



# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (First Semester)

### PEC 11 - DEVELOPING THE LEARNER AND LEARNING PROCESS

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- understand the various concepts and schools of Educational Psychology.
- comprehend the concepts and theories of growth and development of the learners.
- describe the learning process, transfer of learning and meta cognition.
- identify the process of attention, remembering and forgetting.
- develop the concepts of motivation, group dynamics and leadership.

#### **Unit: I Nature of Educational Psychology (7 Hrs.)**

Definition of Psychology - Branches of Psychology - Educational Psychology: Definition, Nature and Scope of Educational Psychology - Methods of study in Psychology – Major schools of Psychology: Structuralism, Psychoanalysis, Gestalt Psychology, Humanistic Psychology and Transpersonal Psychology - Significance of Educational Psychology to the teacher.

#### **Unit: II Growth and Development of the Learner (8 Hrs.)**

Heredity and Environment - Concept of Growth and Development - Distinction among Growth and Development - Principles of Growth and Development - Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral - Stages of Development: Infancy, Childhood and Adolescence - Theories of Development: Piaget's theory of Cognitive Development Kohlberg's Moral Development and Erikson's Psycho Social Development - Developmental tasks and their implications on teaching and learning process.

#### **Unit: III Learning in Learner's Perspective (12 Hrs.)**

Learning: Meaning, Importance and Characteristics - Learning Curve - Learning theories and its implications: Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Thorndike's Connectionism, Kohler's theory of insight learning, Robert Gagne's theory of hierarchical learning. Transfer of learning – Meaning - Types: Positive, Negative and Zero transfer - Factors affecting transfer of learning - Teacher's role to maximize transfer of learning.

#### **Unit: IV Attention and Memory (10 Hrs.)**

Sensation, Perception and Attention - Factors of Attention, Kinds of Attention, Inattention, Distraction, Division of Attention, Span of Attention - concept formation : Types of concepts, Bruner's theory of concept formation, concept maps.

Remembering: Meaning of memory, Kinds of memory, Factors influencing memory, Signs of good memory, Memory span, Forgetting: Meaning, Theories of forgetting, Curve of forgetting, Techniques of promoting better memory.

**Unit: V                      Motivation and Group Dynamics                      (8 Hrs.)**

Motivation: Definition - Kinds of motives - Theories of motivation: Maslow`s theory of hierarchical needs, Mc Chelland`s theory of achievement motivation - Motivational techniques in the classroom - Rewards and Punishment - Co-operation and competition - level of aspiration: meaning, characteristics and factors affecting level of aspirations.

Group Dynamics: Group - meaning, characteristics - Distinction between group and individual behavior - classroom as a social system - Group dynamics and the teacher.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(15 Hrs.)**

- 1) Finding the problems of adolescents and preparing a report.
- 2) Preparing an album for the different stages of human development.
- 3) Prepare and submit Scavenger Hunt activity worksheet based on SQ3R method for learning and retention.
- 4) Construct Mnemonics technique for a concept and write a report on it.
- 5) Prepare a report on group behavior in a classroom situation.

**References:**

- 1) Agarwal, J.C. (1995). Essential Educational Psychology. New Delhi: Vikas Publishing House.
- 2) Bhatia, H.R. (1977). Textbook of Educational Psychology. New Delhi: The McMillan Company of India.
- 3) Chauhan, S.S. (2007). Advanced Educational Psychology (7<sup>th</sup> Edition). New Delhi: Vikas Publishing House.
- 4) Clifford, T. Morgan. (1978). A Brief Introduction to Psychology. New Delhi: Tata Mc Graw Hill Education.
- 5) Dececco, J.P. (1977). The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- 6) Elizebeth, B. and Hurlock. (1976). Personality Development. New Delhi: Tata Mc Graw Hill Education.
- 7) Kakar, S.B. (1989). Educational Psychology and Guidance. Ambala: The Indian Publication.
- 8) Kale, S.V. (1983). Child Psychology and Child Guidance. Bombay: Himalaya Publishing House.
- 9) Mangal, S.K. (2007). Advanced Educational Psychology (2<sup>nd</sup> Edition). New Delhi: Prentice-Hall of India.
- 10) Meenakshisundaram, A. (2008). Educational Psychology. Dindugul: Kavyamala Publishers.
- 11) Rao, S. Narayan (1990). Educational Psychology. New Delhi: Wiley Eastern Ltd.
- 12) Robert, A. Baron (2012), Psychology (5<sup>th</sup> Edition). New Delhi: Pearson Education.
- 13) Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology. Agra: HPB.
- 14) Stranger, R. and Solley, C. M. (1970). Basic Psychology. New Delhi: Tata McGraw Hill Publishers.
- 15) Traves, M. R. (1973). Educational Psychology. New Delhi: The Mc Millian Company.

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**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(15 Hrs.)**

- 1) A comparative study on different forms and levels of Education – Report preparation
- 2) Discussion on various types of universities in India.
- 3) Debate on Eastern and Western Philosophers.
- 4) Visit/Interaction with students studying under Samacheer Kalvi pattern of Education.
- 5) Website review on statutory bodies of Education.

**References:**

- 1) Aggarwal, J.C. (2010). Theory and Principles of Education. New Delhi: Vikas Publishing House.
- 2) Dash, B.N. (2012). Theories of Education & Education in Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
- 3) Meenakshisundaram, A. (2008). Education in Emerging Indian Society. Chinnalapatti: Kavyamala Publishers.
- 4) Nagarajan, K. (2009). Education in the Emerging Indian Society. Chennai: Ram Publishers.
- 5) Nagarajan, K., & Natarajan, S. (2014). Philosophical and Sociological Perspectives in Education. Chennai: Sri Ram Publishers.
- 6) Pearson Series in Education. (2012). Teacher in Emerging Indian Society. Delhi: Pearson.
- 7) Paulraj, A.P.J. (2010). Education in the Emerging Indian Society. Chennai: Holy Trinity Publishers.
- 8) Ratnasabapathy, P., & Renupadma, R. (2011). Socio-Philosophical Perspectives in Education. Chennai: Shantha Publishers.
- 9) Sankaranarayanan Paleeri. (2010). Rudiments of Education Sociology and Philosophy. New Delhi: Neelkamal Publications.
- 10) Shukla, C.S., Shaida, B.D., & Safaya, R.N. (2010). Teacher in Emerging Indian Society. New Delhi: Dhanpat Rai Publishers.
- 11) Umadevi, M.R. (2010). Special Education: A Practical Approach to Educating Children with Special Needs. New Delhi: Neelkamal Publications.

**Webliography:**

1. [www.cbse.nic.in](http://www.cbse.nic.in)
2. [www.cisce.org](http://www.cisce.org)
3. [www.samacheerkalvi.in](http://www.samacheerkalvi.in)
4. [www.education.nic.in](http://www.education.nic.in)
5. [www.ncert.nic.in](http://www.ncert.nic.in)
6. [www.dtert.tn.nic.in](http://www.dtert.tn.nic.in)
7. [www.ugc.ac.in](http://www.ugc.ac.in)
8. [www.ncte-india.org](http://www.ncte-india.org)
9. [www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)
10. [www.naac.gov.in](http://www.naac.gov.in)
11. [www.dec.ac.in](http://www.dec.ac.in)
12. [www.tnuniv.ac.in/tansche.html](http://www.tnuniv.ac.in/tansche.html)

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## **B.Ed. Syllabus** (First Semester)

### **PEC 13 – SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

No. of Credits: **3**

No. of Hours: **60**

#### **Objectives:**

The student-teachers will be able to

- a) understand the relationship between education and society.
- b) acquire the knowledge about education and social change.
- c) examine the various aspects of education and social stratification.
- d) appreciate the relationship between education and social mobility.
- e) critically analyze the self and recent social trends in education.

#### **UNIT I – Education and Sociology**

**(10 hrs.)**

Education: Concept, Meaning and Definition–Sociology: Concept, Meaning and Definition - Educational Sociology: Concept, Nature and Scope - Relationship between Sociology and Education with special reference to aims of education, methods and curriculum- Education as a Process of Social System.

#### **UNIT II - Social Change and Education**

**( 10 hrs.)**

Socialization : Meaning, Definition, Importance, Types and Agency : Family, School, Peer group, Mass Media - Social Change : Meaning, Definition, Aspects, Factors : Geographical, Psychological, Biological, Technological and Cultural - Role of the teacher in Social Change: Promoting social behavior, secularism and Democracy, Preventing social related school problem and social atrocities Inter-relationship between Education and Social Change.

#### **UNIT III - Social Stratification and Education**

**( 5 hrs.)**

Social Stratification: Meaning, Definition and Types - Culture: Meaning, Definition, Characteristics and Types - Relationship of Culture and Education – Social Control: Meaning, Social Control and Education – Social Interaction: Meaning, Types and importance - Social Interaction and Education.

#### **UNIT IV - Social Mobility and Education**

**( 5 hrs.)**

Social Mobility: Meaning, Definition and Types: Horizontal and Vertical Social Mobility – Factors affecting social mobility – Role of Education in Social mobility - Social Organization: Meaning, Nature and Characteristics – Social Groups: Meaning, Definition, Characteristics and Types - Inter group relationship.

**UNIT V - Social Trends and Education****( 15 hrs.)**

Social Identity : Concept, Meaning and theory – Social Behaviourism – Inter group Behaviour - Components of the Self: Self - Awareness, Self - Concept, Self - Esteem - Primary Process of Improving Social Skills : Self – Focusing, Self - Monitoring , Self – Efficacy - Challenges in Social Trends : Equalization of Educational Opportunity - Knowledge Society , Technological Change in the Society - Global Village, Urbanization, Modernization, Liberalization, Privatization and Globalization in Education.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **( 15 hrs.)**

1. Conduct a group discussion on the social change
2. Collect paper clippings related to the topic 'Culture'.
3. Administer a questionnaire on social control to promote leadership.
4. Critically analyse the functioning of the Agencies of Socialization- Report.
5. Assess and report on any one of the component of self - for 20 students.

**References:**

1. Aggarwal, J.C. (2003). Philosophical and Sociological Perspectives on Education, Second Edition. New Delhi: Shipra Publications.
2. Arulsamy, S. & Subbhuraam, C.V. (2018). Philosophical and Sociological Perspectives of Education, Fifth Edition. Hyderabad: Neelkamal Publications.
3. Dash, B.N. (2012). Theories of Education & Education in the Emerging Indian Society. New Delhi : Dominant Publishers.
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5. Mukul kumar sarma, (2014). Philosophical and Sociological foundations of Education. New Delhi: Neelkamal Publications.
6. Pathak, R.P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers.
7. Sankaranarayananann Paleeri, (2010). Rudiments of Education Sociology and Philosophy. New Delhi: Neelkamal Publications.
8. Sharma, R.S. (2008). Philosophical and Sociological Foundations of Education, Second Edition. New Delhi: Excellent Books Publishers.
9. Sunanda Chopra. (2014). Philosophical and Sociological Perspectives on Education. New Delhi: Saurabh Publishing House.
10. Yogendra, K. Sharma, (2014). Sociological Philosophy of Education. New Delhi: Kanishka Publishers.
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## B.Ed. Syllabus (First Semester)

### CPS 11 B - PEDAGOGY OF BIOLOGICAL SCIENCE – PART: I

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- understand the place of Biology in school and objectives of teaching Biology.
- understand the contributions of biologists and new developments in branches of biology
- develop various teaching skills of teaching profession.
- understand the importance of instructional resources for Biology teaching.
- learn appropriate teaching methods and approaches of teaching of Biology.

#### **Unit: I      Aims and Objectives of Teaching Biology      (7 Hrs.)**

Biology as Science - Biology in the School Curriculum – Relationship with other Subjects – Branches related to Life Sciences – Values of Biology - Goals and Objectives of Teaching Biology with reference to Bloom's Taxonomy (Cognitive, Affective and Psychomotor Domains) - Aims of Teaching Biology at Different Levels: Primary, Secondary and Higher Secondary.

#### **Unit: II      Biologists and new developments in Biology      (10 Hrs.)**

History of Biology – Significant Discoveries and Inventions of Biologists of other Countries: Alexander Fleming, Charles Darwin, Edward Jenner, Land Stainer, Louis Pasteur, Robert Koch, Dr. Ian Wilmut – Indian Biologists: HarGobind Khorana, Birbal Sahini, M.S. Swaminathan and Salim Ali.

Recent Developments in Bio-Chemistry, Bio-Physics, Bio-Informatics, Micro-Biology, Genetic Engineering, Nano-Biotechnology.

#### **Unit: III      Teaching Skills for Effective Instruction      (6 Hrs.)**

Mini teaching: Importance of Mini Teaching - Types of Skills and its Components: Skill of Introduction, Skill of Explaining, Skill of probing questions, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Using Black Board, Skill of Achieving Closure.

#### **Unit: IV      Instructional Resources and Enhancement      (12 Hrs.)**

**Text Books:** Importance of Text Books – Text Book Analysis – Qualities of a Good Biology Text Book – Hand Books for Teachers – Work Books for Learners – School Biology Library: Values and Materials of Biology Library.

**Biology Teacher:** Academic and Professional Qualification – Good Qualities of a Biology Teacher – Ways and Means of Developing Professional Competency – Importance and Limitations of In-service Training – Teacher Exchange Programmes – Membership of Professional Organizations – Publications in Science Education Journals.

**Reflective Practices:** Meaning – Definitions – Role of reflection in professional development – Gibbs model of reflection – Records of reflective practices.

**Unit: V      Effective Instructional Methods for Biology Teaching      (10 Hrs.)**

Teaching – Maxims of teaching -Criteria for Selection of Method – Types of Instructional Methods: Teacher Centered and Student Centered Methods – Lecture, Lecture cum Demonstration, Biographical, Project Method, Scientific Method, Assignment Method, Group Discussion, Panel Discussion, Seminar, Symposium, Workshop, Programmed Learning, Computer Assisted Instruction, Activity Based Learning (ABL) and Activity Learning Method (ALM), collaborative, Debate, Brain Storming- Advantages and Limitations of each Methods.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities)      **(15 Hrs.)**

- 1) Write a report on the relationship of Biology with other subjects.
- 2) Preparation of an album of great Biologist with their life history.
- 3) Collect any three instructional video clippings about new developments in branches of biology.
- 4) Prepare a report on Biology related books available in our library.
- 5) Preparation of Programmed learning materials (Linear and Branched).

**References:**

- 1) Buffaloe, Neal, & Throneberry, J. B. (1972). Principles of Biology Teaching (2<sup>nd</sup> Edition). New Delhi: Prentice Hall of India.
- 2) Chauhan, S. S. (1985). Innovations in Teaching Learning Process. New Delhi: Vikas Publishing House.
- 3) Das, R.C. (1985). Science Teaching in Schools. New Delhi: Sterling Publishers.
- 4) Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools. Oxford University Press.
- 5) Hemalatha Kalaimathi, D., & Asir Julius, R. (2010). Teaching of Biology. New Delhi: Neelkamal Publications.
- 6) Jasim Ahmed. (2009). Teaching of Biological Science. New Delhi: PHI Learning.
- 7) Mangal, S. K., & Uma Mangal. (2009). Essentials of Educational Technology. New Delhi: PHI Learning.
- 8) Passi, B. K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahamedabad: Sahithya Mudranalaya.
- 9) Sharma, R.C. (1990). (2006). Modern Science Teaching. New Delhi: Dhanpat Rai & Sons.
- 10) Shashi Prabha Sharma. (2004). Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka Publishers.
- 11) Anice James. (2009). Teaching of Mathematics. Hyderabad: Neelkamal Publications.
- 12) Ratha Mohjan. (2010). Teaching of Physical Science. Hyderabad: Neelkamal Publications.
- 13) Sotishivendra Chandra. (2002). Contemporary Science Teaching. New Delhi: Surjeet Publications.
- 14) Mohanthy, J. (1994). Educational Broadcasting: Radio and Television. New Delhi: Sterling Publisher.





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## **B.Ed. Syllabus** (First Semester)

### **CPS 11 E - PEDAGOGY OF ENGLISH - PART: I**

No. of Credits: **3**

No. of Hours: **60**

#### **Objectives:**

The student-teachers will be able to

- a) extract more information about the language.
- b) understand and appreciate different registers of language.
- c) acquire knowledge about the various methods and approaches in teaching English.
- d) understand the various skills of teaching English.
- e) learn the genre of Listening.

#### **Unit: I      The Nature of Language      (9 Hrs.)**

Language: Importance – Functions – Nature - Linguistic Principles and Misconceptions about Language – Dialects – Registers – ESP (English for Specific Purpose).

#### **Unit: I      Listening      (9 Hrs.)**

Listening Material: Authentic - Recorded and Live Listening Materials - Listening Task - Extensive Listening – Intensive Listening – Listening for Perception and Comprehension.

Kinds of Listening Activities: Dictation, Listening and Following a Route, Listening to a Telephone Call, Listening to Commentaries and Listening to Instructions – Jigsaw Listening.

#### **Unit: III      Methods and Approaches      (9 Hrs.)**

Methods of Teaching English: Principles – Advantages – Limitations – Types: Grammar - Translation Method, Bilingual Method, Direct Method, Situational Method, Structural Method and Communicative Method.

Approaches: Gradation of Structures – Advantages of Structural, Notional, Situational and Communicative approach – ALM (Activity Learning Material).

**Unit: IV Mini Teaching Skills (9 Hrs.)**

Mini teaching – Steps in Mini teaching - Teaching skills : Introducing a lesson, Explaining, Illustrating with examples, Probing Questioning, Fluency in Questioning, Stimulus Variation, Reinforcement, Using Black Board, Using Instructional Aids and Achieving closure.

**Unit: V Functional Grammar and Concepts (9 Hrs.)**

Types of Grammar – Formal Functional  
Methods of teaching grammar – Inductive Deductive  
The Noun Phrase (MHQ) – Modifier, Headword, Qualifier.

The different ways in which various concepts are expressed in English Possibility-Instructions – Suggestions – Possibility – Necessity –Prohibition – Probability – Permission – Supposition – Comparison – Contrast.

**Suggested Practicals: (Student-teachers have to undertake any two of the following activities) (15 Hrs.)**

- 1) Discuss in groups how the role of English language has changed in the twenty-first century.
- 2) Practice in the use of Lingua phone records and tape records.
- 3) Practice of role play and dramatization.
- 4) Collection of Language games.
- 5) Discussion on the topic 'Mother Tongue and other tongue'.

**References:**

1. Baruah, T.C. (1993). The English Teachers Handbook. New Delhi: Sterling Publishers.
2. Joyce & Well. (2004). Models of Teaching. V.K. Prentice Hall of India.
3. Jaginder Paul. (2014). An Introduction to English Grammar. New Delhi: Cyber Tech Publications.
4. Krishnaswamy, N. (1995). Teaching English Grammar. Chennai: T. R. Publications.
5. Kohli A.L. Techniques of Teaching English, New Delhi: Dhanpat Rai Publishing Company.
6. Mangal, S.K.R. & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: Loyal Book Depot.
7. Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R. Lall Books Depot.
8. Sharma, R.N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
9. Vallabi, J.E. (2011). Teaching of English: Principles and Practices. Hyderabad: Neelkamal Publications.
10. Vallabi, J.E. (2015). Innovation in the Teaching of English. Hyderabad: Neelkamal Publications.
11. Vallabi, J.E. (2015). Methods and Techniques of Teaching English. Hyderabad: Neelkamal Publications.

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## B.Ed. Syllabus

(First Semester)

### CPS 11 B - PEDAGOGY OF BIOLOGICAL SCIENCE – PART: I

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student-teachers will be able to

- understand the place of Biology in school and objectives of teaching Biology.
- understand the contributions of biologists and new developments in branches of biology
- develop various teaching skills of teaching profession.
- understand the importance of instructional resources for Biology teaching.
- learn appropriate teaching methods and approaches of teaching of Biology.

#### **Unit: I      Aims and Objectives of Teaching Biology      (7 Hrs.)**

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Mini teaching: Importance of Mini Teaching - Types of Skills and its Components: Skill of Introduction, Skill of Explaining, Skill of probing questions, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Using Black Board, Skill of Achieving Closure.

#### **Unit: IV      Instructional Resources and Enhancement      (12 Hrs.)**

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- 2) Preparation of an album of great Biologist with their life history.
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- 5) Preparation of Programmed learning materials (Linear and Branched).

**References:**

- 1) Buffaloe, Neal, & Throneberry, J. B. (1972). Principles of Biology Teaching (2<sup>nd</sup> Edition). New Delhi: Prentice Hall of India.
- 2) Chauhan, S. S. (1985). Innovations in Teaching Learning Process. New Delhi: Vikas Publishing House.
- 3) Das, R.C. (1985). Science Teaching in Schools. New Delhi: Sterling Publishers.
- 4) Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools. Oxford University Press.
- 5) Hemalatha Kalaimathi, D., & Asir Julius, R. (2010). Teaching of Biology. New Delhi: Neelkamal Publications.
- 6) Jasim Ahmed. (2009). Teaching of Biological Science. New Delhi: PHI Learning.
- 7) Mangal, S. K., & Uma Mangal. (2009). Essentials of Educational Technology. New Delhi: PHI Learning.
- 8) Passi, B. K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahamedabad: Sahithya Mudranalaya.
- 9) Sharma, R.C. (1990). (2006). Modern Science Teaching. New Delhi: Dhanpat Rai & Sons.
- 10) Shashi Prabha Sharma. (2004). Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka Publishers.
- 11) Anice James. (2009). Teaching of Mathematics. Hyderabad: Neelkamal Publications.
- 12) Ratha Mohjan. (2010). Teaching of Physical Science. Hyderabad: Neelkamal Publications.
- 13) Sotishivendra Chandra. (2002). Contemporary Science Teaching. New Delhi: Surjeet Publications.
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## B.Ed. Syllabus

(First Semester)

### CPS 11 H - PEDAGOGY OF HISTORY – PART: I

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The Student – Teachers will be able to

- acquire the knowledge of nature, aims and values in teaching history.
- understand the objectives of teaching history.
- understand the features and dimensions of history.
- develop desirable mini-teaching skills and competencies in the teaching of history.
- adapt teacher – centered and student – centered methods of teaching history.

#### **Unit: I Nature and Values in Teaching History (10 Hrs.)**

History : Meaning - Definition – Nature – Scope – History of History - Values of teaching history

#### **Unit: II Aims and Objectives of Teaching History (10 Hrs.)**

Objectives of teaching History with reference to Bloom's Taxonomy (Cognitive, Affective and Psychomotor Domains) - Aims of teaching History at different levels: Primary and Secondary

#### **Unit: III Features and Dimensions of History (05 Hrs.)**

Features of history: Time, Place, Continuity, progress and development - Geographical foundations of history - Relationship between history and other subjects.

#### **Unit: IV Teaching Skills (10 Hrs.)**

Mini – teaching in teacher education programme: Concept, Objectives.

Developing the teaching skills : Skill of introducing a lesson – explaining - probing questioning - Stimulus variation – Reinforcement – Using Instructional Aids - use of blackboard - achieving closure.

**Unit: V      Explorative Methods in History      (10 Hrs.)**

Teacher dominated methods; oral and Lecture – Storytelling - Text – books, Team teaching.

Learner – dominated methods:

- a) Individual Instructional input: Programmed learning - Project work - Field trips - Assignment.
- b) Group – directed Instructional Input: Discussion – Debate – Symposium - Brain storming – Dramatization - Exhibition.
- c) Recent development methods: ABL and ALM method.

**Suggested Practicals: (Student-teachers have to undertake any two of the following activities)      (15 Hrs.)**

1. Debate / discussion on the importance of learning in History.
2. A critical report on the influence of other subjects in history.
3. Write a drama script for any historical event
4. Field Trips to historical important places.
5. Quiz Programmes.

**References:**

- 1) Aggarwal, J.C. (3<sup>rd</sup> Revised Edition, 1996) Teaching of history – A practical approach. New Delhi : Vitan Publishing House.
- 2) Biranchi Narayan Dash. (Reprint, 2008). Teaching of History. Hyderabad ; Neelkamal Publications.
- 3) Deepala Tiwari (2007). method of Teaching History New Delhi : Crecent Publishing corporations.
- 4) Kochhar, S.K. (Revised edition 2003).Teaching of History, New Delhi : Sterling Publishers.
- 5) Pathak, S.P. (2005). The Teaching of history. The Paedo – centic approach. New Delhi : Kanishka Publications Distribution.
- 6) Quentin stodols & Sahab sing. (Reprint - 1972) Basic Educational Test and measurement, New Delhi : Thomson press.
- 7) Shaida, B.D. & Sahab Singh. (Reprint – 2006). Teaching of history. New Delhi : Dhanpat Rai Publishing company.
- 8) Singh, Y.K. (2004). Teaching history: modern methods. New Delhi : APH Publishing corporation.
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- 10) jpUqhdk;ge;jk;, Mh;. (kWgjpg;g[ 1983) tuyhW fwpgpj;jy;. brd;id : jkpH; ehl;Lg; ghIE]y; epWtdk;.
- 11) btA;flrhkp, Bt.(3tJ gpujp 1981) tuyhWjj;JtKk; fw;gpj;jYk;. brd;id : cBuhfpdp gjpg;gfk;.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

B.Ed. Syllabus

(First Semester)

## CPS 11 M - PEDAGOGY OF MATHEMATICS – PART: I

No. of Credits: 3

No. of Hours: 60

### Objectives:

The student-teachers will be able to

- develop an insight into the nature of Mathematics.
- understand the various aims and objectives of teaching Mathematics.
- practice the teaching skills through micro teaching technique.
- understand the different methods of teaching Mathematics.
- understand the different strategies for exceptional learners in Mathematics.

### Unit: I Nature of Mathematics (7 Hrs)

Mathematics – Meaning and Definition.

Nature of Mathematics – Science of Discovery, Intellectual Game, Art of Drawing Conclusions and Intuitive Method.

Characteristics of Mathematics – Precision and Accuracy, Logical Sequence, Applicability, Generalization, Symbolism and Abstraction.

Link between the branches of Mathematics, Correlation of Mathematics with other subjects and real life.

### Unit: II Aims and Objectives of Teaching Mathematics (8 Hrs.)

\_\_Values of learning Mathematics – Practical, Disciplinary, Social and Cultural Values. Aims and objectives of teaching Mathematics .

Taxonomy of educational objectives – Blooms Taxonomy, Revised Bloom's Taxonomy – a conceptual overview.

### Unit: III Teaching Skills in Mathematics (15 Hrs.)

Teaching Skills – Components and Episodes – Introducing a Lesson, Explaining, Illustrating with examples, Probing Questioning, Fluency in Questioning, Stimulus Variation, Reinforcement, Using Black Board, Using Instructional Aids, and Achieving Closure

A mini lesson with multiple teaching skills : observation and feedback on the practice of integration of teaching skills – Understanding the major steps in teaching a mini lesson.

**Unit: IV      Methods of Teaching Mathematics      (10 Hrs)**

Teaching Methods –Lecture Method, Lecture cum Demonstration Method, Project Method, Laboratory Method, Problem Solving Method, Inductive and Deductive Methods, Analytic and Synthetic Methods, Active Learning Method (ALM).

**Unit V:      Strategies for Exceptional Learners in Mathematics      (5 Hrs)**

Gifted students – Identification of the Gifted in Mathematics - Providing Enrichment Programmes

Slow learners – Identification of Slow learners in Mathematics – Finding Causes and suggesting Remedial measures.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities)      **(15 Hrs.)**

1. Analyse and report the various characteristics of Mathematics in detail.
2. Frame the General Instructional Objectives and Specific Outcomes of Learning related to Mathematics using Blooms' Taxonomy.
3. Critically analyse the different methods used in upper primary school curriculum in Tamil Nadu and report.
4. Suggest at least five enrichment programmes for the gifted students in learning Mathematics.
5. Find the causes and suggest some remedial measures for slow learners in learning Mathematics.

**References:**

1. Anice James, Skills and Strategies of Teaching Mathematics, Neelkamal Publications, (P) Ltd, 2011.
2. Arul Jothi, Teaching of Mathematics, Centrum Press, 2009.
3. Khanna, S.D., Teaching of Mathematics, DOABA House, 1994.
4. Mangal, S.K., A text book on Teaching of Mathematics, Parkash Brothers, 1997
5. Passi, B.K. Becoming a Better Teacher, Micro Teaching Approach Sahitya Mudranalaya , Ahmedabad 1976.
6. Ram Shavan, Teaching of Mathematics, A.P.H Publishing Company, 2006.
7. Sam Adams, Teaching Mathematics, Harper & Row Publishers, 1977.
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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B.Ed. Syllabus**  
(First Semester)

## **CPS 11P – PEDAGOGY OF PHYSICAL SCIENCE – PART: I**

No. of Credits: **3**

No. of Hours: **60**

### **Objectives:**

The student-teachers are able to

- a) understand the nature of the science in their own words or ideas.
- b) know the relationship between aims and objectives of teaching physical science.
- c) develop the instructional materials and lesson plans of their own, based on the content.
- d) familiarise the various methods of teaching physical science.
- e) analyse the pedagogical shift and its importance

### **Unit: I Nature of Physical Science (9 Hrs.)**

Nature of Modern Sciences, Science as a Product and a Process: A Body of Knowledge - A Way of Investigation - A Way of Thinking - Inter Disciplinary Approach - Impact of Physical Science in Modern Communities - Globalisation and Science-Landmark Developments in Science.

### **Unit: II Objectives of Teaching Physical Science (8 Hrs.)**

Aims and Objectives of Teaching Physical Science, New Blooms Taxonomy of Educational Objectives - Cognitive Domain - Affective Domain - Psychomotor Domain, General and Specific Objectives of Teaching Physical Science - Writing Instructional Objectives - Writing the Objectives in Terms of Learning Outcomes - Teaching of Physical Science at Different Levels.

### **Unit: III Lesson Planning and Teaching skills (8 Hrs.)**

Teaching skills : Mini teaching : Skill of Introducing, Skill of Explaining, Skill of Using black board, Skill of reinforcement, Skill of Probing Questions- Developing Year Plan - Unit Planning : Steps- Content Analysis - Formation of Lesson Plans - Designing Lesson Plans : Herbartian lesson plan, ALM lesson plan and Digital lesson plan.

**Unit: IV      Methods of Teaching in Physical Science****(12 Hrs.)**

Teacher Centered : Lecture Method - Demonstration Method- Laboratory method – Heuristic method - Project Method- Scientific Method - Analytic and Synthetic Method, Inductive Method and Deductive Method.

Learner Centered: Problem Solving Method (PSM) – Active Learning Method (ALM) – Problem Based Learning (PBL) – Brain Based Learning (BBL) - Programmed Learning Materials (PLM) and its methods : Linear, Branching - CAI.

Recent trends: Blended learning, Flipped learning, Role of ICT in Physical Science: Technology – mediated learning environment

**Unit: V      Pedagogical Shift in Teaching Physical Science****(8 Hrs.)**

Pedagogical Analysis –Concept and use of Piagetian theory (Cognitive-development), Bruner theory (Concept Attainment model) and Gagne theory (learning) - Disciplinary approach in teaching Physical Science

**Suggested Practicals:**(Student-teachers have to undertake any two of the following activities)**(15 Hrs.)**

- 1) Convert specific instructional objectives into learning outcomes.
- 2) Prepare an Unit Plan.
- 3) Collect articles on the landmark developments in science.
- 4) Prepare a linear / branched programmed Instruction material.
- 5) Prepare the lesson plan using ALM.

**References:**

- 1) Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publication.
- 2) Mangal, S.K. (1995). Teaching of Physics and Life Sciences. New Delhi: Avg. Book Depot.
- 3) Pandey, (2003). Major Issues in Science Teaching. New Delhi:Sumit Publications.
- 4) Radha Mohan, (2010). Innovative Science Teaching for Physical Science Teacher. New Delhi:Prentice Hall of India.
- 5) Sharma & Walja, G.S. (1995). Teaching of General Science. Lundhiana: Vinod Publications.
- 6) Sharma, P.C. (2006). Modern Science Teaching.New Delhi: Dhanpat Rai Publications.
- 7) Yadav, M.S. (2003). Teaching of Science. New Delhi: Ammol Publications.
- 8) [www.ncert.nic.in>phy\\_sci\\_part I](http://www.ncert.nic.in>phy_sci_part_I)
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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## **B.Ed. Syllabus (First Semester)**

### **EPC 11 - PHYSICAL FITNESS AND NUTRITION FOR HEALTH**

No. of Credits: 2

No of Hours: 40

#### **Objectives:**

The student- teachers will able to

- a) understand the need and importance of physical education.
- b) develop the knowledge, attitudes and interest in physical activities.
- c) understand the relationship between health and fitness of the human body.
- d) develop health consciousness in the student and community.
- e) possess emotional stability through practicing yoga.
- f) attain higher level of consciousness.
- g) increase the nutritional knowledge and nutritional practices.
- h) understand the information relevant to the surveillance, Prevention and Control of communicable diseases.

#### **Unit: I Introduction to Physical Education (5 Hrs.)**

Meaning – Definition - Aims and Objectives of Physical Education - Scope and Importance of Physical Education - Role of Sports and Physical Education in National Integrity.

#### **Unit: II Physical Fitness and Wellness (7 Hrs.)**

Meaning and Importance of Physical Fitness and Wellness - Components of Physical Fitness and Wellness - Factors Affecting Physical Fitness and Wellness - Principles of Physical Fitness Development - Means of Fitness Development: Aerobic, Sports and Recreational Activities.

#### **Unit: III Health Education (4 Hrs.)**

Meaning – Definition - Aims and Objectives of Health Education - Methods of Imparting Health Education in Schools: Health Instruction; Health Services; Health Supervision. Yoga – meaning, importance. Yoga a way to healthy living. Eight fold means of yoga. Curative efforts of yoga.

#### **Unit: IV Food and Nutrition (7 Hrs.)**

Meaning of Food - Classification of Food - Constituents of Food - Nutrition-Importance of Water - Malnutrition and its Causes – Remedies for Malnutrition - Balanced Diet - Obesity and its Causes -Treatment for Obesity.





# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B.Ed. Syllabus**  
(First Semester)

## **EPC 12 – GUIDANCE AND COUNSELLING**

No. of Credits: 2

No. of Hours: 40

### **Objectives:**

The student-teachers will be able to

- acquire knowledge about guidance and counselling.
- comprehend the techniques and significance of group Guidance and group Counselling.
- know the qualities of a good counsellor.
- understand various testing devices in guidance.
- analyse the guidance services for exceptional children.

### **Unit: I      Guidance and Counselling      (4 Hrs.)**

Meaning and Definitions of Guidance and Counselling, Nature and Principles of Guidance and Counselling, Need of Guidance and Counselling, Types of Guidance and Counselling – History of Guidance Movement in India.

### **Unit: II      Group Guidance and Group Counselling      (6 Hrs.)**

Meaning and Definitions of group guidance, Objectives, Problems and Significance of Group counselling, - Techniques of Group Guidance: Dramatics, Q-box and - Techniques of Group Counselling: Diagnostic teaching, Class room Diagnostic test Uses of Group Counselling - Differences between Group Guidance and Group Counselling.

### **Unit: III      Qualities of a Counsellor      (5 Hrs.)**

Qualities of a Counsellor and school counsellor, Functions of School Counsellor, Professional Ethics, Role of Guidance and Counselling Personnel - Teacher Power.

### **Unit: IV      Personal Data Collection Service      (6 Hrs.)**

Introduction – Types of Data to be Collected - Intelligence Tests – Interest Tests – Interest Inventories – Aptitude Tests – Personality Tests – Case Study – Interview – Cumulative Record – Observation.

### **Unit: V      Guidance for Exceptional Children      (9 Hrs.)**

Exceptional Children – Meaning and Types - Guidance for Gifted Backward, Mentally Challenged, Orthopedically Challenged, Speech, hearing and Visually Impaired, Juvenile Delinquents – Guidance for Drop-outs – Socially Disadvantaged Children – Alcoholic Addicts – Sexual Harassment, Eve-teasing – Gender Discrimination.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(10 Hrs.)**

- 1) Activities in the scope of guidance related with different stages of human life.
- 2) Suggest a guidance programme for backward children in schools.
- 3) Prepare a case-study report.
- 4) Write report on History of Guidance Movement in India.
- 5) Prepare an interview schedule in an educational setting.

**References:**

- 1) Bhatnagar, R.P. & Seema, R. (2009), Guidance and Counselling in Education and Psychology, Meerut: R. Lal Book Depot.
- 2) Kiruba Charles and Jyothsna, N.G. (2011), Guidance and Counselling, Hyderabad: Neelkamal Publications. Educational Publishers.
- 3) Meenakshi Sundaram, A. (2005), Guidance and Counselling, Dindigul: Kavyamala Publishers.
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- 5) Nehru, R.S.S. (2013), Guidance and Counselling, New Delhi: A.P.H. Publishing Corporation.
- 6) Om Prakash. B. Pal. (2013), Guidance and Counselling, New Delhi: A.P.H. Publishing Corporation.
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- 8) Sharma, R.N. (1999), Guidance and Counselling, Delhi: Surjeet Publishers.
- 9) A.E. Traxler (1945), Techniques of Guidance, Newyork: Harper & Brothers.
- 10) Smith, G.E. (1955), Counselling in the Secondary Schools, Newyork, Macmillan.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B.Ed. Syllabus**  
(First Semester)

## **PEC 13 – SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

No. of Credits: **3**

No. of Hours: **60**

### **Objectives:**

The student-teachers will be able to

- a) understand the relationship between education and society.
- b) acquire the knowledge about education and social change.
- c) examine the various aspects of education and social stratification.
- d) appreciate the relationship between education and social mobility.
- e) critically analyze the self and recent social trends in education.

### **UNIT I - Sociology and Education**

**(10 hrs.)**

Education: Concept, Meaning and Definition–Sociology: Concept, Meaning and Definition - Educational Sociology: Concept, Nature and Scope - Relationship between Sociology and Education with special reference to aims of education, methods and curriculum- Education as a Process of Social System.

### **UNIT II - Social Change and Education**

**( 10 hrs.)**

Socialization : Meaning, Definition, Importance, Types and Agency : Family, School, Peer group, Mass Media - Social Change : Meaning, Definition, Aspects, Factors : Geographical, Psychological, Biological, Technological and Cultural - Role of the teacher in Social Change - Inter-relationship between Education and Social Change - Educational Implications for bringing about social change in a democratic setup .

### **UNIT III - Social Stratification and Education**

**( 5 hrs.)**

Social Stratification: Meaning, Definition and Types - Culture: Meaning, Definition, Characteristics and Types - Relationship of Culture and Education – Social Control: Meaning, Social Control and Education – Social Interaction: Meaning, Social Interaction and Education.

**UNIT IV - Social Mobility and Education****( 5 hrs.)**

Social Mobility: Meaning, Definition and Types: Horizontal and Vertical Social Mobility – Factors affecting social mobility – Role of Education in Social mobility - Social Organization: Meaning, Nature and Characteristics – Social Groups: Meaning, Definition, Characteristics and Types - Inter group relationship.

**UNIT V - Social Trends and Education****( 15 hrs.)**

Social Identity : Concept and Meaning – Components of the Self : Self - Awareness, Self - Concept, Self - Esteem - Primary Process of Improving Social Skills : Self – Focusing, Self - Monitoring , Self – Efficacy - Challenges in Social Trends : Equalization of Educational Opportunity - Knowledge Society , Technological Change in the Society - Global Village, Urbanization, Modernization, Liberalization, Privatization and Globalization in Education.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **( 15 hrs.)**

1. Conduct a group discussion on the social change
2. Collect paper clippings related to the topic 'Culture'.
3. Prepare a chart on types of social mobility.
4. Critically analyse the functioning of the Agencies of Socialization- Report.
5. Collect Articles on the components of self.

**References:**

1. Aggarwal, J.C. (2003). Philosophical and Sociological Perspectives on Education, Second Edition. New Delhi: Shipra Publications.
2. Arulsamy, S. & Subbhuraam, C.V. (2018). Philosophical and Sociological Perspectives of Education, Fifth Edition. Hyderabad: Neelkamal Publications.
3. Dash, B.N. (2012). Theories of Education & Education in the Emerging Indian Society. New Delhi : Dominant Publishers.
4. Hemalatha Talesra. (2014). Sociological Foundation of Education. New Delhi: Kanishka Publishers.
5. Pathak, R.P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers.
6. Sharma, R.S. (2008). Philosophical and Sociological Foundations of Education, Second Edition. New Delhi: Excellent Books Publishers.
7. Sunanda Chopra. (2014). Philosophical and Sociological Perspectives on Education. New Delhi: Saurabh Publishing House.
8. Yogendra, K. Sharma, (2014). Sociological Philosophy of Education. New Delhi: Kanishka Publishers.
9. <https://en-m-wikipedia.org>.
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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B.Ed. Syllabus

(First Semester)

### PEC 11 - DEVELOPING THE LEARNER AND LEARNING PROCESS

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- f) understand the various concepts and schools of Educational Psychology.
- g) comprehend the concepts and theories of growth and development of the learners.
- h) describe the learning process, transfer of learning and meta cognition.
- i) identify the process of attention, remembering and forgetting.
- j) develop the concepts of motivation, group dynamics and leadership.

#### **Unit: I Nature of Educational Psychology (7 Hrs.)**

Definition of Psychology - Branches of Psychology - Educational Psychology: Definition, Nature and Scope of Educational Psychology - Methods of study in Psychology – Major schools of Psychology: Structuralism, Psychoanalysis, Gestalt Psychology, Humanistic Psychology and Transpersonal Psychology - Significance of Educational Psychology to the teacher.

#### **Unit: II Growth and Development of the Learner (8 Hrs.)**

Heredity and Environment - Concept of Growth and Development - Distinction among Growth and Development - Principles of Growth and Development - Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral - Stages of Development: Infancy, Childhood and Adolescence - Theories of Development: Piaget's theory of Cognitive Development Kohlberg's Moral Development and Erikson's Psycho Social Development - Developmental tasks and their implications on teaching and learning process.

#### **Unit: III Learning in Learner's Perspective (12 Hrs.)**

Learning: Meaning, Importance and Characteristics - Learning Curve - Learning theories and its implications: Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Thorndike's Connectionism, Kohler's theory of insight learning, Robert Gagne's theory of hierarchical learning. Transfer of learning – Meaning - Types: Positive, Negative and Zero transfer - Factors affecting transfer of learning - Teacher's role to maximize transfer of learning.

#### **Unit: IV Attention and Memory (10 Hrs.)**

Sensation, Perception and Attention - Factors of Attention, Kinds of Attention, Inattention, Distraction, Division of Attention, Span of Attention - concept formation : Types of concepts, Bruner's theory of concept formation, concept maps.

Remembering: Meaning of memory, Kinds of memory, Factors influencing memory, Signs of good memory, Memory span, Forgetting: Meaning, Theories of forgetting, Curve of forgetting, Techniques of promoting better memory.

**Unit: V      Motivation and Group Dynamics      (8 Hrs.)**

Motivation: Definition - Kinds of motives - Theories of motivation: Maslow`s theory of hierarchical needs, Mc Chelland`s theory of achievement motivation - Motivational techniques in the classroom - Rewards and Punishment - Co-operation and competition - level of aspiration: meaning, characteristics and factors affecting level of aspirations.

Group Dynamics: Group - meaning, characteristics - Distinction between group and individual behavior - classroom as a social system - Group dynamics and the teacher.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities)      **(15 Hrs.)**

- 5) Finding the problems of adolescents and preparing a report.
- 6) Preparing an album for the different stages of human development.
- 7) Prepare and submit Scavenger Hunt activity worksheet based on SQ3R method for learning and retention.
- 8) Construct Mnemonics technique for a concept and write a report on it.
- 9) Prepare a report on group behavior in a classroom situation.

**References:**

- 11) Agarwal, J.C. (1995). Essential Educational Psychology. New Delhi: Vikas Publishing House.
- 12) Bhatia, H.R. (1977). Textbook of Educational Psychology. New Delhi: The McMillan Company of India.
- 13) Chauhan, S.S. (2007). Advanced Educational Psychology (7<sup>th</sup> Edition). New Delhi: Vikas Publishing House.
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- 15) Dececco, J.P. (1977). The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- 16) Elizebeth, B. and Hurlock. (1976). Personality Development. New Delhi: Tata Mc Graw Hill Education.
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- 18) Kale, S.V. (1983). Child Psychology and Child Guidance. Bombay: Himalaya Publishing House.
- 19) Mangal, S.K. (2007). Advanced Educational Psychology (2<sup>nd</sup> Edition). New Delhi: Prentice-Hall of India.
- 20) Meenakshisundaram, A. (2008). Educational Psychology. Dindugul: Kavyamala Publishers.
- 21) Rao, S. Narayan (1990). Educational Psychology. New Delhi: Wiley Eastern Ltd.
- 22) Robert, A. Baron (2012), Psychology (5<sup>th</sup> Edition). New Delhi: Pearson Education.
- 23) Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology. Agra: HPB.
- 24) Stranger, R. and Solley, C. M. (1970). Basic Psychology. New Delhi: Tata McGraw Hill Publishers.
- 25) Traves, M. R. (1973). Educational Psychology. New Delhi: The Mc Millian Company.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (First Semester)

### PEC 12 - RUDIMENTS OF INDIAN EDUCATION SYSTEM

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- f) acquire knowledge about the different forms and levels of Education.
- g) understand the concepts in schools of philosophy.
- h) explore the Educational thoughts of Eastern and Western philosophers.
- i) acquire knowledge about the various agencies promoting quality Education in India.
- j) identify the role of statutory bodies of Education.

#### **Unit: I      Forms and Levels of Education      (9 Hrs.)**

Education: Meaning, Definitions, Characteristics, Functions, Scope - Aims of Education: Social, Individual and Vocational Aim - Forms of Education: Formal, Non-formal and Informal Education - Factors influencing Education: Economic, Historical, Political, Philosophical and Socio – cultural - Levels of Education: Pre-primary, Primary, Secondary and Higher Education.

#### **Unit: II      Philosophy of Education      (8 Hrs.)**

Philosophy: Meaning, Definition, Inter-relationship of Philosophy and Education - Branches of Philosophy: Epistemology, Axiology and Metaphysics - Schools of Philosophy: Idealism, Naturalism, Realism and Pragmatism.

#### **Unit: III      Philosophers of Education      (10 Hrs.)**

Eastern Philosophers: Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J. Krishnamurthy, Thiruvalluvar - Western Philosophers: Rousseau, Froebel, John Dewey, Montessori, Russell.

#### **Unit: IV      Agencies Promoting Quality Education in India      (8 Hrs.)**

Boards in School Education: ICSE, CBSE and State Board (Samacheer Kalvi) - Universities: Types—Central, State and Private - Institutes of National Importance: IIT, IIM and NUEPA.

#### **Unit: V      Role of Statutory Bodies of Education      (10 Hrs.)**

Central Government Organizations: MHRD, UGC, NCTE, NCERT, NAAC, RCI, DEC - State Government Organizations: SCERT, TANSCH, DIET, DPEP.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(15 Hrs.)**

- 1) A comparative study on different forms and levels of Education – Report preparation
- 2) Discussion on various types of universities in India.
- 3) Debate on Eastern and Western Philosophers.
- 4) Visit/Interaction with students studying under Samacheer Kalvi pattern of Education.
- 5) Website review on statutory bodies of Education.

**References:**

- 1) Aggarwal, J.C. (2010). Theory and Principles of Education. New Delhi: Vikas Publishing House.
- 2) Dash, B.N. (2012). Theories of Education & Education in Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
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6. [www.dtert.tn.nic.in](http://www.dtert.tn.nic.in)
7. [www.ugc.ac.in](http://www.ugc.ac.in)
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9. [www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)
10. [www.naac.gov.in](http://www.naac.gov.in)
11. [www.dec.ac.in](http://www.dec.ac.in)
12. [www.tnuniv.ac.in/tansche.html](http://www.tnuniv.ac.in/tansche.html)

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B.Ed. Syllabus**  
(First Semester)

## **CPS 11 H - PEDAGOGY OF HISTORY – PART: I**

No. of Credits: **3**

No. of Hours: **60**

### **Objectives:**

The Student – Teachers will be able to

- acquire the knowledge of nature, aims and values in teaching history.
- understand the objectives of teaching history.
- understand the features and dimensions of history.
- develop desirable mini-teaching skills and competencies in the teaching of history.
- adapt teacher – centered and student – centered methods of teaching history.

### **Unit: I Nature and Values in Teaching History (10 Hrs.)**

History : Meaning - Definition – Nature – Scope – History of History - Values of teaching history

### **Unit: II Aims and Objectives of Teaching History (10 Hrs.)**

Objectives of teaching History with reference to Bloom's Taxonomy (Cognitive, Affective and Psychomotor Domains) - Aims of teaching History at different levels: Primary and Secondary

### **Unit: III Features and Dimensions of History (05 Hrs.)**

Features of history: Time, Place, Continuity, progress and development - Geographical foundations of history - Relationship between history and other subjects.

### **Unit: IV Teaching Skills (10 Hrs.)**

Mini – teaching in teacher education programme: Concept, Objectives.

Developing the teaching skills : Skill of introducing a lesson – explaining - probing questioning - Stimulus variation – Reinforcement – Using Instructional Aids - use of blackboard - achieving closure.



**Unit: V Explorative Methods in History (10 Hrs.)**

Teacher dominated methods; oral and Lecture – Storytelling - Text – books, Team teaching.

Learner – dominated methods:

- a) Individual Instructional input: Programmed learning - Project work - Field trips - Assignment.
- b) Group – directed Instructional Input: Discussion – Debate – Symposium - Brain storming – Dramatization - Exhibition.
- c) Recent development methods: ABL and ALM method.

**Suggested Practicals: (Student-teachers have to undertake any two of the following activities) (15 Hrs.)**

1. Debate / discussion on the importance of learning in History.
2. A critical report on the influence of other subjects in history.
3. Write a drama script for any historical event
4. Field Trips to historical important places.
5. Quiz Programmes.

**References:**

- 1) Aggarwal, J.C. (3<sup>rd</sup> Revised Edition, 1996) Teaching of history – A practical approach. New Delhi : Vitan Publishing House.
- 2) Biranchi Narayan Dash. (Reprint, 2008). Teaching of History. Hyderabad ; Neelkamal Publications.
- 3) Deepala Tiwari (2007). method of Teaching History New Delhi : Crecent Publishing corporations.
- 4) Kochhar, S.K. (Revised edition 2003).Teaching of History, New Delhi : Sterling Publishers.
- 5) Pathak, S.P. (2005). The Teaching of history. The Paedo – centic approach. New Delhi : Kanishka Publications Distribution.
- 6) Quentin stodols & Sahab sing. (Reprint - 1972) Basic Educational Test and measurement, New Delhi : Thomson press.
- 7) Shaida, B.D. & Sahab Singh. (Reprint – 2006). Teaching of history. New Delhi : Dhanpat Rai Publishing company.
- 8) Singh, Y.K. (2004). Teaching history: modern methods. New Delhi : APH Publishing corporation.
- 9) R. fz;zk;khs; & S.R. nfskhhP];;thp (2k; gjpg;G 2009) tuyhW fw;gpj;jy;. nrd;id : rhujh gjpg;gfk;.
- 10) jpUQhdrk;ge;jk; Mh;. (kWgjpg;G 1983) tuyhW fw;gpj;jy;. nrd;id : jkpo; ehl;Lg; ghIE}y; epWtdk;.
- 11) ntq;flrhkp Nt. (3tJ gpujp 1981) tuyhWjj;JtKk; fw;gpj;jYk;. nrd;id : cNuhfpdp gjpg;gfk;.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (First Semester)

### CPS 11 M - PEDAGOGY OF MATHEMATICS – PART: I

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student-teachers will be able to

- develop an insight into the nature of Mathematics.
- understand the various aims and objectives of teaching Mathematics.
- practice the teaching skills through micro teaching technique.
- understand the different methods of teaching Mathematics.
- understand the different strategies for exceptional learners in Mathematics.

#### **Unit: I Nature of Mathematics (7 Hrs)**

Mathematics – Meaning and Definition.

Nature of Mathematics – Science of Discovery, Intellectual Game, Art of Drawing

Conclusions and Intuitive Method.

Characteristics of Mathematics – Precision and Accuracy, Logical Sequence, Applicability, Generalization, Symbolism and Abstraction.

Link between the branches of Mathematics, Correlation of Mathematics with other subjects and real life.

#### **Unit: II Aims and Objectives of Teaching Mathematics (8 Hrs.)**

Values of learning Mathematics – Practical, Disciplinary, Social and Cultural Values.

Aims and objectives of teaching Mathematics .

Taxonomy of educational objectives – Blooms Taxonomy, Revised Bloom's Taxonomy – a conceptual overview.

#### **Unit: III Teaching Skills in Mathematics (15 Hrs.)**

Teaching Skills – Components and Episodes – Introducing a Lesson, Explaining, Illustrating with examples, Probing Questioning, Fluency in Questioning, Stimulus Variation, Reinforcement, Using Black Board, Using Instructional Aids, and Achieving Closure

A mini lesson with multiple teaching skills : observation and feedback on the practice of integration of teaching skills – Understanding the major steps in teaching a mini lesson.

**Unit: IV      Methods of Teaching Mathematics      (10 Hrs)**

Teaching Methods –Lecture Method, Lecture cum Demonstration Method, Project Method, Laboratory Method, Problem Solving Method, Inductive and Deductive Methods, Analytic and Synthetic Methods, Active Learning Method (ALM).

**Unit V:      Strategies for Exceptional Learners in Mathematics      (5 Hrs)**

Gifted students – Identification of the Gifted in Mathematics - Providing Enrichment Programmes

Slow learners – Identification of Slow learners in Mathematics – Finding Causes and suggesting Remedial measures.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(15 Hrs.)**

1. Analyse and report the various characteristics of Mathematics in detail.
2. Frame the General Instructional Objectives and Specific Outcomes of Learning related to Mathematics using Blooms' Taxonomy.
3. Critically analyse the different methods used in upper primary school curriculum in Tamil Nadu and report.
4. Suggest at least five enrichment programmes for the gifted students in learning Mathematics.
5. Find the causes and suggest some remedial measures for slow learners in learning Mathematics.

**References:**

1. Anice James, Skills and Strategies of Teaching Mathematics, Neelkamal Publications, (P) Ltd, 2011.
2. Arul Jothi, Teaching of Mathematics, Centrum Press, 2009.
3. Khanna, S.D., Teaching of Mathematics, DOABA House, 1994.
4. Mangal, S.K., A text book on Teaching of Mathematics, Parkash Brothers, 1997
5. Passi, B.K. Becoming a Better Teacher, Micro Teaching Approach Sahitya Mudranalaya , Ahmedabad 1976.
6. Ram Shavan, Teaching of Mathematics, A.P.H Publishing Company, 2006.
7. Sam Adams, Teaching Mathematics, Harper & Row Publishers, 1977.
8. Sidhu, K.S., The teaching of Mathematics, Sterling Publishers (P) Ltd, 2003.
9. Singh, M.P., Teacher's handbook of Mathematics, Anmol Publications (P) Ltd, 2007.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## **B.Ed. Syllabus** (First Semester)

### **CPS 11P – PEDAGOGY OF PHYSICAL SCIENCE – PART: I**

No. of Credits: **3**

No. of Hours: **60**

#### **Objectives:**

The student-teachers are able to

- understand the nature of the science in their own words or ideas.
- know the relationship between aims and objectives of teaching physical science.
- develop the instructional materials and lesson plans of their own, based on the content.
- familiarise the various methods of teaching physical science.
- analyse the pedagogical shift and its importance

#### **Unit: I Nature of Physical Science (9 Hrs.)**

Nature of Modern Sciences, Science as a Product and a Process: A Body of Knowledge - A Way of Investigation - A Way of Thinking - Inter Disciplinary Approach - Impact of Physical Science in Modern Communities - Globalisation and Science-Landmark Developments in Science.

#### **Unit: II Objectives of Teaching Physical Science (8 Hrs.)**

Aims and Objectives of Teaching Physical Science, New Blooms Taxonomy of Educational Objectives - Cognitive Domain - Affective Domain - Psychomotor Domain, General and Specific Objectives of Teaching Physical Science - Writing Instructional Objectives - Writing the Objectives in Terms of Learning Outcomes - Teaching of Physical Science at Different Levels.

#### **Unit: III Lesson Planning and Teaching skills (8 Hrs.)**

Teaching skills : Mini teaching : Skill of Introducing, Skill of Explaining, Skill of Using black board, Skill of reinforcement, Skill of Probing Questions- Developing Year Plan - Unit Planning : Steps- Content Analysis - Formation of Lesson Plans - Designing Lesson Plans : Herbartian lesson plan, ALM lesson plan and Digital lesson plan.





# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (First Semester)

### CPS 12 – ASSESSMENT FOR LEARNING

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- understand the basic concepts in Assessment and Evaluation.
- identify the tools and techniques of Evaluation.
- develop necessary skills for preparation of achievement test and diagnostic test.
- study about the Continuous and Comprehensive Evaluation.
- master various statistical techniques for reporting and interpreting quantitative data.

#### **Unit: I      Basics of Assessment and Evaluation      (7 Hrs.)**

- Evaluation in Teaching – Learning Process: Need and Importance of Evaluation – Definition of Evaluation – Characteristics of good Evaluation – Evaluation, Assessment and Measurement.
- Approaches to Evaluation: Formative, Summative, External, Internal, Norm Referenced and Criterion Referenced Evaluation.

#### **Unit: II      Techniques and Tools of Evaluation      (8 Hrs.)**

- Techniques of Evaluation: Testing – Self Reporting techniques – Observation technique – Projective technique – Peer evaluation.
- Criteria of a good tool: Essential criteria of an effective tool of Evaluation – Parameters concerning an Evaluation item.
- Types of tools: Rating Scales – Intelligence Tests – Aptitude tests – Inventories – The Anecdotal Record – Teacher made and standardized tools.

#### **Unit: III      Learner's Evaluation      (5 Hrs.)**

Commonly used Tests in Schools: Diagnostic Tests Vs Achievement Tests – Teacher made Vs Standardised Achievement Tests – Oral Tests – Practical Tests – Remediation.

#### **Unit: IV      Continuous and Comprehensive Evaluation      (10 Hrs.)**

Comprehensive Evaluation – Continuous Evaluation – Functions of Continuous and Comprehensive Evaluation – Assignments – Types of Assignments – Periodical and Annual tests – Reporting Marks – Importance (use) of Progress Reports – Interpretation of Marks – Student's Profile – Cumulative Records.

**Unit: V                      Basic Statistics in Evaluation                      (15 Hrs.)**

- i) Measures of Central Tendency: The Mean, The Median and The Mode
- ii) Measures of Dispersion: Range, Quartile Deviation, Standard Deviation.
- iii) Normal Distribution and its Interpretation.
- iv) Correlation.
- v) Graphs.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(15 Hrs.)**

- 1) Visit a nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report.
- 2) Collect the achievement scores of the students of your class and compute the following: Mean, Median and Mode.
- 3) Prepare a diagnostic test on a topic for finding deficiency in learning.
- 4) Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.

**References:**

- 1) Agarwal, Y.P. (1990). Statistical Methods – Concepts, Applications and Computation, Sterling Publishers Pvt. Ltd.: New Delhi.
- 2) Bloom, Benjamin, S., et.al (1971). Handbook on formative and Summative Evaluation in Student learning, Mc Graw Hill : U.S.A.
- 3) Ebel, Robert, L. and Fristic, David, A. (1991). Essentials of Educational Achievement, Prentice Hall of India, New Delhi.
- 4) Garrett, H.E. (1956). Elementary Statistics, Longmans, Green & Co.: New Delhi.
- 5) Khan, Mohd, Arif, (1995). School Evaluation, Ashish Publishing House: New Delhi.
- 6) Linn, Robert, L. (1989). Educational Measurement, Macmillan: U.S.A.
- 7) Patel, R.N. (1978). Educational Evaluation – Theory and Practice, Himalaya Publishing House: Bombay.
- 8) Singh, P. (1989). Scheme of Continuous Comprehensive Evaluation for Navodaya Vidyalayas, Navodaya Vidhyalaya Samiti, MHRD, New Delhi.
- 9) Srivastava, H.S. (1989). Comprehensive Evaluation in School, NCERT, New Delhi.
- 10) Stodola Quentin & Stordhal Kalmer, (1972). Basic Educational Tests and Measurement: New Delhi; Thomson Press (India Ltd.)

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# Meston College of Education

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Royapettah, Chennai – 600 014.

## **B.Ed. Syllabus (First Semester)**

### **EPC 11 - PHYSICAL FITNESS AND NUTRITION FOR HEALTH**

No. of Credits: 2

No of Hours: 40

#### **Objectives:**

The student- teachers will able to

- a) understand the need and importance of physical education.
- b) develop the knowledge, attitudes and interest in physical activities.
- c) understand the relationship between health and fitness of the human body.
- d) develop health consciousness in the student and community.
- e) possess emotional stability through practicing yoga.
- f) attain higher level of consciousness.
- g) increase the nutritional knowledge and nutritional practices.
- h) understand the information relevant to the surveillance, Prevention and Control of communicable diseases.

#### **Unit: I Introduction to Physical Education (5 Hrs.)**

Meaning – Definition - Aims and Objectives of Physical Education - Scope and Importance of Physical Education - Role of Sports and Physical Education in National Integrity.

#### **Unit: II Physical Fitness and Wellness (7 Hrs.)**

Meaning and Importance of Physical Fitness and Wellness - Components of Physical Fitness and Wellness - Factors Affecting Physical Fitness and Wellness - Principles of Physical Fitness Development - Means of Fitness Development: Aerobic, Sports and Recreational Activities.

#### **Unit: III Health Education (4 Hrs.)**

Meaning – Definition - Aims and Objectives of Health Education – Health Instruction; Health Services; Health Supervision - Teacher’s Role on imparting environmental health and sanitation in Schools - Yoga: meaning, importance - Yoga a way to healthy living - Eight fold means of yoga - Curative efforts of yoga.

#### **Unit: IV Food and Nutrition (7 Hrs.)**

Meaning of Food - Classification of Food - Constituents of Food - Nutrition-Importance of Water - Malnutrition and its Causes – Remedies for Malnutrition - Balanced Diet – Weight management.







**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(10 Hrs.)**

- 1) Activities in the scope of guidance related with different stages of human life.
- 2) Suggest a guidance programme for backward children in schools.
- 3) Narration of an incident on both consonance and compromise situation (among students/teachers /administrators).
- 4) Analyse teaching competency using personnel data collection services.
- 5) Prepare an interview schedule in an educational setting.

**References:**

- 1) Bhatnagar, R.P. & Seema, R. (2009), Guidance and Counselling in Education and Psychology, Meerut: R. Lal Book Depot.
- 2) Kiruba Charles and Jyothsna, N.G. (2011), Guidance and Counselling, Hyderabad: Neelkamal Publications. Educational Publishers.
- 3) Meenakshi Sundaram, A. (2005), Guidance and Counselling, Dindigul: Kavyamala Publishers.
- 4) Nagarajan, K. and Natarajan, S. (2014), Guidance and Counselling, Chennai: Sriram Publishers.
- 5) Nehru, R.S.S. (2013), Guidance and Counselling, New Delhi: A.P.H. Publishing Corporation.
- 6) Om Prakash. B. Pal. (2013), Guidance and Counselling, New Delhi: A.P.H. Publishing Corporation.
- 7) Ramesh Chaturvedi (2007), Group Guidance and Counselling, New Delhi: Crescent Publishing Corporation.
- 8) Sharma, R.N. (1999), Guidance and Counselling, Delhi: Surjeet Publishers.
- 9) Smith, G.E. (1955), Counselling in the Secondary Schools, Newyork, Macmillan.
- 10) Traxler A. E. (1945), Techniques of Guidance, Newyork: Harper & Brothers.

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# Meston College of Education

(Autonomous)  
Chennai – 600 014.

## B.Ed. Syllabus (Second Semester)

### CPS 21 B - PEDAGOGY OF BIOLOGICAL SCIENCE – PART-II

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student-teachers will be able to

- apply effective plans for instructional classes.
- understand the concept of curriculum construction.
- analyse the role of models of teaching and its techniques.
- understand the use of educational technology in teaching learning process.
- apply the skill of test construction for effective evaluation.

#### **Unit: I Planning for Effective Instruction (10 Hrs.)**

Planning: Meaning, Importance and Types of Plans: Year Plan -Unit Plan: Definition, Steps in Preparation and Uses of Unit Plan – Lesson Plan: Importance, Essential Features of Lesson Plans: Instructional Objectives (GIO and SIO), Teaching Aids, Mind Maps, Evaluation, Recapitulation and Assignment – Various Approaches in Lesson Plan Preparation: Herbartian Approach, Constructivist Approach and IT Supported Lessons.

#### **Unit: II Curriculum in Biological Sciences (8 Hrs.)**

Curriculum – Definition – Need – Principles of Curriculum Development – Curriculum Development Process: Selection of Content and Organization of Subject – NCERT Curriculum - NCF 2005 – Biological Sciences Curriculum Study Project (BSCS) – Nuffield Secondary Science Project.

#### **Unit III Models of Teaching in Biological Sciences (9 Hrs.)**

Models: Definition, Characteristics, Functions, Sources, Components of a Model, Basic Elements of Jerome Bruner's Concept Attainment Model, and Suchman's Inquiry Training Model.

#### **Unit: IV Teaching Learning Materials for Effective Instruction (8 Hrs.)**

Educational Technology – Meaning – Advantages – Edgar Dale's Cone of Experience and its Implications in Biology Teaching – Classification of Instructional Materials:

- Hardware Instructional Materials: Over Head Projector (OHP), Radio (Broadcast), Television (Telecast), Audio & Video CD's, CCTV and Multimedia Presentations.
- Software Instructional Materials: Black Board, Flannel Board, Bulletin Board and Magnetic Board, Charts, Diagram, Picture, Models (Static and Working), Specimens, Herbarium, Posters, Cartoons, Flash Cards, Diorama, Improvised Apparatus.
- Web Based Learning: e-learning – Meaning – Tools - Benefits and Limitations.





# Meston College of Education

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## B.Ed. Syllabus (Second Semester)

### CPS 21E – PEDAGOGY OF ENGLISH – PART - II

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student-teachers will be able to

- describe the techniques of reading.
- understand the different writing skills.
- acquire knowledge of the nuances of teaching.
- grasp various methods of study skills.
- be cognizant with technological aids.

#### **Unit: I      Reading      (9 Hrs.)**

a) Importance of Reading – Mechanics of Reading – Methods of Teaching Reading: Letter methods: The Alphabet method, The Phonic method, Non-letter methods: Look and Say method, The Phrase method, The Sentence method, The Story method, Inculcation of Reading Habits – Retardation in Reading.

b) Reading comprehension – Silent Reading – Loud Reading – Skimming – Scanning- Intensive Reading – Extensive Reading.

c) SQ3R – Method of Reading.

#### **Unit: II      Writing      (9 Hrs.)**

a) Teaching Writing: Characteristics, Causes of Bad handwriting, Improvement of Handwriting.

b) Writing skills – Judgement skills – Discourse skills.

c) Kinds of writing – Description – Narration – Reporting – Arguing.

d) Types of Composition Exercises – Controlled – Guided – Free Composition – Oral composition – Marking Code.

#### **Unit: III      Macro Teaching and Assessment      (9 Hrs.)**

a) Bloom's Taxonomy of Educational objectives: Cognitive, Affective, Psychomotor domains – General and Specific Instructional objectives.

b) Lesson Plan – Teaching of Prose, Poetry, Grammar and Composition.

c) Construction of an Achievement Test in English.

#### **Unit: IV      Study Skills      (9 Hrs.)**

a) Definition – Types – Gathering skills – Storage skills – Retrieval skills.

b) Note taking – Note making.

c) Dictionary skills – Bibliography.

d) Use of Library and Reference work.

**Unit: V Educational Technology (9 Hrs.)**

- a) Teacher made aids – Flash cards, Pictures, Charts, Models and Blackboard sketches.
- b) Mechanical Aids – Over head projector, Tape Recorder, Radio and Television.
- c) Computer Assisted Language learning – Power Point presentation – Identifying websites.
- d) Programmed Learning – Language laboratory.

**Suggested Practicals: (15 Hrs.)**

Student-teachers have to undertake any two of the following activities:

- 1) Identify and list language (English) related errors common among students.
- 2) Prepare a project on library skills.
- 3) Preparation of aids
  - An album of blackboard sketches
  - An album of collected pictures
  - Pictures set
- 4) Preparation of remedial material for any 3 common errors identified by student teachers (worksheet).
- 5) Prepare three activities to develop the reading skills of class VI students.

**Suggested Reference Books:**

- 1) Bharathi, T. (Reprint 2007). Personality Development and Communicative English. Hyderabad: Neelkamal Publications.
- 2) Hari Prasad, M. (Reprint 2009). Communicative English, Hyderabad: Neelkamal Publications.
- 3) Kiranmai Dutt., Geetha Rajeevan, P.(2007). Basic Communication Skills. Foundation Books Publications.
- 4) Kohli, A.L.(Reprint 2003).Techniques of Teaching English, New Delhi: Dhanpat Rai Publishing Co.
- 5) Marlow Ediger, Dutt, B.S.V., & Bhaskara Rao, D. (Reprint 2005). Teaching English Successfully, Discovery Publishing House.
- 6) Nesfield, J.C. (Reprint 2001). English Grammar Composition and Usage, India: Rajiv Beri for Macmillan for Macmillan.
- 7) Penny Ur. (Reprint 2008). A Course in Language Teaching. The Press Syndicate of the University of Cambridge.
- 8) Sarada, M. (Reprint 2005). Word to Paragraph. NEW Delhi: Sterling Publishers.
- 9) Vallabi, J.E. (2015). Methods and Techniques of Teaching English. New Delhi: Neelkamal Publications.
- 10) Venkateswaran, S. (Reprint 1998). Principal of Teaching English. UP: Vikas Publishing House.

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# Meston College of Education

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Royapettah, Chennai – 600 014.

## **B.Ed. Syllabus (Second Semester)**

### **CPS 21H – PEDAGOGY OF HISTORY – PART: II**

No. of Credits: **3**

No. of hours: **60**

#### **Objectives:**

The student-teachers will be able to

- 1) acquire knowledge of preparing year plan, unit plan and lesson plan.
- 2) understand the principles and methods of curriculum organization in History.
- 3) understand the essential resources of teaching History.
- 4) understand the uses of hardware and software technology in teaching History.
- 5) acquire the knowledge of evaluation.

#### **Unit: I                      Preparation of year plan, unit plan and lesson plan                      (8 Hrs.)**

Meaning of year plan – Preparation of a year plan.

Definition of unit plan – Characteristics of a good unit plan – steps in unit planning – Preparation of unit plan

Meaning of lesson plan – features of a good lesson plan – Preparation of a lesson plan

#### **Unit: II                      Approaches and History Curriculum in Schools                      (15 Hrs.)**

Principles of Selection: Individual, Social, National and Global needs.

Methods of organization: Logical and Psychological (Stages of Development) Chronological and Periodical, Concentric and Spiral, Progressive and Regressive methods.

Principles of correlation of subjects: Identical, Incidental, Systematic correlation.

Fusion with Geography, Political Science, Anthropology, Sociology, Economics and Literature.

#### **Unit: III                      Resources in the teaching of History                      (5 Hrs.)**

Meaning of educational resources - Resources related to History subject.

Importance of Museum, Monuments, Archives, Exhibitions, Library.

History classroom: Furniture, Equipments, Materials – Social Science Laboratory – History Club.



**Unit: IV                      Educational Technology in the Teaching of History                      (7 Hrs.)**

Meaning and Definition of Educational Technology.

Technology in teaching History – Projected aids and non-projected aids and related aids in teaching of History.

Computer Assisted Instruction (CAI) in History, Multi Media presentation, web-based learning.

**Unit: V                      Evaluation                      (10 Hrs.)**

Achievement test in History: Definition of achievement test – Construction of blue print – Setting of question paper – Preparation of Scoring key.

Diagnostic and prognostic test: Definition - Levels – Construction.

**Suggested Practicals:                      (15 Hrs.)**

Student-teachers have to undertake any two of the following activities:

- 1) Preparing a year plan for teaching History in high school level.
- 2) Preparing 10 slides in power point.
- 3) Preparing Time line chart.
- 4) Discussion/debates on the History teacher's classroom behavior.
- 5) Construction of Achievement test.

**Suggested Reference Books:**

- 1) Aggarwal, J.C. (3<sup>rd</sup> Revised Edition, 1996). Teaching of History – A Practical Approach. New Delhi: Vitan Publishing House.
- 2) Biranchi Narayan Darh. (Reprint 2008). Teaching of History, Hyderabad: Neelkamal Publications.
- 3) Deepak Tiwari. (2007). Methods of Teaching History. New Delhi: Crecent Publishing Corporation.
- 4) Kochhar, S.K. (Revised Edition 2003). Teaching of History, New Delhi: Sterling Publishers.
- 5) Pathak, S.P. (2005). The Teaching of History – The Paedo – Centric Approach. New Delhi: Kanishka Publications Distribution.
- 6) Quentin Stodols & Kalmer Stordahi. (Reprint 1972). Basic Educational Test and Measurement. New Delhi: Thomson Press.
- 7) Shaida, B.D. & Sahab Singh. (Reprint 2006). Teaching of History. New Delhi: Dhanpat Rai Publishing Company.
- 8) Sing, Y.K. (2004). Teaching of History: Modern Methods. New Delhi: APH Publishing Corporation.

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# Meston College of Education

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## B.Ed. Syllabus (Second Semester)

### CPS 21 M - PEDAGOGY OF MATHEMATICS – PART: II

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student-teachers will be able to

- prepare the unit plan and lesson plan in Mathematics.
- understand the various theories and factors influencing the learning of Mathematics.
- develop an insight into the various models of teaching and their implications to the teaching and learning situation.
- know the various class room interaction analysis systems.
- acquire skill in the construction of an achievement test.

#### Unit I: Unit Plan and Lesson Plan

**(10 Hrs)**

Definition of Unit Plan - Characteristics of a good Unit – Steps in Unit Planning – Preparation of Unit Plan.

Instructional Objectives - General Instructional Objectives ( G.I.Os) and Specific Instructional Objectives (S.I.Os) relating to Cognitive, Affective and Psychomotor Domains of Bloom's Taxonomy.

Meaning of Lesson Plan – Features of a good Lesson Plan – Preparation of a Lesson Plan (Herbartian Approach) – Digital Lesson Plan.

#### Unit II: Theories and Factors Influencing the Learning of Mathematics **(8 Hrs)**

Ideas of Bruner and Piaget in concept formation in Mathematics.

Factors influencing learning of Mathematics – Motivation, Maturation, Perception, Attitude, Aptitude, Creative thinking and Convergent thinking.

#### Unit III: Models of Teaching Mathematics

**(8 Hrs)**

Families of Models – Information Processing Models, Personal Models, Social Interaction Models and Behaviour Models.

Information Processing Models - Concept Attainment Model, Inquiry Training Model and Advanced Organizer Model.

**Unit: IV Class Room Interaction Systems****(9 Hrs)**

Class room interaction systems and its implications in learning Mathematics – Flander’s Interaction Analysis Category System (FIACS), Reciprocal Category System (RCS) and Equivalent Talk Category System (ECTS).

**Unit V: Evaluation****(10 Hrs)**

Achievement Test in Mathematics - Definition of Achievement Test – Construction of Blue Print – Setting of Question Paper – Preparation of Scoring Key  
 Diagnostic Test – Levels of Diagnosis – Construction of Diagnostic Test  
 Prognostic Test – Definition of Prognostic Test

**Suggested Practicals:****(15Hrs)**

Student-teachers have to undertake any two of the following activities:

1. Examine the different factors influencing the learning of Mathematics.
2. Practice the various models of teaching Mathematics in the class room situation.
3. Use FIACS and analyze the data using matrix techniques in the real class room situation.
4. Diagnose the difficulties of learning Mathematics in the classroom.
5. Construct a diagnostic test in Mathematics.

**Suggested Reference Books:**

1. Anice James, (2011), Skills and Strategies of Teaching Mathematics, Neelkamal Publications, (P) Ltd.
2. Arul Jothi, (2009), Teaching of Mathematics, Centrum Press.
3. Khanna, S.D., (1994) Teaching of Mathematics, DOABA House.
4. Mangal, S.K., (1997) A text book on Teaching of Mathematics, Parkash Brothers.
5. Passi, B.K. (1976) Becoming a Better Teacher, Micro Teaching Approach Sahitya Mudranalaya , Ahmedabad.
6. Ram Shavan, (2006) Teaching of Mathematics, A.P.H Publishing Company.
7. Sam Adams, (1977) Teaching Mathematics, Harper & Row Publishers.
8. Sidhu, K.S., (2003) The teaching of Mathematics, Sterling Publishers (P) Ltd,.
9. Singh, M.P., (2007) Teacher’s handbook of Mathematics, Anmol Publications (P) Ltd,.

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# Meston College of Education

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Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (Second Semester)

### CPS 21 P – PEDAGOGY OF PHYSICAL SCIENCE – PART: II

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student-teachers are able to

- identify curricular aspects.
- understand various strategies in teaching physical science.
- equip the resources of teaching - learning in physical science.
- develop the skill of procurement and care of the science laboratory.
- analyse the concepts of evaluation.

#### **Unit: I Curriculum in teaching Physical Science (9 Hrs.)**

Curriculum: Definition, Principles of curriculum construction, Approaches to curriculum: Concentric, Topical and integral approaches – Assignment based on curricular materials and their assumption - Critical Evaluation of Tamil Nadu Higher Secondary School Science curriculum.

#### **Unit: II Strategies in Teaching – Learning Physical Science (9 Hrs.)**

Constructivist approach - 5E learning model – Collaborative learning approach – Problem Solving approach – Concept Mapping – Inquiry approach – Analogy strategy – Cognitive Conflict – Holistic learning - Integrated learning – Enjoyable learning – Engaging learning - Communication in Science: Qualities of an effective science communicator – Developing science Communication learners: Communication by oral and written expression.

#### **Unit: III Teacher and Learning resources in Physical Science (9 Hrs.)**

Science teacher: Characteristic of a good Science teacher, Academic and Professional qualification of science teacher.

Print Resources: Text Book: Qualities of a good Physical Science text book - Criteria for evaluation of Physical Science textbook, Science library.

E-Resources: e-learning in Physical Science, Communication technologies used in e-learning: Online conferencing, e-journal, e-book and mobile learning.

#### **Unit: IV Organisation and Maintenance of Science laboratory (9 Hrs.)**

Organisation and Maintenance of science laboratory -Indent- maintenance of various Registers: Accession, Main, Consumable, Non-Consumable- Issue and Breakage. Storage and maintenance of apparatus and chemicals – Accidents and first aids – improvisation of apparatus

**Unit: V Evaluation (9 Hrs.)**

The Concept of evaluation, Objective based evaluation, tools and techniques in evaluation, Evaluations for achievement – diagnosis, prediction, Criterion and norm referenced tests, principles of test construction and administration of an achievement test – blue print, Characteristics of a good test – item analysis.

**Suggested Practicals: (15 Hrs.)**

Student-teachers have to undertake any two of the following activities:

- 1) Critically evaluate IX or X standard Tamil Nadu state board Science text book against NCERT Book.
- 2) Prepare an achievement test on any one topic by developing the blue print.
- 3) Prepare biographies of any two western Scientists.
- 4) Prepare a solution for any cognitive conflict.
- 5) Construct a Concept Map based on any scientific concept.

**Suggested Reference Books:**

1. Anil Kumar. (1999). Teaching of Physical Science, New Delhi: Anmol Publications
2. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools, New Delhi: Sterling Publications (Pvt.) Limited.
3. Joshi, D. (2012). Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd.
4. Mangal, S.K. (2009). Teaching of Physical Sciences, New Delhi: Arya Book Depot.
5. Nagaraju, M.T.V. (2008). Hand Book for Teaching Physical Science- Methods and Techniques, New Delhi: Kanishka Publications.
6. National Education Policy, 2020
7. Pedagogy of Science- Physical Science Text book for B.Ed., NCERT.
8. Radha Mohan. (2010). Teaching of Physical Science, New Delhi: Neelkamal Publishers.
9. Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers, U.S: Createspace Publications.
10. Sharma, R.C. (2006). Modern Science Teaching, New Delhi: Dhanpat Rai Publications.
11. Sonika, R. (2012). Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd.
12. Sood, J.K. (1992). New Directions in Science Teaching, Chandigarh: Kohli Publishers.
13. Vanaja, M. (2004). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
14. [www.ncert.nic.in](http://www.ncert.nic.in)>phy\_sci\_part I
15. [www.ncert.nic.in](http://www.ncert.nic.in)>phy\_sci\_partII

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B.Ed. Syllabus**  
(Second Semester)

## **PEC 21 - LEARNER DIFFERENCES IN COGNITIVE ASPECTS**

No. of Credits: **3**

No. of Hours: **60**

### **OBJECTIVES:**

The student-teachers will be able to

- understand the concepts of Intelligence, creativity and their educational implications.
- understand the nature of personality.
- familiar with the aspects of thinking and emotion.
- acquainted with certain skills to develop adjustment and mental health.
- differentiate the learners and their needs.

### **UNIT: I Intelligence and Creativity (11 Hrs.)**

Intelligence: Definition and Nature - Theories of Intelligence: Unitary Theory, Spearman's Two Factor Theory, Thorndike's Multifactor Theory, Guildford's Structure of Intellect, Gardener's Theory of Multiple Intelligence - Measurement of Intelligence: Intelligence Quotient (I.Q), Distribution of I.Q. - Classification of Intelligence Tests: Individual and Group Tests.

Creativity: Meaning, Nature: Fluency, Flexibility, Originality and Elaboration - Creativity and Intelligence - Identifying and Nurturing Creativity.

### **UNIT: II Personality and its Assessment (8 Hrs.)**

Personality: Meaning and Characteristics - Theories of Personality: Psychodynamic Theory: Freud's Psychoanalytic Theory, Humanistic Theory: Roger's Person-Centered Theory and Biological Theory: Eysenck's Theory of Personality - Factors Influencing Personality - Assessment of Personality - Integrated Personality.

### **UNIT: III Intellectual and Emotional Development of the Learner (10 Hrs.)**

Thinking: Definition, Nature, Tools, and Types of Thinking, Development of Effective Thinking – Reasoning: Definition, Types: Inductive and Deductive - Training in Reasoning - Problem Solving: Meaning and Steps.

Emotional Development: Meaning, Kinds of Emotions, Emotional Maturity, Emotional Intelligence and Emotional Quotient.

**UNIT: IV Adjustment and Mental Health (8 Hrs.)**

Adjustment: Meaning, Definition, Causes of Maladjustment, Defense Mechanisms - Frustration: Definition and Causes - Conflicts: Meaning, Definition and Types of Conflicts. Student's Unrest - Juvenile Delinquency.

Mental Health: Meaning-Factors Affecting Mental Health-Characteristics of Mental Health - Promotion of Mental Health of Students and Teachers.

**UNIT: V Individual Differences (8 Hrs.)**

Concept of Individual Differences – Exceptional Children: Gifted, Slow Learners, Differently Abled and their Educational Programmes – Learning Difficulties with varied Cognitive Abilities: Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and Auditory Processing Disability - Significance for Understanding Learner Variations and their Learning Needs.

**Suggested Practicals: (15 Hrs.)**

Student-teachers have to undertake any two of the following activities:

- 1) Assessment of intelligence of the adolescent students.
- 2) Measuring creativity among school students.
- 3) Assessing the Personality of high school students.
- 4) Assessing the adjustment behavior of the students.
- 5) Identifying students with specific learning disabilities.

**Suggested Reference Books:**

- 1) Agarwal, J.C. (1995). Essential Educational Psychology. New Delhi: Vikas Publishing House.
- 2) Bhatia, H.R. (1977). Textbook of Educational Psychology. New Delhi: The McMillan Company of India.
- 3) Chauhan, S.S. (2007). Advanced Educational Psychology (7<sup>th</sup> Edition). New Delhi: Vikas Publishing House.
- 4) Clifford, T. Morgan. (1978). A Brief Introduction to Psychology. New Delhi: Tata McGraw Hill Education.
- 5) Dececco, J.P. (1977). The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- 6) Elizebeth, B. and Hurlock. (1976). Personality Development. New Delhi: Tata McGraw Hill Education.
- 7) Kakar, S. B. (1989). Educational Psychology and Guidance. Ambala: The Indian Publication.
- 8) Kale, S.V (1983). Child Psychology and Child Guidance. Bombay: Himalaya Publishing House.
- 9) Mangal, S.K. (2007). Advanced Educational Psychology (2<sup>nd</sup> Edition). New Delhi: Prentice-Hall of India.
- 10) Meenakshisundaram, A. (2008). Educational Psychology. Dindugul. Kavyamala Publishers.
- 11) Rao, S. Narayan. (1990). Educational Psychology. New Delhi: Wiley Eastern Ltd.
- 12) Robert, A. Baron. (2012). Psychology (5<sup>th</sup> Edition). New Delhi: Pearson Education.
- 13) Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology. Agra: HPB.
- 14) Stranger, R. and Solley, C. M. (1970). Basic Psychology. New Delhi: Tata McGraw Hill Publishers.
- 15) Traves, M. R. (1973). Educational Psychology. New Delhi: The McMillan Company.

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**Unit: IV      Tasks of Teaching      (9 Hrs.)**

Meaning – Definition – Variable – Phases – Operation of Teaching Task:  
Pre active Phase, Inter-active Phase and Post-active Phase – Levels of Teaching:  
Memory, Understanding and Reflective levels.

**Unit: V      Teaching for Effective Learning      (9 Hrs.)**

Effective teaching: Concept and Meaning – Reflective and Critical Thinking:  
Meaning and Educational Implications – Creativity and Problem Solving:  
Meaning, Process and Promotion – Meta-Cognition: Meaning Components and  
Strategies.

**Suggested Practicals:      (15 Hrs.)**

Student teachers have to undertake any two of the following activities:

- 1) Prepare a programmed learning material for any one of the topic.
- 2) Conduct a group discussion and prepare a report on innovative teaching strategies.
- 3) Prepare an album on methods of teaching.
- 4) Write a brief report on any one of the techniques of teaching used by student teachers to enhance the meta-cognitive skills.
- 5) List out the essential strategies for teaching students effectively.

**Suggested Reference Books:**

- 1) Chauhan, S.S. (1979). Innovation in Teaching Learning processes. New Delhi: Vikas Publishing House.
- 2) Mangal, S.K. (1986). Fundamental of Educational Technology. Ludhiana: Prakash brothers.
- 3) Sharma, R.A. (1991). Technology of Teaching Meerut: R.Lall Book Dept.
- 4) Nagarajan, K. (2006). Educational Management, Chennai: Ram Publishers.
- 5) Arulsamy, S. (2010). Educational Innovation and Management, New Delhi: Neelkamal Publications. Educational Publishers.
- 6) Bose, C.R., & Ramachandran: Education Technology, NCERT, New Delhi.
- 7) Jaya Pillai, K. (1985) Effective teaching. Madurai: Publishing division, Madurai Kamarajar University.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## **B.Ed. Syllabus (Second Semester)**

### **CPS 22 - KNOWLEDGE AND CURRICULUM**

No. of Credits: **3**

No. of. Hours: **60**

#### **Objectives:**

The student teachers will be able to

- a) know the meaning of knowledge base in Education.
- b) develop an understanding of the basics of curriculum.
- c) understand the role of school in curriculum.
- d) develop knowledge of planning and management of instruction.
- e) develop knowledge of curriculum transaction and evaluation.

#### **Unit I Evolving Knowledge Base in Education**

**(9 Hrs)**

Knowledge – meaning – Theory of knowledge: Shared knowledge and perceived knowledge.  
Ways of knowing : language – sensation and perception – emotion – reason – imagination – faith – intuition – memory – areas of knowledge.

#### **Unit II Basics of Curriculum**

**(9 Hrs)**

Curriculum: The concept – Bases of curriculum – The curriculum process and its stages: selection of aims goals and objectives – selection of learning experiences – selection of content– organization and integration of learning experiences and content – Evaluation as a curriculum process.

#### **Unit III School and Curriculum**

**(9 Hrs)**

Goals of educational institutions – administration and organization in creating a context for development of curriculum. Infrastructural facilities – curricular sites and resources – library, laboratory, school play ground, community.

Role of external agencies in providing curriculum and pedagogic supports to teachers with in schools – local, regional and national.

#### **Unit IV Planning and Management of Instruction**

**(9 Hrs)**

- a) Instructional planning: Issues related to instructional planning – steps in instructional planning – teacher as a planner.
- b) Managing instruction – classroom management : the concept – understanding the needs of the students within the classroom – principles of classroom management – factors influencing classroom management – techniques of classroom management - time management.

**Unit V Curriculum Transaction and Evaluation****(9 Hrs)**

- a) Instructional objectives in curriculum transaction – aims – objectives – sources of objectives: society – individual – Subject Contents – interrelation between society, individual and knowledge – classification of objectives – educational, logical, psychological and cumulative base.
- b) Curriculum Evaluation – The process of evaluation in curriculum – steps of evaluation – types of curriculum evaluation : context evaluation, input evaluation, process evaluation and product evaluation – guidelines for curriculum evaluation.

**Suggested Practicals :****(15 Hrs)**

Student teachers have to undertake any two of the following activities:

1. Draw faces depicting different emotions and give a short write up for each – An Album
2. Compare a topic of your choice in two different curricular frame works used in schools in Tamil Nadu – A Report.
3. Collect pictures of the infrastructural facilities available in your practicing schools - A Picture Series.
4. Plan a child centered activity for enhancement of classroom management – A Report
5. Curriculum Evaluation and Reforms – Group Discussion

**Suggested Reference Books:**

1. Aggarwal J.C. (2000), Handbook of curriculum and instruction. Delhi: Doaba Book House.
2. Bhatt B.D. (2012). Curriculum reform, change and continuity. New Delhi: Kanishka Publishers and Distributors.
3. Dash B.N. (2010). Curriculum Planning Development. New Delhi: Wisdom Press.
4. Janardan Prasad and Vijayakumari Kaushik. (2013) Advanced Curriculum Construction. New Delhi: Kanishka Publishers and Distributors.
5. Kokila and Thangasamy S. (2006), Instructional Technology and Curriculum Development. New Delhi: Neelkamal Publications pvt.ltd, Educational Publishers.
6. Maitreya Balsara, (2014). Principles of curriculum and reconstruction. New Delhi: Kanishka Publishers and Distributors.
7. Marlow Ediger and Digumarti Bhaskara Rao, (2007). Curriculum of school subject. New Delhi: Discovery Publishing House.
8. Poornima Jain, (2012). Curriculum and Teaching. New Delhi: Kanishka Publishers and Distributors.
9. Satpal Swami and Sumithra Swami, (2013). Curriculum Technology and Learning. New Delhi: Black Prints India. INC
10. Shaivastava K.K. (2013), Instructional Methods and Curriculum in Social Studies. New Delhi: Kanishka Publishers and Distributors.
11. Usha Grover, Himanshu Das and Mahesh Chaudhari (2009). Curriculum Strategies. New Delhi: Kanishka Publishers and Distributors.
12. Vinay Rao, (2009). Curriculum Development. New Delhi: Saurabh Publishing House.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## **B.Ed. SYLLABUS (Second Semester)**

### **EPC 21 - LIBRARY AND INFORMATION CENTRE: SERVICES AND LEARNING RESOURCES**

No. of Credits: **2**

No. of Hours: **40**

#### **Objectives:**

The student-teachers will be able to

- a) understand the purpose, role and importance of library and its types.
- b) study various types of sources of information.
- c) know about the various library services.
- d) get familiar with applications of computers and information technology in library.
- e) understand the principles of network and their application in library.

#### **Unit: I Information Science and Types of Libraries (6 Hrs.)**

Information - concept and meaning - Five laws of Library Science and their relevance to current library practice - Academic Libraries - School, College and University Libraries, their objectives, features and functions - Public Libraries - their objectives, features and functions - Connemara Public Library, RRRLF - National and Special Libraries - their objectives, features and functions.

#### **Unit: II Information Sources (6 Hrs.)**

Types of information sources – Primary sources of information - journal, conference volume, patents, research reports and thesis – Secondary sources of information Bibliography, Encyclopedia, Dictionary, Yearbook, Directory, Biographical sources, Text Book and Geographical sources – Tertiary sources of information – Bibliography of bibliographies and guide to literature – e-resources.

#### **Unit: III Reference and Information Services (6 Hrs.)**

Concept, purpose and types of reference services – Trends of reference services in digital age – Types of information services: CAS, SDI, Abstracting, Indexing, Reprography, Translation, Literature search, Document delivery services.

**Unit: IV      Information Technology in Library and Information Centre      (6 Hrs.)**

Concept and need of Library Automation – Library software including open source software –In-house operations –Acquisition, Ordering and membership database, Circulation, Serial control, Stock verification, Archiving of rare material, Library security system (RFID).

**Unit: V      Library Network      (6 Hrs.)**

Network concept, types and examples – Need for library network – digital library, Intranet, Internet – concept and its use in Library – Library networks: ERNET, DELNET, INFLIBNET.

**Suggested Practicals:      (10 Hrs.)**

Student teachers have to undertake any two of the following activities:

- 1) Hands on experiences with the library software.
- 2) Developing skills in literature search by using abstracting and indexing.
- 3) Find out information from standard Reference sources.
- 4) Visit to any library – a report.
- 5) Preparation of a album on different types of libraries.

**Suggested Reference Books:**

- 1) Krishna Kumar. (1987). Reference Services. Vikas.
- 2) Ranganathan, S.R. (1957). Five Laws of Library Science. Delhi: Vikas.
- 3) Ranganathan, S.R. (1969). Library Science Based Services. Madras: New Centaury Book House.
- 4) Ranganathan, S.R. (1973). New Education and School Library. Delhi: Vikas.
- 5) Roland Astall. (1966). Special Libraries and Information Bureau. Bombay: Asia Publication House.
- 6) Satyanarayana, B. ed. (1998). Multimedia its Applications in Library and Information Science. Chennai: T.R. Publications.
- 7) Sharma, S.K. (1993). Library Computerization: Theory and Practice. Delhi: Ess Ess.
- 8) Velaga Venkatappaiah. (1994). New Horizons in Library and Information Science. Chennai: T.R. Publications.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (Second Semester)

### EPC 22 - INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

No. of Credits: 2

No. of hours: 40

#### OBJECTIVES:

The student-teachers will be able to

- understand the main components of computer hardware.
- acquire knowledge of various applications of internet.
- understand the concept of different application softwares related to Education.
- acquire knowledge of communication technology.
- understand different approaches of ICT in Education.

#### UNIT: I      **Basics of Computers**      **(6 Hrs.)**

Computer: Definition, Characteristics, Generations and Types.  
Computer Hardware (Input Devices, Output Devices and Storage Devices).  
Computer Network (LAN and WAN)  
Computer Security (Computer Virus, Firewall and Antivirus)

#### UNIT: II      **Internet and its Applications**      **(6 Hrs.)**

Internet: Definition and Uses in the Field of Education.  
Search Engines: Meaning, Types and Uses.  
Browsers: Meaning, Types and Uses.  
e-mail: Creation and its Uses – Chats.  
Online Applications: e-banking, e-shopping, e-trading and e-booking.

#### UNIT: III      **Computer Software**      **(6 Hrs.)**

Software: Meaning and Types (System Software and Application Software)  
Operating System: Meaning and Types.  
Open Source Software: Meaning, Advantages and Open Source Educational Softwares.  
Multimedia: Meaning, Types, Advantages of Multimedia and Use of Multimedia in Education.

**UNIT: IV      Basics of Communication      (6 Hrs.)**

Communication: Concept, Nature, Objectives, Types (Verbal and Non-verbal Communication) - Classroom Communication – Barriers in Communication (Physical, Language, Psychological and Organizational) – Factors Affecting Communication.

Information and Communication Technology: Meaning, Nature, Importance and Advantages.

**UNIT: V      ICT in Teaching-Learning Process      (6 Hrs.)**

Approaches to Integrating ICT in Teaching and Learning: e-learning: Concept, Types, Characteristics, Advantages and Limitations - e-books and e-content: Merits and Limitations - Webquest and Virtual Field Trips: Concept, Process and Use in the Classroom - Teleconferencing: EDUSAT - Web Conferencing: Tools and Techniques - Open Educational Resources (OER): Meaning and Importance – Social Media: Meaning, Types (Twitter, Facebook, Whatsapp, LinkedIn, Weblog and Slideshare) - Merits and Demerits.

**Suggested Practicals:      (10 Hrs.)**

Students-teachers have to undertake any Two of the following activities:

1. Hands on experience in setting up a desktop PC and working with various input devices, output and storage devices.
2. Practise in installing various system (operating system) and application software (educational).
3. Develop a webquest on any selected topic of your subject.
4. Identify a virtual field trip in your area of specialization and organize a virtual field trip.
5. Create and use Weblog for learning purpose and write a report.

**Suggested Reference Books:**

1. Bharihok Deepak (2000). Fundamentals of Information Technology, New Delhi: Pentagon Press.
2. James, K.L.,(2003). The Internet: A User's Guide, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Mishra, S., (Ed.) (2009). STRIDE Hand Book 08, New Delhi: E-Learning IGNOU.
4. Imison, T., Taylor, P.H., (2001). Managing ICT in the Secondary Schools, Heinemann: Oxford.
5. Semenor, Alexy (2005). Information and Communication Technologies in Schools, A hand book for teachers, UNESCO.
6. Vipul Kumar Narang, (2015). Modern Trends in Education Technology, New Delhi: Astha Publishers & Distributors.
7. Nishant Roy (2012). Computer Education, New Delhi: Sonali Publications.
8. Rajasekar, S (2010). Computers in Education, New Delhi: Neelkamal Publications Pvt. Ltd.
9. Vanaja, M., Rajasekar, S (2013). Educational Technology and Computer Education, New Delhi: Neelkamal Publications Pvt. Ltd.
10. Rabindranath Lenka (2013). Educational Technology and Classroom Management, New Delhi: Axis Books Pvt. Ltd.
11. Ani Vadakke Purayil (2015). Educational Technology, New Delhi: A.P.H Publishing Corporation.
12. Pathak, R.P., Jagdeesh Chaudhary (2012). Educational Technology, Delhi: Pearson.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (Second Semester)

### PEC 22 – CRITICAL ASPECTS OF INDIAN EDUCATION

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student–teachers will be able to

- acquire knowledge of Indian Educational policies.
- acquire knowledge of Indian Educational programmes.
- understand the various challenges in Indian Education.
- identify the ways and means to promote National unity.
- explore the empowering aspects of Education.

#### **Unit: I Indian Educational Policies (9 Hrs.)**

Education in Concurrent List – Directive Principles – Constitutional Provisions – National Education Commissions, Committees and Policies: University Education Commission, Mudaliar Commission, Kothari Commission, NEP (1986), Programme of Action (POA) and Right to Education Act (2009).

#### **Unit: II Indian Educational Programmes (9 Hrs.)**

Universalization of Elementary Education – Dropouts and Grade Repetition – Sarva Shiksha Abiyan (SSA) – Rashtriya Madhyamik Shiksha Abiyan (RMSA) – Rashtriya Uchchar Shiksha Abiyan (RUSA) – Uniform Pattern of Education – Medium of Instruction- Minimum Levels of Education – Vocationalization of Secondary Education.

#### **Unit: III Challenges in Indian Education (9 Hrs.)**

Population Explosion – Poverty – Inequality in Education: Gender Bias, Caste, Religion and Region – Child Labour – Drug abuse – Eve teasing – Ragging – Underemployment and Unemployment – Brain drain.

#### **Unit: IV Education and National Unity (8 Hrs.)**

National Integration: Meaning, Educational Measures to Ensure National Integration – Terrorism, Education against Terrorism - Role of Education in Promoting Peace – Use of Curricular and Co-curricular Activities in Promoting National Unity - Education and Democracy: Meaning, Educational Implications.







# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **31B CSC - CONTENT OF SCHOOL SUBJECT (BIOLOGY) - LEVEL I** (Both for Graduates and Post Graduates)

**No. of Credits: 3**

**No. of Hours: 60**

Entire content of the present 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Standards Science text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

## **32B CSC - CONTENT OF SCHOOL SUBJECT (BIOLOGY) - LEVEL II**

(for Under Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

Entire content of the present 9<sup>th</sup> & 10<sup>th</sup> Standards Science text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

## **33B CSC - CONTENT OF SCHOOL SUBJECT (BIOLOGY) - LEVEL II**

(for Post Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

### **For PG BOTANY CANDIDATES**

Entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards Botany text books prescribed by Tamil Nadu Government.

### **For PG ZOOLOGY CANDIDATES**

Entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards Zoology text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

**31 E CSC - CONTENT OF SCHOOL SUBJECT (ENGLISH) LEVEL- I**  
(Both for Graduates and Post Graduates)

**No. Of Credits: 2**

**No. of Hours: 60**

Entire content of the present 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Standards English text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

## **32 E CSC - CONTENT OF SCHOOL SUBJECT (ENGLISH) LEVEL- II**

(for Under Graduates only)

**No. Of Credits: 2**

**No. of Hours: 60**

Entire content of the present 9<sup>th</sup> & 10<sup>th</sup> Standards English text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **33 E CSC - CONTENT OF SCHOOL SUBJECT (ENGLISH) LEVEL- II** (for Post Graduates only)

**No. Of Credits: 2**

**No. of Hours: 60**

Entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards English text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **31H CSC - CONTENT OF SCHOOL SUBJECT (HISTORY) LEVEL- I** (Both for Graduates and Post Graduates only)

**No. Of Credits: 2**

**No. of Hours: 60**

Entire content of the present 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Standards Social Science text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **32H CSC - CONTENT OF SCHOOL SUBJECT (HISTORY) LEVEL- II** (for Under Graduates only)

**No. Of Credits: 2**

**No. of Hours: 60**

Entire content of the present 9<sup>th</sup> & 10<sup>th</sup> Standards Social Science text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **33H CSC - CONTENT OF SCHOOL SUBJECT (HISTORY) LEVEL- II** (for Post Graduates only)

**No. Of Credits: 2**

**No. of Hours: 60**

Entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards History text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **31M CSC - CONTENT OF SCHOOL SUBJECT (MATHEMATICS) - LEVEL I**

(Both for Graduates and Post Graduates)

**No. of Credits: 3**

**No. of. Hours: 60**

Entire content of the present 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Standards Mathematics text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

## **32M CSC - CONTENT OF SCHOOL COURSE (MATHEMATICS) - LEVEL II**

(for Under Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

Entire content of the present 9<sup>th</sup> & 10<sup>th</sup> Standards Mathematics text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

## **33M CSC - CONTENT OF SCHOOL SUBJECT (MATHEMATICS) - LEVEL II**

(for Post Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

Entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards Mathematics text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

## **31P CSC - CONTENT OF SCHOOL SUBJECT (PHYSICAL SCIENCE) - LEVEL I**

(Both for Graduates and Post Graduates)

**No. of Credits: 3**

**No. of Hours: 60**

Entire content of the present 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Standards Science text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **32P CSC - CONTENT OF SCHOOL SUBJECT (PHYSICAL SCIENCE) - LEVEL II** (for Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

Entire content of the present 9<sup>th</sup> & 10<sup>th</sup> Standards Science text books prescribed by Tamil Nadu Government.

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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

## **33P CSC - CONTENT OF SCHOOL SUBJECT (PHYSICAL SCIENCE) - LEVEL II** (for Post Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

### **For PG CHEMISTRY CANDIDATES**

Entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards Chemistry text books prescribed by Tamil Nadu Government.

### **For PG PHYSICS CANDIDATES**

Entire content of the present 11<sup>th</sup> & 12<sup>th</sup> Standards Physics text books prescribed by Tamil Nadu Government.

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# Meston College of Education

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## **B.Ed. Syllabus (Fourth Semester)**

### **PEC 41 - RESEARCH IN EDUCATION**

No. of Credits: **3**

No. of. Hours: **60**

#### **Objectives:**

The student-teachers will be able to

- acquire knowledge about the concept of research and education.
- acquire information in formulating research problem.
- acquire knowledge of designing different types of hypotheses.
- understand various sampling techniques.
- acquire knowledge of various tools available in conducting research.

#### **Unit I: Research and Education (10 Hrs)**

Meaning of Research – Steps involved in Research process – Objectives of Research – Characteristics of Research.

Types of research - Basic Research, Applied Research and Action Research – Steps involved in Action Research.

Meaning of Educational Research – Scope of Educational Research – Problems faced in Educational Research – Qualities of a good Researcher.

#### **Unit: II Research Problem (5 Hrs)**

Definition of research problem – Sources of Research Problem – Selection of Research problem – Formulating and stating the Research problem: Posing question and Declarative statement – Delimitations and Limitations of a Research problem.

#### **Unit: III Hypothesis (10 Hrs)**

Definition of hypothesis – Sources of hypothesis – Importance of hypothesis – Characteristics of good hypothesis – Research hypothesis: Descriptive hypothesis, Associative hypothesis and Causal hypothesis – Null hypothesis – Question form hypothesis

#### **Unit IV: Sampling (10 Hrs)**

Meaning of sample – Terms used in sampling – Importance of sampling – Disadvantages in sampling – Characteristics of a good sample – Sampling process – Sampling techniques – Probability based techniques: Simple random, Stratified random, Systematic random, Double sampling, Multiple random and Cluster – Non Probability based techniques: Judgement, Incidental, Quota and Convenience.

**Unit V: Research Tools****(10 Hrs)**

Meaning of Research tool – Classification of Research tools- Criteria of selection of tools – Factors related to the construction of tools – Questionnaire - Attitude Scales – Interview – Observation – Check list – Sociometry – Guess-who technique – Social distance scale – Intelligence test – Aptitude test – Personality test

**SUGGESTED PRACTICALS:** (Students have to undertake any TWO of the following activities) **(15 Hrs)**

- 1) Preparing an action research report.
- 2) Writing any five research problems and its rationale.
- 3) Framing different types of hypotheses for any research problem
- 4) Designing a sampling process.
- 5) Administering a questionnaire to a sample of students.

**REFERENCES:**

- 1) Agarwal, L.P. (2008). Modern Educational Research. New Delhi: Dominant Publishers and Distributors.
- 2) Borg, R.W., & Gall, M.D. (1983). Educational Research An Introduction. New York: Longman.
- 3) Keeves, J.P. (1988). Educational Research Methodology and Measurement: An International Handbook. New York: Pergamon Press.
- 4) Kothari, C. R. (2007). Research Methodology Methods and Techniques (Revised Second Edition). New Delhi: New Age International.
- 5) Paneerselvam, R. (2009). Research Methodology. New Delhi: PHI Learning Publishers.
- 6) Singh, S.K. (1985). Methodology of Research in Education. New Delhi: Sterling Publishers.

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# Meston College of Education

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## B.Ed. Syllabus (Fourth Semester)

### PEC 42 – PERSPECTIVES OF INCLUSIVE EDUCATION

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student-teachers will be able to

- acquire the concept and meaning of inclusive education
- understand diverse needs of children in inclusive educational settings
- develop critical understanding of the initiatives taken towards inclusive education in India
- analyse the functioning of inclusive schools
- identify the needs of inclusive classroom and the role of the teacher.

#### **Unit: I Introduction to Inclusive Education (10 Hrs.)**

Definition – Concept and Importance of Inclusive Education – Difference between Special Education, Integrated Education and Inclusive Education – Advantages of Inclusive Education – Barriers to Inclusive Education - Ensuing inclusive education: Steps from exclusive to inclusive.

#### **Unit: II Diverse Needs of Children in Inclusive Education (10 Hrs.)**

Historical Perspectives on Education of Children with Diverse Needs -Mental retardation: definition, nature, causes, prevention and educational classification – Visual and Hearing impaired: characteristic features, causes and prevention – Orthopedically challenged: Types and characteristics.

#### **Unit: III National Initiatives taken in the Direction of Inclusive Education (10 Hrs.)**

Integrated Education for Disabled Children (IEDC, 1974) – National Policy on Education, (1986) and POA 1992 – Rehabilitation Council of India Act (1992) – The Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, (1995) – The National Trust for the Welfare of Persons with Autism, Cerebral Palsy - Sarva Shiksha Abhiyan (2002) - RMSA (2009) - Right to Persons with Disability Bill (2012/2014).

#### **Unit: IV Inclusive Educational Setting (5 Hrs.)**

Inclusive School: Infrastructural Facilities for an Inclusive School – An Ideal Inclusive School – Role of Inclusive Schools in Modern Times – Inclusive Classroom Management.





# Meston College of Education

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## B.Ed. Syllabus (Fourth Semester)

### PEC 43 – GENDER ISSUES IN EDUCATION

No. of Credits: **3**

No. of Hours: **60**

#### Objectives:

Student teachers are able to

- identify the origin of gender differences in education.
- interrelate school concerned issues with Gender.
- analyse the benefits for gender equity.
- evaluate the technological issues in Gender.
- eliminate gender specific behaviors using technology.

#### **Unit: I      Origin of Gender difference      (10 Hrs.)**

Theories based on Gender studies – women's role in ancient times – Biological factors and views – Sex and gender distinction – Gender identity – Gender roles.

#### **Unit: II      Gender and School      (10 Hrs.)**

Girls as learners, hidden curriculum: teacher attitudes, expectations and Peer culture, Epistemological issues in Mathematics, Social sciences and Life sciences using gender as a lens, Subject choice made in higher secondary and its relation with Gender.

#### **Unit: III      Gender Equity      (10 Hrs.)**

Qualitative evidence of changing patterns of Gender Parity and Gender equality – trends in literary – Inter State disparity – Education of girls belonging to disadvantaged group – Factors affecting gender equity – Challenges in Learning environment – Developing Capacities and skills of women.

#### **Unit: IV      Gender differences and Educational technology      (5 Hrs.)**

Gender differences and online learning - Gender differences in using technology for Learning - Gender equity and ICT - Gender gap and technology - Gender differences in education outcomes.

#### **Unit: V      Technology for eliminating Gender specific behaviors      (10 Hrs.)**

Social information technology, Computer mediated communications, Gendered technology, Women and Global technology revolutions – IGNITE (Women fueling science and technology).

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(15 Hrs.)**

1. Prepare a chart based on Biological factors in gender.
2. Compare the epistemological issues on various subjects using gender as a lens.
3. Conduct a quiz on gender equity and submit a report.
4. Prepare a Multi Media Presentation on gender difference and ICT.
5. Prepare an album on any ten Great Women in various fields – A Short Biography.

**References:**

- 1) Chanana, Karuna, (1988) Socialization Education and Women, Nehru Memorial Museum and Library: New Delhi.
- 2) Dube, Leela, (2000). Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi.
- 3) Jha, J. and Subrahmanian, R. (2006). Secondary Education in the Indian State of Uttar Pradesh: Gender dimensions of state policy and practice. In: Hassim, S. and Razavi, S. (eds.) (2006) Gender and Social Policy in a Global Context Uncovering the Gender Structure of 'The Social' Basingstoke: UNRISD/Palgrave.
- 4) Kalia, N. N. (1988). Women and Sexism: Language of Indian School Text-books. In: Ghadially, R.(ed), Women in Indian Society: A Reader, New Delhi: Sage Publications.
- 5) Nayar, U.(2000). Education of Girls in India: An Assessment, New Delhi: NIEPA.
- 6) Pandey, K. (2006). Gender Issues and Indian Textbooks, In: Bruillard E., Aamotsbakken, B. Knudsen, S.V. and Horsley, M. (eds.), Caught in the Web or Lost in the Textbook? Paris: STEF, IARTEM, IUFM, de Basse-Normandie.
- 7) Ramachandra, V. (1998). Girls' and Women's Education: Policies and Implementation Mechanisms: Case Study: India, Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.
- 8) Ramachandran, V. (2003b). Gender Equality in Education (India). Progress in the Last Decad. Background Paper for the EFA Monitoring Report, 2003-04 Paris: UNESCO.
- 9) Ramachandran, V. (ed) (2004a). Gender and Social Equity in Primary Education: Hierarchies of Access. New Delhi: Sage Publications.
- 10) Sharma, M.C. and Sharma, A.K. (eds) (2003). Discrimination Based on Sex Caste, Religion and Disability: Addressing through Educational Interventions: A Handbook for Sensitizing Teachers and Teacher Education, New Delhi: National Council for Teacher Education and the National Human Rights Commission.
- 11) Sudarshan, R.M.(2000). Educational Status of Girls and Women: The Emerging Scenario, In: Wazir, R.(ed), The Gender Gap in Basic Education: NGO's as Change Agents, New Delhi: Saga Publications.
- 12) Subrahmanian, R. (2005). Gender Equality in Education: Definitions and Measurement, International Journal of Educational Development, 25(4):pp 395-407.
- 13) World Bank(2003) Equity in Enrolment and Completion in Elementary Schooling in India. New Delhi: World Bank.

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**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities) **(15 Hrs.)**

- 1) Browse the internet source and write a report on "National Development through Biology".
- 2) Preparation of album on laboratory lay out, accidents and safety measures.
- 3) Preserve an animal and a plant by using the preservation procedure.
- 4) Prepare a multimedia album on e-learning technology and instructional e-resources.
- 5) Evaluate your teaching by peer evaluation tool and prepare a report.

**References:**

- 1) Aggarwal. D.D. (2008). Modern Methods of Teaching Biology. New Delhi: Karapaper Backs.
- 2) Chauhan, S. S. (1979). Innovations in Teaching and Learning Process. New Delhi: Vikas Publishing House.
- 3) Hemalatha Kalaimathi, D., & Asir Julius, R. (2010). Teaching of Biology. New Delhi: Neelkamal Publications.
- 4) Jasim Ahmed. (2009). Teaching of Biological Science. New Delhi: PHI Learning.
- 5) Jenkins, E.W. (1997). Innovations in Science and Technology Education. USA (Vol. VI) Paris: UNESCO, Forum Project.
- 6) Mangal, S.K., & Uma Mangal. (2009). Essentials of Educational Technology. New Delhi: PHI Learning.
- 7) Ramakrishna, (2012). Methodology of Teaching Life Sciences. India: Dorling Kindersly.
- 8) Ratha Mohjan. (2007). Innovative Science Teaching for Physical Science Teachers (3<sup>rd</sup> edition). New Delhi: PHI Learning.
- 9) Sharma, R.C. (1990), (2006). Modern Science Teaching. New Delhi: Dhanpal Rai & Sons.
- 10) Shashi Prabha Sharma. (2004). Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka Publishers.
- 11) Siddique, N.H., & Siddique, M.N. (1983). Teaching of Science Today and Tomorrow. New Delhi: Doaba House.
- 12) Sood, J.K. (1985). Teaching Life Sciences. New Delhi: Kohli Publications.

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# Meston College of Education

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## B.Ed. Syllabus (Fourth Semester)

### CPS 41E – PEDAGOGY OF ENGLISH – PART - III

No. Of Credits: **3**

No. of Hours: **60**

#### Objectives:

The student teachers will be able to

- a) acquire a practical knowledge of stress patterns.
- b) point out the major pronunciation problems.
- c) acquire mastery over lexical items.
- d) develop fluency in English
- e) acquire knowledge about different types of writing.

#### **Unit I Phonetics and Stress pattern (10 Hrs)**

The sounds of English - Phonetic systems – Vowels, Semivowels, Diphthongs, Consonants and Phonetic transcription.

Word stress and Sentence stress – Intonation: Meaning and four basic patterns.

#### **Unit II Teaching English Pronunciation (10 Hrs)**

Pronunciation: Emphasis on Pronunciation and Major Pronunciation problems - Teacher's model: Meaning and Importance - Characteristics of Good classroom speech.

#### **Unit III Lexis (10 Hrs)**

Word formation: Affixation, Conversion and Compounding - Patterns of Spelling - Phrasal Verbs and Prepositional phrases.

#### **Unit IV Fluency in English (5 Hrs)**

Use of Conventional formulae: Greeting, Apology, Invitation, Refusal, Accepting and Thanking - Telling stories - Play reading - Dramatization - Debates – Interviews – Extempore speech.

#### **Unit V Composition (10 Hrs)**

Different types of writing: Filling in forms, Information transfer and Picture Composition - Letter Writing: Formal and Informal - Precis Writing - Paragraph Writing – Proverb expansion - Report Writing – Instructions and Descriptions.

**Suggested Practicals** (Student-teachers have to undertake any two of the following activities) **(15 Hrs)**

1. Transcribing the English native speaker's speech into Phonetic script.
2. Record and present your speech based on pronunciation drill.
3. Prepare a cross word puzzle with twenty words.
4. Prepare an album based on the conventional formulae - Greeting, Apology, Invitation, Refusal, Accepting and Thanking.
5. Colloquium on proverb expansion –Report.

**Suggested Reference Books:**

1. Babu Muthja, Usharani, R., & Sunita Agarwal.(2009). Teaching of English II. New Delhi: Centrum Press.
2. Betty G. Gray, Nancy N. Ragno, & Marian Davies. (1985). English. USA: Silver Burdett Company.
3. Eckersley, C.E., & Margaret Macaulay. (Reprint 1985). Brighter Grammar. Longmans, Green & Co.
4. Evangelin Arulselvi. (2009). Teaching of Special English. Gowmareeswari Publications.
5. Harold B. Allen, & Russell N. Campbell. (1972). Teaching of English as a Second Language. Tata McGraw Hills Publishers.
6. John E. Warriner. (1988). English Composition and Grammar. Cobblestone Publishers.
7. Kamala Nanda. (1989). Developing English Comprehension. New Delhi: Sterling Publishers.
8. Prema, N. (2009). Teaching of English (Paper 1). Sri G.V. Publications.
9. Rajeswari, N. (2009). Special English. G. Publishing Service.
10. Venugopal Rao, K. (2002). Methods of Teaching English. Hyderabad: Neelkamal Publications.

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# Meston College of Education

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## B.Ed. Syllabus (Fourth Semester)

### CPS 41 H – PEDAGOGY OF HISTORY PART- III

No. Of Credits: **3**

No. of Hours: **60**

#### Objectives:

The students teachers will be able to

- understand Current affairs in History and Qualities of History Teacher.
- observe the techniques for promoting National integration and International understanding through the teaching of History.
- acquire knowledge about the contribution of eminent Historians to the development of History.
- understand the teaching chronology and qualities of History text books.
- acquire knowledge about enrichment, remedial programme and action research in History.

#### **Unit I Current affairs in History and Qualities of History Teacher (10 Hrs)**

Current and contemporary affairs: Definition, objectives of teaching current and contemporary affairs - Role of History teacher in imparting knowledge of current affairs - Essential qualities of a History teacher - Professional development of History teacher.

#### **Unit II National Integration and International Understanding in teaching History (5Hrs)**

National Integration: Meaning, History of National Integration - Role of Education in National Integration - History content and Techniques for promoting Emotional Integration.

International understanding: Meaning and objectives - Explosive world situation - Implications of International understanding - Role and Techniques of promoting international understanding by History teacher.

#### **Unit III Contribution of eminent Historians to the Development of History (10 Hrs)**

*Foreign Historians:* Herodotus, St. Augustin, Karal Mark and Arnold Toynbee.

*Indian Historians:* S. Krishnasamy Iyengar, K.M. Pannikar and K.N. Neelakanda Sastri.

#### **Unit IV Teaching Chronology and History text book (10 Hrs)**

Teaching Chronology: Meaning, objectives of chronology, Importance of chronology in History - Dimensions of chronology in History - Guidelines for teaching chronology.

History text-book: Meaning, Objectives, Importance, Criteria for a good History text-book  
Text book writing – Tasks of text-book writer - Supplementary materials.

## **Unit V Enrichment, Remedial programme and Action research in History (10 Hrs)**

Identification of individual differences in History class – Enrichment programme for the gifted students in History - Remedial programme for the slow learners in History - Action Research: Meaning, Need and Importance.

### **Suggested practicals** (Student – teachers have to undertake any two of the following activities) **(15 Hrs)**

- 1) Submission of an analytical report related to current issues and value system.
- 2) Prepare an Album on "Promoting National Integration".
- 3) Prepare 10 power point slides in related to Historians.
- 4) Chronological report on any Historical event.
- 5) Identify a problem in History class room and prepare an Action research report.

### **Suggested Reference Books:**

- 1) Aggarwal, J.C. (3<sup>rd</sup> Revised Edition, 1996). Teaching of History – A Practical Approach. New Delhi: Vitan Publishing House.
- 2) Biranchi Narayan Darh. (Reprint 2008). Teaching of History, Hyderabad: Neelkamal Publications.
- 3) Deepak Tiwari. (2007). Methods of Teaching History. New Delhi: Crecent Publishing Corporation.
- 4) Kochhar, S.K. (Revised Edition 2003). Teaching of History, New Delhi: Sterling Publishers.
- 5) Pathak, S.P. (2005). The Teaching of History – The Paedo – Centric Approach. New Delhi: Kanishka Publications Distribution.
- 6) Quentin Stodols & Kalmer Stordahi. (Reprint 1972). Basic Educational Test and Measurement. New Delhi: Thomson Press.
- 7) Shaida, B.D. & Sahab Singh. (Reprint 2006). Teaching of History. New Delhi: Dhanpat Rai Publishing Company.
- 8) Sing, Y.K. (2004). Teaching of History: Modern Methods. New Delhi: APH Publishing Corporation.
- 9) Venkatesan, G. (Revised Edition 2005). A Study of Historiography, Rajapalayam, v. e. publications.
- 10) fz;zk;khs;, Mh;. & nfskhhP];thp, v];. Mh;. (2k; gjpg:gfk 2009). tuyhW fw;gpj;jy;. nrd;id: rhujh gjpg:gfk;.
- 11) jpUQhdrk;ge;jk;, Mh; (kWgjpg:gfk;, 1983). tuyhW fw;gpj;jy;. nrd;id : jkpH;ehL ghIE}y; epWtdk;.
- 12) Ntq;flrhkp, Nt. (3tJ gpupj. 1981).tuyhW jj;JtKk; fw;gpj;jYk;. nrd;id : cNuhfpdp gjpg:gfk;.

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# Meston College of Education

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## B.Ed. Syllabus (Fourth Semester)

### CPS 41 M - PEDAGOGY OF MATHEMATICS – PART III

No. of Credits: **3**

No. of. Hours: **60**

#### Objectives:

The student teachers will be able to

- acquire knowledge about different individualized techniques of teaching Mathematics.
- develop the skill in different group techniques of teaching Mathematics.
- identify various equipments for teaching Mathematics.
- apply different resources available for teaching and learning Mathematics.
- inculcate research attitude among teacher trainees towards Mathematics education.

#### Unit :I Individualized Techniques of Teaching Mathematics (10 Hrs)

Individualized Instruction: Definition, Characteristics and Strategies - Programmed Instruction (PI): Principles, Styles of Programming – Linear or Extrinsic Programming – Features of Linear Programming – Branching or Intrinsic Programming – Types of Branching: Forward and Backward Branching – Preparation of Programmed Learning Material – Advantages and Limitations of Programmed Instruction.

Computer Assisted Instruction (CAI): Definition of CAI – Modes of CAI – Steps in developing CAI material – Advantages and Disadvantages of CAI.

Uses of Instructional Modules.

#### Unit : II Group Techniques of Teaching Mathematics (10 Hrs)

Seminar: Roles in Seminar technique - Types of Seminar - Advantages and Limitations of Seminar.

Symposium: Mechanism of Symposium technique - Advantages and Limitations of Symposium

Workshop: Stages of Workshop Procedure - Advantages and Limitations of Workshop Technique

#### Unit : III Equipments and Aids for Teaching Mathematics (10 Hrs)

Mathematics laboratory – Material and equipments for Mathematics laboratory.

Teaching Aids - Need for Audiovisual Aids in Mathematics teaching – Principle for the selection of Audiovisual Aids – Suggestions for the effective use of Audiovisual Aids in the teaching of Mathematics.

Various Aids in teaching Mathematics – Visual Aids, Projective Aids, Auditory Aids, Audio Visual Aids.

#### Unit: IV Resources for Teaching and Learning Mathematics (5 Hrs.)

Resources – Text Book, Work Book, Hand Book, Mass Media, Smart Board, Puzzles, Riddles, Mathematical Websites, Mathematical Club and Mathematical Library

**Unit: V Research in Mathematics Education****(10 Hrs.)**

Definition of Research – Need of Research in Mathematics Education - Qualities of a good Researcher.

Research Proposal in Mathematics Education.

**Suggested Practicals :** (Students have to undertake any TWO of the following activities)**(15 Hrs.)**

1. Preparing linear and branched programmed learning material with 20 frames in any Mathematical topic.
2. Preparing 2 overhead transparencies and 3 slides to teach any topic in Mathematics.
3. Making two working models to teach any topic in Mathematics.
4. Solving any five puzzles and riddles in Mathematics.
5. Drafting a research proposal in any area on Mathematics Education.

**Suggested Referenced Books:**

1. Anice James, (2011) Skills and Strategies of Teaching Mathematics, Neelkamal Publications, (P) Ltd,.
2. Arul Jothi, (2009) Teaching of Mathematics, Centrum Press,.
3. Khanna, S.D., (1994) Teaching of Mathematics, DOABA House,.
4. Mangal, S.K.,(1997)A text book on Teaching of Mathematics, Parkash Brothers.
5. Passi, B.K. (1976) Becoming a Better Teacher, Micro Teaching Approach Sahitya Mudranalaya, Ahmedabad.
6. Rajin Bala, (2007) Educational Research, Alfa Publications.
7. Ram Shavan, (2006) Teaching of Mathematics, A.P.H Publishing Company.
8. Sam Adams, (1977) Teaching Mathematics, Harper & Row Publishers.
9. Sidhu, K.S., (2003) Teaching of Mathematics, Sterling Publishers (P) Ltd.
10. Singh, M.P., (2007) Teacher's handbook of Mathematics, Anmol Publications (P) Ltd.
11. Talawar, M.S., (2009) Research in Education, CENTRUM Press.

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# Meston College of Education

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Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (Fourth Semester)

### CPS 41 P – PEDAGOGY OF PHYSICAL SCIENCE – PART -III

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- 1) recognize the involvement of physical science and its applications.
- 2) identify the developments taken place in physical science.
- 3) distinguish between the process and product outcomes in teaching physical science.
- 4) analyse the recent development in researches of physical science.
- 5) modify their attitudes and involve those changes in their development in teaching.

#### **Unit: I Physical Science and its applications (8 Hrs.)**

Role of Physical Science in daily life – Medicine and treatment – Population control – Scientific temper – Removal of Superstitious beliefs.

#### **Unit: II Developments in Physical Science (7 Hrs.)**

Milestones in the Development of Physical Science – Pedagogical shift – planning, teaching – learning experiences - Contributions of Western Scientists: Copernicus, Newton and Einstein – Contribution of Indian Scientists: C.V. Raman, Subrahmanya Chandrasekar and Dr. A.P.J. Abdul Kalam - Impact of Science and technology on society.

#### **Unit: III Process and Product outcomes in Teaching Physical Science (12 Hrs.)**

Process and product outcomes – Process skills of Science - developing scientific attitude and Scientific temper- Scientific literacy - Nurturing natural curiosity, aesthetic senses and creativity in science (secondary stage), Physics and Chemistry (higher secondary stage) - concepts of entering and terminal behavior - organising learning experiences for achieving specific behavioural outcomes.

#### **Unit: IV Research in Physical Science (8 Hrs.)**

Meaning – Definition of Research – Types of Research: Pure and Action – Inquiry Based Physical Science – Teacher as a researcher.

#### **Unit: V Attitudes and their Development (10 Hrs.)**

Attitude towards Scientific Reality – Culture to Develop Scientific Ideas and Scientific Awareness – Exchange of Thoughts through Group Discussion.

**Suggested Practicals:**(Student-teachers have to undertake any two of the following activities)(15 Hrs.)

- 1) Prepare an album based on the role of Physical Science in daily life.
- 2) Prepare a report on the school life of physical science noble laurels.
- 3) List the activities for nurturing natural curiosity.
- 4) Write a model on research article.
- 5) Submit a group report based on exchange of thoughts pertaining to physical science topics.

**References:**

1. Anil Kumar. (1999). Teaching of Physical Science, New Delhi:Anmol Publications
2. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools, New Delhi: Sterling Publications (Pvt.) Limited.
3. Joshi, D. (2012). Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd.
4. Mangal, S.K. (2009). Teaching of Physical Sciences, New Delhi: Arya Book Depot.
5. Nagaraju, M.T.V. (2008). Hand Book for Teaching Physical Science- Methods and Techniques, New Delhi: Kanishka Publications.
6. National Education Policy,2020
7. Pedagogy of Science- Physical Science Text book for B.Ed., NCERT.
8. Radha Mohan.(2010). Teaching of Physical Science, New Delhi: Neelkamal Publishers.
9. Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers, U.S:Createspace Publications.
10. Sharma, R.C. (2006). Modern Science Teaching, New Delhi: Dhanpat Rai Publications.
11. Sonika, R. (2012). Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd.
12. Sood, J.K. (1992). New Directions in Science Teaching, Chandigarh: Kohli Publishers.
13. Vanaja, M. (2004). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
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# Meston College of Education

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## B.Ed. Syllabus (Fourth Semester)

### CPS 42 - CURRICULUM INTEGRATION: LANGUAGE AND DISCIPLINE

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- recognize the concept of Multilingualism in the Indian Society.
- apply transaction of Language across Curriculum.
- acquire knowledge about curriculum Development.
- analyse curriculum change.
- comprehend Curriculum Implementation and evaluation.

#### Unit: I Multilingualism in the Indian Society (5 Hrs.)

Structure of Language – Stages of language acquisition - Multilingualism in the Indian Society and its implications - Socio linguistic awareness in the Indian Society - State policies on language and Education.

#### Unit II Transacting Language across Curriculum (12 Hrs.)

Listening across the curriculum: Importance, Learning activities to facilitate listening.

Speaking across the curriculum: Importance of oral language in the classroom - structure for discourse and its significant role - Identifying Nature of texts and Language structures: Expository vs Narrative, Transactional vs Reflective Language Schema, text structure.

Reading in the curriculum: Importance, Purpose of Reading, teaching of reading curriculum, Problems and Errors in reading, Techniques to enhance reading comprehension.

Writing in the curriculum: Importance and different types of writing skills.

#### Unit: III Curriculum Development (7 Hrs.)

Approaches to curriculum development: Subject-centred, Environmentalist, Behaviourist, Competency-based, Learner-centered and Constructivist.

#### Unit: IV Curriculum Change (6 Hrs.)

Curriculum Change - need for curriculum change - change strategies - Role of media and agencies for curriculum change - Curriculum development cell - National Curriculum frame work (2005).

## **Unit V Curriculum Implementation and evaluation**

**(15 Hrs.)**

Operationalising curriculum into learning situations -Teachers' role in generating dynamic curricular experiences: flexible interpretation of curricular aims, contextualization of learning and varied learning experiences.

Process of curriculum evaluation: Evolving assessment modes - Appropriate reviewing and renewal of aims and processes - Feedback from learners, teachers, community, and Administrators - Observable incongruencies and linking between expectations and actual achievements.

**Suggested Practicals:** (Student-teachers have to undertake any two of the following activities. **(15 Hrs.)**)

- 1) Prepare a report on various state policies on language and education.
- 2) Prepare an article by using different types of writing skills.
- 3) Analyse various approaches used in Samacheer curriculum.
- 4) Analyse and prepare a report on NCF 2005.
- 5) Discuss the role of curriculum evaluation and submit a report.

### **References:**

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- 2) Doll Ronald C. (1986). Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
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# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B.Ed. Syllabus (Fourth Semester)

### EPC 41 - VALUE EDUCATION

No. of Credits: 2

No. of Hours: 40

#### Objectives:

The student- teachers will be able to

- identify the concept and types of values.
- acquire knowledge about value education, sources of value education and the strategies of inculcation of values among children.
- develop awareness about the different agencies working in the sphere of value education.
- analyse value crisis and evil practices of society.
- develop skills and techniques needed to teach value education.

#### UNIT I- Introduction to Values

(6 Hrs)

Values: Concept, Nature and Significance - Classification of values: Personal and Social, Intrinsic and instrumental - Different types of values: Intellectual, Social, Spiritual, Aesthetic, Economical, Health, Democratic and Cultural - Basic human values: Truth, Beauty, Goodness, Love, Peace and Non-Violence - Contemporary Values: Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

#### UNIT II Source of Values

(6 Hrs)

Meaning and importance of value - Sources of value: Autobiography and biography of Great People, Parables, Religious Books, Thirukkural, Poems, Newspaper Clippings, Episodes from Real Life and Historical Documents - Role of teachers in inculcation of values through value education.

#### UNIT III Role of Social Agencies in Value Education

(6 Hrs)

Family, Religion, Educational Institutions, Communities, Mass Media (print and Electronic), Information and communication technology (Computer and internet)

#### UNIT IV Value Crisis and Social Evil

(6 Hrs)

Value Crisis in Indian society - Evil practices of Society: Gambling, Corruption, Cyber crime, Terrorism, Alcoholism, Drug addiction, Dowry, Domestic violence, Untouchability, Female infanticide, Atrocities against women - Impact on family, children and individual development.

Problems interfering at global level: Parochialism, Regionalism, Fanaticism - Prevention and Rehabilitation measures to eradicate evil practices.

#### UNIT V Approaches of Value Education in Secondary Schools

(6 Hrs)

Direct Approach: Meaning and Strategies – Sharing reflections on songs, Scripture Passages, Parables, Moral based stories, Case Study and Role play - Indirect Approach and Incidental Approach: Meaning, Ways, Identification and Use of Deliberate and Unplanned situations to highlight values.

**Suggested Practicals** (Students have to undertake any TWO of the following activities)

**(10 Hrs)**

1. Write a list on different types of values and present a report.
2. Organize a group discussion on the need for inculcation of value education in schools and present a report.
3. A website review on various sources to inculcate value education and present a report.
4. Debate on various issues related to evil practices of society.
5. Discussion on various approaches of value education in secondary schools.

**References:**

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5. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE.
6. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare.
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11. Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
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## B.Ed. Syllabus (Fourth Semester)

### EPC- 42 – EDUCATIONAL ADMINISTRATION AND SUPERVISION

No. Of Credits: 2

No. of Hours: 40

#### Objectives:

The student-teachers will be able to

- familiarize with Educational Administration
- understand the Educational Planning and Structure
- familiarize various administrative Leadership in Education
- critically examine the role of School Organization and Administration
- acquaint with Educational Supervision and Inspection

#### **Unit I Educational Administration (6 Hrs)**

Concept of Administration - Educational Administration: Definition, Objectives, Principles and Functions, Types: External & Internal, Totalitarian & Monarchic and Democratic - Educational Administration as a social process.

#### **Unit II Educational Planning and Structure (6 Hrs)**

Educational Planning: Concept, Importance, Characteristics, Approaches, Problems: Educational – Social – Economic – Political.

Structure of Educational Administration at State (Tamil Nadu) and Central level - Role of State (Tamil Nadu) and Central government in Educational Administration.

#### **Unit III Administrative Leadership in Education (6 Hrs)**

Leadership: Meaning, Nature, Qualities, Theories: Vroom's and Yetton's Normative Contingency Theory – Path-Goal Theory – Measurement of Educational Leadership: Leadership Behavior Description Questionnaire (LBDQ), Leadership Opinion Questionnaire (LOQ).

#### **Unit IV School Organization and Administration (6 Hrs)**

School Organization: Meaning, Need, Aims & Objectives, Principles, Elements, Challenges- School Administration: Meaning, Scope, Characteristics – School as a basic unit of Educational Administration.

#### **Unit V Educational Supervision and Inspection (6 Hrs)**

Supervision: Nature, Scope, Objectives, Methods, Organizations, and Techniques- Steps for the improvement of Supervision

Inspection: Meaning, Need, Procedures, Challenges and Remedial Measures.

**Suggested Practical:** (Student-teachers have to undertake any two of the following) **(10 Hrs)**

1. Prepare a report on Teacher as a democratic leader.
2. Debate on contemporary educational administration in Tamil Nadu.
3. Administer a leadership tool among peer and submit a report.
4. Interview a headmaster on the challenging role of school administration-Report.
5. Prepare a multimedia presentation on significance of educational inspection and supervision.

**References:**

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