics	
PO1	Effective Citizen Ethics	incorporate constitutional values of equality, justice, liberty, fraternity, and secularism, and adapt harmonious living in natural and social environment for sustainable development.
PO2	Social Responsibility	transmit the knowledge of cultural heritage and traditional treasures of the land to the future generation and work with an insight for human welfare.
PO3	Professional commitment	demonstrate a disposition of professionalism, efficiency and integrity in their teaching to address the national and global demands of student community.
PO4	Well-being	imbibe self-governing values to achieve physical and mental fitness along with spiritual development and embracing the life skills to balance personal and professional life.
PO5	Digital Citizenship	Adapt strategies to promote the safe, responsible and ethical use of ICT in teaching and learning.
	Professional Knowledge and Understanding	
PO6	Amalgamation of 3 H (Head, Heart, Hand)	apply their understanding of cognitive, affective and psychomotor domains to become a qualified teacher contributing to the changing and complex global society.
PO7	Cognizance:	apply their knowledge of theory courses and practicum components to design developmentally appropriate learning experiences based on the local and state, national curriculum.
PO8	Academic Integrity	create a learning environment of mutual respect, cooperation, collaboration, team work integrating the knowledge and understanding of modernism and multiculturalism.
PO9	Addressing Learner Diversity	analyse the psycho-social attributes, diverse needs of learners, preferred mode of cognition, motivation and learning styles of learners resulting from home and community socialization.
PO10	Strategizing Teaching	follow cross-disciplinary approach and differentiated instructional strategies in planning lesson and apply pedagogical skills suitable to the classroom dynamics.

PO11	Technology Integration	apply the National Educational Technology Standards for Teachers (NETS-T) as they envisage, execute and evaluate learning experiences.
	Professional Competence & Practice	
PO12	Lesson Delivery	design and deliver enriched learning experiences for students in pertinent curriculum sites (special schools, community, media) by integrating their content mastery and pedagogical skills and incorporating educational innovations.
PO13	Assessment Skills	develop and apply appropriate strategies for assessment of, for and as learning to support student learning, grade and derive insight from assessment data and, plan communication and feedback.
PO14	Effective Communication	employ effective and appropriate verbal, non-verbal, written and media communication techniques in their teaching, professional collaboration and interactions with stakeholders.
	Professional Development & Growth	
PO15	Enrichment and Empowerment	assimilate leadership attributes reflecting the higher order thinking skills and embracing the employability skills with the objectives of women empowerment.
PO16	Learning to Learn	recognize their commitment for continuous professional development by engaging in professional collaboration, reflective practices and research to address the classroom / academic problems.

Programme Outcomes of M.Ed. Programme

On the successful completion of two-year M.Ed. programme, the prospective teacher educators will be able to

	Core Values & Ethics	
PO1	Educator Ethics	conduct themselves and deliver their professional responsibilities as per the existing rules with their profession when it comes to initiating steps through their own workspace
PO2	Team work	promote equality, and collaborative mindset within a workplace environment and realize the values of peace and self-respect
PO3	Value System	inculcate the values of democracy, equality and fraternity in the prospective teachers which are stated in the preamble of the Indian Constitution.
PO4	Professional Standards	apply general principles and maxims of teaching for educating prospective teachers.
PO5	Netiquette	adapt various applications of educational technology following NETS-T (National Educational Technology Standards for Teachers) and safe, ethical use of ICT for facilitating the prospective teachers.

	Professional Knowledge and Understanding	
PO6	Professional Empowerment	assimilate the psychological, philosophical, political, and sociological foundations in the field of education.
PO7	Teaching competency	incorporate teaching skills, competencies and academic integrity to mould prospective teachers in teacher preparation programme
PO8	Professional Efficiency	equip effective prospective teachers with the knowledge of Indian system of teacher education in light of changing social requirements and current development in teacher Education programme.
PO9	Cognizance	Recognize the system and function of different levels of education from pre-primary to higher education
PO10	Sensitivity Towards Inclusion	Identify the diversities and dealing it in inclusive classrooms settings.
	Professional Practices and Competency	
PO11	Engagement in Research	draft research proposals for further research programs and develop analytical and interpretation skills
PO12	Spirit of Inquiry	reflect higher order thinking skills in framing scientific research designs in the field of education.
PO13	Research Proficiency	write thematic and research papers in line with academic writing.
PO14	Leadership Traits	generate ideas for teacher empowerment and strive for professional excellence and become a learner sensitive teacher educator to guide and counsel the learners
PO15	Managerial Skills	become professionally trained and qualified human resources in the field of educational policy, planning, management and supervision
	Professional development and growth	
PO16	Continuing Academic growth	analyse the interdisciplinary nature of education across the various disciplines.
PO17	Communication efficacy	integrate interpersonal communication skills effectively in their personal and academic life.
PO18	Reflection	participate in various potential forums for the dissemination of professional knowledge and activities
PO19	Curriculum Design	critically analyse the curriculum approaches and methods of teaching to enhance the quality of teaching.
PO20	Participation in learning Community	design institutional planning for a well-structured institution
PO21	Harmonious growth	regulate themselves in harmony with the natural and social environment and withstanding the challenging adversities

Course Objectives and Outcomes of B.Ed. Programme

BCC1 - FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

On completion of this course the student teachers will

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

COURSE OUTCOMES

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

1. discuss the nature and purpose of Education along with the recommendations of variouseducation commission
2. identify the different ways of acquiring knowledge
3. recognize the influential factors of society on Education
4. describe the impact of autonomy of teachers and learners on process of education
5. apply different approaches of value inculcation for school students

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1							1									
CO 2									3							
CO 3	3															
CO 4			3													
CO 5				3												

BCC2- LEARNER AND LEARNING

COURSE OBJECTIVES

On completion of this course the student teachers will

1. acquire knowledge of nature and scope of Educational Psychology
2. understand the principles of growth and development of the learner
3. assimilate knowledge on the principles of learning and learning theories
4. apprehend and analyse the concept of cognitive development
5. develop knowledge on Motivation

COURSE OUTCOMES

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

1. internalize the basic principles of educational psychology
2. apply and demonstrate the principles of growth and development
3. employ the learning principles and theories while teaching
4. create effective teaching strategies based on the concept of Cognitive development
5. apply the motivation and self-regulated approaches in the classroom situation

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1							3		3							
CO 2							3		1							
CO 3							3		2							
CO 4						2	3		3							
CO 5						2	3		3							

BCC3-EDUCATIONAL INNOVATIONS

COURSE OBJECTIVES

On completion of this course the student teachers will

1. understand the concept of educational innovations
2. acquire knowledge of innovative schools
3. know about different learning styles
4. understand the innovative practice in education
5. acquire knowledge on digital pedagogy

COURSE OUTCOMES

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

1. demonstrate the role of teacher in promoting innovations in education
2. construct knowledge on the salient features of varied innovative schools
3. design their teaching to cater the different learning styles of students
4. apply various innovative learning methods
5. organise innovative digital pedagogical approaches in teaching

CO/PO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO 1		1	3		1		3		2		1		1	2	1	3
CO 2					1				1		1			1		2
CO 3			3		2	2		2	3	1		3		3		1
CO 4					3				3			1		2		
CO 5	2	1		1	3	2		3		2	3	3				

BPC1-தமிழ் கற்பிக்கும் முறைகள் பகுதி – I

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவா்

1. தமிழ் மொழியின் தோற்றம் வளர்ச்சியினை அறிந்து கொள்ளுதல்
2. மொழியியல் கோட்பாடுகளை அறிதல்
3. சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டை அறிந்து கொள்ளுதல்
4. உளவியல் அடிப்படையில் மொழி கற்றலை அறிதல்
5. மொழியாசிரியரின் பண்புகளை உணர்தல்

கற்றல் விளைவுகள்

இப்பாடத்தைக் கற்று முடித்த பின்னர் மாணவர்கள் கீழ்காணும் கற்றல் விளைவுகளை அடைவர்

1. தமிழ் மொழியின் தோற்றம், வளர்ச்சி மற்றும் தனித்தன்மைகளைப் போற்றியுரைத்தல்
2. ஒலியன், உருபன் மற்றும் தொடரியல் போன்ற மொழியியல் கோட்பாடுகளை விளக்குதல்
3. சமூகவியல் நோக்கில் மொழியின் தேவைகளைச் சுட்டிக்காட்டுதல்
4. உளவியல் மற்றும் உடற்கூறு அடிப்படையில் மொழியினை விரிவாக ஆராய்ந்தறிதல்.
5. மொழி ஆசிரியரின் தகுதிகளை மேம்படுத்திக் கொள்ளும் திறன் பெறுதல்

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1							2									
CO 2			1			3										
CO 3		3										1				
CO 4				3		2										1
CO 5			2													

BPC2- தமிழ் கற்பிக்கும் முறைகள் பகுதி – II

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பள்ளியில் மொழியின் முக்கியத்துவத்தை அறிந்து கொள்ளுதல்

2. தாய்மொழிக்கல்வியின் நிலையைப் புரிந்து கொள்ளுதல்

3. மொழிக் கற்றலின் நோக்கங்களை அறிந்து கொள்ளுதல்

4. தமிழ் மொழி கற்பித்தலில் உள்ள பல்வேறு பயிற்று முறைகளை வேறுபடுத்தி பாஎத்தல்

5. கலைத்திட்டத்தில் மொழி பெறுமிடத்தை அறிந்து கொள்ளுதல்

கற்றல் விளைவுகள்

இப்பாடத்தைக் கற்று முடித்த பின்னர் மாணவர்கள் கீழ்காணும் கற்றல் விளைவுகளை அடைவர்.

1) மொழியின் பங்கினையும் முக்கியத்தினையும் போற்றியுரைத்தல்

2) புஞமின் கற்பித்தல் நோக்கங்கள் மற்றும் குறிக்கோள்களை வகுப்பறையில் பயன்படுத்தி கற்பிக்கும் திறன் பெறுதல்

3) நுண்ணிலை கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்

4) பல்வேறு கற்பித்தல் முறைகளை வேறுபடுத்தி கற்பிக்கும் திறன் பெறுதல்

5) கலைத்திட்டத்தில் மொழி பெறும் இடத்தினைப் பகுத்தாராய்தல்

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1								3								1
CO 2						3										
CO 3								1	2	3						
CO 4									3	2						
CO 5						3						2				

BPC1 –PEDAGOGY OF ENGLISH I

COURSE OBJECTIVES

On completion of this course the student teachers will

1. understand the role of language in the various aspects of society.
2. know the recommendations of various educational commissions and constitutional policy of language education.
3. develop an overview about the teaching of language.
4. recognize the formation of words and its elements
5. learn and reflect the organization of the words to make a meaningful sentence

COURSE OUTCOMES

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

1. recognise the role of language in human life.
2. analyse the position of English in Indian constitution and educational policies.
3. discover the potential of literature in language teaching
4. employ skill-oriented techniques to organise an effective classroom
5. identify the morphological and syntactic structure of English language

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1							2					2		3		
CO 2	1															
CO 3		3					2				3					
CO 4			2			2	2							3		
CO 5							3				2		2			

BPC2 –PEDAGOGY OF ENGLISH II

COURSE OBJECTIVES

On completion of this course the student teachers will

1. understand the different roles of language
2. recognize the status of English language in India
3. acquire the micro skills ,aims and objectives of teaching and learning English
4. learn the sound patterns of English language
5. articulate English language with appropriate stress and intonation

COURSE OUTCOMES

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

1. recognize the centrality of language in learning
2. outline the aims and objectives of teaching English as a second language.
3. practise the micro skills of teaching and Devise year plan, unit plan and lesson plan for English curriculum
4. refine their pronunciation, practicing the phonetics of English.
5. review different approaches and methods of teaching English and use them appropriately.

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1												2		3		
CO 2							3					2				
CO 3							2	3		2	1		2			2
CO 4			2				3									
CO 5							3		2	3		2		1		

BPC1 –PEDAGOGY OF MATHEMATICS I

COURSEOBJECTIVES

On completion of this course the student teachers will

1. know the meaning, nature and scope objectives of mathematics education
2. acquire knowledge of aims, objectives of mathematics education
3. prepare micro and macro lesson plans
4. acquire knowledge of principles for designing mathematics curriculum
5. adopt appropriate approaches and strategies in teaching mathematical concepts

COURSE OUTCOMES

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

1. write and interpret mathematical notations and mathematical definitions
2. recognize the aims and objectives of teaching school Mathematics
3. use appropriate skills to teach mathematics
4. evaluate the current issues in mathematics curriculum
5. apply analytical skills to solve mathematical problems

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1							3									
CO 2					3				2			2				
CO 3												3				
CO 4												3				
CO 5										3						

BPC1 –PEDAGOGY OF PHYSICAL SCIENCE I

COURSE OBJECTIVES

On completion of this course the student teachers will

1. know the nature and approaches of science
2. understand the aims of learning Physical science
3. acquire the knowledge of objectives of learning Physical Science at different stages
4. analyse the skills for teaching Physical Science
5. identify the methods to teach Physical Science

COURSE OUTCOMES

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

1. apply various approaches and principles of science knowledge in the classroom
2. comprehend the aims of learning physical science
3. design course materials according to the objectives of learning physical science at different stages
4. apply various skills for teaching physical scienc
5. utilize various methods of teaching physical science in the class room.

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	3								1						3	
CO 2																
CO 3			3		1											
CO 4		3														
CO 5												1				

BPC1 –PEDAGOGY OF BIOLOGICAL SCIENCE I

COURSE OBJECTIVES

On completion of this course the student teachers will

1. understand the nature and scope of biological science
2. acquire aims and objectives of teaching biological science at different levels
3. acquire skills relating to planning lessons and presenting them effectively
4. analyse the teaching methods of biological science
5. understand the different agencies designing curriculum in biological science

COURSE OUTCOMES

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

1. incorporate the nature and the scope of biological science teaching
2. categorize the aims, objectives and apply bloom's taxonomy in teaching biological science
3. implement the micro teaching skills and prepare the lesson plan effectively
4. apply various methods and teaching techniques biological science
5. evaluate curriculum projects and interpret it

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO.1	2	3	2													
CO 2						3			2							
CO 3						2		2		3		2		3		
CO 4					2		2	3								
CO 5							2									

BPC1 –PEDAGOGY OF HISTORY I

COURSE OBJECTIVES

On completion of this course the student teachers will

1. acquire knowledge of history, its features and dimensions
2. understand theaims, objectivesand values of teaching history
3. acquire knowledge on micro teaching skills and lesson plan
4. know the methods and approaches in pedagogy of teaching history
5. understand the learning resources for teaching history

COURSE OUTCOMES

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

1. prioritize the dimensions and classification of history in teaching
2. illustrate the aims, objectives and values in teaching history
3. demonstrate micro skills and design lesson plan in teaching history
4. choose appropriate teachingmethods and approaches in teaching history
5. determine suitable learning resources as media and materials for teaching history

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1			2				2		1	3						
CO 2	1	3		1		2						3				
CO 3			1		1				1	2		2		3	2	3
CO 4							2	3	2		2	3				
CO 5					1		1				2					

ETE1- EXPLORING LIBRARY AND OTHER LEARNING RESOURCES

COURSE OBJECTIVES

On completion of the course the student teachers will

1. know the laws of library
2. use library as an information resource
3. acquire knowledge of library services
4. understand the library management system
5. acquire knowledge of library automation and information networks

COURSE OUTCOMES

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

1. recognize the different kinds of libraries
2. list the requirements needed to set up an academic library in school.
3. describe information and documentation services of library
4. review the importance of preserving and conserving information materials in the library.
5. equip professionally with library automation and information networks

CO/PO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO 1							2									
CO 2			3													
CO 3							1									
CO 4																3
CO 5					1											

SES1 - PEACE EDUCATION

COURSE OBJECTIVES

On completion of the course the student teachers will

1. understand the concept of peace, peace education and its related issues
2. understand about violence, non-violence and conflict resolution Education
3. know that peace education as transformative practice
4. know the concept of global citizenship and multicultural education
5. understand the concept Peace and Conflict Resolution

COURSE OUTCOMES

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

1. recognize the concept of peace, peace education and its related issues
2. identify the ways to integrate peace into the curriculum
3. analyse the forms of violence in learning environment
4. describe the transformative model of peace education
5. review the importance of the concept of multiculturalism in Peace Education

CO/PO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO 1	3	2														
CO 2		3				1										
CO 3	1			3												
CO 4								3		1						
CO 5							2		1							

COURSE OBJECTIVES

On completion of the course the student teachers will

1. comprehend an unknown text through narrating/ describing, discussing and through writing
2. develop an interest in reading subject based expository texts
3. improve her ability to write for journals / magazines
4. develop reading of the reference books
5. analyse argumentative texts and discuss on them

COURSE OUTCOMES

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

1. demonstrate her comprehending skill through narrating/ describing, discussing and through writing
2. present the concepts and ideas read in a schematic form
3. analyse of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations
4. make Collating notes and organize information under various sub-headings
5. analyse the structure of an argumentative text and write a response paper

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1														3	1	
CO 2									2					3	2	
CO 3														3	2	
CO 4														3	2	
CO 5														3	2	

Course Objectives and Outcomes of M.Ed. Programme

MCC1 - PHILOSOPHICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

On completion of the course the student teachers will

1. acquire the concept philosophy and its branches
2. understand the orthodox and heterodox system of Indian philosophy
3. understand thoughts of Indian philosophers
4. acquire basic concepts of western philosophy
5. acquaint themselves with western philosophers

COURSE OUTCOMES

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

1. recognize the features and functions of educational philosophy.
2. compare and contrast the heterodox system of indian philosophy.
3. evaluate the contribution of indian philosophy.
4. examine the implication of western philosophy with reference to present education system.
5. critically analyse the perspectives of western philosophers about education.

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18	PO 19	PO 20	PO 21
CO 1		1									2						2				
CO 2						1															
CO 3		3							1												3
CO 4								1				2				2					
CO 5								2								1					

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MCC2 - EDUCATIONAL STUDIES

COURSE OBJECTIVES

On completion of the course the student teachers will

1. understand the nature of education as a discipline of study
2. examine issues related to education as interdisciplinary knowledge
3. analyse the basic concepts and issues of education
4. acquire knowledge on support system of education
5. understand the multiple contexts in which the school and teacher education institutions are working

COURSE OUTCOMES

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

1. recognise the concept of quality and excellence in education.
2. appreciate the interdisciplinary nature of education.
3. analyse the diversity nature of Indian society.
4. recognise the multiple School context and role of personnel in school management.
5. acknowledge the principles and guidelines in organising the support systems.

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18	PO 19	PO 20	PO 21
CO 1		1										2					2				
CO 2						1															
CO 3		3								1											3
CO 4									1			2				2					
CO 5								2								1					

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MTE1 - TEACHER EDUCATION (PART -1)

COURSE OBJECTIVES

On completion of the course the student teachers will

1. know the characteristics and demands of teaching profession
2. know the teacher education system in India
3. understand the structure, curriculum and modes of pre-service in teacher education
4. acquire knowledge in in-service teacher education
5. understand the roles and function of national agencies and Total Quality Management in teacher educators

COURSE OUTCOMES

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

1. realise the characteristics and demands of teaching profession
2. interpret the teacher education system in India
3. classify the structure of curriculum and mode of preservice teacher education
4. summarize the qualities and characteristics
5. simplify roles and function of national agencies in teacher education

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18	PO 19	PO 20	PO 21
CO 1	3	2						2										1			
CO 2	2							3										1			
CO 3	3														2				1	2	2
CO 4	1			2			2	2			2										
CO 5			3						3												

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MTC1 - RESEARCH METHODOLOGY

COURSE OBJECTIVES

On completion of the course the student teachers will

1. understand the conceptual issues of research in education
2. know the non-experimental methods of research in Education
3. know the experimental research in education.
4. understand the Meaning steps and characteristics of qualitative research
5. acquire knowledge on the sampling techniques and methods of data collection

COURSE OUTCOMES

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

1. identify and conceptualize the research problem
2. plan the steps in non- experimental research
3. design the experimental research
4. utilize the different qualitative research approaches
5. choose the sampling technique and data collection methods

CO/PO Number	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18	PO 19	PO 20	PO 21
CO 1													3								
CO 2													3								
CO 3												3									
CO 4														2							
CO 5												2									

Updation of Existing Syllabus
B.Ed. Programme - I SEMESTER

> It wasresolved to approve the changes made in the B.Ed. Programme for the followingpapers

Unit		
BCC3 EDUCATIONAL INNOVATIONS		
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	EDUCATIONAL INNOVATIONS (L-5, P -2, T-2) (resource system, innovation, communication channel and adopter system) (institutional, social and individual) (IDEAS – Identify, Determine, Evaluation, Activate, Stimulate)
UNIT III:	LEARNER AND LEARNING STYLES (L -8, P- 1, T-1) 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	LEARNING STYLES (L -8, P- 1, T-1) Kolb's Learning styles Burke Barbe Model– Neil Fleming Model Other learning styles - Verbal, Physical, Logical, Social, Solitary, Sensing Vs Intuitive, Active Vs Reflective, Sequential Vs Global
UNIT V:	ICT FOR PEDAGOGICAL INNOVATIONS (L -5, P- 2, T-2) Emerging Trends in ICT and its Educational applications: Innovative teaching methodology with Moodle – Based E-Learning Environment, web quest, e-content : Meaning, needs, framework for developing e-content, advantages, interactive radio, EDUSET, virtual reality, open educational resources.	INNOVATIONS IN DIGITAL PEDAGOGY (L -5, P- 2, T-2) Virtual Learning Environment – Concept, Characteristics, Pros and Cons Digital Platforms – Virtual learning platforms, Game based learning platforms, Classroom management platforms and Learning platforms of adults Design Thinking Process – meaning, principles and stages (Empathize, Define, Ideate, Prototype, Test) M-Learning – definition, characteristics, advantages and disadvantages

BPC1 –PEDAGOGY OF MATHEMATICS I

UNIT III:	PLANNING FOR TEACHING MATHEMATICS (L-7, P-2, T-1) Micro-teaching-definition, skills, need and importance, cycle, skill of explaining, stimulus variation, probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching ,link lesson, Mini teaching- steps Macro Teaching-Year Plan , Unit Plan, Lesson Plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials Methods of teaching Mathematics- Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method, Project method, Laboratory method, ABL and ALM	PLANNING FOR TEACHING MATHEMATICS (L-7, P-2, T-1) Methods of teaching Mathematics- Lecture method, Analytic and Synthetic methods;Polya's Problem Solving method, ABL and ALM

BPC1 –PEDAGOGY OF PHYSICAL SCIENCE I

UNIT I:	NATURE AND SCOPE OF PHYSICAL SCIENCE (L-5, P-2, T-2) Definition of science – nature, concept, content and scope of Physical science- objective, verifiable facts , separating fact from fiction process Science for the knowledge: Knowledge of science with other subject matters, pedagogical content knowledge, curriculum in teaching Physical science	NATURE OF SCIENCE (L-5, P-2, T-2) Nature of science - science is a particular way of looking at nature- science expanding body of knowledge - science is a truly international enterprise - science is a way of tentative-science promotes scepticism-scientist or highly sceptic-Science as an approach to investigation and
UNIT II:	AIMS AND OBJECTIVES OF PHYSICAL SCIENCE (L-6, P-2, T-2) Aims and objectives of teaching Physical science at different levels – Primary, Secondary, Higher secondary General and specific objectives of teaching Physical science Blooms taxonomy of educational objectives (cognitive, affective and psychomotor)	AIMS OF LEARNING PHYSICAL SCIENCE (L-6, P-2, T-2) Aims of learning science- knowledge and understanding through science-process skills of science-development of scientific attitude and scientific temper- nurturing the natural curiosity, and aesthetic sense-relating physical science education to natural and

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UNIT III:	**PLANNING FOR TEACHING PHYSICAL SCIENCE (L-5, P-2, T-4)** Micro-teaching-definition, skills, need and importance, cycle, skill of explaining, stimulus variation, probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching ,link lesson, Mini teaching- steps Macro Teaching-Year Plan , Unit Plan, Lesson Plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials Methods of teaching Mathematics-Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method,	**OBJECTIVES OF LEARNING PHYSICAL SCIENCE (L-5, P-2, T-4)** Meaning of learning objectives-developing learning objectives-Blooms taxonomy-Anderson and Krathwohls taxonomy - Writing learning objectives-Illustrations on learning objectives for upper primary, secondary and higher secondary stages-learning objectives in the constructivist perspective-macro teaching-year plan-unit plan-lesson plan.
UNIT V:	**SCHOOL SCIENCE CURRICULUM PHYSICAL SCIENCE (L-5, P- 2, T-2)** Trends in science curriculum: different types of curriculum, need, importance and characteristic of curriculum development, NCERT and SCERT curriculum and their impact on curriculum development in India Content – Principles of Selection, Individual, Social and National needs and Modern trends. Organization – Logical and Psychological, Topical and Spiral, Integrated approaches- Correlating with life, Nature, other disciplines and Different branches of Physics and Chemistry Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the National and State levels and their critical appraisal	**MICROTEACHING SKILLS FOR TEACHING PHYSICAL SCIENCE (L-5, P- 2, T-2)** Micro teaching-definition skills, need and importance, cycle, skills of explaining, stimulus variation, probing questions reinforcement, blackboard usage, set induction, closure advantages of micro teaching, link lesson, mini teaching-steps.
UNIT V:	**PEDAGOGICAL SHIFT IN PHYSICAL SCIENCE (L-5, P- 2, T-2)** Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge Pedagogical shift in Planning Teaching – learning experiences Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum	**UNIT V: METHODS OF TEACHING PHYSICAL SCIENCE (L-5, P- 2, T-2)** Lecture cum demonstration method- demonstration method-laboratory method-project method-Heuristic method -Inductive method- Detective method.

BPC1 –PEDAGOGY OF BIOLOGICAL SCIENCE I

UNIT III:	PLANNING FOR TEACHING BIOLOGICAL SCIENCE (L-4, P-2, T-2) Micro-teaching-definition, skills, need and importance, cycle, skill of explaining, stimulus variation, probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching ,link lesson, Mini teaching- steps Macro Teaching-Year Plan , Unit Plan, Lesson Plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials Methods of teaching Mathematics- Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method, Project method, Laboratory method, ABL and ALM	PLANNING FOR TEACHING BIOLOGICAL SCIENCE (L-4, P-2, T-2) Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials Methods of teaching Mathematics- Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method, Project method, Laboratory method, ABL and ALM (has been Deleted)
UNIT IV:	SCHOOL SCIENCE CURRICULUM BIOLOGICAL SCIENCE (L-4, P-5, T-3) Trends in science curriculum: different types of curriculum need and importance characteristic of curriculum development, NCERT and SCERT curriculum and their impact on curriculum development in India Analysis of text books: biological science text books , characteristics of a good science text books, position of science text book, principles of writing text books, nationalization of text books, procedure of text books, selection in India, place of science text books in schools	METHODS OF TEACHING BIOLOGICAL SCIENCE (L-4, P-5, T-3) General Methods of Teaching Biological Science – Lecture Method, Demonstration Method, Scientific Method, Project Method, Biographical and Assignment Method, Team Teaching. Spaced Learning, Gamification, Crossover Learning Teaching Machines- Panel Discussion, Seminar, Symposium
UNIT V:	PEDAGOGICAL SHIFT IN BIOLOGICAL SCIENCE (L-5, P- 2, T-4) Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge Pedagogical shift in Planning Teaching – learning experiences Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum	CURRICULAR PROJECTS (L-5, P- 2, T-4) Curricular Projects, New Curricular Projects in India, BSCS and Nuffield Science Project, Agencies engaged in this process, NCERT and SCERT curriculum and their impact on curriculum development India

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BPC1 –PEDAGOGY OF HISTORY I		
UNIT I:	**HISTORY ITS FEATURES AND DIMENSIONS (L-5, P-2, T-2)** History - Definition – Concept, Scope and structure of history Values of teaching history – practical, intellectual social, moral, disciplinary and cultural Dimensions of history-time, place, continuity and development; Classification of history: World, National and Local and Classification of history on the Basis of time.	**HISTORY ITS FEATURES AND DIMENSIONS (L-5, P-2, T-2)** old and modern concept, nature, characteristic and functions of history -on the basis of geographical boundaries, time or period and circumstances
UNIT II:	**AIMS AND OBJECTIVES OF TEACHING HISTORY (L-5, P-2, T-2)** Nature and Importance of teaching history General aims and objectives of teaching history – specific aims of teaching history at elementary, secondary and higher secondary stage Blooms taxonomy of educational objectives (Cognitive, affective and psychomotor)	**AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY (L-5, P-2, T-2)** Values of teaching history – political, national, international, informative, intellectual, educational, ethical, socio-cultural and vocational Blooms taxonomy of instructional objectives (cognitive, affective and psychomotor), Revised Taxonomy
UNIT III:	**PLANNING FOR TEACHING HISTORY (L-5, P-4, T-2)** Micro-teaching - concept, objectives, principles and phases of micro teaching - micro teaching cycle - developing skills of introducing a lesson, Explaining, Probing questioning, Stimulus variation and Reinforcement, Using black board- Need for Link lesson in Micro teaching, Mini teaching skills Macro teaching- Unit plan steps, characteristics of a good unit plan Lesson plan – steps, writing instructional objectives. Herbartian steps – planning for specific behavioural changes – selection and organization of concepts, teaching aids, learning experiences, evaluation, recapitulation and assignment	**PLANNING FOR TEACHING HISTORY (L-5, P-4, T-2)** map reading

UNIT IV:	METHODS AND APPROACHES OF TEACHING HISTORY (L-6, P-2, T-2) Teaching methods: Lecture, Storytelling, Dramatization, Supervised study, Dalton Plan, Inductive, Deductive, Unit Method, Team Teaching, Activity based learning, Problem solving and Role-play method - Heuristics/discovery method, project method Approaches to teaching history – behaviourist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centred approach; environmental approach	METHODS AND APPROACHES OF TEACHING HISTORY (L-6, P-2, T-2) Biographical, socialization recitation method, Approaches in teaching history – concentric, topical, chronological,
UNIT V:	RESOURCE FOR TEACHING HISTORY (L-5, P-2, T-2) Need and significance of resources for teaching history Print Resources- Newspaper, Journal, Magazines, Reference book map and different types of charts, Encyclopaedia, Textbooks, Novel and Fictions biographies Community Resource: Field trip, Museum, Library Role of History teacher in the society	UNIT V: RESOURCE FOR TEACHING HISTORY (L-5, P-2, T-2) Community Resource- meaning and types (social, geographical, cultural, historical, economic and administrative) History club and its activities

CIRCULAR DATED 17.11.2022

There will be a Board of Studies Meeting on 22.02.2022 at 10.30 am in the Seminar Hall. Members were informed about the Meeting. Subject experts from other institutions were informed by post.

Agenda

1. Introduction of Outcome Based Curriculum framework for B.Ed & M.Ed programmes from Academic year 2022-23
2. Mapping of programme Outcomes (POs) with Course Outcomes (COs) for B.Ed & M.Ed programme.
3. Expansion of choices for the Selection of second pedagogy Courses.
4. Updation of existing syllabi
   Pedagogy of Mathematics Mathematics I, physical Science I, Biological Science, History.
   BCC3 - Educational Innovations
5. Conducting Exam for Psychology Experiments
6. Examination Reforms (MCQ), 7. Any other.

Two Experts from outside

(1) Dr. A. John peter,   By post
Principal,
Govt. College of Education, Komarapalayam

2, Dr. S. prakash   By post
Principal,
Thiagarajar College of preceptors (Aided)
Madhurai

3. Expert Nominated by VC
Dr. NLN. Jayanthi;   By post
Professor, Dept of Education,
Annamalai University, Chidanbaram

Representatives related to placement.

4. Mrs. S. Geetha   In Person
   Headmistress, Sri Sarada Vidyalaya
   Girls' Hr. Sec School,
   Salem.

5. Mrs. Shenbagavalli N   In person
   Principal, Sri Sarada Matric Hr. Sec
   School for Girls,
   Salem.

Alumnae

6. Mrs. Sai Kanyakumari,   By Post.
   PGT, Emerald Valley public school, Salem

7. Chair person
   Dr. S. Santhi, Principal, SSCE.

Faculty Members

8. Dr. R. Selvamathi Sugirtha, Asst prof of Bio Science,
9. Dr. V. Priya, Asst prof of physical science   V. Priya
10. Dr. K.P. Shanmuga Vadivu, Asst prof of Edn.
11. Dr. K. Kamaladevi, Asst prof of English
12. Dr. V. Arul Selvi, Asst prof of Edn.
13. Dr. D. Kavitha, Asst prof of Tamil
14. Dr. R. Saraswathy, Asst prof of Maths
15. Dr. A. Bala Mallika Devi, Asst prof of History
16. Dr. S. Velvizhi, Director of phy. Education
17. Mrs. A. Kavitha, Librarian

Student Representative

18. Ms. Ezhilarasi, M.Ed II year
19. Ms. Nandhini priya, B.Ed II year

Minutes of the Board of Studies Meeting
held on 22.11.2022

The Members of the Board of Studies Met
at 10.30am in the Seminar Hall.

Members Present Were:
1. Chair person - Dr. S. Santhi, Principal
   Members from Outside
   Dr. A. John Peter,
   Principal, Govt College of Edn, Komarapalyam

   Representatives related to placement.
2. Dr. S. prakash
   Principal
   Thiagarayar College of Preceptors (Aided)
   Madurai

   Expert Nominated by VC
3. Dr. NLN Jayanthi,
   Professor, Dept of Education
   Annamalai University
   Chidambaram

   Representatives related to placement
4. Mrs. S. Geetha
   Headmistress, Sri Sarada Vidyalaya Girls' Hr Sec School
   Salem
5. Mrs. Shenbagavalli
   Principal, Sri Sarada Matric. Hr. Sec. School for Girls
   Salem
   Alumnae
6. Mrs. Sai Kanyakumari
   Principal, Emerald Valley Public School, Salem

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Faculty Members

7. Dr. R. Selvamathi Sugirtha, Asst prof of Bio-Science
8. Dr. V. Priya, Asst prof of phy. Science
9. Dr. K.P. Shanmuga vadivu, Asst prof of Edn
10. Dr. K. Kamala Devi, Asst prof of English
11. Dr. V. Arul selvi, Asst prof of Education
12. Dr. D. Kavitha; Asst prof of Tamil
13. Dr. R. Saraswathy, Asst prof of Maths
14. Dr. A. Bala mallika Devi, Asst prof of History
15. Dr. S. Velvizhi, Director of phy. Edn
16. Mrs. A. Kavitha, Librarian

Students' Representatives

17. Ms. C. Ezhilarasi, M.Ed II year
18. Ms. N. Nandhini priya B.Ed II year

The meeting began with prayer followed by Welcome address by Principal.

Item No: 1

To Consider the requisition of Dr. R. Selvamathi Sugirtha, Controller of Examinations to approve the Introduction of Outcome Based Education (OBE) framework for B.Ed & M.Ed Programmes from the Academic year 2022-23.

It is resolved to approve the Introduction of Outcome Based Education (OBE) framework for B.Ed & M.Ed Programmes from the academic year 2022-2023. This item was proposed by Dr. R. Selva Mathi Sugirtha and seconded by Dr. V. Priya, Assistant professor of Physical science. The Board of studies members approved the same.

Item No: 2

To Consider the requisition of Dr. K.P. Shanmuga vadivu to approve the Mapping of Programme Outcomes with Course

Outcomes for B.Ed & M.Ed programmes.
It is resolved to approve the mapping of programme Outcomes with Course outcomes for B.Ed & M.Ed programmes which was proposed by Dr. K.P. Shanmugavadivu and Seconded by Dr. K. Kamala Devi. The members Suggested to Mention the assessment criteria for the attainment of programme Outcomes.

Item : 3

To Consider the requisition of Dr. V. priya Asst prof of physical science to approve the expansion of choices for the selection of Second pedagogy Courses.
It is resolved to keep the present pattern highlighting that it would be better if the Student-teachers obtain the pedagogical knowledge and skills of language apart from their Major Subject.

Item No. 4 To Consider the requisition of Dr. A. Balamallika Devi, Asst prof of History to approve the Modification of the Syllabus of BPC I Pedagogy of History I for Semester I.
It is resolved to approve the Modification Made in the BPC I Pedagogy of History for Semester I. It was proposed by Dr. A. Bala Mallika Devi and Seconded by Dr. R. Selvamathi Sugirtha, Asst prof of Bio Science. The Members approved the following changes:
In Unit I, old and Modern Concept, nature, characteristic & functions of history & Geographical boundaries, time or period & Circumstances.

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were added.

Under Unit II, the following topics were included.

Values of teaching history – political, national, internation, informative, intellectual, educative, ethical, Socio – Cultural & Vocational. Addition of Revised Taxonomy (Bloom).

In Unit III, planning for teaching for History, Map reading was added newly.

To consider the requisition of Dr. A. Balamallika devi to approve the Modification of the Syllabus of BCC 3 – Educational Innovations for Semester I.
It is resolved to approve the changes made in the Educational innovations for first semester. It was proposed by Dr. A. Balamallika Devi and Seconded by Dr. V. Azulselvi, Asst Prof of Edn. The members approved the following changes.
Under Unit: 1, resource system, innovation, communication channel & adopter system, Institutional Social & individual.

IDEAS – Identify, Determine, Evaluation, Activate, Stimulate were added newly.

In Unit III (Learning styles), Kolb's Learning Styles, Burke Barbe Model & Neil fleming model, other learning styles – Verbal, physical, logical, social, solitary, Sensing Vs Intuitive, Active Vs Reflective, Sequential Vs Global were added newly.

Unit V was totally replaced (ICT for Pedagogical Innovations) with new title Innovations in Digital Pedagogy.

virtual Leaving Environment - Concept, Characteristics, Pros & Con, Digital platforms - Virtual Learning platforms, Game based Learning, Classroom Management & Learning platforms of adults.

Design thinking Process - Meaning, Principles, Stages, M- Learning - definition, characteristics, advantages & disadvantages.

Item: 5

To Consider the requisition of Dr. Arulselvi V, Asst prof of Edn to approve the Conduct of exam for psychology experiments practicals.

It is resolved to approve the Conduct of exam for psychology practicals for II Sem. It was proposed by Dr. V. Arul Selvi and Seconded by Dr. K. P. Shanmuga vadivu. The Board of Studies Members suggested to add five new psychology experiments with existing experiments.

Item: 6

To Consider the requisition of Dr. Selvamathi Sugirtha, Controller of Examinations to approve the Exam reforms - Inclusion of MCQ for 10 marks. It is resolved to approve the inclusion of MCQ & Seconded by Principal. The members approved it and suggested to Consider attendance of students as one of the internal assessment Components.

Any other:

* The members suggested the faculty members to design Course plan for all the Courses they handle.

* Dr. NLN Jayarithi suggested to implement digital lesson plan for student teachers.

* Dr. Prakash suggested the faculty members to register in vidhwan portal to increase their academic visibility.

* The Board members also suggested to have tie-up with private coaching institutions for conducting TET classes for students.

* Members also suggested to conduct awareness programme for self-defense for student teachers. The meeting was ended with vote of thanks by Dr. Arul Selvi V. Assistant Pro. of Edn.

Expert from Outside

1. Dr. A. John Peter, Principal
Govt College of Education
Komarapalayam

28/11/2022

Dr. A. JOHN PETER
Principal,
Government College of Education,
Komarapalayam - 638 183.
Namakkal Dt.

2. Dr. S. Prakash,
Principal,
Thingaraja College of Preceptors,
Madurai

22/11/2022

Expert nominated by VC

3. Dr NLN Jayanthi
Professor Dept of Education,
Annamalai University
Chidambaram.

N.L.N. Jayanthi
22/11/2022

Dr.(Mrs.) N.L.N. JAYANTHI
M.A., M.Ed., M.Phil., Ph.D (Eng.), Ph.D (Edun).
Professor
Department of Education
Annamalai University
Annamalainagar - 608 002.

Representatives related to placement
Mrs. N. Shenbagavalli,
Principal, Sri Sarada Matric Hr. Sec School
Salem.

22/12/22

PRINCIPAL,
Sri Sarada Matriculation Higher
Secondary School For Girls
SALEM-16.

Dr. S. Santhi, The principal, SSCE.   S. S. 22/11/22

Faculty Members:
Dr. R. Selvamathi Sugirtha, COE,   R. S₇S ─₁C
Asst Prof of Bio Science

Dr. V. priya, Asst prof of phy. science.   V. priya

Dr. K. P. Shanmugavadivu   K. P. S─
Asst prof of Education.

Dr. K. Kamaladevi
Asst prof of English.   K. Kamal

Dr. V. Amilselvi   A. D. V
Asst prof. of Education.

Dr. D. Kavitha
Asst prof of Tamil.

Dr. R. Saraswathi   R. Saras
Asst prof of Maths.

Dr. A. BalaMallika Devi
Asst prof of History.   A. Balamallal

Dr. S. Velvizhi, physical Director   S. Vlvizhi

Mrs. A. Kavitha, Librarian   A. Kavitha
Students' Representatives:
1. Ms. Ezhilarasi C, M.Ed II   Ezhilara
2. Ms. Nandhinipriya N, B.Ed II   N. Nand.