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

REACCREDITED BY NAAC WITH "A" GRADE (III Cycle)

PERCENTAGE OF REVISIONS

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

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

Education- Meaning, Nature and aims of education during Pre-independence: Ancient, Medieval and Modern education.

Aims of Education during Post-independence: University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy on Education 1968 & 1986, Acharya Ramamoorthy Committee (1990), National Programme of Action (1992), Policy framework for reforms in Education (Ambani-Birla Report) (2000), National curriculum framework for school education (2000 & 2005), International commission on Education (1972) and National Policy on Education (2020).

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

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

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

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

Process of knowledge construction through constructivist approach

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

Society- Characteristics, duties and types

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

Relationship between Society and education, impact of education on society.

Socialization of the child, agencies of socialization-home, school, peer group and mass media. cooperation between the society and the school.

Liberalization, Privatization, Globalization and their influence on Education

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

Teachers' autonomy-Meaning, factors influencing autonomy

Professional ethics of teachers

Learners' autonomy – meaning and its impact

Learners' participation in the learning process

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

Values- Definition - Core values

Value education: meaning and its need

Values in the contemporary realities

Approaches to value inculcation- direct and indirect approach

Value education in Elementary, Secondary and senior secondary stages

PRACTICUM

Discuss the challenges in implementing the National Education Policy (2020)

Prepare a report on impact of constructivist approach in education

Preparation a report on impact of Liberalization, privatization and globalization of education

Explore the challenges of teacher autonomy for professional competence

Organisation of Curricular and Co- Curricular activities for value inculcation

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15. Government of India (2020): National Policy on Education, New Delhi: MHRD.

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COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: EDUCATIONAL PSYCHOLOGY AND LEARNER (L – 5, P – 2, T- 2)

Psychology - Meaning, Definition

Educational Psychology - Meaning , Definition and Nature

Scope of Educational Psychology - Nature of the Learner, Learning experiences, Learning situation, Learning process, Teacher

Methods of study in psychology –Introspection-Observation, Survey, Case Study, Interview, Experimental

Major schools of psychology –Structuralism, Associationism, Behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive-Contribution of the schools to Education

UNIT II: GROWTH AND DEVELOPMENT (L-6, P- 2, T-2)

Growth and Development – Concept and Principles

Stages of development, Factors influencing development

Developmental characteristics – Child and adolescent

Developmental tasks and their implications in childhood and adolescent stage

UNIT III: LEARNING AND LEARNING PROCESS (L-8, P- 2, T-1)

Learning – Concept, Principles and Factors

learning process – Characteristics, Purpose and stages, Learning curve

Theories of learning - Thorndike's connectionism, Pavlov's classical and Skinners Operant Conditioning, Learning by Insight, Lewin's Field theory of Learning, Gagne's Hierarchy of learning Types of learning- Learning through association – Classical conditioning, Learning through consequences – Operant conditioning, Learning through observation- Modeling /Observational learning

Transfer of learning-Types, Theories of transfer of learning, Facilitating Transfer of learning,

UNIT IV: COGNITIVE DEVELOPMENT (L-7, P- 1, T-1)

Cognition - Meaning and its role in learning.

Attention- Factors of attention, Span of attention, Inattention and Distraction

Remembering and Forgetting. Curve of forgetting

Cognitive process - Sensation and Perception- laws of perception, Imagery- Concept, Nature and Types, Concept formation, -Stages of Concept formation

Theories – Bruner's theory, Piaget's stages of cognitive development

Meta- cognition- Meaning and Definition, Elements of Meta-cognition

Skills of Meta-cognition –Its Instructional strategies

UNIT V: MOTIVATION AND SELF- REGULATION (L-6, P-2, T-1)

Motivation - Meaning, Types and Techniques of enhancing Learner Motivation and its implication

Theories of Motivation, Hull's drive reduction, Maslow's Hierarchy of Needs, and McClelland's theory its educational implication

Achievement Motivation-Components, Characteristics of Achievement oriented person

Motivation in the class room context- Rewards and Punishments, Levels of Aspiration.

Self-Regulation – Definition, Importance, Components and types

PRACTICUM

The trainees will do experiments and interpret the results to record in a file

Level of aspiration

Concept formation

Kinesthetic sensitivity

Span of attention

Division of attention

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - I SEMESTER
BCC3-EDUCATIONAL INNOVATIONS
(3 CREDITS- 48 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: EDUCATIONAL INNOVATIONS (L-5, P -2, T-2)

Meaning, principles, Process of innovations (IDEAS – Identify, Determine, Evaluation, Activate, Stimulate) elements of innovation (resource system, innovation, communication channel and adopter system)

Criteria to accept innovations (institutional, social and individual)

Innovations in the field of education

Barriers to promotion of innovations and suggestions for promoting Innovativeness among teachers and students

UNIT II: INNOVATIONS AND EXPERIMENTATIONS IN EDUCATION
(L-8, P- 2, T-2)

Operation Black Board (OBB), Minimum Level of Learning (MLL), Joyful Learning (JL), Activity Based Learning (ABL), Active Learning Methods (ALM), De-schooling, Community School, Neighbourhood School, Alternative School, Non-Graded School, School Complex, Sainik School, Navodaya School, Mobile School, Open School, Model school, Floating University

UNIT III: LEARNING STYLES (L -8, P- 1, T-1)

Kolb's Learning styles - Converger, Diverger, Assimilator, Accommodator

Burke Barbe Model (VAK)

Neil Fleming Model (VARK -Visual, Auditory, Read and Write, Kinesthetic)

Other learning styles - Verbal, Physical, Logical, Social, Solitary, Sensing Vs Intuitive, ActiveVs Reflective, Sequential Vs Global

UNIT IV: INNOVATIVE LEARNING PRACTICES (L-5, P-1, T-2)

Inquiry based learning, Contextual learning, Cooperative Learning;

Simulation Based Learning, Peer mediated instructions, Collaborative Learning, Experiential Learning, Mnemonics word approach, Concept Map, Mind Map, Flipped Learning, Outcome Based Learning (OBL)

UNIT V: 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

PRACTICUM

Write a lesson plan to transact the content to enable the learners follow any one of the innovative learning methods.

Write a lesson plan for ABL and ALM method

Prepare a report on learning styles of B.Ed. students.

Prepare a report on Pros and Cons of flipped learning

Prepare mind map/concept map for Digital Platforms

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முதல் பருவம்

BPC1- தமிழ் கற்பிக்கும் முறைகள் பகுதி - 1

(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும்

திறன்களைப் பெறுவர்

1. தமிழ் மொழியின் தோற்றம் வளர்ச்சியினை அறிந்து கொள்ளுதல்

2. மொழியியல் கோட்பாடுகளை அறிதல்

3. சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டினை அறிந்து கொள்ளுதல்

4. உளவியல் அடிப்படையில் மொழி கற்றலை அறிதல்

5. மொழியாசிரியரின் பண்புகளை உணர்தல்

அலகு 1: தமிழ் மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை (L-6, P-1, T-2)

மொழி – பேச்சு மொழி, எழுத்து மொழி, மொழியின் இன்றியமையாமை

மொழியின் பண்புகள் : பொருட்கட்டின்மை, புத்தாக்க விளைவாக்கம், முறைமை,

ஒலிப்புடைமை, சமூகத்தன்மை, குறியீட்டுத் தலைமை.

மொழித்தோற்றக் கொள்கைகள் : பண்டைய கொள்கைகள், இக்கால

மொழியியலாளர்களின் கருத்துக்கள், மொழியின் வளர்ச்சி.

மொழி மாறுபாடுகள் : கிளை மொழி, பொதுமொழி, தமிழ் மொழியின் வரலாறும்

வளர்ச்சமைசியும், மொழி வளம்.

வரிவடிவ வரலாறு – தமிழ் எழுத்துச் சீர்த்திருந்த வரலாறு, தமிழ் மொழியின்

தனித்தன்மை – அறிஞர் கருத்துக்கள்.

அலகு 2: மொழியியல் (L-6, P-1, T-1)

ஒலி மொழியியலவாதல், தமிழ் ஒலிகளின் பிறப்பு பேச்சறுப்புகளும் அவற்றின்

செயல்பாடுகளும், **தமிழ் மொழியின் அமைப்பு,** ஒலியனியல் – ஒலியன்களைக்

கண்டறியும் கொள்கைகள், ஒலியன்களைக் காணும் கோட்பாடுகள், தமிழ் ஒலியன்கள்,

ஒலியன், மாற்றொலி, உருபன் வகைகள், தொடரியல் அமைப்பு.

அலகு 3 சமூகவியல் மொழியும் (L-6, P-2, T-2)

மொழிக் கல்வியின் முன்நிலையாக்கம், சூழ்நிலையின் குறைகளை அறிதல், சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டை கற்றல், மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு, மொழியும் சமூகச் சூழ்நிலையும், பண்பாட்டில் பின்தங்கிய வகுப்பினருக்கான ஈடுசெய்யும் கல்வி முறை, மதிப்புக் கல்வியும் மொழியும், மொழியும் பொருளாதாரமும்

அலகு 4 உளவியல் மற்றும் உடற்கூறு அடிப்படையில் மொழிக் கற்றல்
(L-6, P-2, T-3)

மொழியியல் அறிதிறன் கூறுகளும் – மொழி தொடர்பான கற்றல் கொள்கைகள் – குழந்தை வளர்ச்சியும் மொழிக் கற்றலும் – மொழிக் கற்றலின் பல்வேறு கூறுகள் – மொழியும் குறிப்பிடுகளும், உளவியல் கூற்று அடிப்படையில் மொழி – மூளையின் அமைப்பும் கோளமைப்பும் – புலன் உணர உறுப்புகள் செயலிகளும் உறுப்புகள் மற்றும் பேச்சு உணர உறுப்புகள் பற்றி விரிவாக ஆய்தல்

அலகு 5: மொழியாசிரியர் தகுதிகள் (L-6, P-2, T-2)

மொழியாசிரியரின் சிறப்புகள் – மொழிப்பற்று – இலக்கியப் புலமை – படைப்பாற்றல் – நுனகச்சுவை – உலாவும் அறிவு – முன்னிலைப்படுத்தல் – கலையாளவும் – வழிகாட்டுதல் – சிறந்த குடிமக்களை உருவாக்குதல் – மனிதநேயம்கற்றித்தல்

பயிந்துரைக்கும் செயல் முறைகள்

- கருத்தரங்கம் நடத்துதல் – மொழியும் சமூகமும்
- ஒளிப்பு பயிற்சியினை நடத்துதல்
- பள்ளி அளவில் தமிழ் மொழி கற்பித்தலில் ஏற்படும் சிக்கல்கள் குறித்து ஒரு ஆய்வுக் கட்டுரை சமப்பித்தல்
- இலக்கிய உரை நிகழ்த்துதல்
- செயல் வழி கின்படப்பொருள் தயாரித்தல்

பார்வை நூல்கள்

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3. நற்றமிழ் கற்பிக்கும் முறைகள் – பகுதி – I மற்றும் பகுதி – II செராசிரியர் கணபதி வி , ஜெயராமன், பூ, (2010). சார்தா பதிப்பகம்

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7. வாணமாலை, நா.(2006). தமிழ்ஹ நா (ஞ பா. க்கள், நியூ, செஞ்சுரி புக் ஹவுஸ், ஆறாம் பதிப்பு விமலானந்தம் மதுச. (2002) தமிழ் நூல்கிய வரலாறு, அரிமேமி பதிப்பகம் மறு பதிப்பு

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HPF 2- தமிழ் கற்பிக்கும் முறைகள் பகுதி - II
(3 CREDITS 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியர்கள் இப்பாடத்தில் தலைமை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பள்ளியில் மொழியியல் முக்கியத்துவத்தை அறிந்து கொண்டிருத்தல்

2. தாய்மொழிக்கொழிக்கல்வியியில் நிலைகளை புரிந்து கொண்டிருத்தல்

3. மொழிக் கற்றலின் நோக்கங்களை அறிந்து கொண்டிருத்தல்

4. தமிழ் மொழி கற்பித்தலில் உள்ள பல்வேறு பயிற்று முறைகளை செயற்பாட்டில் பயன்படுத்தல்

5. கலைவகுத்தில் உள்ள மொழி பெறுமிடத் தலை அறிந்து கொண்டிருத்தல்

அலகு 1 மொழியியல் பாகமும் இன்றியமையாமையும் (L-5, P-2, T-1)

தாய்மொழி கற்பித்தலில் இன்றியமையாமை, முகக்கிய நாம் கண்டு இன்றறுல், படை பொருநேல், கற்பணையைமற்றல், அழுத்தையற்றறனை வளர்த்தல், சமூகப் பண்பாட்டி உணை அறிதல், நீதிக்கலைப் புரவ் (தெளிவு, வாழ்க்கை நடத்தை தேவைகளை திறன்களைப் பெறுதல், பயிற்று மொழியுமாகத் துலங்குதல், கற்றலில் மொழியினை வளைப்படுத்துதல், மொழியும் அறிவை பெறுதலும், கற்றல், தகவல் தொடாடு, பள்ளியரங்கம் ஆக்கவளர்ச்சியில் மொழியினைப் பயன்படுத்துவதில் உள்ள செயறபாடுகள், பல்வேறு கலாச்சார விழிப்புணர்வை வற்புறுத்துவதில் மொழிக் கற்பித்தலின் பங்கு, பன்மொழி வழக்குணறு.

அலகு 2 தமிழ் மொழி கற்பித்தலின் நோக்கங்கள் மற்றும் குறிக்கோள்கள்
(L-7, P-2, T-1)

பல்வேறு நிலைகளில் தமிழ் மொழி கற்பித்தல் நோக்கங்கள் மற்றும் குறிக்கோள்கள் (தொடக்ககநிலை, உயர்நிலை மற்றும் மேல்நிலை) ப்ளூமின் வகைப்பாடு – மூன்று வகைகள் அறிவுசார் களம், மனவெழுச்சியா களம், உடை இயக்கசார களம்

அலகு 3: நுண்ணிலை மற்றும் வகுப்பறை கற்பித்தல் (L-6, P-2, T-2)

நுண்ணிலை கற்பித்தல் திறன்கள் – தொடங்குதல் திறன், விளக்குதல் திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன், பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் வினா கேட்கும் திறன், கிளா வினா திறன் மற்றும் கரும்பலகை பயன்படுத்தும் திறன், இணைப்புப் பாடம் மற்றும் குறுங்கற்பித்தல் திறன்கள் வருட பாடத்திட்டம், அலகு பாடத்திட்டம் – முக்கியத்துவம்

பாடத்திட்டமிடுதலின் முக்கியத்துவம் – தொடர்பாட்டின் படிகள், பாடக்குறிப்பு தயாரித்தலின் இன்றியமையாமை, நன்மைகள்

அலகு 4: மொழிக் கற்பித்தல் முறைகள் (L-5 P-5, T-1)

பண்டையோர் கண்ட பயிற்று முறைகள் – சொற்பொழிவு, உரையாடல், தலை வினா முறை, வினாவிடை, பன்முகப்பயிற்சி, விதி விளக்கம்.

காரண காரியம புதிய முறைகள் – விரிவுரை முறை, கதை சொல்லும் முறை, விளையாட்டு முறை, நடிப்பு முறை, தனிப்பயிற்சி, குழு கற்பித்தல், மேற்பார்வை படிப்பு முறை, செயல்திட்ட முறை, ஒப்படைப்பு முறை.

அலகு 5: கலைத் திட்டத்தில் மொழியின் இடம் (L-6, P-2, T-1)

கலைத்திட்டம் – இயல்பு, முக்கியத்துவம், நோக்கங்கள், தேவைகள், அடிப்படை கொள்கைகள், கலைத்திட்ட மாற்றம். பள்ளி கலைத்திட்டத்தில் தாய் மொழியின் இடம் தேசிய கல்விக் கொள்கை – கல்வியின் நோக்கம், பள்ளிக் கலைத்திட்டம், தேசிய கல்விக் குறிக்கோளுக்கும் பள்ளிக் கலைத்திட்டத்திற்கும் உள்ள தொடர்பு தாய்மொழியின் ஆணைக்குழு மற்றும் கலைத்திட்டம்

பரிந்துரைக்கும் செயல்முறைகள்

செயலி வழி வினாத்தாள் தயாரித்தல்

சொல்விளையாட்டு தயாரித்தல்

குறிப்பிட்டத் தலைப்பில் தமிழ் உரை தயாரித்தல்

தனித் தமிழ் நடையில் பேசுதல்

கதை, கவிதை, கட்டுரை எழுதுதல்

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

B.Ed. SYLLABUS - I SEMESTER

BPC1 –PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I : ROLE OF LANGUAGE IN SOCIETY (L-5, P-2, T-1)

1. Properties of language – displacement, other properties
2. Language and Power
3. Language and Class (society)
4. Language and Gender
5. Language and Identity.

UNIT II : LANGUAGE TEACHING – AN OVERVIEW (L-7, P -2, T-1)

1. Linguists overview of language learning (Vygotsky, Palmer, Krashen & Noam Chomsky).
2. Understanding different forms of literature - Fiction and Non-Fiction
3. Literature in school curriculum-Needs, Objectives & relevance.
4. Translation: Importance and need, as a creative activity.
5. Teaching language as a skill subject.

UNIT III : NATURE OF LANGUAGE - MORPHOLOGY (L-6, P- 2, T-2)

1. Morphemes - Free and Bound morphemes
2. Morphological description, Problems in morphological description, Morphs and allomorphs
3. Lexeme- Roots and Affixes. Types of affixes – Inflexional and Derivational affixes
4. Word formation – Process of word formation – Affixation, Conversion, Compounding, Blends, Reduplicatives, Acronyms, Clipping.
5. Patterns of spelling. Vocabulary – Active and Passive vocabulary, Ways to enrich the vocabulary power of students

UNIT IV : NATURE OF LANGUAGE - SYNTAX (L-5 P- 5, T-1)
Meaning   Traditional approach and its inadequacies

1. Word classes   Phrase, Clause and Sentence

2. Generative grammar, Properties of grammar, Deep and surface structure, Structural ambiguity

3. Symbols used in syntactic description, Labelled tree diagram, Phrase structure rules.

4. Transformational rules

UNIT V: ACHIEVEMENT OF COMMUNICATION EFFICACY (L-6, P- 2, T-1)
Communication skills - Importance in Digital Age

1. Public Speaking skills: Preparation, Vocal Control, Time Management, and Handling questions

2. Presentation skills - Content curation, organizing skill, preparing resume and e-mail writing

3. Communication and Social media - Responsibilities and netiquettes

4. Barriers affecting communication efficacy in work places.

PRACTICUM

- On the basis of 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

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B.Ed. SYLLABUS - I SEMESTER
BPC2 –PEDAGOGY OF ENGLISH II
(3 CREDITS- 48 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

On completion of course the student teachers will

1. understand the nature and role of language
2. recognize the status of English language in India
3. know the aims and objectives of learning and teaching English
4. articulate English language with appropriate stress and intonation
5. learn the principles of various methods of teaching English

UNIT I : NATURE AND ROLE OF LANGUAGE (L-5, P-2, T-1)

1. Home language and School language
2. Centrality of language in curriculum
3. Language as a school subject and as the medium of instruction
4. Functions of language-Expressive, Informative and Directive
5. Multilingual and Multicultural classroom.

UNIT II : ENGLISH LANGUAGE TEACHING IN INDIA (L-7, P -2, T-1)

1. Position of English as a second language in India
2. Objectives of Teaching English-Cultural, Literary, Utilitarian, Linguistic and Integrative
3. Factors affecting the language of English –Linguistic, Psychological and social.
4. English as a link language in global context.
5. Interference of mother tongue in learning English

UNIT III : OBJECTIVES, SKILLS AND METHODS OF TEACHING ENGLISH
(L-6, P- 2, T-2)

1. Bloom's Taxonomy of Educational Objectives with respect to language teaching.
2. Micro teaching – definition, principles, cycle, advantages and limitations.
3. Micro skills – Set Induction, Explaining, Questioning, Probing Questions, Reinforcement and Stimulus Variation, Closure.
4. Need for Link lesson in Micro teaching.
5. Macro teaching – Year plan, Unit plan, lesson plan for teaching prose, poetry, grammar, and composition – Difference between teaching prose and poetry

UNIT IV: PHONETICS OF ENGLISH (L-5 P- 5, T-1)

1. Different speech organs and their role in the production of speech sounds

2. The individual sounds-vowels & consonants phonetic transcription.

3. Classification of consonant

4. Classification of vowels

5. The sound patterns of English language -phone & allophones, Minimal pairs,

Assimilation, Elision, Strong and Weak forms and Word Accent.

UNIT V: A CRITICAL ANALYSIS OF LANGUAGE TEACHING METHODOLOGIES (L-6, P- 2, T-1)

Concept, Principles, Syllabus, Activities and Techniques, Evaluation, Merits and Limitations of

1. Grammar translation method

2. Direct method

3. Audio-lingual method

4. Structural - Oral – situational Approach

5. Communicative approach

PRACTICUM

- Draw the picture of organs of speech and classification of speech sounds
- Prepare the phonetic scripts and mark the intonation pattern of a paragraph from high school English syllabus
- Discussion on 'Multilingualism as a Resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender
- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

How the different registers of language have been introduced?

Does the language clearly convey the meaning of the topic being discussed?

Is the language learner-friendly?

Is the language too technical?

Does it help in language learning?

Now write an analysis based on the above issues.

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COURSE OUTCOMES

CO / PO MAPPING

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
CO 1					3			1		2		
CO 2				3				2				
CO 3				3			1					
CO 4					3					2		
CO 5				3	2			2				

B.Ed. SYLLABUS - I SEMESTER
BPC1 –PEDAGOGY OF MATHEMATICS I
(3 CREDITS – 48 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: NATURE AND SCOPE OF MATHEMATICS (L-5, P-2, T-2)

Mathematics meaning, definitions nature– Logical sequence, Structure, Precision and Accuracy, Abstractness, Symbolism, Characteristics of mathematics, Mathematics as a science of measurement , scope of mathematics

Dimensions of mathematics- historical, scientific, language, artistic, recreational, activity and tool

History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians

UNIT II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS
(L-5, P-2, T-2)

Need and significance of teaching Mathematics in the present scenario

Aims: Practical, social, disciplinary and cultural. Mathematics as a tool of disciplining the mind

Objectives – GIO's and Behavioural or specific learning outcomes - SLO's relating to the cognitive, affective and psycho-motor domains

Writing specific objectives in mathematics

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

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, Analytic and Synthetic methods;Polya's Problem Solving method, ABL and ALM

UNIT IV: SCHOOL MATHEMATICS CURRICULUM (L-6, P-2, T-2)

Objectives of curriculum, principles for designing curriculum, highlights of curriculum - Vision of school mathematics

Main goal of mathematics education, core areas of concern in school mathematics

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 in Mathematics

Uniqueness of disciplines vis-a-vis interdisciplinary

Interactive and critical pedagogies

UNIT V: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS (L-6, P-2, T-2)

Nature of concepts, concept formation and concept assimilation

Moves in teaching a concept, defining, stating necessary and sufficient condition, giving examples accompanied by a reason

Comparing and contrasting; Giving counter examples.

Non-examples: Planning and implementation of strategies in teaching a concept.

Problem posing and solving, discovering or exploring various options for solving the problems.

formulation of conjecture and generalisations through several illustrations.

PRACTICUM

Collection of biographies of eminent Mathematicians and History of Symbols

Write specific objectives and teaching points of various content areas in mathematics

Preparation of Unit plan and Lesson plan for classroom teaching

Practice of skills in Micro-teaching.

Preparation of no-cost teaching aids

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B.Ed. SYLLABUS - I SEMESTER
BPC1 –PEDAGOGY OF PHYSICAL SCIENCE I
(3 CREDITS – 48 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: 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 process of constructing knowledge-science teacher

UNIT II: 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 social environment, and society- imbibing values through science teaching.

UNIT III: 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 IV: 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: 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.

PRACTICUM

Identify find out ways and means to integrate environmental issues while teaching physical science

Demonstration of experiments for classes VI

Autobiography of eminent scientists

Preparation of Unit plan and Lesson plan

Preparation of low cost / no cost teaching aids

REFERENCES

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18. Pedagogy of Science NCERT Text Book Part II ISBN 978-93-5007-225-7

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE (L-4, P-3, T-2)

Definition of science – nature and scope of science

Types of knowledge of teaching science - empirical, theoretical, pedagogical content knowledge, curriculum for teaching of science

Biological Sciences and Society - agriculture, human health, leisure, culture, and aesthetic values.

Organization of social events – (family, clean, community activities).

UNIT II: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE (L-4, P-2, T,2)

Aims and objectives of teaching biological science at different levels – Primary, Secondary, Higher secondary

General and specific objectives of teaching of biological science

Blooms taxonomy of educational objectives (cognitive, affective, and psychomotor)

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

UNIT IV: 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: 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

PRACTICUM

Preparation of Unit plan and Lesson plan

Practice of skills in Micro-teaching.

Analyze the science text book

Demonstration of experiments to classes VI

Collections of uni and multicellular organisms

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - I SEMESTER
BPC1 –PEDAGOGY OF HISTORY I
(3 CREDITS - 48 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

1. acquire knowledge of history, its features and dimensions
2. understand the aims, objectives and 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

UNIT I: HISTORY ITS FEATURES AND DIMENSIONS (L-5, P-2, T-2)

History – definition, old and modern concept, nature, characteristics of history

Dimensions of history-time, place, continuity and development

Classification of history – on the basis of geographical boundaries, time or period and circumstances

History and its relationship with other disciplines

UNIT II: AIMS OBJECTIVES AND VALUES OF TEACHING HISTORY (L-5, P-2, T-2)

General aims and objectives of teaching history

Specific aims of teaching history at elementary, secondary and higher secondary stage

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– micro teaching cycle-difference between micro and macro teaching.

Teaching skills – Skill of introducing a lesson, explaining, probing, stimulus variation, reinforcement, map reading and skill of using black board – link lesson

Unit plan – steps and characteristics of a good unit plan

Lesson plan – need and importance-Herbartian steps – planning for specific behavioural changes – selection and organization of concepts, teaching aids, learning experiences, evaluation, recapitulation and assignment

UNIT IV: METHODS AND APPROACHES OF TEACHING HISTORY

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

Teaching methods - lecture, discussion, source or historical method, storytelling, Biographical, dramatization, supervised study, socialization recitation method, inductive, deductive, unit method, team teaching, problem solving, heuristics /discovery method and project method

Approaches in teaching history - concentric, topical, chronological, behaviourist, constructivist, interdisciplinary

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, fictions and biographies

Community Resource- meaning and types (social, geographical, cultural, historical, economic and administrative)

History club and its activities

PRACTICUM

Prepare timeline chart for 6th standard history content

Prepare a report on educational values in teaching history

Preparation of unit plan and lesson plan

Practice of skills in Micro teaching

Prepare a report on the importance of inter disciplinary approach in teaching history

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - I SEMESTER
ETEL EXPLORING LIBRARY AND OTHER LEARNING RESOURCES
(2 CREDITS-32 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: LIBRARY (L-5, P-1, T-1)

S.R. Ranganathan - Father of Library Science, Laws of library science, Types of Libraries National, Public, Academic and Special Libraries

Knowing your library: Layout of the library, Library Committee - Constitution and its functions Dimensions of setting up of a school library

UNIT II: LIBRARY AS AN INFORMATION RESOURCE (L-4, P-1, T-1)

Definition of Information sources - Types of sources- Documentary, Non documentary, Primary, Secondary and tertiary

Library as a resource of learning, pleasure and concentration

School library as an intellectual space for students and teacher

Locating information and using it for one's own career development -Resources helpful in providing information for career development: newspaper, magazines, websites, learning guides members of local community, resource persons.

UNIT III: LIBRARY SERVICES (L-5, P-2, T-1)

Acquisition, Circulation Work, Reference and Information Services, Documentation Services Types of books and other material used by different readers, Techniques of keeping these books and materials, User education in academic libraries, Role of teachers in library usage

UNIT IV: LIBRARY MANAGEMENT SYSTEM (L-4, P-1, T-1)

Principles of Library Management, Structure of library - functions of library. Different sections of library, Classification, Cataloguing, Preservation and Conservation of information materials.

UNIT V: Library Automation and Information Networks (L – 3, P – 1, T-1)

Library Automation: Definition – Digital Library – OPAC (Online Public Access Catalogue) Library Software. Role of Library and Information Professionals in Digital Era

PRACTICUM

1. Report about your cooperation in your library activities
2. Collect the list of E-resources available in the field of education
3. Evalute your practice teaching school library and present report

REFERENCES

1. Choudri, S.K. (2013). *Dewey decimal classification* . New Delhi :APH
2. Gates, J.K. (1989). *Guide to use of libraries and information sources*. New York: McGraw Hill
3. Kaliammal , A., and TamaraiSelvi, G. (2005) , *Role of ICT in library science*, New Delhi: Authors Press
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B.Ed. SYLLABUS - I SEMESTER
SES1 - PEACE EDUCATION
(2 CREDITS - 32 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: PEACE AND PEACE EDUCATION (L-4, P-1, T-1)

Peace – meaning, concept and types and sources

Peace education – definition, history, need and scope

UNICEF approach and UNESCO framework to Peace Education

Models for peace-Thematic, flower and integral

Ways to integrate peace into the curriculum and formal subjects

Activities for developing peace (debating, colloquy, fish bowl, value clarification, case studies, brainstorming, puzzles, self-expression, storytelling, making stories, guided fantasy, action out, icebreaker and energizer)

UNIT II: VIOLENCE AND NON-VIOLENCE (L-4, P-1, T-1)

Types of violence (structural and cultural)

Types of violence at school level (verbal, psychological, physical, criminal and structural)

Causes for violence and ways to reduce violence in schools

Peaceable Classroom

Non-violence and Non-violence resistance- definition

Key figures in Non-violent resistant Movement- Gandhi, Martin Luther King, Jr., Nelson Mandela

UNIT III: PEACE EDUCATION AS TRANSFORMATIVE PRACTICE

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

Transformative model of peace education- elements (diversity, participatory learning, globalized perspectives, indigenous knowing and spiritual underpinning)

Implementing the transformative model of peace education

UNIT IV: GLOBAL CITIZENSHIP AND MULTICULTURAL EDUCATION
(L-4, P-1, T-1)

Global citizenship-Meaning

Multiculturalism- meaning, principles, goals and key concepts (bias, prejudice, discrimination, stereotype, ethnocentrism, relativism and racism)

Multiculturalism in peace education

UNIT V: PEACE AND CONFLICT RESOLUTION (L-5, P-1, T-1)

Bases of Conflicts – Positive and Negative aspects of Conflicts, Types of Conflicts, Learning of Conflict Management and Conflict Resolution, Role of Peace Education in Resolving Conflict, Reducing Conflicts among the Students

PRACTICUM (ANY TWO)

Collect the pictures of disruption and promotion of Peace at national level

Select an incident of terrorism and write its impact

Select a case related to violence in school and write a report

REFERENCES

1. Ardizzone, L. (2003). Generating Peace: A Study of Nonformal Youth Organizations. In *Peace& Change* 28(3), 420-445.

2. Bretherton, D., Weston, J. & Zbar, V. (2003). Peace Education in a Post-Conflict Environment: The Case of Sierra Leone. In *Prospects* 33(2), 219-230.

3. Corey, A. (2004). Retributive Justice: the Gacaca Courts in Rwanda. In *African Affairs* 103, 73-89.

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6. Horenczy, K. G., & Tatar, M. (2004). Education in a plural society or multicultural education The views of Israeli Arab and Jewish school counselors. In *Journal of Peace Education* 1(2), 191-204.

7. Jones, T. (2006). Combining conflict resolution education and human rights education: thoughts for school-based peace education. *Journal of Peace Education* 3(2), 187-208. Nelles, W. Bosnian Education for Security and Peacebuilding? *International Peacekeeping* 13(2), 229-241.

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SOC1- READING AND REFLECTING ON TEXTS

(2 CREDITS – 32 HOURS)

COURSE OBJECTIVES

While studying this course, the student-teacher will be able to:

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

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS (5hrs)

The selected texts include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

Suggested Activities:

- Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)

- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)

- Narrating/describing a related account from one's life experience (in front of a smaller group)

- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)

- Writing based on the text – eg. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

UNIT II: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING (6hrs)

The selected texts include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities:

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group) Attending to writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented — this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT III: ENGAGING WITH JOURNALISTIC WRITING (7hrs)

The selected texts include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this unit.

Suggested Activities:

- Using reading strategies such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations etc (guided working in pairs)
- Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine)

UNIT IV: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS (7hrs)

For this unit, the student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of activities:

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the Institute library)

- Scanning, skimming and extracting relevant information from the books by making notes Collating notes and organizing information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions

UNIT V: ENGAGING WITH EDUCATIONAL WRITING (7hrs)

Selected texts are drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit.

Suggested activities:

- Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs)
- Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and points of view (small group discussion)
- Writing a response paper (individually or in pairs) Presentations of selected papers, questions and answers (large group)

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS) SALEM – 16

B.Ed. II SEMESTER
SYLLABUS
2018-2020

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - II SEMESTER
BCC4-PERSPECTIVES IN EDUCATION
(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. acquire knowledge on philosophies of education
2. understand the philosophical thoughts of Eastern and western philosophers
3. acquire knowledge on education for nationalism and national integration
4. acquaint with the knowledge of national agencies on education
5. understand the meaning, characteristics and quality indicators of quality education

UNIT I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION (L-5, P-2, T-1)

Meaning and Definitions of Philosophy

Relationship between Philosophy and Education

Scope of philosophy of Education

Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism

UNIT II : EASTERN AND WESTERN PHILOSOPHERS (L-5, P-1, T-1)

Eastern Philosophical Thoughts of Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda and Sri Aurobindo

Western Philosophical Thoughts of Rousseau, Froebel, John Dewey, Montessori

UNIT III: EDUCATION FOR INTERNATIONAL UNDERSTANDING AND NATIONAL INTEGRATION (L-6, P-5, T-2)

International Understanding and National Integration: Meaning and Concept

Obstacles - communalism, casteism, regionalism, language issue, narrow politics, lack of leadership and guiding principles

Curricular for developing International Understanding and National Integration- History, Geography and Civics, Science, Language and Literature - Co- Curricular activities for developing International Understanding and National Integration - Drawing, Painting, Modelling and Handicraft, School assembly, Dramatic Presentation, School Newspaper and Bulletins, Educational Tour and Student Exchange Programmes

UNIT IV: ROLE OF NATIONAL AGENCIES ON EDUCATION (L-9, P-1, T-1)

Central and State Government Organizations - MHRD, UGC, NCEPA, MCTE, SCERT, NCTE, NAAC and RCI

Government schemes - SSA, RMSA and RUSA

UNIT V : QUALITY IN EDUCATION (L-8, P-1, T-1)

Meaning and Characteristics of Quality Education

Dimensions of Quality Education: Learners, Learning Environment, Content, Processes Outcomes

Indicators of Quality: Input, Process and Output Indicators

Role of Quality Assurance Cell in quality Education

PRACTICUM

Compare different Philosophies of Education and Highlight their Implications

Discussion on Philosophical thoughts of Eastern and Western Philosophers

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

Discussion on Role of NCTE and NCERT in Enhancing Teacher Education

Identifying and reporting about measures of Quality Education in schools

REFERENCES

1. Arulsamy.S, Philosophical and Sociological Perspectives on Education, Neelkamal Publications Pvt. Ltd, Hyderabad (2014)

2. Bharat Singh,Modern Education Theory and Practice, Anmol Publication New Delhi, (2004).

3. Chaube.S.P & Chaube.A, Foundations of Education, Vikas Publishing House Limited, Noida

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - II SEMESTER
BCC5- UNDERSTANDING THE LEARNER
(3 CREDITS- 48 HOURS)

OBJECTIVES

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

1. acquire knowledge on emotional, social and moral development
2. comprehend the concept of intelligence and creativity
3. attain knowledge on factors influencing development of personality
4. recognize the process of adjustment
5. apprehend the concept of thinking, reasoning and problem-solving

UNIT I: EMOTIONAL, SOCIAL AND MORAL DEVELOPMENT (L-5, P-2, T-2)

Emotional Development –Meaning and Types of Emotions, Emotional Maturity, Emotional Intelligence, Emotional Quotient

Social Development – Social Maturity, Social Skill, Social Intelligence, Factors of Social Development, and Erickson's eight stages of Psycho-Social Development

Moral development – Meaning, Kohlberg's theory of moral development, Issues of morality in school, Moral development and classroom Influences of Media on Moral development

UNIT II: INTELLIGENCE (L-6, P- 2, T-2)

Intelligence- Meaning, Definitions, Nature and Types

Theories of intelligence - Spearman, Thurston, Thorndike, Guilford, Gardner and Sternberg

Assessment of Intelligence - Verbal, non–verbal, performance, Individual and group Intelligence tests

Constancy of IQ

Creativity - Concept, Factors and Process – Identification of Creative Potential, Strategies for fostering creativity.

UNIT III: PERSONALITY (L-8, P-2, T-2)

Personality – Meaning, Components and Determinants

Theories of personality – Type approach, Trait approach, Type-cum-trait approach, Psychoanalytic theory

Assessment of personality – Tools and techniques

Integrated personality

UNIT IV: ADJUSTMENT AND MENTAL HEALTH (L-5, P-1, T-1)

Adjustment – Meaning and process

Adjustment mechanisms, adjustment problems – children, adolescents and adults

Maladjustment – Meaning and causes

Juvenile delinquency, causes, Preventive and curative measures

Frustration, conflict, types of conflict and Conflict resolution and mediation

Stress – Meaning, types and Stress Management Techniques

Mental health- Mental Hygine and Mental illness. Meaning

Importance, Indicators and measures of mental health

UNIT V: THINKING, REASONING AND PROBLEM-SOLVING (L-6, P- 2, T-2)

Meaning, Nature, Types and Tools of Thinking

Meaning, Definitions, Types of Reasoning

Meaning, definition, Nature of Problem-Solving

Factors affecting Problem-Solving

Strategies of Problem-Solving

PRACTICUM

The trainees will do experiments and interpret the results to record in a file

Emotional Maturity Scale

Test of Adjustment

Personality Test

Intelligence test

Mental health scale

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B.Ed. SYLLABUS - II SEMESTER

BCC6 - ASSESSMENT FOR LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. understand the overview of assessment and evaluation
2. know the examination system in psychological analyses
3. identify different kinds and forms of assessment that aid student learning
4. acquire knowledge in trends and issues in assessment for learning
5. recognize feedback and reporting

UNIT I : OVERVIEW OF ASSESSMENT AND EVALUATION (L-6, P-2, T-2)

Distinction between 'Assessment of Learning' and 'Assessment for Learning'

Assessment, evaluation, test, examination, measurement

Dimensions and levels of learning

Retention/recall of facts and concepts; Application of specific skills

Originality and initiative, Collaborative participation, Creativity, Flexibility

Contexts of assessment- Subject-related and Person-related

UNIT II : EXAMINATION SYSTEM : SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS (L-5, P-2, T-1)

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

UNIT III : ASSESSMENT OF SUBJECT-BASED LEARNING (L-5, P-3, T-2)

Assessment for learning

Kinds of tasks, projects, assignments, performances

Kinds of tests and their constructions

Observation of learning processes by self, by peers, by teacher

Self-assessment and peer-assessment

Quantitative and qualitative aspects of assessment: Appropriate tools for each

UNIT IV : TRENDS AND ISSUES IN ASSESSMENT (L-8, P-1, T-1)

Existing practices: unit tests, half-yearly and annual examinations, semester system, use of question banks

Issues and problems: Marking Vs. Grading, Objective Vs. Subjectivity of test items, Close ended Vs. Open ended test items, non-detention policy, the menace of coaching

Emerging practices in assessment: Standard based assessment, online examination, computer based examination and open book examination

UNIT V : DATA ANALYSIS, FEEDBACK AND REPORTING (L-7, P-1, T-3)

Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation

Feedback as an essential component of formative assessment

Place of marks, grades and qualitative descriptions

Developing, maintaining and a comprehensive learner profile

PRACTICUM

Critical review of current evaluation practices and their assumptions about learning and development

Preparing a Blue print for basic school subjects for level I & II

Discuss on grade system and online examination

Analysis of CCE practice in schools

Preparation of learner's profile- Portfolio

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ஸ்ரீ சாரதா கல்வியியல் கல்லூரி தன்னாட்சி, சேலம் - 16.
இரண்டாம் பருவம்
BPC3–தமிழ் கற்பிக்கும் முறைகள் பகுதி – 1
(3 CREDITS -48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் இப்பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. தமிழ் மொழியின் முக்கியத்துவத்தைப் பற்றி அறிந்து கொள்ளுதல்
2. தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியில் பல்வேறு செயல்பாடுகள் பற்றி அறிதல்
3. திறனாய்வுக் கொள்கைகளைப் புரிந்து கொள்ளுதல்
4. மொழியின் பணிகளை அறிந்துகொள்ளுதல்
5. கலைப்பண்பாட்டு சிந்தனைகளை வளர்த்தல்

அலகு 1: தமிழ் மொழியின் முக்கியத்துவமும் அரசியலமைப்பு விதிகளும் (L-5, P-5, T-3)

தமிழ் மொழி மற்றும் இலக்கியம்,
தமிழ் மொழியின் சமூகக் கலாச்சார 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).

அலகு 2: தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியில் பல்வேறு செயல்பாடுகள்
(L-5, P-1, T-2)

அறிவியல் மற்றும் தொழில்நுட்பக் கலைச் சொற்களை உருவாக்கும் பொழுது மனத்தில் கொள்ளத்தக்கன , தமிழிலுள்ள பிறமொழிச் சொற்கள்,தமிழ் ஆட்சிமொழி , நீதிமன்ற மொழியாய் செயல்படாவிட்டால் நேரும் அலைங்கள் , செயல்படுவதால் ஏற்படும் பயன்கள் . செயல்முறையில் ஏற்படும் தடைகளும் அவற்றை நீக்கும் வழிமுறைகளும் - தமிழ் பாட மொழியாக நடத்தும் பொழுது வடமொழியும் மற்ற மேல் நாட்டு மொழிகளின் தாக்கமும் அதன் விளைவுகளும்

அலகு 3: திறனாய்வு கொள்கைகள் (L-5, P-2, T-2)

திறனாய்வின் தோற்றம் - திறனாய்வின் பண்புகள் - திறனாய்வின் வகைகள் - படைப்பு வழி , மரபு வழி , முருகியல் , விளக்க முறை, மதிப்பீடு முறை, வரலாற்று முறை, ஒப்பீட்டு முறை , நாவல் சிறுகதை கூறுகளை ஆராய்தல்

அலகு 4: மொழியின் பணிகளும் மொழியாக்கமும் (L-5, P-2, T-2)

மொழியின் பணிகள் : சுட்டல் (Referential) , கிளர்த்தல் (expressive), தூண்டல் (conative), செறிவூட்டல்; (progress), எதிரொலி (phatic), மொழியியல் (linguistic). மொழியாக்க வழிமுறைகள் : மொழிபெயர்ப்பும் மொழியாக்கமும் - ஒலிபெயர்ப்பு , மொழி பெயர்ப்பு , கருத்துப் பெயர்ப்பு , புதுச்சொற் படைப்பு , மொழியாக்கப் பண்புகள் : தலைவு , இனிமை , சிலமை . மொழியாக்க முனைப்புகள் - கருத்தத்தக்கன .

அலகு 5: நாட்டுப்புற கலைகளும் பண்பாடும் (L-5, P-2, T-2)

கலை - பண்பாடு விளக்கம் - வகைகள் : தாலாட்டு - ஒப்பாரி - தொழிற்பாடல்கள் - கதைப்பாடல்கள் - கதைகள் -பழமொழிகள் - விடுகதைகள் - நம்பிக்கைகள் - கற்பனை - வாழ்வியல் - பழக்க வழக்கங்கள்

கற்பித்தல் பாடப்பொருள் அறிவு

நால்வகை சொற்கள், இடுகுறி காரணப்பெயர்கள் , பொதுப்பெயர் , சிறப்பு பெயர் தொகைச்சொற்கள் , பதுபதம் , பகாபதம் , சொற்களைப் பிரித்தாய்தல் , தன்மை முன்னிலை படர்க்கை மூவிடப் பெயர்கள் , பிறமொழிச்சொற்களுக்கு இணையான தமிழ் சொற்கள்

பரிந்துரைக்கும் செயற்பாடுகள்

தமிழ் பிற மொழி ஒப்பீடு அட்டவணை தயாரித்தல்

பழமொழிகள்,விடுகதைகள் சேகரித்தல்

மொழியாக்கம் செய்தல்

நாட்டுப்புறப்பாடல்கள் சேகரித்தல்

கட்டுரை சுருக்குதல்

பார்வை நூல்கள்

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9. அறவாணன் க.ப, தமிழ்மக்கள் வரலாறு பழந்தமிழர் வழிபாடுகள், சாந்தா பப்ளிர்ஸ் , முதற்பதிப்பு(2005)

10. நடராசன்.தி.க, திறனாய்வுக்கலை,திருந்திய இரண்டாம் பதிப்பு,(2003).

நோக்கங்கள்

மாணவ ஆசிரியையகள் இப்பாடத்திட்டத்தைக் கற்று முடித்த பிறகு கீழ்வரும் திறன்களைப் பெறுவர்

1. பல்வேறு தமிழ் கற்பிக்கும் முறைகள் மற்றும் திறன்களைப் பெறுதல்
2. மொழித்திறன்களை மாணவர்களிடையே வளர்க்கும் முறைகளை அறிதல்
3. கற்றல் கற்பிக்கும் பொருட்கள் மற்றும் உபகரணங்களின் தேவையை அறிதல்
4. சோதித்தலின் நோக்கம் மற்றும் முக்கியத்துவத்தை அறிந்து கொள்ளுதல்
5. சங்க இலக்கியத்தின் அமைப்பையும் சிறப்பையும் அறிதல்

அலகு 1: கற்பித்தல் நோக்கங்களும் திட்டமிடலும் (L-6, P-2, T-2)

செய்யுள், உரைநடை, துணைப்பாடம் மற்றும் இலக்கணம் கற்பித்தலின் நோக்கங்கள், முறைகள். தொடக்க, இடைநிலை, உயர்நிலை வகுப்புகளுக்கான பாடநூல் அமைப்பு அகத்தோற்றம், புறத்தோற்றம், பண்புகள்.

அலகு 2: மொழித்திறன்கள் (L-5, P-5, T-2)

கேட்டல் திறன்: வரையறை, முக்கியத்துவம், கேட்டல் திறனை வளர்க்கும் முறைகள். பேசுதலைக் கேட்டறிதல், படித்தலைக் கேட்டறிதல், கதை கேட்டல், வானொலி கேட்டல், தொலைக்காட்சி கேட்டல், சொற்பொழிவு கேட்டல்.

பேசுதல் திறன்: வரையறை, முக்கியத்துவம், திருத்தமாக பேசுதல், அழுத்தமாகப்பேசுதல் தெளிவுடன் பேசுதல், உணர்வுடன் பேசுதல், பிழையின்றி பேசுதல், திருந்திய பேச்சின் நல்லியல்புகள், திருத்தமில்லாப் பேச்சின் குறைபாடுகள், நா நெகிழ் பயிற்சி, நா பிறழ் பயிற்சி, வாய்மொழிப்பயிற்சி - ஆடல், பாடல், நடிப்பு திறன்களை வளர்த்தல்.

படித்தல் திறன்

வரையறை, தேவைகள், நோக்கங்கள்,முறைகள், வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், ஆழ்ந்த படிப்பு, அகன்ற படிப்பு, எழுத்து முறை, சொல்முறை, சொற்றொடர் முறை வாசிக்கும் திறனை மேம்படுத்தல்: கதை, கட்டுரை கடிதம், அறிக்கைகள், இதழ்கள்,நூலகப்படிப்பு அகராதி பார்த்தல்.

எழுதுதல் திறன்

வரையறை, நோக்கங்கள், எழுதுதலின் நிலைகள், நல்ல கையெழுத்தின் நல்லியல்புகள், எழுத்து பயிற்சி முறைகள் - வரிபொற்றி எழுதுதல், பார்த்து எழுதுதல், சொல்வதெழுதுதல், தலைப்பயிற்சி, பிழையின்றி எழுதப் பயிற்சிகள், நிறுத்தற் குறியீடுகள் பயன்படுத்துதல்.

அலகு 3: கற்பிக்கும் முறைகள் (L-5, P-1, T-2)

பழைய முறைகள் - ஆசிரியரணிக் கற்பித்தல், கருத்தரங்கம், விவாதம்

புதிய கற்பித்தல் முறைகள் கருத்துக்கட்டமைப்பு கற்றல், மின்கற்றல், காணொலி, பதிப்புகள், கலைக்களஞ்சியங்கள், கற்பித்தல் துணைக்கருவிகள், திரையில் அமையும் கருவி, திரையில் அமையாக்கருவி, மொழிப்பயிற்றாய்வுக் கூட கற்பித்தல், நாளிதழ், ஆய்விதழ்கள், தொலைக்காட்சி, இணையம், பல்லூடகம்.

அலகு 4: சோதனையும் மதிப்பீடும் (L-5, P-1, T-2)

சோதனையின் நோக்கங்கள் - தேவைகள் - மொழியறிவுச் சோதனையின் வகைகள் - அடைவுச் சோதனை, தரப்படுத்தப்பட்ட சோதனை, குறையறிதல் மற்றும் குறைதீர்த்தல், திறனறி சோதனை, வாழ்தலை தொடர் மற்றும் தொகுநிலை சோதனை. அகவய மதிப்பீடு, புறவய மதிப்பீடு, வினாத்தாள் வடிவமைப்பு, மதிப்பெண் வழங்குதல் முறையும் மதிப்பிடுதலுக்கான வினா குறிப்புகளும், வினாக்களைப் பகுப்பாய்வு செய்தல், புள்ளியியல் பற்றிய பார்வை, நர ஒட்டுறவுக் கேகூறு

அலகு 5: சங்க இலக்கியத்தின் அமைப்பும் சிறப்புகளும் (L-5, P-2, T-3)

சங்க இலக்கியம்- பாட்டும் தொகையும், - தொகுப்பு முறை, சங்க இலக்கியத்தின் சிறப்புகள், கபிலர், பரணர், நக்கீரர், ஒளவையார், பொன்முடியார், வெள்ளிவீதியார், ஆகிய புலவாகள் பற்றிய குறிப்புகள்

ஏழாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

செய்யுள் புறநானூறு - முதுமொழிக்காஞ்சி - திரிகடுகம் - மெய்பொருள் கல்வி - ஏர்முனை - அம்மானை - பொங்கல் வழிபாடு - உழவின் சிறப்பு - முக்கூடற்பள்ளு - எங்கள் தமிழ் - சீவகசிந்தாமணி, உரைநடை செம்மொழித்தமிழ் - காந்தியடிகளின் கடிதம் - நெசவு - தூங்காநகர் - தமிழக விளையாட்டுகள்.

இலக்கணம் சார்பெழுத்துகளின் வகைகள் - உயிர்மெய் , ஆய்தம் - நால்வகைச் செறகள் - இடுகுறிப்பெயரும், காரணப்பெயரும் - அஉவகைப் பெயர்ச்செறகள் - வினைமுற்று பெயரெச்சம், வினையெச்சம்

பரிந்துரைக்கும் செயல் முறைகள்

செய்யுள், உரைநடை மற்றும் இலக்கண பாடத்திற்கான வேறுபாடுகள் குறித்து ஆய்வரங்கம் நடத்துதல்.

வாய்மொழிப் பயிற்சிக்கான நிகழ்வுகள் தயார் செய்தல்

பல்வேறு இதழ்களில் வெளியாகும் செய்தி திரட்டினைத் தயாரித்தல்

தொலைக்காட்சி உரை தயாரித்தல்

தமிழ் அடைவுத் தோ்வுக்கான வினாத்தாள் வடிவமைப்பு உருவாக்குதல்.

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

B.Ed. SYLLABUS - II SEMESTER

BPC3–PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

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

1. understand the theories of language learning
2. know the different semantic analyses of sentences
3. identify the cohesive and coherent devices in language
4. analyse the differences among the learners
5. evaluate the various roles of a teacher of English

UNIT I : THEORIES OF LANGUAGE LEARNING (L-5, P-5, T-3)

Aspects of linguistic behaviour. Language as a rule-governed behaviour and linguistic Variability.

Pronunciation – linguistic diversity, its impact on English, pedagogical implication, Speech and writing

Linguistic system: The organisation of sounds; The structure of sentences;

The concept of Universal grammar, Nature and structure of meaning.

Basic concepts in phonology, morphology, syntax and semantics; Discourse

Implications of Theories of learning language – Vygotsky's Theory, Bruner's Theory and Palmer's Theory of Language Acquisition Device

UNIT II : NATURE OF LANGUAGE – SEMANTICS (L-5, P-1, T-2)

Grammar and Meaning

Concepts of semantics: Traditional view, Referential view, Behaviourist view and Use theory.

Semantic analysis of sentence- Grammatical meaning, Pragmatic meaning and Propositional meaning

UNIT III : PRAGMATICS (L-5, P-2, T-2)

Invisible meaning – Context

Deixis – Reference, Inference, Anaphora, Presupposition

Speech acts – Request, Command, Invitation, Suggestion, Prohibition, Permission, Probability and Likelihood, Obligation, Possibility, Necessity, Purpose and Result, Cause and Reason, Comparison and Contrast, Condition and Supposition

UNIT IV : NATURE OF KNOWLEDGE – DISCOURSE ANALYSIS (L-5, P-2, T-2)

Discourse analysis – an introduction, interpreting discourse, turn-taking, the co-operative principle, hedges, implicatures, background knowledge and schemas and scripts.

Coherence – Strategies: socio-cultural knowledge, inferences

Cohesion – Cohesive devices: connecting devices, co-reference and ellipsis

Factors affecting the discourse – Discourse medium, Differences between speech and writing: complexity, marking of boundaries, explicitness, repetitiveness, and inter activeness

UNIT V : DEVELOPMENT OF SECOND LANGUAGE LEARNING (L-5, P-2, T-2)

English as a Second language, English as a Foreign Language ESL/EFL - authentic texts for language learning

English for Specific Purposes (ESP), English for Academic Purpose (EAP) and English for Occupational Purpose (EOP)

Identification of the lexical, syntactic and textual structures

Content and method of natural link between structural linguistics and behaviorist learning theory

PEDAGOGICAL CONTENT KNOWLEDGE

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

PRACTICUM

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

Write a dialogue incorporating at least five speech acts

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

Prepare and stage a mime programme.

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - II SEMESTER
BPC4–PEDAGOGY OF ENGLISH II
(3 CREDITS -48 HOURS)

OBJECTIVES

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

1. acquire the skills of teaching various language elements like pronunciation, vocabulary and spelling
2. identify the advanced methods and approaches for teaching English at various levels in the Indian context
3. develop proficiency in the language
4. understand the importance of continuous professional development
5. understand the need of diagnosis and the importance of remediation

UNIT I : TEACHING OF LANGUAGE ELEMENTS (L-5, P-2, T-3)

Teaching of pronunciation – Objectives, Causes of defective pronunciation, Methods of teaching pronunciation-Imitation, Phonetic and Subsidiary

Teaching of vocabulary – Characteristics, Teaching procedure and suggestions

Teaching of spelling – Characteristics, Objectives, Methods of teaching-Drill, Incidental, Play-way, Transcription, Dictation and Dictionary, Causes of wrong spelling

Teaching of composition – Characteristics, Objectives, Principles, Lesson plan of teaching composition, Forms-Paragraph construction, paraphrasing, letter writing, application writing, essay writing, narrative writing, descriptive writing, story writing and précis writing.

UNIT II : ADVANCED TEACHING METHODOLOGIES (L-6, P-2, T-2)

Natural approach – Theory of language, theory of learning, learning hypotheses, design: objectives, syllabus, types of activities, roles of teacher, learners and materials and procedure of teaching.

Total Physical Response – The bio program, Brain lateralization, Reduction of stress, Procedure used in the classroom

Thematic Approach (inter-disciplinary),

Neurolinguistic Programming - concept, principles, syllabus, activities and techniques, evaluation, merits and limitations

UNIT III : LANGUAGE DEVELOPMENT SKILLS (L-5, P-5, T-2)

Listening: Concept, Types, Significance and Activities to develop Listening and its evaluation

Speaking: Concept, Significance and activities to develop speaking and its evaluation

Reading: Concept, Methods (Phonic, Whole World), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading) and its evaluation.

Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal)

Study Skills: (Note Taking and Note Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)

UNIT IV : SECOND LANGUAGE RESOURCES AND AIDS (L-5, P-1, T-2)

Mass media – Newspapers, Magazines, Journals, TV, Radio, and Internet

Digital devices Language Lab, Computer Assisted Language Learning

Teacher – as a resource Qualities of a good language teacher

Literary Club and Class libraries

Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches.

Mechanical aids – Overhead projector, Tape recorder, LCD projector

UNIT V: PROFESSIONAL GROWTH AND LEARNER EVALUATION
(L-5, P-1, T-2)

Action research: Concept and Identification of problems faced by the teachers in the classroom.

Critical analysis of an English text book

Professional Competencies of a teacher.

Comprehensive and Continuous Evaluation and its use in English class

Different Elicitation Techniques used in English; cloze, diagnostic and achievement test.

Error analysis and Remedial Teaching

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Concord (Subject-Verb Agreement), Syllabification, Question Tags, Arranging Group Discussion, Fun with Words (Palindrome, Word Wall, Wheeling words) Public Speaking (ceremonial, demonstrative, informative and persuasive), Slogan Writing, Review Writing.

PRACTICUM

Prepare a lesson plan for a school lesson following any one of the advanced teaching methodology

Develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers as simulated teaching exercise.

Preparation of an Achievement Test in English

Critical study of any one English Text-book

Identifying common errors committed by second language learners

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OBJECTIVES

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

1. understand the concepts of mathematics teaching and learning

2. acquire knowledge of learning by exposition and discovery

3. understand the learner's sensitivity and instil mathematical thinking

4. identify the resources of mathematics teaching and learning

5. acquaint knowledge of different assessment techniques

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

Standards Based Mathematics Education, Principles- Equity, Curriculum, Teaching, Learning, Assessment, Technology, Content standards, Process standards, Curriculum focal points. Curricular Choices in mathematics, writing to learn mathematics communication

UNIT II : TEACHING OF MATHEMATICAL GENERALISATIONS (L-9, P-2, T-2)

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 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

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

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

Mathematical thinking styles

Mathematics learning styles

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

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

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

Mathematics library for secondary sources and reference, Mathematical kit

Audio-visual aids, CD- Rom, Projected and non-projected aids - improvised aids - its specific uses in teaching Mathematics, multimedia- Selection and designing, On-line resources, community resources

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

Types of Test items in Mathematics

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

Role of Evaluation in Teaching-Learning process

Variety of assessment techniques and practices

Open-book tests: Strengths and limitations

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

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

PRACTICUM

Prepare lessons to facilitate learning by exposition and discovery

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

Analyse mathematics text books

Prepare no – cost teaching aids

Design question papers achievement and diagnostic test

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OBJECTIVES

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

1. gain knowledge about approaches and strategies of learning physical science

2. know the tools and techniques of assessment for learning Physical science

3. identify and relate everyday experiences with learning physical science

4. acquire knowledge about learning resources in physical science

5. understand the role of physical science in lifelong learning

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

Approaches and strategies for learning physical science- Constructivist approach-5E learning model - Collaborative learning Approach- Problem solving approach- Concept mapping- Experiential learning - Inquiry approach- Facilitating learners for self-study-Communication

UNIT II : TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE (L-7, P-1, T-2)

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

Role of Evaluation in Teaching-Learning process

Variety of assessment techniques and practices

Open-book tests: Strengths and limitations

Types of Test items in Physical Science

UNIT III : ROLE OF LEARNERS IN LEARNING PHYSICAL SCIENCE (L-5, P-3, T-2)

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

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

Role of learners in negotiating and mediating learning in physical science

UNIT IV : LEARNING RESOURCES IN PHYSICAL SCIENCE (L-5, P-2, T-2)

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

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

Nurturing natural curiosity of observation and drawing conclusion

Facilitating learning progress of learners with various needs in physical science

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

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

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

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Measurement – Motion – Electricity and Heat – Light

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

PRACTICUM

Identify methods to integrate environmental issues while teaching physical science.

Demonstrate experiments

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

Practical for demonstration of experiments from class VII

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

Visiting power station, planetarium and Science institutes

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16
B.Ed. SYLLABUS – II SEMESTER
BPC3 –PEDAGOGY OF BIOLOGICAL SCIENCE I
(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. adopt the various approaches and strategies of learning biological science
2. know the tools and techniques of assessment for learning biological science
3. understand the learning resources in biological science
4. understand the museum techniques and basic micro techniques
5. understand the role of biological science in lifelong learning

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

Approaches and strategies for learning biological science- Constructivist approach-5E learning model, Collaborative learning Approach, Problem solving approach, Concept mapping, Experiential learning, Inquiry approach- Facilitating learners for self-study, communication

UNIT II : TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE (L-7, P-1, T-2)

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

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in biological science

UNIT III : ROLE OF LEARNERS IN LEARNING BIOLOGICAL SCIENCE (L-6, P-2, T-,2)

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

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

Role of learners in negotiating and mediating learning in biology

UNIT IV : LEARNING RESOURCES IN BIOLOGICAL SCIENCE (L- 6, P -2, T-2)

Biological science laboratory: designing need and importance purchase and maintenance of equipments in the 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

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

Nurturing the talents of students

Facilitating learning progress of learners with various needs in biology

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

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

Planning and organising field trips, Science club, Science exhibition, Science fair

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

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

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

Eco system

PRATICUM

Visit the Botanical garden

Prepare concept maps for selected concepts

Preparing vivarium, terrarium and aquarium

Prepare Plant and Animal specimens

Collect material from local resources and to develop the improvised aids

REFERENCES

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

B.Ed. SYLLABUS - II SEMESTER

BPC3- PEDAGOGY OF HISTORY I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

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

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

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

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

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

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

History as a branch of Social Science-Social, Political, branch of Economic and Cultural issues raised by History

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

UNIT III : EDUCATIONAL TECHNOLOGY AND TEACHING HISTORY
(L-6, P-2, T-2)

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

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

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

Role of Evaluation in teaching-learning process

Variety of assessment techniques and practices

Open-book tests: strengths and limitations

Types of test items in History

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

Meaning – Definitions – Need for international understanding

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

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD VII

Arab invasions

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

PRACTICUM

Critique a historical film/ novel from the library sources.

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

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

REFERENCES

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

B.Ed. SYLLABUS - II SEMESTER

ETE3 –HEALTH AND PHYSICAL EDUCATION

(2 CREDITS - 32 HOURS)

OBJECTIVES

On completion of this course students teachers will be able to

1. creating interest for the practice of yoga and health education
2. knowing the concept of food and nutrition
3. practicing the various physical exercises
4. understanding the common postural deformities and the exercises
5. understanding the different methods of physical activities and organize to conduct the sports

UNIT I: YOGA AND HEALTH EDUCATION (L-3, P-2, T-2)

Yoga- Meaning, definition, need and importance and Historical development of yoga, Eight limbs of yoga

Health Education-Meaning, definition, aims and objectives

Communicable Diseases - Malaria, Typhoid, Tuberculosis, symptoms, Causes and Prevention, Life Style Diseases - Ulcer, Diabetes, Hyper Tension, - Symptoms, Causes and Prevention

UNIT II: FOOD AND NUTRITION (L-2, P-2, T-2)

Nutrition- Meaning, need and importance, Malnutrition – causes and prevention, Balanced Diet, Diet for Obesity and Under Weight.

Vitamins and Minerals - Deficiency Diseases and prevention

UNIT III: PHYSICAL EDUCATION (L-2, P-3, T-2)

Physical Education - Meaning, definition, aims and objectives, Ancient and Modern Olympics, Olympic Flag and Motto.

Effects of exercise on various system– respiratory, circulatory and Digestive system

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.

UNIT IV: PHYSICAL FITNESS AND POSTURE (L-2, P-2, T-2)

Physical Fitness Meaning, Definition, Components and Benefits

Posture - Meaning, Importance of good posture, Characteristics of good posture, Causes of poor posture

Common postural deformities – kyphosis, lordships, scoliosis, bow legs, knock knee and flat foot

Exercises for removing postural defects

UNIT V: METHODS OF TEACHING PHYSICAL ACTIVITIES AND ORGANISING COMPETITIONS (L-2, P-2, T-2)

Methods of teaching Physical activities - command method, lecture method, demonstration method, reciprocal method, discussion method, whole method, part method, whole-part-whole method, progressive method, observation method and project method.

Intramural and extramural competitions meaning, Definition Organizing and Conducting Tournaments –Single league and Single Knock out- Preparation and drawing fixtures, merits and demerits

PRACTICUM

Learning and performing of basic yogasanas - Suryanamaskar, Padmasana, Vajrasana, Pachimudhdasa, Halasana, Karudasana.

Preparation and drawing fixtures

Identify BMI of prospective teachers

Discuss balance diet for women

Organization of games and sports tournaments

REFERENCES

1. Bhogal, R.S. Yoga & Mental Health & Beyond. Lonavla: Kaivalyadhama SMYM Samiti, (2010).

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

B.Ed. SYLLABUS - II SEMESTER

SOC1- ARTS AND AESTHETICS

(2 Credits –32 Hours)

OBJECTIVES

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

1. understand the objectives and significance of common Art in India
2. identify the ways and means of inculcating Artistic and Aesthetic attitude in students
3. know the role of Music in life and Musicians and their contributions
4. appreciate the art of dance
5. understand Drama, its types and presentation

UNIT I: COMMON ART FORMS (L-3, P-2, T-2)

Arts and Aesthetic education – Concept, objectives, significance

Common Arts - Music, Dance, Puppetry, Storytelling, Magic, Circus, Street Play and other performing arts

Visual arts - Painting, Sculpture, Photography, Film, Graphic art and New media-web based

UNIT II: APPRECIATION OF ARTS (L-2, P-2, T-2)

Indian Craft Traditions and its relevance in education, Indian Contemporary Arts and Artists; Indian festivals and its artistic significance. Creative Arts-Drawing – Drawing Materials - Paintings – Colours – Variety of colours – Kolam - Rangoli

UNIT III: MUSIC (L-2, P-3, T-2)

Introduction to Music – Music in life – Music Therapy - Its importance

SangeethaMummorthigal- Thygarajar, MuthuswamyDikshidar, ShyamaSastri

SamayaKuravar: Appar, Sundarar, Manikavasagar and ThirugnanaSambandar

Classification of Musical Instruments – Stringed, wind, Percussion

UNIT IV: DANCE (L-2, P-2, T-2)

The Art of Dance - Various Dance Forms - Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances; integrate movement and rhythm Integration of Dance in educational practices

UNIT V: DRAMA (L-2, P-2, T-2)

Drama-Meaning, different forms and functions Importance of drama in education

Presentation of Drama - Theatre, Character, Theme, Depiction, Music, Spectacle, action

Pioneers of Drama

EnathuBharatham Amara Bharatham,

Naattukuuzhaithanallavargal

PRACTICUM

Develope a script of any lesson in any subject of your choice to perform a Play / Drama

Develope a script for the street play focusing on "Girl's education and Women empowerment".

Prepare a pictorial monograph on "Various folk dance of South India or "Various Classical Dance forms in India".

Arrangement of Musical performance- Solo and Group (Basic lessons, Devotional songs, Patriotic songs, Songs on Religious Harmony and Folk Songs

Staging a Drama on – Historical/ Social/ Ethical themes

REFERENCE:

1. South Indian Classical Music, Dr. P.T. Chelladurai.

2. Indian Music, Dr. S.V. Leela

3. Bacon, Allyn *Rabindranath Tagore, Lectures and Addresses* – Macmillan, New Delhi, (1969)

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

B.Ed. SYLLABUS - II SEMESTER

SES2 - EDUCATION OF CHILDREN WITH SPECIAL NEEDS

(2 Credits –32 Hours)

OBJECTIVES

On completion of this course the student teachers will

1. understand the special education and differentlt abled
2. demonstrate knowledge of different perspectives in the area of education of children with disabilities
3. reformulate attitudes towards children with special needs
4. identify the role of various institutions for the children with special needs
5. identify resources room and learn about intergrated education

UNIT I: SPECIAL EDUCATION AND DIFFERENTLY ABLED (L–5, P–1, T–1)

Special Education – Concept, Importance, Need, Objectives. Exceptional Children – Definition, Types – Mentally, Physically, Hearing Impaired, Visually Impaired, Learning Disabled. Inclusive Education - Need, Purpose

UNIT II: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS (L-5, P-1, T-1)

Historical perspectives and contemporary trends

Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model

Concept of special education, integrated education and inclusive education

UNIT III: DEFINING SPECIAL NEEDS (L-5, P-1, T-1)

Concepts, characteristics, classification of children with diversities- Visual Impairment, Hearing Impairment, Learning Disabilities-Dyslexia, Dysphasia, Dyscalculia and Dysgraphia, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Mental Illness and Multiple Disabilities

UNIT IV: PEDAGOGICAL AND SUPPORTIVE STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS (L-4- P-1, T-1)

Pedagogical strategies - Cooperative learning strategies in the classroom, peer tutoring, social learning, and multisensory teaching

Supportive services - special teacher, speech therapist, physiotherapist, occupational therapist and counsellor

Assistive technologies for students with special needs

UNIT V: RESOURCE ROOM AND INTEGRATED EDUCATION (L-3, P-1, T-1)

Resource room – Concept, Characteristics, Functions, Resource Teacher. Innovations in Technology for the Disabled

Integrated Education – Concept, Objectives, Importance, Difference between Special Education and Integrated Education

PRACTICUM

Case study of a child with special needs

Developing a teaching strategy

Analysing learning styles of children with different disabilities

Identify and describe supportive service to a needy child.

REFERENCE

1. Agarwal, J. C. Curriculum Reforms in India.Delhi: Daoba House. (1990).
2. Baker, R. L., Koenig, Rex, A. J., &Wormsley, D. P. Foundation of Braille Literacy. New York: American Association for the Blind. (1995).
3. Glasgow, N. A. New curriculum for new times .New Delhi: Sage (1997).
4. Hill, E. W. & Ponder, P. Orientation and mobility for the practioners .New York: American Association for the Blind. (1976).
5. Jose, R. T. Understanding Low vision, New York: American Association for the Blind. (1993).
6. Mittal, A. K. & Mittal, S. R. (Editors).Drashtibadha-(2012)
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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - IV SEMESTER
CORE PAPER
BCC7- SOCIETY AND EDUCATION
(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. know the concept, patterns and components of Social change
2. discuss the concept of social mobility and Equity
3. analyze the provisions of education in the Indian constitution
4. know the concept of Democracy and secularism
5. explore the ways and means of resolving marginalization in education

UNIT I : EDUCATION AND SOCIAL CHANGE (L-5, P-3, T-2)

Social change- Definition, Characteristics, Components and Patterns, Factors of Social change, Barriers of Social change, Role of education in empowerment for Social change, Role of the teacher in social change

Education and Modernization- Meaning, characteristics and impact of Modernization on Education

UNIT II : STRATIFICATION, SOCIAL MOBILITY AND EQUITY (L-5, P-2, T-1)

Social Stratification - Meaning, types and characteristics

Social Mobility- Definition, types- Horizontal and Vertical, Factors influencing social Mobility. Equity and Excellence in Education-Concept of Equity, Nature of Inequalities in India, Role of Education in Promotion of an Egalitarian Society, Strategies for Equity in Education

Concept of Excellence- Meritocracy, Democracy and Excellence, Strategies and Indicators of Excellence

UNIT III : INDIAN CONSTITUTION AND STATUS OF EDUCATION (L-6, P-2, T-1)

Constitution and Education, Universalization of Primary Education, Equality of opportunity in Safeguarding Cultural and Religious Minorities, Right to Education, Reservation as an Egalitarian Policy, Educational provisions in the Indian constitution

UNIT IV: EDUCATION FOR DEMOCRACY AND SECULARISM (L-6, P-3, T-2)

Democracy Meaning, significance, basic principles and types of Democracy

Democracy and Education with reference to aims, Curriculum, Discipline, method of teaching and role of teacher- Functions of schools in democratic society

Secularism- Meaning and Definition, Concept of Secularism, Secular based education- need and characteristics - Ways and means of promoting secularism through education and Limitations of our educational systems in promoting secularism

UNIT V: MARGINALISATION IN EDUCATION (L-6, P-2, T-2)

Marginalization - nature, types, causes

Marginalized groups –Education of the Marginalized in the Indian context , measures of Education of the Marginalized, Gender Inequality , Inclusive setting , Role of Education in addressing the needs of Marginalized in Indian society , Provision and schemes for Education of the Marginalized, solution of Marginalization in Education

PRACTICUM

Group discussion on Education as an instrument for social change

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

Debate on constitutional provisions of Education

Prepare a report on nature of inequalities in India.

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

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

Content analysis of newspapers with reference to Sociological and educational aspects

REFERENCES

1. Alok Gardia,(2016). Education and Democracy, A.P.H. Publications, New Delhi,

2. Bansi Lal, (2013). Education in Emerging Indian Society, DPS Publishing House, New Delhi.

3. Bhatia.K.K, Yadav.H.S. and Sudha Yadhav, (2010). Philosophical, Sociological and Economic Bases of Education, Tandon Publications, Ludhiana.

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

B.Ed. SYLLABUS - IV SEMESTER

BCC8- ESSENTIALS OF TEACHING AND LEARNING

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. acquire knowledge on the concepts, terms and procedures in teaching and learning
2. understand the expanding horizons of learning
3. develop skills of effective teaching
4. apply the knowledge of innovative methods and techniques of teaching
5. write various approaches of instructional objectives

UNIT I : CONCEPTS OF TEACHING AND LEARNING (L-5, P-2, T-2)

Definition, Meaning, Nature, Characteristics and Functions of Teaching

General, Psychological Principles and Maxims of Teaching

Types of Learning: Factual, Association, Conceptual, Procedural, Generalization, Principles and Rules, Attitudes, Values and Skills Learning

Levels, Phases and Relationship between Teaching and Learning

Important Aspects of Teaching Learning Process, Teaching, Learning and Evaluation

UNIT II : EXPANDING HORIZONS OF LEARNING (L- 5, P-2, T-2)

Learning for Transfer: Concept, Types (Low Road or Substantive Transfer & High Road or Procedural Transfer) and Promoting Transfer

Learning in and out of school: Concept and implications- Lauren Resnick's view on Out of school learning versus In-school learning

Life-long, Life-Wide, and Life-Deep learning, four principles for learning in Formal and Informal setting

Bruce Tuckman's revised model for group development: Five phases and Role of Teacher

UNIT III : EFFECTIVE TEACHING (L-5, P-1, T-2)

Teaching Competence, Teaching Skills and Effective Teaching: Concept, Meaning and Nature

Classification of Teaching Skills: Core Teaching Skill, Specific Teaching Skills and Target Group Specific Teaching Skills

Dimensions of Effective Teaching: Competency, Commitment and Performance Areas - Factors contributing to Effective Teaching

UNIT IV : TECHNIQUES AND STRATEGIES OF TEACHING (L-5, P-3, T-1)

Teacher Centred Techniques Telling, Indoctrination, Drill and Demonstration

Student Centred Techniques Debate, Creative writing, Library work, Project work, Field Trip, Problem Solving, Brain Storming, Colloquium, Self-Learning, Meaningful Learning, Programmed Instruction, Keller Plan and Computer Assisted Instruction (CAI)

Innovative Teaching Strategies Block Teaching, e-tutoring, Print Media, Electronic Media, Tele - Conference, Video Conference, Interactive Video, Cybernetics and Virtual Classroom

UNIT V : INSTRUCTIONAL OBJECTIVES (L-6, P-4, T-3)

Various approaches to write - learning objectives in behavioral terms based on

    i)   Revised Blooms taxonomy

    ii)   **RCEM System**

    iii)   **Robert Manger's Approach**

    iv)   **Miller's Approach**

PRACTICUM

Conduct group discussions on innovative teaching strategies and prepare a report

Conduct a Brain storming session on issues and trends in classroom teaching and submit a report on it

Prepare Programmed Learning Material (Linear Method) for any one of the topics related to this course

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நான்காம் பருவம்
BPC7: தமிழ் கற்பிக்கும் முறைகள் பகுதி - I
(3 CREDITS - 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழ்வரும் திறன்களை பெறுவர்

1. முத்தமிழின் சிறப்புகளை உணர்தல்
2. மொழி கற்றல் வளங்களை அறிதல்
3. வரலாற்று மூலங்களின் பங்கினை ஆராய்தல்
4. உரைநடை திறனறிதல்
5. மொழியின் புதிய பரிமாணங்களை அறிதல்

அலகு 1: இயல் இசை நாடகத் தமிழின் சிறப்புகள் (L-6, P-2, T-2)

இயல் கவிதை விளக்கம், கற்பனை, உணர்ச்சி, வடிவம், பாடுபொருள் உள்ளுறை, அணி, இறைச்சி

இசைத்தமிழ் இசையும் தமிழும், மொழிக் கல்வியில் இசை பெறும் இடம் பக்தி பாடல்களில் இசை, தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு

நாடகத்தமிழ் தமிழ் நாடகத்தின் தோற்றமும் வளர்ச்சியும் இக்கால நாடகங்கள், நாடக உத்திகள், சிலப்பதிகாரத்தில் காணப்படும் நாடக செய்திகள்

அலகு 2: மொழி கற்றல் வளமூலங்கள் (L-5, P-2, T-2)

இலக்கண இலக்கிய வளங்கள் நிகண்டுகள், அகராதிகள், கலைக்களஞ்சியங்கள், தமிழ் சொற்களஞ்சியம் ஆய்வுக் கட்டுரைகள், ஆய்வு இதழ்கள், சொல்லடைவு, பொருளடைவு, நூலடைவு

அலகு 3: தமிழ் வரலாற்று மூலங்கள் (L-5, P-2, T-2)

செப்பேடுகள், சின்னமனூர் செப்பேடு ஓலைச்சுவடிகளின் அமைப்பும் பகுப்பு முறைகளும் அகழ்வாராய்ச்சிகள், மொகஞ்சதாரோ ஹரப்பா உணர்த்தும்பண்பாடு, அரிக்கமேடு உணர்த்தும் பண்பாடு கல்வெட்டுகள் கல்வெட்டுச் சான்றுகள், குகை கல்வெட்டுகள், பிறமொழிக் கல்வெட்டுக்கள்

அலகு 4: உரைநடை திறம் (L-5, P-2, T-2)

உ. வேசாமிநாதர் பதிப்பு நுட்பம், முகவுரை, குறிப்புரை, இடம்பெயர்ச்சுட்டல், உவமை விளக்கம், புராண விளக்கம், மறைமலை அடிகள் தனித்தமிழ் நடை,

மேடை தமிழ் சிறப்புகள் திரு விக எளிய தமிழ் நடை தேவநேய பாவாணரின் தூயத் தமிழ் நடை

அலகு 5 : புதிய பரிமாணங்கள் அறிமுகம் (L-5, P-3, T-3)

இதழியலின் வளர்ச்சி விளம்பரங்களின் தேவைகள் வகைகள் பெண்ணைய இலக்கியங்கள் மொழிபெயர்ப்பின் நோக்கங்கள் பண்புகள் தலித்திய இலக்கியங்கள் வளர்ச்சி நிலைகள்

எட்டாம் வகுப்பிறகான கற்பித்தல் பாடப்பொருள் அறிவு

தமிழ் வரி வடிவ வளர்ச்சி வினையெழுற்று தமிழர் மருத்துவம் வேற்றுமை நாட்டுப்புற கைவினைக்கலைகள் புணர்ச்சி அறிவுசால் அவ்வையார் யாப்பிலக்கணம் - உயிர்க் குணங்கள்

பரிந்துரைக்கும் செயற்பாடுகள்

நாட்குறிப்பு தயாரித்தல்

கவிதை படைத்தல்

குறுநாடகம் தயாரித்தல்

தொல்லியல் குறித்த படத்தொகுப்பு சேகரித்தல்

தூயத்தமிழ் நடை உரை தயாரித்தல்

பார்வை நூல்கள்

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12. சுப்புரெட்டியர், ந, (1964). தமிழ் பயிற்றுமுறை திருநெல்வேலி கழக வெளியீடு

13. தமிழ் கற்பித்தலில் புதிய அணுகுமுறைகள் - ஆசிரியர் குழு - (2015). வனிதா பதிப்பகம், 11, நானா தெரு, சென்னை - 17 முதற்பதிப்பு

14. சுப்பிரமணிய பிள்ளை பா. மொழிநூற்கொள்கையும் தமிழ் மொழி அமைப்பும்

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நான்காம் பருவம்

BPC8: தமிழ் கற்பிக்கும் முறைகள் பகுதி - II

(3 CREDITS - 48 HOURS)

நோக்கங்கள்

மாணவ ஆசிரியைகள் பாடத்திட்டத்தை கற்று முடித்த பிறகு கீழவரும் திறன்களை பெறுவர்

1. விழும மனப்பான்மையை வளர்த்தல்
2. இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சியை ஆராய்தல்
3. மொழிக் கல்வியில் பிழைகளை நீக்கும் பயிற்சி பெறுதல்
4. வகுப்பறை திறன்கள் வழி படைப்பாற்றலைப் பெறுதல்
5. இலக்கிய பரிணாம வளர்ச்சியை அறிதல்

அலகு 1 தமிழ் மொழியும் விழுமப் பதிவுகளும் (L-6, P-2, T-2)

விழுமம், விழுமங்கள் இயல்புகள்,தேசிய கல்வி ஆராய்ச்சி மற்றும் பயிற்சி குழு பரிந்துரைக்கும் பட்டியல், வகைகள், ஒழுக்க மதிப்புகள், முருகியல் மதிப்புகள், அறிவுசார் மதிப்புகள், புற உந்தல் மதிப்புகள் மற்றும் சமுதாய மதிப்புகள்

அலகு 2 : இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சிகள் (L-5, P-2, T-2)

சிறுவர் இலக்கியம், பண்புகள்,கற்பனை, எழுத்தாளர்கள் அழவள்ளியப்பா, பெ தூரன் பயண இலக்கியம், நோக்கம், தேவைகள், பயணநூல்கள், புனைகதைகள், நாவல், சிறுகதை ஆகியவற்றின் உட்கூறுகளை ஆராய்தல்

அலகு 3: மொழிக் கல்வியில் பிழைகள் (L-5, P-2, T-2)

தவறும் பிழையும், தவறாக ஒலித்தல்,இலக்கணம் அறியாமை, சந்திப்பிழை, மயங்கொலிப் பிழைகள், எழுத்துப் பிழை, ஒருமை பன்மை மயக்கம், திணை பால் முடிவுகள், பிழை, நிறுத்தற்குறிகள்

அலகு 4: வகுப்பறை திறன்கள் (L-5, P-2, T-2)

படைப்பாற்றல் தன்மைகள், மேம்படுத்துதல், தழுவல், எடுகட்டுதல், மிகுத்துக் காணல், குறைத்துக்காணல்,மீள வைத்தல், படைப்பாற்றல் வடிவங்கள் தலைப்பி டுதல், குறிப்புகள் தருதல், முடிவை மாற்றுதல், வகை மாற்றுதல் போன்றவை

அலகு5: தற்கால மொழி வளர்ச்சிநிலை (L-5, P-3, T-3)

கணித்தமிழ் வளர்ச்சி, தமிழ் மென்பொருள்கள், பிழைதிருத்தி, விளையாட்டு செயலி,தமிழ் தரவகம், தமிழ் ஒருங்குறி, தமிழ் கலைக்களஞ்சியங்கள், மின் இதழ்கள், மின் நூலகங்கள், செயற்கை நுண்ணறிவு செயலிகள்

எட்டாம் வகுப்பிற்கான கற்பித்தல் பாடப்பொருள் அறிவு

தமிழ் மொழி மரபு எழுத்துக்களின் பிறப்பு நிலைய பொது திரு,க்குறள தலைைக்குள் புரை, உலகம் எச்சம் பலதுறை கலைி தமிழ்ூர இசைக்கருவிகள தொகைகர்ந்சைய தொகாநிலைவத பதா ரகள பலைய்மை மிகும் இரு சுகஷுப மிகா இரு சுகரும் மாளிதுயந்திராய அணி இயலகளைய

பரிந்துரைக்கும் செயற்பாடுகள

விழும கருத்தராங்கய் நடத்துதல

கவிதை எழுதுதல

மரபுத் தொடை 0 .ஆர்தல

மயஙல்கோல் பிசழ நீக்கல பயிற்சி

கலைச்சொலைாக்க படடியல தயாரித்தல

பார்வை நூலகள

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12. www.tamilvu.org pdf

13. http// www.madura.project.com

14. https://eegarai.darkbb.com

B.Ed. SYLLABUS - IV SEMESTER

BPC7–PEDAGOGY OF ENGLISH I

(3 CREDITS -48 HOURS)

OBJECTIVES

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

1. understand the role of language for effective classroom interaction
2. learn how to design second language teaching
3. analyse the scope of teaching language through integrated curriculum
4. describe the impediments of disadvantaged students in learning English
5. develop reflective practices for improving professionalism.

UNIT I : LANGUAGE FOR CLASSROOM INTERACTION (L-4, P-4, T-2)

1. Oral language as a foundation to effective learning
2. Media for curricular transaction-Discussions, Seminars, debates.
3. Dramatization of language representation.
4. Puppets, Marionettes, Pantomimes and Shadow plays
5. Drills and pattern practice

UNIT II : DESIGNING LANGUAGE TEACHING (L-4, P-4, T-2)

1. Contexts for teaching the aspects of language
2. Teaching the ability to learn language - short term auditory working memory strategies, long term memory and retrieval strategies, articulation, language perception strategies and learning language actions
3. Teaching word meanings and conventions
4. Importance and techniques of vocabulary enrichment
5. Authenticity in language teaching

UNIT III : INTEGRATED CURRICULUM AND LANGUAGE EDUCATION (L-4, P-4, T-2)

1. Integrated Curriculum-Meaning, types and key features
2. Objectives and types integration
3. Levels and Models of curriculum integration
4. Content and language integrated learning approach in the classroom.
5. Educational implications of language.

UNIT IV : LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN (L-4, P-2, T-3)

1. Language disorder - Types - Receptive and Productive
2. **Causes and symptoms of language disorder**
3. Diagnosis of language disorder and Treatment
4. Cognitive-Communication Deficit
5. Dyslexia vs Developmental Language Disorder

UNIT V : REFLECTIVE LANGUAGE TEACHING (L-4, P-3, T-2)

1. Reflective teaching origin, definition and significance

2. Types of reflective teaching - technical rationality, reflection-in-action, reflection-on-action, reflection - for - action, and action research

3. Levels of reflection - Descriptive, Comparative and Critical

4. Self-reflection models.

5. Online reflection tools and techniques.

PEDAGOGICAL ANALYSIS OF THE FOLLOWING CONTENT

Lexis Analysis (Words borrowed from other languages), Translation (Proverbs and passages), Analysis of writing (Narrative, Descriptive, Persuasive, etc), Styles of writing (Use of sensory details, figurative language, sound devices, etc)

PRACTICUM

Prepare two Extempore Presentations, one Debate, one Paragraph writing and one Application writing

Prepare and stage a mime programme.

Discuss in group the role of language in the entire curriculum

Demonstrate how you will persuade the disadvantaged students to learn English

Design a Reflective tool for your teaching.

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2. Earl Stevick.W.(1982). *Teaching and Learning Languages*. Cambridge: Cambridege University Press.
3. Krashen, S.D.(1981), *The study of second language acquisition and second language learning*. Oxford: Oxford University Press.
4. Lado, Robert (1964) "Language Teaching-A Scientific Approach" Tata Mc Graw-Hill publishing Co. Ltd, Bombay-New Delhi.

5. Thangasamy, Kokila (2016) *Communicative English for College Students*.

6. Chennai: Pavai Publications.

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9. Wallace, M.J. (1998), *Study skills in English*. Cambridge: Cambridge University Press.

10. Forum for across the curriculum teaching – http://www.factworld.info/

11. Language for understanding across the curriculum – www.det.act.gov.au>LUAChandbook

12. Curriculum guide – Language arts language across the curriculum – www.moe.gov.jm > sites > default > files.

OBJECTIVES

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

1. learn to appreciate the beauty of literary language

2. analyse the differences among the learners

3. evaluate the implications of advanced teaching methodologies

4. understand the principles of English language curriculum

5. recognize the role and importance of assessment

UNIT I : LITERARY APPRECIATION, GRAMMAR AND STUDY SKILLS

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

1. Reading for literary appreciation and levels of literary appreciation

2. Analysis and classification of grammatical errors.

3. Transformation of sentences-reported speech, voices, sentences, simple, compound and complex.

4. Study skills-Note-taking, Note-making, summarizing and paraphrasing

5. Reference skills-Dictionary, Thesaurus and Encyclopedia.

UNIT II : SECOND LANGUAGE LEARNERS AND TEACHERS (L-10, P-4, T-2)

1. Age – Young children, Adolescents and Adult learners

2. Learner differences – Aptitude, learning styles, language levels, individual variations and good learner characteristics

3. Motivation – definition, sources of motivation, initiating and sustaining motivation.

4. The teacher as a performer.

5. The teacher as a teaching aid – Mime and gesture, Language model and provider of comprehensible input

UNIT III : ADVANCED TEACHING METHODOLOGIES II (L-5, P-5, T-3)

1. Community Language Learning (CLL) Methodology – innovative learning tasks and activities

2. Suggestopedia – Authority, Infantilization, Double-plannedness, and Intonation, rhythm and concert pseudo-passiveness

3. **PPP method** (Presentation, Practice & Production) and alternatives to PPP - ARC (Authentic use, Restricted use and Clarification and focus), OHE (Observe, Hypothesise and Experiment) and ESA (Engage, Study and Activate)

4. **The Silent Way** - Objectives, Syllabus, learning activities, roles of learners, teachers and materials and procedure of teaching

5. Implications of these advanced teaching methodologies

UNIT IV : ENGLISH LANGUAGE CURRICULUM (L-6, P-3, T-2)

1. Understanding the relationship between curriculum, syllabus and textbook

2. Selection of materials and developing activities/tasks as per the differentiated needs of learners

3. Moving away from note-learning to constructivism

4. ESL curriculum-Principles and process of design and development

5. Syllabus Designs-Structural, Notional/Functional,Situational,Skill-based,Task-based,content-based.

UNIT V : PROMOTING PROFESSIONAL SKILLS (L-6, P-3, T-2)

1. Professional Competencies of a teacher of English

2. Critical appraisal of an English textbook

3. Error analysis and Remedial teaching

4. Attitudes and attributes for Reflecting practice

5. Action research- concepts, procedure and implications

PEDAGOGICAL CONTENT ANALYSIS OF CURRENT SCHOOL SYLLABUS OF STANDARD X ENGLISH TEXTBOOK

Planning tasks for Group Activity, Fun with Vocabulary (Homophones, Homonyms, Homographs, Compound words), Grammatical Error Analysis in sentences, Interpreting Non-Verbal presentations, Tongue Twisters, Developing Headlines, Telephonic etiquette

PRACTICUM

➢ Analyse the poetic beauty of a poem prescribed for the school students

➢ Prepare a report of the learner differences that you found in your teaching practice

➢ Prepare a lesson plan for a school lesson following any one of the advanced teaching methodology

➢ Conduct a Group discussion on the role of syllabus in curriculum.

➢ Design an assessment pattern based on rubrics.

REFERENCES

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3. Fleming, Mike and Stevens, David (2010) English Teaching in the Secondary School Routledge Falmer Taylor and Francis Group, London and New York.

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11. Vyas, Manish and Patel, Yogesh 2009 *Teaching English as a second language* PHI, New Delhi

BPC7–PEDAGOGY OF MATHEMATICS I

(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. acquire knowledge of structure of mathematics
2. understand the concept of psychological perspectives of learning mathematics
3. acquaint with the knowledge of gender differences in mathematics
4. understand the need for professional growth of mathematics teachers
5. plan for enrichment activities and remedial measures

UNIT I : STRUCTURE OF MATHEMATICS (L-5, P-2, T-1)

Nature of Mathematical propositions, truth values, compound propositions; Truth tables, Open sentences, Truth sets, Venn diagram, logically valid conclusions

Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them

Types of Theorems - Existence and Uniqueness theorems

Mathematical theorem and its variants-converse, inverse and contra positive

Types of Proofs-Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction

UNIT II: LATEST TRENDS IN TEACHING MATHEMATICS

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

Virtual learning Environment – Blended Leaning Approaches. FOSS Social Network – blogs, Mobile apps, e- portfolio, cyberspace, threats and solutions. Developement of e- content for a school content. Artificial Intelligence – Machine Learning, Augumented Reality, Virtual Reality, MOOCs – SWAYAM.

UNIT III : GENDER DIFFERENCES IN MATHEMATICS (L-5, P-3, T-2)

Gender differences in

Cognitive abilities, Attribution styles, spatial abilities

Gender equity and gender bias

STEM and female students

Contribution of women mathematicians to the development of math

UNIT IV : PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS (L-6, P-3, T-1)

Professionalism of the teacher and the teacher educator- Professional ethics, Commitments, Dedication, Accountability, Autonomy and Academic freedom

Personal characteristics contributing to success in teaching profession

Special qualities required of mathematics teacher

Professional growth-participation in conferences/seminars/workshops, Professional forums and associations (online& Offline)

UNIT V : MATHEMATICS FOR ALL (L-5, P-4, T-1)

Identifying learners strength and weaknesses -Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course

Stimulating creativity and inventiveness in mathematics Individualized Instruction - Programmed Learning - Linear Programming and Branching Programming

Cooperative learning ensuring equal partnership of learners with special needs

Aesthetic Enjoyment - number patterns, magic squares - Recreational activities - puzzles, and paradoxes - rapid calculation, simple multiplication, test of divisibility

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

Sequences – A. P., G. P. and Series, GCD , LCM, Rational Expressions,Square Root Quadratic Equations, Set Operations, De- Morgan's Law,Functions , Matrices

Trigonometric Identities, Heights and Distances

Basic Proportionality theorem, Angle Bisector theorem, similar triangles, Tangent Chord theorem

Surface area and volume of Cylinder, Cone, Sphere, hemisphere and Combined figures

Measures of Central Tendency, Measures of dispersion, representing data in Graph, Probability

PRACTICUM

Analyze the mathematical structures

Identify gender stereotyped content presentation in mathematics

Give different types of proofs to prove theorems

List personal characteristics contributing to success in teaching profession

Identify special qualities required of mathematics teacher

REFERENCES

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OBJECTIVES

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

1. acquire knowledge about models of teaching science
2. know the latest trends in teaching Physical Science
3. recognise the essential qualities of a good science teacher
4. understand the concept of science and society
5. acquire knowledge about community resources and laboratory

UNIT I : MODELS OF TEACHING SCIENCE (L-4, P-2, T-2)

Modern trends in teaching of science - Psychological basis of methods in science teaching - Different models - concept attainment model, inquiry training model, advance organizer model with one illustration for each type of model

UNITII : LATEST TRENDS IN TEACHING PHYSICAL SCIENCE (L-6, P-5, T-2)

Virtual learning Environment – Blended Leaning Approaches. Social Network – blogs, Mobile apps, e- portfolio, cyberspace, threats and solutions. Developement of e- content for a school content. Artificial Intelligence – Machine Learning, Augumented Reality, Virtual Reality, MOOCs – SWAYAM.

UNIT III : PROFESSIONAL DEVELOPMENT OF SCIENCE TEACHER
(L-6, P-2, T-2)

Professional development programmes for science teachers

Need for Professional development programmes pre-service, in-service elementary, secondary and higher secondary level, interacting with peer teachers, reading for professional growth- seminar, conferences and workshop

Teachers as a community of learners

Collaboration of school with colleges, universities and other institutions

Journals and other resource materials in Physical Science education

Role of reflective practices in professional development of Physical Science teachers

UNIT IV : SCIENCE AND SOCIETY (L-4, P-2, T-2)

Introduction about science, society- Relation between science and society

Physical science for environment, health, peace, value and equity

Role of the teacher in developing scientific attitude

Important contribution of science in the society

UNIT V COMMUNITY RESOURCES AND LABORATORY (L-5, P-2, T-2)

Learning resources from immediate environment

Using community resources

Pooling of learning resources

Improvisation of apparatus

Inexpensive sources of chemicals

Handling hurdles in utilization of resources

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

Solutions - Atoms and Molecules - Chemical Reactions - Periodic Classification of Elements
- Carbon and its Compounds

Measuring Instruments - Laws of Motion and Gravitation - Electricity and Energy -
Magnetic Effect of Electric Current and light

PRATICUM

Preparation of self-instructional material

Prepare Improvised teaching aids in physical science

Visit Planetarium, science centre and submit the report about it.

REFERENCES

1. Grady Venville,Vaille Dawson,(2006)."The Art of Teaching Science"AllenUnwin, Australia.
2. Mangal, S.K .(2002).Teaching of Science, Arya Book Depot, Delhi.
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OBJECTIVES

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

1. acquire the knowledge about models of teaching science

2. know the latest trends in teaching Biological Science

3. recognize the essential qualities of a good science teacher

4. understand the concept of science and society

5. acquire knowledge about community resources and laboratory

UNIT I : MODELS OF TEACHING SCIENCE (L-4, P-3, T-2)

Modern trend in teaching of science

Psychological basis of science teaching

Different models - concept attainment model, inquiry training model, advance organizer model and its illustrations

UNIT II : LATEST TRENDS IN TEACHING BIOLOGICAL SCIENCE (L-5, P-3, T-2)

Virtual learning Environment – Blended Leaning Approaches. Social Network – blogs, Mobile apps, e- portfolio, cyberspace, threats and solutions. Developement of e- content for a school content. Artificial Intelligence – Machine Learning, Augumented Reality, Virtual Reality, MOOCs – SWAYAM.

UNIT III : PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER
(L-5 , P-2, T-2)

Professional development programmes for biology teachers

Need for Professional development programmes pre-service, in-service elementary, secondary and higher secondary level, interacting with peer teachers, reading for professional growth- seminar, conferences and workshop

Teachers as a community of learners

Collaboration of school with colleges, universities and other institutions

Journals and other resource materials in biology education

Role of reflective practices in professional development of biology teachers

UNIT IV : SCIENCE AND SOCIETY (L-6, P-2, T-2)

Relation between science and society

Biological science for environment, health, peace, value and equity

Role of the teacher in developing scientific attitude

Important contribution of science in the society

UNIT V COMMUNITY RESOURCES AND LABORATORY (L-6, P-2, T-2)

Learning resources from immediate environment

Using community resources

Pooling of learning resources

Improvisation of apparatus

Inexpensive sources of chemicals

Handling hurdles in utilization of resources

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

Heredity and Evolution - Immune System -Structure and Functions of Human Body Organ Systems - Reproduction in Plants - A Representative Study of Mammals - Life Process - Conservation of Environment -Waste Water Management

PRATICUM

Preparing science magazine

Evaluating the teaching of teachers

Conduct open-book test

Conduct club activity (organize social events)

REFERENCES

1. Chhikara and Sharma, (2004)."Teaching of Biology" Vinod Pub Ludhiana Delhi.
2. Das.R.C. "Science and Scientific Method", Himalaya Publishers Pvt. Ltd.
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OBJECTIVES

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

1. know the contribution of eminent historians to the development of history

2. explains the importance of current affairs in teaching history

3. know the need and importance of professional growth of history teachers

4. prepare the chronology in history

5. acquire knowledge in research of history

UNIT I : CONTRIBUTIONS OF HISTORIANS IN DIFFERENT PERIODS
(L-7, P-1, T- 1)

Greek historians- Herodotus and Thucydides

Roman historians- Livy and St. Augustine

German historians-Hegel and Leopold von Ranke

Indian historians- K.A Neelakanda Sastri and S.K. Iyengar

UNIT II : RECENT TRENDS IN TEACHING HISTORY (L-6, P-2, T-1)

Importance of Current Affairs in Teaching History

Selecting and utilizing current events for teaching history

Techniques of teaching current Affairs- Quiz, Buzz, Debate Discussion and mock trial

Role of History Teacher in imparting current events

UNIT III : PROFESSIONAL GROWTH OF TEACHERS (L-7, P-2, T-2)

Need and importance of professional growth of teachers, characteristics of an ideal history teachers, professional Ethics of History Teacher, Pre- service and In-service training of teachers, essential quality of History teachers, teachers relationship with his pupils, colleagues and community

UNIT IV : CHRONOLOGY IN HISTORY (L-7, P-2, T-1)

Meaning- importance of chronology in teaching history- time's sense, time lines and kinds of time lines, strategy to tech chronology, dimensions of chronology- location, distance, duration and simultaneity

Devices for teaching chronology – time, map exercise, quiz and graphs

UNIT V : RESEARCH IN HISTORY (L-7, P-1, T-1)

Research in history -Historical background

Types of research, basic and applied- descriptive and interpretative

Need for methodology and requisites of a research scholar, physical, honesty, creativity, sociability, patience and perseverance.

PEDAGOGICAL CONTENT KNOWLEDGE OF STANDARD X

World between the Two World Wars (A.D.1919-A.D.1939)-Economic Depression - Fascism in Italy (A.D.1933-a.d1945) - Nazism in Germany (A.D.1933-a.d 1945) - Second World War (A.D.1939-a.d.1945) - The United Nations Organization - European Union

PRACTICUM

Prepare album for life history of eminent leaders in world history

Map any locality based on the distance and directional relationship from the educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest.

Collect cartoons, stamps, currency, newspapers, magazines, documentaries in relation to history

Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities.

REFERENCES

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B.Ed. SYLLABUS - IV SEMESTER
OPEN ELECTIVE
BEC1 - DISASTER MANAGEMENT
(3 CREDITS - 48 HOURS)

OBJECTIVES

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

1. understand the concept, definitions, nature, types of disaster

2. understand the environmental hazards

3. create awareness on the disaster management cycle

    (Preparedness, Prevention/Investigation, Response, Rehabilitation and Recovery)

4. develop understanding about disaster response, relief, rehabilitation & reconstruction

5. know emerging approaches in disaster management

UNIT I : INTRODUCTION TO DISASTER MANAGEMENT (L-8, P-1, T-1)

Concept and definitions of Disaster; Types, natural and man-made disasters

Consequences of Disaster; Overview of Disaster scenes world over, in India

Understanding of Disaster cycle of natural disasters; prevention, Preparedness, mitigation

search, rescue, relief, rehabilitation and reconstruction

Role of education in Disaster management

UNIT II : ENVIRONMENTAL HAZARDS & DISASTERS (L-8, P-2, T-1)

Natural hazards and Disasters

Man induced hazards & Disasters - Natural Hazards

Planetary Hazards / Disasters

Extra Planetary Hazards / disasters - Planetary Hazards

Endogenous Hazards - Exogenous Hazards

UNIT III : DISASTER PREPAREDNESS (L-6, P-2, T-2)

Vulnerability profile of India

Initiatives of Government of India in strengthening, preparedness; revamping civil defense, fire services and home guards;

Role of NGOs- National and International

Role of Corporate sector, Forecasting and Early warning

UNIT IV   DISASTER RESPONSE (L-7, P-1, T-1)

Search and Rescue, evacuation

Temporary relief camps, sectorial concerns in health, safe drinking water, sanitation.

Community kitchen

Rehabilitation; physical, social, economic and psychological aspects

Reconstruction; role of enforcement of techno-legal regime with illustrations

Human resource management/ Capacity development Engagement

UNIT V : EMERGING APPROACHES IN DISASTER MANAGEMENT
(L-6, P-1, T-1)

Pre-disaster Stage (preparedness)-relief- recovery

Emergency Stage- disaster services

Post Disaster stage – Rehabilitation

PRACTICUM

Case Studies in Disaster Management

Conduct a study (interview officials & people) about the consequences of natural
disasters and prepare a comprehensive report with a list of pictures/ photographs and
clippings showing the damage caused by disasters

Create awareness among school Children about the different aspects of disaster
management

Study the role of any one of the Newspapers of your locality and write a report as to how
it is contributing towards disaster management

REFERENCES

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   New Delhi.
2. Blaikie,P. Cannon, T. & Wisner, B. (1994). At risk: Natural hazards, people's
   vulnerability and disasters. Routledge, London.
3. Carter,W. Nick (1992). Disaster management – A disaster manager's handbook.
   Asian Development bank, Philippines.
4. CBSE textbooks – How to make a plan for community exercise- UNDP; Min. of
   Home Affairs.
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   Delhi.

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8. Ramakrishna A. (Ed.) (2014). Disaster Management Education, Dr. BRAOU, Hyderabad.

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10. Sinha D.K (1992).Natural Disaster reduction for nineties: Perspectives, aspects & strategies. International Journal services, (Publications Division), Kolkata.

11. Videos covering prevention, preparedness, rescue, relief and rehabilitation — UNDP,Min. of Home Affairs.

OBJECTIVES

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

1. understand the concept of human rights and UDHR
2. acquire knowledge on human rights in Indian context
3. acquire knowledge on human rights education at different levels of education
4. understand the methods and techniques for teaching human rights education
5. acquire knowledge on role of different agencies in creating awareness on human rights

UNIT I : HUMAN RIGHTS AND UDHR (L-5, P-2, T-1)

Etymology of Rights – broadly defined Rights (natural, legal, claim, liberty, positive, negative, individual and group rights)

Evolution of human rights

Universal Declaration of Human Rights, Article and its importance.

UNIT II : GENESIS OF HUMAN RIGHTS IN INDIA (L-7, P-1, T-1)

Human Rights and Indian Constitution- Fundamental Rights, Fundamental Duties and Directive Principles of State Policy

Rights and Production given to women in the constitution of India.

National and State Human Rights Commissions

UNIT III : HUMAN RIGHTS EDUCATION (L-6, P-2, T-1)

Human Rights Education–Definition, Need, Objective, Principles of Human Right Education

Teaching Human Rights Education through Curricular and Co-Curricular activities at Elementary, Primary, Secondary and higher secondary

UNIT IV : METHODS AND TECHNIQUES FOR TEACHING HUMAN RIGHTS EDUCATION (L-7, P-3, T-1)

Methods for teaching Human Rights Education- discussion, listening, problem solving, Case Study, Role Play, Simulation, Mock Trials, brainstorming, project method, and use of community resources

Techniques for teaching Human Rights Education- carousel/work station, fish bowl, contest and awards, exhibition, multimedia technologies and small group works

UNIT V : AGENCIES FOR PROMOTING HUMAN RIGHTS AWARENESS (L-8, P-2, T-1)

Agencies of Human Rights Education- Role of Family, Peer-group and Mass media

Role of School and Teacher in creating awareness of Human Rights among children

PRACTICUM

Analyse the role of media

Group discussion on evolution of human rights

Organizing mock trial based on the functioning of NHRC

Preparing report on issues related to Human rights (ragging, child labour, eve teasing, sexual harassment, domestic violence)

Group discussion on co-curricular activities for promoting human rights awareness at secondary level

Prepare a project on Human rights awareness programme (women, children)

REFERENCES

1. Agarwal,H.O(2014). Human Rights. U.P; Central law Publications.

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10. Patil, V.T, (2003). Human Rights Developments in South Asia, Authors Press. Delhi.
11. SudharaniShrivastava, (2004). Humanity and Human Rights, Commonwealth Publications, New Delhi.

OBJECTIVES

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

1. understand the basic concept of School as an Organization of educational management

2. know the school plant and design of school building

3. realize the multifaceted role of a head teacher

4. know the School records and Registers

5. understand the Programmes for effecting implementation Guidance programme at school level

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

School management –Meaning, scope and function

School Organization – meaning, characteristics

School administration and management – characteristics

Principles of School management, role of PTA in school Management

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

School Building

Design of school building

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

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

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

Institutional planning - Definition and objectives, characteristics

Institutional planning- preparation

Role of Institution in planning, implementing and evaluation

Decision making types

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

Need and Importance of school records

Advantages of school records

Essential requirements of school Records

Kinds of school records

UNIT V : TEACHER AND HEAD MASTER IN SCHOOL MANAGEMENT (L-7, P-1, T-1)

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

Teacher as a facilitator, counsellor and community leader

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

PRACTICUM

Prepare a report on maintenance of records in the school

List out the physical resources in the school

Collect the informations about Residential Schools administrated by Social Welfare Corporations ii) NavodayaVidyalayas/ KendriyaVidyalayas / Samik Schools.

REFERENCES

1. J.C. Aggarwal: (1988).Teachers Role, Status, Service Conditions and Education in India, (Doaba House)

2. J.C. Agarwal& S.P. Agarwal (1992). Educational Planning in India, Vol.1., New Delhi, Concept Publishing Co.,Sadler, J.E.(1985): Concept in Primary Education, New York, Oxford University Press

3. Gill. K.K.. (1995). Population Growth, Family Size and Economic Development, New Delhi, Deep & Deep Publications

4. Mahajan, V.S. (Ed). (1994). Environmental Protections., Challenges and Issues, New Delhi, Deep & Deep Publications

5. Sahu, B.K.(1998). Population Education, New Delhi: Sterling Publishers

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

B.Ed. SYLLABUS - IV SEMESTER

SOC V- EDUCATIONAL TECHNOLOGY

(2 CREDITS - 32 HOURS)

OBJECTIVES

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

1. understand the concept of educational technology
2. realize the importance of communication in teaching learning process
3. know the modern trends in educational technology in teaching
4. identify net supported learning
5. understand the recent trends in educational technology

UNIT I : OVERVIEW OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

Educational technology - Meaning, Nature, Objectives, Scope and Significance

Technology in Education (Hardware), Technology of Education (Software) & System Approach

Role of teacher in educational technology

UNIT II : FORMS OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

Forms of Educational Technology – Teaching Technology, Instructional Technology, Behavioural Technology and instructional design Technology

UNIT III : EDUCATIONAL COMMUNICATION SYSTEM (L-4, P-1, T-1)

Concept, Elements of Communication and Process Barriers Communication

Types – (Intra, Inter, Group and Mass Communication)

Networks of Communication- (Chain, Wheel, Star, Probability and Cluster)

Principles of Effective Communication

UNIT IV: NET SUPPORTED LEARNING (L-4, P-1, T-1)

Emerging Trends in Educational Technology: Blended Learning, Flipped Classroom, Blogs, webinars

UNIT V: RECENT TRENDS IN EDUCATIONAL TECHNOLOGY (L-6, P-1, T-1)

On-line and e-learning, Virtual learning, tools, Virtual labs, Video conferencing, mooc-importance

Teleconferencing- Audio, Video

PRACTICUM

Discuss the differences between hardware and software technology in education

Identify the barriers in classroom communication

Observe video conferencing program broadcast by IGNOU

Discuss the merits and demerits of online education

Prepare content for Blogs (optional wise)

REFERENCES

1. Kulkarni, S.S. (1989). "Introduction to Educational Technology", Oxford & IBH Publishing Company, NewDelhi.

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3. Mangal,S.K.(2001). "Foundations of Educational Technology", Tandeon Publications, Ludhiana

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

B.Ed. SYLLABUS - IV SEMESTER
SES3 - GENDER ISSUES
(2 CREDITS – 32 HOURS)

OBJECTIVES

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

1. develop basic understanding and familiarity with key concepts–gender, Gender bias, empowerment, gender parity, equity and equality,
2. understand the socialization process
3. know the social reform movements
4. analyse issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
5. know about gender power and education

UNIT I : GENDER ISSUES: KEY CONCEPTS (L-4, P-1, T-1)

Gender, Sexuality, Patriarchy, Masculinity and Feminism

Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region

Issues and Concerns of Transgenders

UNIT II : SOCIALIZATION PROCESSES (L-5, P-1, T-1)

Gender Identities and Socialisation Practices in: Family Schools other formal and informal organisation.

Gender Concerns related to Access, Enrolment, Retention and Overall achievement.

Gender Issues in Curriculum – Gender, Culture and Institution

UNIT III : GENDER STUDIES (L-4, P-2, T-1)

Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth century's with focus on women's experiences of education

Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

UNIT IV : GENDER SEXUALITY, SEXUAL HARASSMENT AND ABUSES
(L-4, P-1, T-1)

Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)

Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions. POCSO (2012) act and POSH (2013) act.

Agencies perpetuating violence: Family, school, work place and media (Print and electronic) Portrayal of women

UNIT V: GENDER POWER AND EDUCATION (L-4, P-1, T-1)

Theories on Gender and Education: Application in the Indian Context

Socialisation theory, Gender difference, Structural theory, Deconstructive theory

Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion)

PRACTICUM

Prepare a report on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women

Debates on violation of rights of girls and women

Collect of folklores reflecting socialisation processes

Analyse the video clipping on portrayal of women

Discuss the status of women in the current society

REFRENCES

1. Bailey, S. (1992). How Schools Shortchange Girls: The AAUW Report. New York, NY: Marlowe & Company.

2. Chunawala, S. and Ladage, S.,(1990). Students' Ideas about Science and Scientists Technical Report No38, Homi Bhabha Centre for Science Education, India.

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
B.Ed. SYLLABUS - IV SEMESTER
SES4 -CONSERVATION AND ENVIRONMENTAL REGENERATION
(2 CREDITS - 32HOURS)

OBJECTIVES

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

1. know about the environmental conservation
2. understand the environmental pollution
3. acquire skills natural resource management
4. understand consumerism and consumption pattern
5. to identified issues in environmental conservation

UNIT I : ENVIRONMENTAL CONSERVATION (L-4, P-1, T-1)

Importance of need and scope of environmental conservation and regeneration

Structure and functions of different ecosystems

Role of individual in conservation of natural resources: water, energy and food

Introduction to climate change

Unit II : ENVIRONNEMENTAL POLLUTION (L-5, P-1, T-1)

Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution

Thermal pollution, Nuclear pollution

UNIT III : NATURAL RESOURCE MANAGEMENT (L-5, P-1, T-1)

Sustainable land use management

Traditional knowledge and biodiversity conservation

Issues involved in enforcement of environment legislations

Role of media and ecotourism in creating environmental awareness

Role of local bodies in environmental management

UNIT IV : CONSUMERISM AND CONSUMPTION PATTERN (L-4, P-2, T-1)

Consumerism and waste generation and its management

Water consumption pattern in rural and urban settlement

Environmental degradation and its impact on the health of people

Organic farming

Rain water harvesting and water resource management

UNIT V: ISSUES IN ENVIRONMENTAL CONSERVATION (L-3, P-1, T-1)

Environmental conservation in the globalised world

Plastic recycling, Prohibition of plastic bags / cover and alternate sources for plastic and creating plastic free awareness among students

Heat production and greenhouse gas emission, Global warming

Impact of industry/mining/transport on environment

PRACTICUM

The students on completion of each topic of unit will submit a small assignment in the form of an activity.

observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets

organise an environment club activity of specific issues pertaining to the place of residence of the student.

Discuss the Impact of natural-disaster/man-made disaster on environment

REFERENCES

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MCC1 - PHILOSOPHICAL FOUNDATIONS OF EDUCATION

(4 CREDITS- 128 HOURS)

COURSE OBJECTIVES

While studying this course, the prospective teacher educators will be able to:

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

UNIT I: PHILOSOPHY (L-12, P-6, T-4)

Philosophy – Meaning, Definitions and Features of Philosophy

Branches of Philosophy- Metaphysics Epistemology and Axiology

Relation between Philosophy and Education

Scope and Function of Educational Philosophy

UNIT II: HETERODOX AND ORTHODOX SYSTEM OF INDIAN PHILOSOPHY (L-14, P-6, T-6)

Heterodox system: Charvaka, Jainism, Buddhism

Orthodox system: Nyaya, Vaisesika, Sankhya, Mimamsa, Vedanta and Yoga

UNIT III: THOUGHTS OF INDIAN PHILOSOPHERS (L-15, P-6, T-6)

Rabindranath Tagore

M.K.Gandhi

Swami Vivekananda

Sri Aurobindo

J.Krishnamurthi

UNIT IV: BASIC CONCEPT OF WESTERN PHILOSOPHY (L-15, P-6, T-5)

Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism

UNIT V: THOUGHTS OF WESTERN PHILOSOPHERS (L-15, P-7, T-5)

John Locke, John Dewey, Pestalozzi, Rousseau and Frobel

PRACTICUM

Discussion on the relationship between philosophy and education

Present a report on the heterodox system of Indian philosophy

Panel discussion on thoughts of Indian philosophers

Discussion on implications of western philosophies in education

Prepare a report on Rousseau's educational philosophy

REFERENCES

1. Dash, Prof. Ramesh Ghanta, A New Approach to Teacher and Education in the Emerging Indian Society, Pvt Neelkamal Publication. Ltd, New Delhi, (2004).

2. Dr.Girish Pachauri, Education in Emerging India, Vinay Rakheja, Meerut, (2014).

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9. Dr. Santhosh Vallikkal, Philosophies of Education, A.P.H. Publishing Corporation, New Delhi, (2018).

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11. U.C.Vashishtha, Hemant Khandai, Anshu Mathur, Educational Philosophy, A.P.H. Publishing Corporation, New Delhi, (2011).

12. Vijayakumari Kaushik , S.R. sharma, Philosophy of Education, A.P.H. Publishing Corporation, New Delhi, (2002).

COURSE OBJECTIVES

While studying this course, the prospective teacher educators will be able to:

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

UNIT I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

(L-19, P- 5, T-6)

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors

School education: Contemporary challenges

Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society

Need for a vision of school education and teacher education

Concepts of quality and excellence in education- it's relation to quality of life

UNIT II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE (L-19, P- 5, T-6)

Interdisciplinary nature of education; relationships with disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology)

Contribution of science and technology to education and challenges ahead

Axiological issues in education: role of peace and other values, aesthetics in education

Interrelation between education and development

UNIT III: SOCIO-CULTURAL CONTEXT OF EDUCATION (L-12, P- 7, T-6)

Social purposiveness of education

Understanding Indian society-with reference to multilingual and multicultural and other diversity

Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community

Education of socio-economically deprived groups based on gender, locality, income differential and different disabilities as reflected in society

UNIT IV: SCHOOL CONTEXT (L-15, P -5, T-5)

Multiple schools contexts-rural/urban, tribal etc

Role of personnel in school management: teachers, headmasters, and administrators

Nurturing learner friendly school environment

School as site of curricular engagement

Teacher's autonomy, professional independence and professional competence

UNIT V: SUPPORT SYSTEMS OF EDUCATION (L-8, P- 5, T-5)

Principles and guidelines in organising the support systems

Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005) and NCFTE 2009

Complementarity in participation of different stakeholders in school education- NGOs, Civil society groups and their support to curricular engagement in schools and monitoring and evaluation of schools

Reconceptualise of learning resources –textbooks, supplementary books, workbooks, School library, multimedia and ICT

PRACTICUM

Readings of original texts of Rabindranath Tagore, M.K. Gandhi, Sri Aurobindo, John Dewey

J. Krishnamurthy and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion

Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group

REFERENCE

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2. J.C.Aggarwal, Development and Planing of modern Education Vikas Publishing House pvt. Let , New Delhi-(2008).

3. P. Annie Amala , P.Anupama, D. Bhaskara Rao, History of Education , Discovery publishing house , New Delhi-(2004).

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5. Biranchi Narayan Dash, Principles of Education, Neelkamal Publishing Pvt. Ltd. New Delhi, (2003).

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11. Dr . A.P. Singh , Dr. Parth Sarthe Panday, New Trends in Education New Delhi, (2016).

COURSE OUTCOMES:

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
CO 1	1			3	2	2			2			
CO 2	2		1		2				1	1		
CO 3						1			2	2		
CO 4				1					2			
CO 5			2	2								

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MTE1 - TEACHER EDUCATION (PART -1)

(4- CREDITS -128 HOURS)

COURSE OBJECTIVES

While studying this course, the prospective teacher educators will be able to:

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

UNIT I: TEACHING PROFESSION (L-18, P-6, T-6)

Teachers in India: changing profile, roles and responsibilities

Concept of Profession- Teaching as a profession

Nature of Teacher Education

Characteristics and demands of teaching profession

Teachers as professionals, Professional ethics

Challenges in Teacher Education

UNIT II: TEACHER EDUCATION SYSTEM IN INDIA (L-16, P-4, T-4)

Historical development of Teacher Education

Recent developments in Teacher Education

Recommendations of commissions on Teacher Education

Levels of teacher preparation-ECE (Early Childhood Education) Elementary and Secondary

Preparation of Teachers for specific areas: work education, Vocational education, Health and Physical Education and Art education

UNIT III: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION (L-15, P-6, T-4)

Components of pre-service teacher education curriculum of NCERT and NCTE - foundation course, specialization and pedagogy, special fields, school based practicum and internship

Modes of pre service teacher education face to face, distance and online- merits and limitations

Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/ Internship training, the role of co-operating schools and teachers Supervision before classroom teaching, during class teaching

New trends in teacher preparation

UNIT IV: IN-SERVICE TEACHER EDUCATION (L-14, P-6, T-6)

Concept, need for professional development of a teacher, purpose of an in service teacher education programme, orientation, refresher, workshop, seminar and conference, their meaning and objectives

structure for in service teacher education – district, state, regional and national level agencies and institutions

Modes and models of in service teacher education

Planning an in service teacher education programme

Designing an in service teacher education programme

steps and guidelines, training curriculum preparation of courses material

Organizing an in service teacher education programme

Qualities and characteristics of an in service teacher educator

UNIT V: NATIONAL AGENCIES AND TOTAL QUALITY MANAGEMENT (L-15, P-4, T-4)

Total Quality Management (TQM) in Teacher Education: concept, Need and importance

Role and functions of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, MHRD, SCERT, DTERT, RCI

Problems in Teacher Education and Suggestions to remedy the problems

PRACTICUM

Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions

Interaction with the faculty of Elementary/Secondary teacher education Institutions to asset their roles and responsibilities

Analyse the strategies and scope for professional development of teachers and prepare a report

Preparation of a plan based on any model of teaching for any topic/concept included in the B.Ed. curriculum

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
M.Ed. SYLLABUS - 1 SEMESTER
TOOL COURSE- 1
MTC1 - RESEARCH METHODOLOGY
(4 CREDITS -128 HOURS)

COURSE OBJECTIVES

While studying this course, the prospective teacher educators will be able to:

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

UNIT I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES (L-15, P – 5, T-4)

Meaning, purpose and areas of educational research

Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics.

Planning the research study: Sources of research problems, Critria for selecting Research problems

Review of the literature-purpose and resources, e-resource

Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research

Formulation of Hypotheses: Types and Characteristics

Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

UNIT II: NON EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION (L-15, P- 6, T-6)

Steps in Non- Experimental Research

Simple cases of Casal-Comparative and Correlational research

Techniques of control: matching, holding the extraneous variable constant and statistical control

Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective

Classification by research objectives-Descriptive, Predictive and Explanatory

UNIT III: EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION (L-15, P- 7, T-5)

Experimental research - Nature, Variables (independent, dependent and confounding variables)

Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design

Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time Series Design

Controlling threats to internal and external validity

UNIT IV: QUALITATIVE METHODS OF RESEARCH (L-12, P- 5, T-3)

Qualitative Research: meaning, steps and characteristics

Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing

Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and limitations

UNIT V: SAMPLING AND METHODS OF DATA COLLECTION (L-20, P - 5, T-5)

Population- Concept and its importance

Sample- concept of sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples

Sampling Techniques -Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling. Non-Random Sampling Techniques: convenience sampling, purposive sampling, quota sampling and snowball sampling

Tests: types, construction and uses. Identifying a tool using reliability and validity information

Tools and techniques for data collection-Questionnaire: forms, principles of construction. Interview: types, characteristics and applicability, guidelines for conducting interviews. Rating scales and Inventories

Qualitative and quantitative observation- use of the checklist and schedules, time sampling, field notes, role of researcher during observation

PRACTICUM

Development of a Research Proposal on an identified research Problem

Preparation, try out and finalization of a tool

Identification of variables of a research study

Preparation of a sampling design given the objectives and research questions/hypotheses of a research study

Use of Internet in Reviewing the Literature in the area of study

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COURSE OUTCOMES:

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
CO 1							3	3				
CO 2							1	2				
CO 3							3	2				
CO 4							1	3				
CO 5							3	1				

MPEW -COMMUNICATION AND EXPOSITORY WRITING

(1CREDIT -32 HOURS)

COURSE OBJECTIVES

While studying this course, the prospective teacher educators will be able to:

1. develop an understanding into significance of communication skill for professional growth of student teacher
2. appraise the role of core skills in communication amongst groups
3. critically evaluate the significance of different skills for effective communication
4. explore the role of technology in communication
5. enhance expository writing skills

UNIT I: SKILL OF COMMUNICATION (P-12)

Understanding Communication Skills - Basic Concept and significance of communication skills as a tool for professional growth

Core Skills in group communication – Problem Solving, Role Playing Skills, Trust – building skills, Team- building Skills

Inter- personal Communication skills

Leadership Skills and Communication- Motivational Approach, Power Approach, Trait Approach

UNIT II: INTEGRATING COMMUNICATION SKILLS (P-10)

Skills for Effective Communication - Public Speaking Skills (Planning, Preparation and Presentation)

Listening Skills- (Appreciation, Discrimination, Comprehension, Therapeutic and Critical)

Communicative Reader and Storytelling Skills

UNIT III: EXPOSITORY WRITING SKILLS (P-10)

Concept, types, structure and processes of Expository Writing

Technology for Effective Communication - email writing, editing skills, online discussion forum, videoconferencing, webinars, Learner Management System, Creating e-portfolio, creating blogs for communication

PRACTICUM

Discussion formats in group communication- Round table, Symposium, Panel Discussion, Forum Types, Colloquy, Parliamentary Trust-building and team –building games, prepare a chart on effect of different formats on communication, visual representation of the different discussion formats

Write an expository writing with power point presentation in the workshop out of the following topics. This includes, articles, biographical writing extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various Science, Mathematics, History, Geography, Literature/language pieces) writing a review or a summary of the text, with comments and opinions (individual task) newspaper or magazine articles on topics of contemporary interest

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10. http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.html

COURSE OBJECTIVES

While studying this course, the prospective teacher educators will be able to:

1. know the self and Interpersonal relation
2. identify ones strengths and weakness and take appropriate measures to develop oneself
3. understand the significance of Yogasanas
4. develop the skill of Pranayama
5. know the strategies of time management

UNIT I: SELF DEVELOPMENT AND SELF CRITICAL AWARENESS (P-9)

Subject knowledge

Teaching Competencies

Professional qualities

Interpersonal relations

UNIT II: YOGA PRACTICES (P-15)

The concept, meaning, definition

Schools of Yoga – Raja yoga, Hatha yoga, Karma Yoga, Bhakthi Yoga and Gnana Yoga

Benefits of Yogasanas - Padmasan, vajrasan, Chakrasana, Vrikshanana, Yoga mudra, Pachimothasana, Ustrasana, Vakkarasana, Chalapasana

Cleaning the mind through programme in Let come and Let go of mental status

UNIT III: PLANNING TIME MANAGEMENT (P-8)

Meaning and definition

Strategies on using time

The benefits of Time Management

REFERENCE

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COURSE OUTCOMES:

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
CO 1		1	1	2								
CO 2					2					1		1
CO 3												

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS), SALEM – 16

M.Ed. II SEMESTER

SYLLABUS

2019-2021

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
M.Ed. SYLLABUS - II SEMESTER
MCC3 - SOCIOLOGICAL FOUNDATIONS OF EDUCATION
(4 CREDIT- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. know the basic concepts of educational sociology
2. understand the concept of society, social group and social change
3. acquaint with the concept social mobility and culture
4. analyse the trends of democracy and modernization
5. acquire knowledge on social process and agencies of socialization

UNIT I: EDUCATIONAL SOCIOLOGY (L-14, P-6, T-5)

Meaning, nature and scope of Educational sociology

Need and importance of sociological approach in education

Educational sociology and Sociology of education

UNIT II: SOCIETY AND SOCIAL CHANGE (L-14, P-6, T-5)

Society- Meaning, Characteristics

Social group- Definition, Characteristics, Structure and Types-Primary, Secondary, Tertiary

Social Change – Definition, Characteristics and Causes of Social Change (Biological, Physical, Technological and Cultural)

Education and social change- Education as a condition, as an instrument and as a result

UNIT III: SOCIAL MOBILITY AND CULTURE (L-15, P-7, T-4)

Social mobility- definition, types- horizontal and vertical

Forms of vertical social mobility- inter, intra and structural

Culture- meaning, nature and elements

Concept of sub culture, ethnocentrism, cultural diffusion and cultural lag, acculturation and enculturation

UNIT IV: COMMUNITY AND MODERNIZATION (L-14, P-6, T-7)

Education and Community development- definition, elements and difference between society and community

Education and modernisation- meaning, characteristics and dimensions

UNIT V: SOCIALISATION AND SOCIAL PROCESSES (L: 15, P: 6, T: 4)

Education and Socialization: Meaning, Relation, Goal - Aims.

Social processes: Cooperation, Competition, Conflict, Accommodation and Assimilation

Agencies of socialization: Family, School, Peer Group, Religion and Role of Mass Media

PRACTICUM

Discuss the importance of sociological approach to education

Present a report on the role of education as an instrument of social change

Debate on the causes for cultural lag

Present a report on the differences between society and community

Discuss the impact of mass media on socialization process

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

M.Ed. SYLLABUS – II SEMESTER

MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY

(4 CREDITS -128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

1. acquire knowledge of basic principles underlying in various schools of Psychology and its application to educational problems
2. acquaint knowledge on growth and development
3. understand the concept of learning and motivation
4. develop the knowledge about creativity and various theories of creativity
5. diagnose the theories of personality and their use in the development of learner's personality, measurement of personality
6. understand the concept of mental health and self regulation

UNIT I: PSYCHOLOGICAL BASIS OF EDUCATION AND LEARNER

(L-10, P-5, T-4)

Psychology as an applied science – Contribution of various Schools of Psychology: Psychoanalysis-Sigmund Freud, Psychodynamic- Carl Rogers, Humanistic- Maslow, Behavioristic - Watson, Cognitive – Piaget with reference to Adolescence levels

Methods of psychology – Introspection, Descriptive, observation, case study, survey, experimental, Developmental

UNIT II: GROWTH AND DEVELOPMENT (L-11, P-6, T-5)

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

UNIT III: LEARNING & MOTIVATION (L-13, P-6, T-4)

Learning : Meaning , Definition and Importance, Factors

Theories: Developmental theory: Vygotsky's theory -Constructivist theory : Kolb's

theory - Field theory : Kurt Lewin's Field theory

Motivation: Meaning - Biogenic and Sociogenic motives

Approaches: Behavioural, Humanistic, cognitive and Sociocultural

Theories: Instinct theory, Arousal theory, Vroom's Expectancy model

Level of Aspiration

UNIT IV: INTELLIGENCE AND CREATIVITY (L-13, P-5, T-5)

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

UNIT V: PERSONALITY (L-12, P-6, T-4)

Personality: Meaning, definitions

Theories: Type theory- Trait Theory- Psychoanalytic theory- Social Behaviouristic theory

Measuring Personality: Subjective, Objective method and Projective techniques

UNIT VI MENTAL HEALTH & SELF REGULATION (L-12, P-5, T-2)

Mental Health: Concept – Strategies for strengthening mental health of students and teachers

Mental Hygiene: Concept and importance - Student's Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

Adjustment: Meaning and process – Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes

Self-Regulation: Meaning - Factors influencing self-regulation

PRACTICUM

Observe and list the developmental characteristics of adolescent students

Analyse the merits and demerits of the various methods of assessing the personality

Present a report on strategies for motivating the learners

Identity a case of maladjusted adolescent learner and suggest remedial programme

Critically analyse the learning situation in schools and preparing reflective diaries

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
M.Ed. SYLLABUS - II SEMESTER
MCC5 -GUIDANCE AND COUNSELLING
(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of the course the prospective teacher educators will

1. understand the guidance movement in India
2. acquire knowledge of guidance and service exist in school
3. analyse the need of guidance and counselling in schools
4. understand the basic counselling skills and ethics.
5. know the various testing and non-testing devices to be administer in guidance and counselling services

UNIT I: GUIDANCE AND GUIDANCE MOVEMENT IN INDIA (L-14, P-6, T-7)

Guidance- Meaning, Definitions, Aims, Nature, Principles, Need and scope

Types- Education, Vocation, Avocation, Personal, Social, Health, Marital, Moral

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses.

History of guidance movement in India

Problems of guidance movement- ways to improve guidance services in India

UNIT II: GUIDANCE SERVICES IN SCHOOLS (L-13, P-6, T-6)

Guidance services at different school levels–Meaning, Significance, types and steps

Organisation and administration of Guidance services in schools

Role of guidance personnel

Career and occupational information – sources, gathering, filing, and dissemination-career corner- career conference- career exhibitions

Guidance students with individual differences- gifted and slow learners

Guidance for differently abled learners- physically challenged, visually challenged and hearing impaired

Guidance for dropouts and socially dis-advantaged children - juvenile delinquents, Alcoholics, Addicts

Guidance services to eradicate sexual harassment, Eve teasing, Gender discrimination in Educational institutions

UNIT III: COUNSELLING (L-13, P-6, T-4)

Counselling – meaning, characteristics, objectives, need, functions and principles

Difference between Counselling and Guidance

Types- directive, non-directive and eclectic counselling

Therapies in counselling- psycho- behavioural therapy, psycho - analytic therapy and gestalt therapy

Individual and group counselling – meaning, requirements and uses

UNIT IV BASIC COUNSELLING SKILLS AND ETHICS IN COUNSELLING (L-18, P-7, T-3)

Counsellor – qualities and functions

Counselling skills -observation skills, questioning, communication skills (Listening, Feedback, Non-Verbal), making notes and reflections

Counselling interview - interviewing (Characteristics, Types, Techniques), developing case histories, collecting, documenting information, working with other professionals

Ethics in counselling- professional ethics, need for ethical standards, ethical codes and guidelines

UNIT V: TESTING AND NON –TESTING DEVICES IN GUIDANCE AND COUNSELLING (L-15, P-6, T-4)

Testing devices in guidance and counselling- meaning, need, importance and limitations

Role of testing techniques in guidance and counselling

Uses of psychological tests: intelligence tests, aptitude tests, personality inventories, attitude scales, achievement tests and creativity tests

Uses of mitigating frustration and conflict

Non-testing devices- observation, cumulative record, anecdotal record, case study, autobiography, rating scale and sociometry

PRACTICUM

Observe group counselling practice

Conducting awareness programme on gender discrimination

Conduct an Interview with the differently abled learners and submit a report on their academic problems

Visit the juvenile delinquency observance home and identify their level of self-awareness

Organize awareness programme to motivate the slow learners on academic activities

REFERENCES

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6. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.

OBJECTIVES

On completion of the course the prospective teacher educators will

1. acquire the knowledge structure and issues of elementary teacher education
2. know the structure of secondary teacher education
3. know the issues in secondary education
4. organisations of elementary education
5. acquire knowledge of assessment and evaluation in teacher education

UNIT I: STRTUCTURE, AND ISSUES OF ELEMENTARY TEACHER EDUCATION
(L-15, P -7, T-6)

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

UNIT II: STRUCTURE AND MANAGEMENT OF SECONDARY TEACHER EDUCATION
(L-13, P -6, T-4)

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

UNIT III: STRUCTURE AND ISSUES OF SECONDARY EDUCATION

(L-15, P -8, T-7)

Structure of different School Boards at Secondary Level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board

Types of School Education: Government, Govt. Aided and Private - In-service and Pre-service Teacher Education Institutions at Secondary level.

Quality Issues in Secondary Education

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level

Universalization of Secondary Education - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently Abled Children and Slow Learners.

UNIT IV: ORGANISATIONS IN ELEMENTARY AND SECONDARY TEACHER EDUCATION (L-16, P -6, T-6)

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level),

NCERT, RIEs, NUEPA, NCTE, RCI (National Level)

UNIT V: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION

(L-10, P -5, T-4)

CCE in Teacher Education

Formative and Summative evaluation: Norm referenced and Criterion referenced evaluation

Evaluation of school experience/ internship programmes

Assessment of teaching proficiency: Criterion, Tools and Techniques

Portfolio Assessment

Assessment of higher order cognitive abilities Assessment of practical work/Field experiences

PRACTICUM

Visit the Government, Govt. Aided and Private Schools in your locality and prepare a profile of these school

Prepare a report on the functioning of In-service and Pre-service Teacher Training institutions in your locality

Conduct an Action Research about the impact of RMSA Programme in your Block
Conduct an Interview with the students and their parents on problems in studying Vocational
Education Courses at Higher Secondary level

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
M. Ed. SYLLABUS - III SEMESTER
MCC6 -HISTORY AND POLITICAL ECONOMY OF EDUCATION
(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire the knowledge of the historical perspective of education in pre and Post independent India

2. understand the implications of various contribution through education for an equitable society

3. develop knowledge about the political perspective of education

4. develop understanding of the economics of education

5. develop understanding of the Perspectives on Political economy of education

UNIT I: EDUCATION IN PRE-INDEPENDENT INDIA (L-13, P-7, T-5)

Ancient India: Vedic, Buddhist, Jain

Medieval India: Sultanate and Mughal period

Colonial Period: Oriental Vs. Anglicist Education, Macaulay's Minutes, Woods Despatch, Indian Education (Hunter) Commission, Hartog Committee.

UNIT II: EDUCATION FOR AN EQUITABLE SOCIETY IN A GLOBAL ERA
(L-15, P-6, T-5)

Right to Education Act (RTE)

Education for the marginalized group, Girls education and Inclusive education

Right to Education, Implication of GATT, WTO for Education

Education for all: Dakar Framework for action, Autonomy of Higher Education

UNIT III: POLITICAL PERSPECTIVES OF EDUCATION (L-15, P-7, T-5)

Concept of Politics and need in Education, Perspectives on the Politics of Education: Liberal, Conservative and Critical

Approaches to understanding Politics: Behavioralism, Theory of Systems analysis and theory of rational choice

Political reforms and Education, Education for political development and Political socialization

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UNIT IV ECONOMICS OF EDUCATION (L 13, P 7, T 5)

Concept, Need and Principles of Economics of Education

Cost Benefit Analysis in Educational Planning - Meaning, purpose and cost benefit Vs Cost Effective analysis

Unit cost and Capital cost. Social and Individual cost, recurring and Non recurring cost. Opportunity cost

Theories of economics and its influence on Education- Human capital theory, signalling theory

UNIT V INDIAN ECONOMY (L 13, P 5, T 7)

Globalization, liberalization and privatization of economic development

Environmental concerns

Agrarian economy- key features, land ownerships, landlessness, agriculture production and marketing

Social and political movements in Indian Economy

PRACTICUM

Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education

Develop a Cost benefit analysis chart and report with reference to any educational institute

Carry out an impact evaluation of any one educational projects of the government (survey or case study)

Group Discuss on Globalization, liberalization and privatization

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MTC2- EDUCATIONAL STATISTICS (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. identify the essential characteristics of a set of data

2. represent in tabular and graphical forms and compute relevant measures of average and measures of variation

3. examine relationship between and among different types of variables of a research study

4. estimate the characteristics of populations based on their sample data

5. use appropriate procedures to analyse qualitative data

UNIT I: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA-1 (L-15, P-6, T-4)

Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group

Graphical representation of Data

Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation

Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications

Asymmetrical distributions - Skewed, kurtic

UNIT II: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA-2 (L-16, P-5, T-5)

Relative Positions: Percentile Rank, z-scores.

Examining Relationships: Scatter plots and their interpretation, Product Moment; Rank, Biserial, Point-Biserial, Tetra-choric, Phi coefficient, Partial and Multiple correlations

Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

UNIT III: INFERENTIAL ANALYSIS OF QUANTITATIVE DATA-1 (L-15, P-6, T-6)

Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean

Testing of Hypotheses- types of Error, Levels of Significance

Testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances

UNIT IV: INFERENTIAL ANALYSIS OF QUANTITATIVE DATA-2(L-15, P-6, T-5)

Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses

Analysis of Frequencies using Chi-square - Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses

Non-Parametric statistics - assumptions and uses of sign test, rank test and median test

UNIT V: DATA ANALYSIS IN QUALITATIVE AND MIXED RESEARCH AND REPORT WRITING (L-14, P-6, T-4)

Memoing, Analysis of visual data, segmenting, coding and developing category systems

Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results

Report Writing: General Principles, Format and Style (APA), Preparation of Research Abstracts/Executive Summary and References and Bibliography.

PRACTICUM

A critical assessment of statistical techniques used in a research report

Preparation of graphic designs of data obtained in a research study

Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis

Analysis of data using Statistical Packages like SPSS, N6, Excel etc.

Discuss on Rank, Biserial, Point-Biserial, and submit the assignment

REFERENCES

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OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the nature principles and determinants of curriculum

2. know approaches to and inquiry in curriculum studies

3. acquire the process of curriculum development

4. identify issues in curriculum development

5. understand the curriculum transaction and evaluation

UNIT I: NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM

(L-12, P-7, T-5)

Meaning and concepts of curriculum:

Curriculum as a body of organized knowledge, inert and live curriculum

Components of curriculum: objectives, content, transaction mode and evaluation

Philosophical and ideological basis of curriculum

Principles of integration

Theories of curriculum development (Descriptive, Prescriptive, Critical, personal, Scientific, Naturalistic, Curriculum, Johnson's, Macdonald's)

Determinants of curriculum

UNIT II: APPROACHES IN CURRICULUM STUDIES (L-14, P-8, T-7)

Subject centred, Learner centred, Community centred, and Humanistic curriculum, role of the teacher in social Reconstructionist curriculum

Relevance, flexibility, quality, contexuality and Plurality

Curricular aspects in educational experiences in and out of school contexts

Curriculum frameworks of school education and teacher education

UNIT III: MODELS OF CURRICULUM DEVELOPMENT (L-6, P-7, T-1)

Tylers-1949 model

Hilda Taba 1962 model

Willes and Bondi-1989 model

Need, assessment model

Futuristic model

Vocational/Training model

UNIT IV: ISSUES IN CURRICULUM DEVELOPMENT (L-13, P-7, T-5)

Centralized Vs. Decentralized Curriculum

Diversity in Teachers' Competence and Problem of Curriculum Load

Participation of Functionary and Beneficiaries in Curriculum Development

UNIT V: CURRICULUM TRANSACTION AND EVALUATION (L-13, P-6, T-4)

Curriculum transaction – meaning, definition, components of Curriculum transaction

Basis of curriculum transaction, teaching-learning process and creating an effective environment

Models of evaluation- Scientific, positivistic, Tylerian, Stake's Congruence Contingency

Types of evaluation- content, input, process and product

PRACTICUM

Analyse how curriculum is culturally, politically, and economically situated.

An essay on your reflections on curriculum studies involving critical theory or post structuralism

Prepare a report on different ways of approaching curriculum theory.

Prepare a list of factors influencing curriculum.

Prepare a report on various issues in curriculum development.

Conduct debate on various approaches of curriculum organization

Critical Evaluation of Curriculum

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

M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

MSL1 -ELEMENTARY EDUCATION IN INDIA (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. know the concept , need and significance of elementary education
2. understand the different policies and programmes of elementary education
3. realize the system and structure of elementary school education in India
4. comprehend the problem and challenges of Elementary Education
5. recognize the curriculum across different types of school in India.

UNIT I: INTRODUCTION TO ELEMENTARY EDUCATION(L-12, P-7, T-6)

Elementary Education-Concept, Meaning, Objectives, Need and significance.

Nature and focus of Elementary Education after independence

Child Developmental Issues – Influence of Home, School and Community

UNIT II: NATIONAL POLICIES, PROGRAMMES AND COMMISSIONS

(L-15, P-8, T-5)

Policies- Agencies of Policy Making- NCERT, SCERT

Elementary education as highlighted in National Policy on Education (NPE) 1986 , National Plan of Action (1992)

Programmes: Universal Elementary Education (UEE) District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Shiksha Abhiyan), Right to Education as fundamental right

Commissions- Kothari Commission(1964-66), Yashpal Committee (1993), National Curriculum Framework (2005), Right To Education (2009) , State Policy 2010

UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS

(L-13, P-7, T-5)

Central Board of Secondary Education (CBSE), Secondary School Certificate (SSC) , Indian Certificate of Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special Needs Schools

Organizational Structure of school in India, Types of School Education

(Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF ELEMENTARY EDUCATION

(L-14, P-6, T-5)

Behavioural Problems- symptoms, causes and prevention of Aggression, Jealousy, Thumb sucking, Nail biting, Hair pulling, Tantrums, Stealing and Bed wetting.

Challenges in Elementary Education- Education for all, Education for Quality Assurance, Alternative Strategies for achieving UEE and implementing RTE act, Reform Needs and improvement of school system & building accountability

UNIT V: CURRICULAR APPROACHES AND METHODS OF TEACHING

(L-13, P-6, T-6)

New trends and Approaches to Elementary Education

Learner centered - theme based, holistic, joyful.

Activity centered approaches- Activity Based Learning (ABL), play-way, storytelling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations -method of transaction in specific contexts

PRACTICUM

Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

Visit any one elementary school and prepare a report on the best learning engagement method of elementary level student.

Prepare a report after analysing the innovative educational programmes in India

Visit any two elementary schools and find out innovative teaching methodologies.

Critical review of any one of the commission /policies.

REFERENCES

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OBJECTIVES

On completion of this course the prospective teacher educators will

understand the concept and nature of secondary and higher secondary education

recognize the different policies and programmes and commissions of secondary and higher secondary education

cognize the system and structure of secondary and higher secondary education in India

know the problems and challenges of secondary and higher secondary education

identify the curriculum across different types of school in India

UNIT I: INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION (L-12, P-8, T-5)

Concept, meaning, objectives, need and significance of secondary education

Nature, scope, function and systems of secondary and higher secondary education

Status of secondary and higher secondary education

Socio-cultural, economic, political, and statutory environment of secondary and higher secondary education in India

UNIT II: POLICIES, PROGRAMMES AND COMMISSIONS (L-15, P-8, T-5)

Agencies of policy making- NCERT, SCERT and NUEPA

Policies and schemes National Policy of Education (NPE-1992), National Scheme of Incentives to Girls for Secondary Education (2008)

National Programmes- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Inclusive Education for Disabled at Secondary Stage, the Adolescence Education Programme (AEP), NCF-2005.

Commissions - Secondary Education Commission (1952-53), Kothari commission (1964-66), Programme of Action, National Policy of Education (NPE-1986) Ramamurti Review Committee (1990), Janardhan Reddy Committee (1992), Yashpal, Committee (1993)

UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS (L-13, P-6, T-6)

Central Board of Secondary Education (CBSE),Secondary School Certificate Board (SSC) State Board, Higher secondary school Certificate Board (HSC), Indian Certificate of Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools

Organizational Structure of school in India, Types of School Education

   (Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION (L-13, P- 7, T-5)

Problems and challenges - Universalization of secondary education and alternative schooling at secondary stage

Problems, challenges and strategies - Access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem

UNIT V: TEACHING AND LEARNING STRATEGIES (L-12, P-6, T-7)

General principles to curricular approaches – Active Learning Methodology (ALM), Learning by observation, contextual learning, Virtual learning, field trips and explorations

Group Methods- Team Teaching, Co-operative Learning, Inquiry Based Learning.

Individualized Instruction- Programmed Instruction, Computer Assisted Instruction, Self Instructional Module

PRACTICUM

Survey the educational needs of disadvantaged and disabled

Prepare a report with the help of documents/reports on major obstacles and challenges in universalization of secondary education

Visit any one secondary and higher secondary school and find out innovative teaching methodologies and prepare a detailed report.

Organize a debate on current status of higher secondary education in India

Critical review any one of the commission /policies.

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OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire the knowledge of the concepts and phases of teaching task
2. understand the principles and maxims of teaching
3. distinguish teaching strategies and devices
4. acquaint with the concept, meaning and nature of effective teaching
5. understand the various models of teaching

UNIT I : TASK OF TEACHING (L-12, P-7, T-4)

Teaching task- meaning, definition

Variables in teaching- independent, dependent, inventing

Phases and operation of teaching task- pre-active, inter active and post-active

Levels of teaching task- Memory, understanding and reflective level

UNIT II : PRINCIPLES AND MAXIMS OF TEACHING (L-15, P-8, T-6)

General principles of teaching- planning, flexibility, utilizing past experiences, individual differences, correlate with other subjects, conducive environment

Psychological principles of teaching- repetition, feedback and reinforcement, sympathy and co-operation, utilizing group dynamics, encouraging and remedial teaching

Maxims of teaching- from known to unknown, simple to complex, concrete to abstract, particular to general, induction to deduction, empirical to rational and psychological to logical

UNIT III : TECHNOLOGY INTEGRATION: TRENDS AND ISSUES (L-15, P-8, T-7)

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

UNIT IV: EFFECTIVE TEACHING (L-14, P-7, T-3)

Effective teaching- concept, meaning and nature

Classification of teaching skills- core, specific, target group specific teaching

Dimensions of effective teaching- competency, commitment and performance areas

Factors contributing to effective teaching – Effective Classroom Communication

UNIT V : MODELS OF TEACHING (L-11, P-6, T-5)

Models of teaching- concept, definition, types and fundamental elements

Bruner's concept attainment model

Glaser's classroom meeting model

Roger's Non-directive model

Skinner's contingency management model

PRACTICUM

Discuss the levels of teaching

Conduct a quiz on maxims of teaching

Organize debate on differentiate between teaching strategies and devices

Prepare an assignment on factors contributing to effective teaching

Discuss any two models of teaching and submit a report

REFERENCE

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2. Bhatnagar.R.P.Vidya aggarwal,(2016). Educaional Administration Supervision, Planning and Financing, R.Lall Book Depot, Meerut.

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OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the nature, forms and approaches of educational technology
2. understand the concept, process and principles of effective communication
3. know the audio-visual media and their role in education
4. know the recent innovations and future perspectives of Education Technology
5. acquaint with the concept of ICT, its dimensions and uses

UNIT I : NATURE AND SCOPE OF EDUCATIONAL TECHNOLOGY

(L-13, P-7, T-5)

Educational Technology (ET) -concept and nature

Forms of ET- teaching technology, instructional technology and behavior technology

Approaches to ET- Hardware, Software and System Approach

Instructional Design- concept, process and stages

UNIT II : COMMUNICATION MODES IN EDUCATION (L-15, P-6, T-5)

Communication- concept, objectives, process, elements, kinds and modes of communication

Principles of effective communication-techniques and strategies for effective classroom communication

Barriers in communication-suggestions to overcome barriers in communication (general, classroom)

UNIT III : AUDIO - VISUAL MEDIA IN EDUCATION (L-14, P-8, T-5)

Teleconferencing- audio, video, web based conferencing

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, Digital Conferencing

UNIT IV : NEW HORIZONS OF EDUCATIONAL TECHNOLOGY (L-14, P-6, T-6)

Online learning- concept, salient features and advantages

E-learning- concept, elements and advantages

Artificial Intelligence in Education: Meaning and history – AI integrated education – Principles and objectives of AI integrated learning – Role of schools in the success of AI integrated learning – Meeting of National Goals through AI integration – Assessment of AI integrated learning

UNIT V: ICT IN EDUCATION (L-14, P-6, T-4)

ICT –Imitations in Indian Education NP-tel Virtual Lab, OER, (Knowledge network)

ICT- meaning and concept, Dimensions, Advantages and disadvantages

Applications of Information and Communication Technologies: Classroom and ICT

Internet and the Web1.0, Web2.0 and Web3.0 Tools

PRACTICUM

Discuss the difference between hardware and software approaches.

Prepare a report on ways and means to overcome barriers in classroom communication

Write an audio/video script

Discuss the advantages and disadvantages of online learning.

Identify an appropriate media and material for effective use in the transaction of a lesson.

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OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the process of educational administration

2. recognize the importance and areas of institutional planning

3. know the concept of educational leadership

4. understand the concept of TQM in education

5. develop the capacities for being efficient and effective educational leaders

UNIT I : EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(L-14, P-8, T-7)

Meaning, definition, objectives and characteristics

Levels of management- Top, Middle and Low level

Stages in the Management Process – Planning, organizing, leading, controlling

Principles of democratic administration

Administrative structure of education at different levels and transparency in educational administration

UNIT II : INSTITUTIONAL PLANNING (L-12, P-7, T-5)

Meaning, definition and characteristics

Aims and objectives of Institutional Planning

Steps in preparation of institutional planning

Role of head in institutional planning

Areas of Institutional planning- administration, academic, curricular activities, evaluation, discipline, school records and registers, school community relationship and health and physical education

UNIT III : EDUCATIONAL LEADERSHIP (L-14, P-6, T-4)

Leadership –Meaning and nature

Theories of Leadership- great man theory, path-goal theory, participate theory

Styles of Leadership – (democratic, autocratic and lazzies faire)

Time management techniques and manager as a good leader

Principal characteristics of effective educational leadership

UNIT IV : TQM IN EDUCATION AND MANAGEMENT OF RESOURCES (L-13, P-7, T-5)

Concept, need and principles of TQM in Education

Basic elements in TQM

Application of TQM in education - physical resources, human resource development and health practices

Management of Finance and Budgeting

UNIT V: HEAD OF INSTITUTION AND LEADERSHIP ROLES (L-15, P-6, T-5)

Qualities of successful Principal- Professional, Educational and Human personality

Importance of head of institution and functions or duties of principals

Principals relationship with staff, pupils and parents

Principal's role in leading and managing educational change and improvement - gender issues, diversity and multiculturalism

PRACTICUM

Discuss the administrative structure of education at different levels

Present a report on different areas of institutional planning

Discuss the time management techniques

Prepare a report on importance of TQM in educational institutions

Visit different schools and observe the daily work schedule of the school head

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OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand concept of inclusive education
2. know the current issues in inclusive education
3. understand the national and international initiatives
4. prepare the teachers for inclusive schools
5. identify the planning and management of Inclusive Education.

UNIT I : INTRODUCTION TO INCLUSIVE EDUCATION (L-13, P-7, T-4)

Inclusive education- meaning, definition, concept and importance

Historical perspectives of inclusive education

Difference between special, integrated and inclusive education

Advantages of inclusive education in the context of right to education

UNIT II : CURRENT ISSUES IN INCLUSIVE EDUCATION (L-15, P-7, T-7)

Early identifications and placement in inclusion

Development of plus curriculum

Co-ordination and utility of resources

NCF and adaptation of teaching learning material

Research priority in inclusive education

UNIT III : National and International Initiatives (L-15, P-7, T-5)

Recommendations of the Indian Education Commission (1964-66)

Scheme of Integrated Education for Disabled Children

National Policy on Education (NPE) 1986 and 1992

The Persons with Disabilities Act (PWD Act, 1995)

National Curriculum Framework, 2005

The Mental Health Act 1987

Rehabilitation Council of India Act, 1992

UNIT IV : TEACHER PREPARATION FOR INCLUSIVE EDUCATION
(L-13, P-6, T-5)

Teaching skills, competencies and professional ethics for teachers in inclusive education

Role of teacher training institutions in preparing teachers for inclusive education

Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Use of Information Communication Technology (ICT) in inclusive classroom

UNIT V : PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION
(L-12, P-7, T-5)

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

Curriculum and Curricular Adaptations for Diverse Learners

Classroom Evaluation Practices

Management of Inclusive Education Classrooms

PRACTICUM

Plan two activities for co-operative learning in inclusive classrooms

Planning of two lessons and teaching in inclusive schools

Visit special school and observe the curricular activities and submit a report

Discuss the current policies on inclusive education

Discuss the plus curricular activities and present the report

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
M.Ed. SYLLABUS - IV SEMESTER
OPEN ELECTIVE COURSES
MEC1- VALUE EDUCATION
(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire knowledge on values and value crisis
2. acquire knowledge on value education and its approaches
3. understand the values highlighted in major religions and by great personalities
4. acquire knowledge on methods of inculcating values, value based curriculum and value assessment
5. understand the role of family, school, society, mass media in inculcating values

UNIT I : VALUES (L-14, P-6, T-5)

Values – definition, objectives, classification – core values and sub values, constitutional values, human values

Value crisis, value conflict, resolution of value conflict

Need for developing value system

UNIT II : VALUE EDUCATION (L-13, P-7, T-6)

Value education- definition, need, objectives and importance

Approaches to value education - DPT, ICA, CIA, TAA

Evolution of value oriented education – ancient, medieval, modern periods

Various commissions and value oriented education

UNIT III: VALUES HIGHLIGHTED IN MAJOR RELIGIONS AND BY PERSONALITIES (L-15, P-7, T-5)

Values emphasized in different religious scriptures and religions – Vedas and Upanishads Bhagavadgita, Bible, Kuran, Jainism, Buddism

Values advocated by Ramakrishna Paramahamsa, Sri Sarada Devi, Swami Vivekananda, Swami Chidbhavananda, Mahatma Gandhi

UNIT IV: VALUE INCULCATION AND VALUE ASSESSMENT & EVALUATION (L-14, P-7, T-5)

Methods of teaching values-

value based curriculum – curricular, co-curricular and extra- curricular activities.

Identification of proper values for school children at different levels and righteous living - Elementary, secondary and higher secondary

Nature of evaluation scheme in value oriented education

Three tier system of evaluation – observation, value scales, and situational tests.

UNIT V: ROLE OF DIFFERENT AGENCIES IN INCULCATING VALUES TO STUDENTS (L-14, P-6, T-4)

Role of teacher in value inculcation

Professional Ethics and Code of Conduct of Teacher

Role of school in inculcating values

Role of parents, community and mass media in creating value based society

PRACTICUM

Discuss the values emphasized by (Swami Vivekananda, Swami Chidhbhavananda, Sarada Devi)

Organize any three value inculcation activity in the school during your internship programme

Debate on causes for value crisis in the present scenario

Analyse the values highlighted in the text book of your major discipline

Present a report on role of teacher in value inculcation

REFERENCES

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OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the basic concepts of women's studies
2. know the concept of feminism
3. understand the importance of women empowerment
4. acquire knowledge on health policies and programmes of women
5. know the impact of media on women

UNIT I: CONCEPT AND NEED OF WOMEN'S STUDIES (L-12, P-5, T-7)

Women's studies- concept, need and scope

Fundamentals of women studies

Women's movements – Pre-independent, Post-independent and current women's movements

Government organizations for women and Department of Women and Child Development (DWCD)

UNIT II: FEMINISM (L-14, P-6, T-6)

Liberal Feminism – rationality, freedom, education

Marxist Feminism – Production, Reproduction, Class, Alienation, Marriage and Family

Radical Feminism – Gender, Patriarchy, Reproductive Technology, Motherhood

Socialist Feminism – Class and Gender, Division of Labour, Unified and Dual System, Exploitation

UNIT III: WOMEN'S RIGHTS AND EMPOWERMENT (L-15, P-7, T-5)

Legal rights to women

Ten Important Speicfic laws for women empowerment in India

Government policies and schemes for women Empowerment

UNIT IV: HEALTH STATUS OF WOMEN (L-14, P- 7, T-5)

Health status of women in India – Mortality and Morbidity factors influencing health – Nutrition and health – HIV and AIDS control programme

Role of government in public health issues

Maternal and Child Health (MCH) approaches

Health issues of old age women

UNIT V: IMPACT OF MEDIA ON WOMEN (L-13, P-5, T-7)

Portrayal of women in Mass Media (Cinema, TV Print media)

Role of women in media – Development Communication Skills – Alternative Media – Folk Art, Street Play and Theatre – Women as change agents

Indecent Representation of Women - Prohibition Act, 1986)

Impact of media on women

PRACTICUM

Discuss the evolution of Women's movements in India

Debate on international Feminist movements

Organize an awareness programme on women's rights for prospective teachers

Discuss the government initiatives to enrich women's health

Discuss the impact of media on women

REFERENCES

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