



# Alston College of Education

(Autonomous & Co Education)  
Royapettah, Chennai – 600 014.

## **B.Ed. SYLLABUS**

**First Semester**

**&**

**Second Semester**

(with effect from 2024)



# Alston College of Education

(Autonomous & Co Education)  
Royapettah, Chennai – 600 014.

## **B.Ed. SYLLABUS**

### **First Semester**



# Allexton College of Education

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# Allexton College of Education

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**B Ed Syllabus**  
(First Semester)

## **11 PEC - PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**No of Credits: 3**

**No of Hours: 60**

### **Objectives:**

The student teachers will be able to

- understand the concept of Education.
- acquire knowledge about Philosophy of Education.
- explain the dynamics of Indian and Western Schools of Philosophy.
- recognize the educational thoughts of Western Thinkers of Education.
- explore the educational thoughts of Indian Thinkers of Education.
- foster and promote excellence in Philosophical Perspectives of education.

### **Unit I : Concept of Education**

**(10 Hrs)**

Education: Meaning, Definitions and Characteristics - Scope of Education: Formal, Non-formal and In-formal Education - Aims of Education: Social, Individual and Vocational aim - Agencies of Education: Family, School, Community and Media - Levels of Education: Elementary, Secondary, Higher Secondary and Higher Education - Factors influencing Education: Philosophical, Social, Cultural, Political, Psychological, technological and Economic factors.

### **Unit II : Philosophy of Education**

**(9 Hrs)**

Philosophy: Meaning, Definition, Functions and Scope - Branches of Philosophy: Metaphysics, Epistemology, Axiology and Logic - Impact of Education on Philosophy: Aims of Education, Methods of Teaching, Teacher, Discipline, Evaluation - Aims of Education in relation to Philosophy of Life

### **Unit III : Indian and Western Schools of Philosophy**

**(10 Hrs)**

Indian Schools: Vedanta, Buddhism, Jainism and Islam - Western Schools: Idealism, Naturalism, Pragmatism, Realism, Humanism and Existentialism - Schools of Philosophy with Special reference to Metaphysics, Epistemology, Axiology and Educational Implications such as Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline and Evaluation.

### **Unit IV : Western Thinkers of Education**

**(8 Hrs)**

Plato, Aristotle, Rousseau, Froebel, John Dewey, Maria Montessori and their contribution to education.

### **Unit V : Indian Thinkers of Education**

**(8 Hrs)**

Swami Vivekananda, Sri.Aurobindo, RabindraNath Tagore, Mahatma Gandhi, SarvepalliRadhakrishnan, JidduKrishnamurthi and their contribution to education.

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

1. Preparation of a report on the Structure of School Education in India.
2. Critically Differentiate the Dependence of Education on Philosophy and philosophy on Education.
3. Interactive Comparison chart on the Educational implications of any three Schools of Philosophy and Present a Critical Report.
4. Organise a Focussed Group Discussion on the educational thoughts of an Indian and a Western thinker and submit a report on the discussion.
5. Personal Interviews and Reporting about purpose of life and purpose of education

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- 2) Arulsamy, S. (2018) *Philosophical and Sociological Perspectives on Education*, Neelkamal Publications Pvt. Ltd. Hyderabad - 500 095.
- 3) BabuMuthuja, Usharani& R. Vijay Kumar Rai (2009) *Education in the emerging Indian society*, Centrum Press, New Delhi - 110 002.
- 4) Biranchi Narayan Dash (2013) *Teacher and Education in the Emerging Indian Society*, Neelkamal Publications PVT. LTD, Hyderabad - 500 095.
- 5) Dash, B.N. (2010) *A new approach to teacher & education in the emerging Indian society*, Neelkamal Publications PVT. LTD, Hyderabad - 500 095.
- 6) Dash, B.N. (2012) *Theories of Education & Education in Emerging Indian Society*, Dominant Publishers and Distributors, New Delhi - 110 002.
- 7) Jeyaraj Kaur &ReshmaSaraswat (2015) *Philosophical Foundation of Education (Based on Latest Curriculum Framework 2014 by NCTE )*RakhiPrakashan Pvt. Ltd. Agra - 282002.
- 8) Meenakshisundaram, A. (2008) *Education in emerging indian society*, Kavyamala Publications, Dindigul - 624 301.
- 9) Nagarajan, K. & Natarajan, S. (2014) *Philosophical and Sociological Perspectives in Education*, Sriram Publications, Chennai - 600 093.
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- 11) Pathak, R.P. (2015) *Philosophical and Sociological Foundations of Education*, Kanishka Publishers, Distributors, New Delhi - 110 002.
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- 13) Western-schools-of-philosophy:  
<https://docplayer.net/60772198-Educ-101-unit-iii-western-schools-of-philosophy.html>
- 14) Philosophical Foundations of Education: [http://www.wbnsou.ac.in/online\\_services/SLM/BED/SEM-01\\_A2.pdf](http://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A2.pdf)
- 15) Philosophical Perspectives of Education:  
<https://egyankosh.ac.in/handle/123456789/46500>.



# Alexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B.Ed. Syllabus

(First Semester)

### 12 PEC - PSYCHOLOGICAL PERSPECTIVES IN EDUCATION – PART : I

**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 metacognition.
- identify the process of attention, remembering and forgetting.
- develop the concepts of motivation, group dynamics and leadership.
- elevate the professional skills by learning various theories of psychology.

#### Unit I: Basics to Educational Psychology

**(7 Hrs)**

Definition of Psychology - Branches of Psychology - Educational Psychology: Definition, Nature and Scope of Educational Psychology- Methods of study in Educational Psychology – Major schools of Psychology & its contribution to Educational Psychology: Structuralism, Functionalism, Behaviorism, Psychoanalysis, Gestalt Psychology and Humanistic Psychology - Significance of Educational Psychology to the teaching and Learning Process.

#### Unit II : Growth and Development of Learners

**(10 Hrs)**

Concept of Growth and Development - Distinction between Growth and Development – Characteristics and Principles of Growth and Development - Dimensions and stages of Development: Physical, Cognitive, Emotional, Social and Moral - Theories of Development: Piaget's theory of Cognitive Development, Kohlberg's Moral Development, Erikson's Psycho Social Development - Developmental tasks and their implications on teaching and learning process.

#### Unit III : Learning: Theories and Transfer

**(10 Hrs)**

Learning: Meaning, Characteristics and Importance - Learning Curve - Learning theories and it's 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- Role of teachers in maximising transfer of learning.

#### Unit IV : Perception, Attention and Memory

**(10 Hrs)**

Sensation and Perception – Laws of Perception, Errors in Perception - Attention: Factors of Attention, Voluntary and Involuntary Attention, Inattention, Distraction, Division of Attention, Span of Attention - Concept formation: Types of concepts, Bruner`s theory of concept formation, concept maps – Strategies and Methods to improve attention.

Remembering: Meaning of memory, Kinds of memory, Factors influencing memory, Signs of good memory, Memory span - Forgetting: Meaning, Theories of forgetting : Decay Theory, Interference Theory and Retrieval Failure Theory - Curve of forgetting, Techniques of improving memory.

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

Motivation: Definition- Kinds of motives- Theories of motivation: Maslow`s theory of hierarchical needs, McClelland`s theory of achievement motivation- Rewards and Punishment - Co-operation and competition - Level of Aspiration: meaning, characteristics and factors affecting level of aspirations.

Group Dynamics: Meaning of Group, characteristics- Distinction between group and individual behavior- Significance of Classroom as a Social System –Significance of Group Dynamics in Education.

### **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:**

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- 2) Bhatnagar, A. B., Bhatnagar, M & Bhatnagar, A (2004). Psychology of Teaching and Learning Process, Surya Publication, Meerut.
- 3) Bhatia, H.R. (1977). Textbook of Educational Psychology. New Delhi: The McMillan Company of India.
- 4) Chauhan, S.S. (2007). Advanced Educational Psychology (7<sup>th</sup> Edition). New Delhi: Vikas Publishing House.
- 5) Clifford, T. Morgan. (1978). A Brief Introduction to Psychology. New Delhi: Tata Mc Graw Hill Education.
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- 15) Richard J. Crisp & Rhiannon N. Turner (2014). Essential Social Psychology (3<sup>rd</sup> Edition). SAGE Publications India Pvt. Ltd. New Delhi.
- 16) Rajammal P. Devadas and Jaya, N. (2010). A Textbook on Child Development. Macmillan Publishers India Ltd, Chennai.
- 17) Robert, A. Baron (2012), Psychology (5<sup>th</sup> Edition). New Delhi: Pearson Education.
- 18) Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology. Agra: HPB.
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- 20) Traves, M.R. (1973). Educational Psychology. New Delhi: The Mc Millian Company.

- 21) Educational Psychology Promotes Teaching and Learning by Dr. Ellen Mandinach. Retrieved from <https://www.apa.org/education-career/guide/subfields/teaching-learning>
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- 23) Major Theories and Models of Learning by Kelvin Seifert and Rosemary Sutton. Retrieved from <https://courses.lumenlearning.com/educationalpsychology/chapter/major-theories-and-models-of-learning/>
- 24) Interactions between attention and memory by Marvin M Chun and Nicholas. Retrieved from [https://ntblab.yale.edu/wp-content/uploads/2015/01/Chun\\_CONB\\_2007.pdf](https://ntblab.yale.edu/wp-content/uploads/2015/01/Chun_CONB_2007.pdf)
- 25) Most Popular Theories of Motivation in Psychology by Beata Souders (2021). Retrieved from <https://positivepsychology.com/motivation-theoriepsychology/#:~:text=motivation%20in%20education.,Content%20Theories%20of%20Motivation,like%20individual%20needs%20and%20goals.>

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# Alston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B Ed Syllabus

(First Semester)

### 13 PEC ESSENTIALS OF TEACHING AND LEARNING

**No of Credits: 3**

**No of Hours: 60**

#### Objectives:

The Student –Teachers will be able to

- analyse the process of learning
- make use of knowledge on concept of teaching
- inculcate an awareness on learning in and out of school and on constructivism
- acquire the skills of effective teaching in diverse classroom
- develop the ability to appreciate teaching as a profession
- sensitize the ethics and responsibility towards excel in teaching profession.

#### Unit I : Concept of Learning

**(9Hrs)**

Learning: Meaning, Definition, Nature -Factors influencing learning - Learning Process: Attention, Sensation, Perception and Concept formation - Domains of learning: Cognitive, Affective and Conative learning - Modes of learning : Learning by observation, Learning by imitation, Learning by trial and error, learning by insight.

#### Unit II : Concept of Teaching

**(9Hrs)**

Teaching: Concept, Nature and Principles - Phases of Teaching : Pre-active Phase, Inter-active Phase and Post-active phase - Maxims of Teaching -Levels of Teaching: : Reception, Application, Extension, Creation and Challenge-Teaching devices: Meaning, Need and Classification.

#### Unit III : Learning in Various Context and Constructivism

**(9Hrs)**

Active Learning, Observational Learning, Situated Learning and Collaborative Learning – Learning out of Schools.

Constructivism - Meaning - Nature of Constructivist learners and learning process-Pedagogical approaches to Constructivism-Process of learning in Constructive learning environment: Scaffolding, Cognitive apprenticeship, Tutoring and Discovery learning.

#### Unit 1V : Effective Teaching in a Diverse Classroom

**(9Hrs)**

Teacher in diverse classroom: Meaning, Preparation for diverse classroom, Techniques of teaching in a diverse classroom-Effective Teaching: Concept and Meaning-Reflective and Critical thinking:

Meaning and Educational Implications-Creativity and Problem solving: Meaning, Process and Promotion-Metacognition: Meaning, Components and Strategies- ICT for Teaching and Learning: Mobile Learning and Interactive Classrooms.

### **Unit V : Teaching as a Profession**

**(9Hrs)**

Importance and Characteristics of teaching profession-Teacher as a Professional, Teaching as an art and science- Role of a teacher in a teaching-learning context: Transmitter of knowledge, Facilitator, Negotiator and Learner- Teachers' Professional Ethics and Accountability: Meaning, importance and dimensions; Strategies for ensuring teacher accountability.

### **Suggested Practicals:**

**(15Hrs)**

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

- 1) Present the advantages and disadvantages of rote learning and meaningful learning.
- 2) Prepare an album on principles and levels of teaching.
- 3) Collect a picture series on learning in and out of school.
- 4) Write a report on anyone of the techniques of teaching used by student teachers to enhance the metacognitive skills.
- 5) Conduct a group discussion on "Teaching as the noblest profession".

### **References:**

- 1) Arulsamy,S(2010).*Educational Innovation and Management* : Neelkamal Publications. Educational Publishers.
- 2) Bose,C.R&Ramachandran:*Education Technology*, NCERT,.
- 3) Chauhan.S.S.(1979).*Innovation in Teaching Learning processes.*: Vikas Publishing House.
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- 7) Nagarajan,K(2006).*Educational Management*,: Ram Publishers.
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- 9) Romesh Verma&Suresh Sharma(1998),*Modern trends in TeachingTechnology*:Anmol Publications
- 10) Sharma,R.A(1991).*Technology of Teaching* :R. Lall Book Dept.
- 11) Learning,Teaching:<https://www.bdu.ac.in/cde/docs/ebooks/BEd/I/LEARNING%20AND%20TEACHING.pdf>
- 12) Role of a teacher:[https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-3%20Learning%20and%20Teaching%20\(%20English%20Version\).pdf](https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-3%20Learning%20and%20Teaching%20(%20English%20Version).pdf)
- 13) Teaching in Diverse Classroom: <http://www.tnteu.ac.in/pdf/teach.pdf>
- 14) Learning, Learning in various contexts, Constructivism: <http://www.igntu.ac.in/eContent/BEd-02Sem-DrShikhaBanarji-teaching%20and%20learning.pdf>



# Meston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B Ed Syllabus (First Semester)

### 11B CPC - PEDAGOGY OF BIOLOGICAL SCIENCE - PART: I

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student-teachers will be able to

- analyse the place of Biology in school and get expertise in objectives of teaching Biology
- evaluate the contributions of biologists and new developments in branches of biology
- develop various teaching skills of teaching profession
- apply the various instructional resources in teaching of Biology
- execute the appropriate teaching methods and approaches in teaching of Biology
- excel in their profession with necessary skills in teaching of Biology and fulfill the vision and mission declarations of Meston College of Education.

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

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

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

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, Micro-Biology, Genetic Engineering, Biotechnology, Space Biology.

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

Micro teaching: Definition, Phases, Cycle – Microteaching via Macro teaching – Teaching Skills and its Components: Skill of Set induction, 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 – Link lesson - Mini Teaching - Advantages and limitations of microteaching.

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

**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 – Digital Library: Meaning, Advantages, Limitations.

**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 – UGC Referred Journals and Impact Factor.

**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 (10Hrs)**

Teaching – Maxims of teaching -Criteria for Selection of Method –Teacher Centered Methods: Lecture, Lecture cum Demonstration, Biographical, Team teaching, Panel Discussion - Learner Centered Methods: Project Method, Assignment Method, small group/ whole class Interactive Method, Experiential Method (Scientific), Seminar, Workshop, Debate – Individualized Methods: Programmed Learning, Computer Assisted Instruction – Recent Methods: Activity Based Learning (ABL), Active Learning Method (ALM), Advanced Active Learning Method (AALM), Collaborative Learning Method, Brain Storming Technique- Advantages and Limitations of each Methods.

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

- 1) Analyse and prepare a report on branches of Biology using web sources.
- 2) Preparation of an album of great Biologist with their life history.
- 3) Collect and discuss about any three instructional video clippings on new developments in the branches of Biology.
- 4) Prepare a report on Biology related books available in our library.
- 5) Prepare a Programmed Learning Material on any one Biology topic.

**Reference :**

- 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) Don P. Kauchak,& Paul D. Eggen (2013). Introduction to Teaching: Becoming a Professional (5th Edition)
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# Alexton College of Education

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## B Ed Syllabus (First Semester)

### 11E CPC - PEDAGOGY OF ENGLISH - PART: I

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student-teachers will be able to

- gain more information about language teaching
- familiarize the art of listening, speaking, reading and writing.
- acquire knowledge about the various methods and approaches in teaching English
- understand the various skills of teaching English
- attain expertise in word formation
- achieve professional competence in teaching English.

#### Unit I : The Nature of Language

**(9 Hrs)**

- Language: Importance – Functions – Nature - Linguistic Principles and Misconceptions about Language – Dialects – Registers- Role of Language in life: Intellectual, Emotional, Social, and Cultural development – Influence of Mother tongue – Positive transfer, Negative transfer.
- Aims of teaching English at Primary, Secondary and Higher secondary level. Difference between skill subject and knowledge subject- Bloom's Taxonomy of Educational objectives: History, Merits, Classification of domains Cognitive, Affective and Psychomotor domains –Revised Taxonomy (Anderson's 2001) Verbs to help in writing learning objectives.

#### Unit II : Listening

**(9 Hrs)**

- Listening: Concept and Sub-skills of listening- Listening materials: Authentic - Recorded and Live Listening Materials –Types: Extensive and Intensive. Listening Task: story-telling, dialogues, situational conversations, role plays, simulations— 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 : Models, Methods and Approaches

**(12 Hrs)**

- Models: Bruner's Concept attainment, Inquiry training model and Inductive teaching model.

- b) Methods: Grammar - Translation, Bilingual, Direct, Dr. West's new method, The Silent way and Total Physical Response method.
- c) Approaches: Gradation of Structures, Principles, Aims, Merits and Demerits of –Structural approach, Notional approach, Situational approach, Constructivist approach and Communicative approach – Audio Lingual approach – Multilingual approach - ALM (Active Learning Method) AALM (Advanced Active Learning Method).

#### **Unit IV : Micro Teaching Skills**

**(9 Hrs)**

Micro teaching – Concepts, Principles, Steps and Micro teaching cycle- Teaching skills: Introducing a lesson, Probing Questioning, Stimulus Variation, Reinforcement, Using Black Board, Achieving closure and Link lesson.

#### **Unit V : Lexis**

**(6 Hrs)**

Word formation: Rules of Affixation, Conversion and Compounding, Blending, Clipping - Patterns of Spelling - Idioms, Parts of speech, Figures of speech.

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

- 1) Discuss the significance of English as a Global language.
- 2) Enact on the various activities to improve listening.
- 3) Illustrate the recent methods and approaches adapted in teaching English.
- 4) Prepare a Power Point presentation on the various components of each Micro teaching skill.
- 5) Devise five ways to learn English spelling.

#### **Reference Books and e-Resources:**

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.
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12. Vallabi, J.E. (2011). Teaching of English: Principles and Practices. Hyderabad: Neelkamal Publications.
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14. <http://webpace.ship.edu/cgboer/langorigins.html>
15. <http://www.gktnpsc.com/2018/04/bed-ist-year-teaching-of-english.html>



# Allexton College of Education

(Autonomous)

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## B Ed Syllabus

(First Semester)

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

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The Student – Teachers will be able to

- acquire knowledge on the meaning and scope of History
- understand the principles of History curriculum
- comprehend the objectives of teaching History
- internalize the art of classroom teaching skills
- employ different methods of teaching History

#### Unit I : History – meaning, Nature and Scope

**(10 Hrs)**

History - Modern concept – Values of teaching History – Dimensions of History: Time, Place, Continuity, Progress and development - History and Allied Subjects - History as Art or Science - History of History.

Types of History based on Time: Ancient, Medieval and Modern - Based on Place: Local, National and World - Based on Ideas, Political, Economic, Social, Cultural etc.,- Geographical Foundation of History

#### Unit II: History Curriculum

**(10 Hrs)**

Meaning of Curriculum and Syllabus,-Principles - Theories on selection of subject matter: Doctrine of Natural Tastes, Culture Epoch Theory, Proceeding from Near to Remote, Ideal Approach. Organization of Subject Matter: Chronological, Periodical, Concentric, Spiral, Regressive, - Merits and Limitations

#### Unit III : Aims and Objectives of Teaching History curriculum

**(10 Hrs)**

Meaning - General Objectives and Specific Objectives – Objectives of Teaching History with reference to Cognitive, Affective and Psycho motor Domains - Revised Blooms taxonomy (2001) (Anderson & Krathwohl ) - Aims and Objectives of Teaching History at Different Levels : Primary and Secondary – unit plan - Lesson plan : Importance, Format, Steps (Herbartian)

#### Unit IV : Skill development in teaching History

**(10 Hrs)**

Micro-Teaching: Concept, Steps - Micro-teaching Via Macro-Teaching - Skill of Set Induction - Skill of Explaining- Skill of Questioning - Probing Skills - Skill of Stimulus Variation - Skill of Reinforcement - Skill of Non-verbal Cues - Skill of Closure - Map Reading Skill - Skill of Black Board Usage - Link Lesson and its Importance

**Unit V : History – Instructional methods****(10 Hrs)**

Teacher - Centric methods: Oral and Lecture , Story Telling, Text, Book Method, Team Teaching, Demonstration, Biographical Method, Source Method - Merits and Limitations.

Learner – Centric Methods: Programmed Learning: Principles and Types , Project Method, Fieldtrips, Assignment, Computer assisted instruction (CAI), Activity based learning ( ABL), Active learning method (ALM) Advanced active learning method (AALM), and Instructional Modules - Merits and Limitations.

Activity – Centric Method: Discussion, Debate, Symposium, Brain Storming, Dramatization - Merits and Limitations

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

1. Critical appraisal of History Curriculum at high school or higher secondary level.
2. Write a story script for any historical event
3. Prepare Year Plan for 7th Standard History Content
4. Prepare concept map and mind map on any History Content
5. Prepare 10 frames based on linear Programmed Instructions

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# Alexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B.Ed. Syllabus

(First Semester)

### 11M CPC- 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 and characteristics 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 and apply the various roles of the new emerging mass media in Mathematics
- acquire professional values through learning Mathematics

#### Unit I : Uniqueness 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.

#### Unit II : Aims and Values of Mathematics

**(8 Hrs)**

Aims of teaching Mathematics .

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

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

#### Unit III : Training Techniques of Mathematics

**(15 Hrs)**

Micro Teaching: Concept, Definition, Steps and Cycle

Micro Teaching Skills - Components and Episode preparation: Introducing a Lesson, Explaining, Illustrating with examples, Probing Questioning, Fluency in Questioning, Stimulus Variation, Reinforcement, Using Black Board, Using Instructional Aids, and Achieving Closure

Macro teaching, Mini teaching, Link lesson.

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

Teaching Methods –Lecture Method, Lecture cum Demonstration Method, Heuristic Method, Project Method, Laboratory Method, Problem Solving Method, Inductive and Deductive Methods, Analytic and Synthetic Methods, Activity Based Learning (ABL), Active Learning Method (ALM), Advanced Active Learning Method (AALM)

**Unit V : Instructional Media in Mathematics (5 Hrs)**

Classification of Instructional Media – Use of Mass media in classroom Instruction.

New Emerging Media: Tele-conferencing , Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

Online Learning: Google Meet, Zoom, Mobile learning.

**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. Report on the various values of teaching Mathematics in detail.
3. Handle Project Method in teaching of Mathematics to any standard in school subject and present a report.
4. Critically evaluate the impact of Active Learning Method in teaching mathematics and submit a report.
5. Present a report on the new emerging mass media in teaching Mathematics.

**References :**

1. Alwan, J. & James, A. (2012). Skills and strategies of teaching mathematics. New Delhi: Neelkamal Publications.
2. Anice James, Skills and Strategies of Teaching Mathematics, Neelkamal Publications, (P) Ltd, 2011.
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18. <https://harappa.education/harappa-diaries/blooms-taxonomy-of-educational-objectives/>
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# Allexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014

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

### **11P CPC- PEDAGOGY OF PHYSICAL SCIENCE - PART: I**

**No. of Credits: 3**

**No. of Hours: 60**

#### **Objectives:**

The student-teachers will be able to

- recognize the nature of Science
- summarize the aims and objectives of teaching Physical Science
- dissect the various micro skills of teaching
- justify the various methods of teaching Physical Science
- make use of the pedagogical exercises
- compile the theoretical knowledge and practical skills to achieve excellence in Physical Science teaching.

#### **Unit I: Nature of Science**

**(9 Hrs)**

Science: Meaning, Nature, Scope - Science as a Process and Product – Science as a body of knowledge - Science as a Way of Investigation - Science as a Way of thinking – Values of Teaching in Physical Science - Interdisciplinary Approach - Impact of Physical Science on Modern Communities - Removal of Superstitious beliefs.

#### **Unit II: Purpose of Teaching Physical Science**

**(8 Hrs)**

Teaching Physical Science: Aims and Objectives, Need and Significance – Instructional Objectives: General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs) - Bloom's Taxonomy of Educational Objectives - Cognitive Domain - Affective Domain - Psychomotor Domain – Revised Bloom's Taxonomy 2001 (Anderson & Krathwahl) - Teaching of Physical Science at Different Levels.

#### **Unit III: Macro Teaching via Micro Teaching**

**(8 Hrs)**

Micro teaching – Concept, Definition, steps - Micro Teaching Skills: Introduction, Explaining, Using blackboard, Reinforcement, Probing Questions, Stimulus Variation, Closure – Link Lesson – Year Plan – Unit Plan – Macro Teaching.

**Unit IV: Strategies of Teaching Physical Science****(12 Hrs)**

Methods of Teaching: Lecture Method, Demonstration Method, Laboratory Method, Project Method, Scientific Method - Teacher Centered Methods: Heuristic method, Analytic and Synthetic Method, Inductive Method and Deductive Method - Group based Teaching: Group Discussion, Team Teaching - Learner Centered Methods: 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, Computer Assisted Instruction (CAI) - Techniques of Teaching: Self Study, Drill Work, Supervised Study, Assignment, Oral Work, Group Discussion and Buzz session – Interactive Teaching.

**Unit V: Pedagogical Analysis****(8 Hrs)**

Pedagogical shift: Planning, Teaching Learning Experiences – Critical Pedagogy: Meaning, Fostering Independent Thinking through Critical Pedagogy, Role of Teachers in Critical Pedagogy - Concept and Use of Piagetian Theory (Cognitive-development) and Gagne Theory (Learning).

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

- 1) Collect articles on the impact of Physical Science in modern communities.
- 2) Apply a concept on any one domain of Bloom`s taxonomy – Analyze and prepare a report.
- 3) Prepare a plan for a selected unit for anyone of the topics of your own interest.
- 4) Identify concrete and abstract concepts in physics or chemistry of any class and suggest appropriate teaching methods and approaches to teach them and report.
- 5) Make a report based on the pedagogical shift for planning, teaching – learning experiences.

**References :**

- 1) Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. Sterling Publication.
- 2) Mangal, S.K. (1995). *Teaching of physics and life sciences*. Avg. Book Depot.
- 3) Mohan. R, (2010). *Innovative science teaching for physical science teacher*. Prentice Hall of India.
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# Allexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B Ed Syllabus (First Semester)

### 12 CPC – KNOWLEDGE AND CURRICULUM

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student-teachers will be able to

- spell out the meaning of knowledge in Education.
- summarize the basics of curriculum.
- utilize the knowledge on curriculum development.
- relate the knowledge of planning and management of instruction.
- analyze the concept of curriculum evaluation.
- develop the skills of social sensitivity to face challenging society.

#### Unit I: Introduction to Knowledge

**(9 Hrs)**

Knowledge: Meaning, Nature, Importance - Characteristics of Knowledge – Types of Knowledge: Personal Knowledge, Procedural Knowledge and Propositional Knowledge – Concept of Information, Knowledge, Belief and Truth - Knowledge Construction – Knowledge Transmission.

#### Unit II: Basics of Curriculum

**(9 Hrs)**

Curriculum: Meaning, Need– Curriculum and Syllabus – 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 – Process of Curriculum Evaluation – Role of Curriculum in Effective Teaching and Learning.

#### Unit III: Curriculum Development

**(9 Hrs)**

Curriculum Development: Need, Importance - Principles of Curriculum Development – Approaches to Curriculum Development: Subject – Centered, Learner Centered and Constructivist – Models of Curriculum Development: Taba`s Model, Goodlad`s Model, Hunkin`s Development Model, Tyler`s Model – Future Trends in Curriculum Development – Curriculum in the 21<sup>st</sup> Century.

#### Unit IV: Curriculum Implementation

**(9 Hrs)**

Curriculum Implementation : Meaning, Importance and stages – Barriers for implementing curriculum - Instructional Planning: Issues related to Instructional Planning – steps in Instructional Planning – Teacher as a planner.

Managing Instruction – Classroom Management: 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 Evaluation (9 Hrs)**

Curriculum Evaluation – Concept, Definition, Need, Importance and Characteristics– Steps of Curriculum Evaluation - Criteria for Curriculum Evaluation - Types of Curriculum Evaluation: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation – Participants in Evaluation.

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

1. Present any five examples for information, truth, belief and knowledge.
2. Prepare a report by comparing a topic of your choice in two different curricular frame works used in schools in Tamil Nadu.
3. Submit a report based on learner centered activity for the enhancement of slow learners.
4. Make a report by planning a child centered activity for enhancement of classroom management.
5. Curriculum Evaluation and Reforms – Group Discussion and Report Submission.

### **References**

- 1) Chalam,K.S.(2000) *Educational Policy for Human Resource Development*. Rawat Publications.
- 2) Chandra and Arvind (1977). *Curriculum development and Evaluation in Education*. Sterling Publications.
- 3) Das,R.C. (1984). *Curriculum and Evaluation*. NCERT.
- 4) Douglas.J.Loveless et.al (2013).*Academic knowledge construction and multimodal curriculum development*. www.igi.global.com/book
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- 17) Sharma, R.A. (2011). *Curriculum Development and Instruction*. Meerut: R. Lal Book Depot.
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# Allexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B Ed Syllabus

(First Semester)

### 11 VAC - PHYSICAL AND HEALTH EDUCATION (ELECTIVE)

No. of Credits: 3

No. of. Hours: 60

#### Objectives:

The student- teachers will able to

- acquire knowledge about physical education and Physical Fitness.
- acquiring knowledge about impact of physical education on other field
- develop the skills in organizing the physical education competitions in institutions.
- gain the knowledge about yoga, asana, meditation and suryanamaskar.
- develop health consciousness and share its importance to the society.
- understand the nature of sports injuries and provide first aid.
- excel in physical, mental and social values with interest in healthy life style.

#### Unit I : Physical Education and Physical Fitness

(10 Hrs)

Physical Education: Meaning, Definition, Aims, Objectives, Scope and Importance of Physical Education - Modern Olympics: Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games-Physical Fitness: Meaning, Definition, Components of Physical Fitness, Importance of Physical Fitness.

#### Unit II : Sports Management

(10 Hrs)

Intramural and Extramural Competitions; Meaning, Definition, Organising and Conducting – Sports Meet; Standard, Non-Standard,- Organising and Conducting Tournaments; Single League and Single Knock Out –Preparation and Drawing Fixtures, Merits And Demerits.

#### Unit III : Yoga and Asanas

(10 Hrs)

Yoga:Meaning, Definition, Aims and Objectives of Yoga ,Guidelines for Practicing Yoga, Eight Limbs of Yoga, Benefits of Yoga- Meaning And Classification of Asana; Standing, Sitting, Balancing, Twisting, Lying Asana, Meditative, and Relaxation- Suryanamaskar: Meaning, Twelve Stages Of Suryanamaskar and Benefits.

#### Unit IV : Health Education and Nutrition

(10 Hrs)

Health Education: Meaning, Definition, Aims, Objectives and Importance of Health Education - Health Education in Schools; Health Instruction, Health Services, Nutrition; Definition – Food: Meaning of Food ,Classification of Food, Constituents of Food - Importance of Water - Malnutrition and its Causes, Remedies for Malnutrition - Balanced Diet - Obesity and its Causes,Treatment for Obesity.

**Unit V : Sports Injuries and First Aid****(10 Hrs)**

Sports injuries; Meaning, types: Skin injuries: Abrasion, Laceration, Punctured wounds – Musculo-skeletal injuries: Sprain, Strain, Simple fracture. Compound fracture, Dislocation, Injuries to chest and abdomen, Head injuries -First Aid for sports injuries; Cardiopulmonary resuscitation (CPR), Controlling bleeding from wounds, Controlling bleeding from nose, First aid for fits, First aid for drowning.

**Suggested Practicals :**

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

**(10 Hrs)**

1. Collect articles about last Olympic Indian athletes from newspaper and make album.
2. Preparation of fixtures for organising competitions.
3. Demonstration of asana and pranayama.
4. Measurement of Body Mass Index for ten students and prepare a report.
5. Demonstrate first aid procedure for anyone sports injury.

**References:**

- 1) Ankita and Saxena, S.K. (2020), Coronavirus Disease 2019. Luknow; Springer Nature Singapore Pvt. Ltd.
- 2) Chaturvedi, B.K. (2004). Rules and Skills of Games and Sports. New Delhi: Goodwill Publications.
- 3) Dash, B.N. (2013). Health and Physical Education: New Delhi: Neelkamal Publications.
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# Alexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

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

### **12 VAC - LIFE SKILLS EDUCATION (ELECTIVE)**

**No. of Credits: 3**

**No. of. Hours: 60**

#### **Objectives:**

The student teachers will be able to

- practice the soft skills essential for one's life.
- develop awareness about career planning
- recruit himself in the interview
- understand the importance of team building and team work.
- manage the stress in the life.
- develop life skills for their profession.

#### **UNIT I : Soft Skills**

**(9 Hrs)**

Soft skills: meaning –Importance of Soft skills –Attributes regarded as Soft skills: Interpersonal skills, Team working, Negotiation skills, Communication skills, Managerial skills: Time management, Stress Management – Social Soft skills: Positive attitude, values, perception, Etiquette, Creativity, Problem solving and Decision making – Identifying your Soft skills – Improving your soft skills – Practicing Soft skills – Entrepreneurial skills.

#### **UNIT II : Career Planning**

**(9 Hrs)**

Career planning: meaning, process and benefits – Guidelines for choosing a career: Evaluate yourself, Research your options, Make connections, Get experience, see a counselor, Make decisions, Yearly planner - Myths about choosing a career - Tips for successful career planning.

#### **UNIT III : Interview Skills**

**(9 Hrs)**

Interview – Types of interview – Types of interview questions – Reasons successful and unsuccessful candidate – Attending job fair –Post-interview etiquette – Telephonic interview – Virtual interview - Dress code at interview – Job interview: Basic tips -

#### **UNIT IV : Team Building and Team Work**

**(9 Hrs)**

Team: Meaning, Aspects of Team building: Team identity, Team structure, Team Goals and Team Motivation, Team working - Skills needed for teamwork - Team building process: Forming, Storming, Norming, Performing and Adjourning. Characteristics of effective team, Role of a team

leader, Role of team members, Inter-group collaboration: Advantages, difficulties and factors shaping inter-group collaboration.

## **UNIT V : Stress Management**

**(9 Hrs)**

Stress: Meaning. Effects of stress – Kinds of stress – Common sources of stress – Behavior identifies with stress – Assessing the existences of stress – Signs of stress: cognitive, emotional, physical and emotional symptoms – Prevention of stress.

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

**(15 Hrs)**

1. Practice any one of the soft skills
2. Quote tips for successful career planning
3. Conduct an mock
4. interview for a job
5. Make a team and identify its importance
6. Suggest measures to relieve from stressful situation

### **References :**

1. Ajay. R, (2015) Soft skills a text book for undergraduates,  
Orient Blackswan Private Limited, Chennai.
2. Alak Chakraw and Pratibha Goyal, (2016) Stress Management,  
Studera Press, New Delhi.
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# Alston College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

## B Ed Syllabus (First Semester)

### 13 VAC - VALUES AND PEACE EDUCATION (ELECTIVE)

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student- teachers will be able to

- understand values and sources of values.
- analyse evil practices and comprehend fostering values through different agencies.
- acquire knowledge about the concept of Peace Education.
- discuss the ways of promoting the culture of peace.
- develop skills and techniques needed to teach value education.
- create social sensitivity and adopt ethical principles through values and peace education.

#### Unit I : Introduction to Values

**(10 Hrs)**

Values: Concept, Nature, Need and Significance - Classification of values (Basic human values, General values, Bilateral Values, Contemporary Values) - Different Sources of values (Autobiography, biography, Parables, Religious Books, Thirukkural, Poems, Newspaper Clippings) - Character Education - Integrated Personality - Value Education in school curriculum – Recommendations with reference to Kothari Commission.

#### Unit II : Values and Society

**(10 Hrs)**

Fostering Values through Family and other Social Agencies (Educational Institutions, Government, Mass Media, ICT) - Features of Indian Constitution: Preamble, Articles (selected), Schedules - Socio-cultural tradition.

Value Crisis - Evil practices (Gambling, Corruption, Cyber crime, Terrorism, Drug addiction, Atrocities against women) - Impact on society, family, children and individual development - Problems interfering at global level: Parochialism, Regionalism, Fanaticism - Prevention and Rehabilitation measures to eradicate evil practices - Role of counselling cells.

#### Unit III : Peace Education

**(10 Hrs)**

Concept, Aims and objectives - Significance of peace education in the present scenario - Causes and consequences of Student's unrest - Types of Peace Education: Conflict resolution training, Human rights education, World view transformation.

**Unit IV : Promoting culture of peace****(10 Hrs)**

Meaning of culture of peace and non-violence - conflict prevention and resolution -Fostering culture of peace through education - Promoting inner peace, understanding, tolerance, solidarity - UNESCO culture of peace programmes - International peace and security - Role of Yoga in promoting peace education

**Unit V : Approaches of Value Education in schools****(10 Hrs)**

Approaches: Concept, Types of approaches and Strategies -Direct Approach: Meaning and Strategies – Sharing reflections on songs, Scripture Passages, Moral based stories and Role play - Indirect Approach and Incidental Approach: Meaning, Ways, Identification and Use of Deliberate and Unplanned situations to highlight values – Whole-school approach: focus on health and wellbeing

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

**(10 Hrs)**

1. List out different values and Student teacher to speak on pedagogy of values.
2. Organize a group discussion on fostering values in children and present a report.
3. Prepare a school curriculum for promoting peace education.
4. Analyse the role of yoga in promoting Value and Peace education.
5. Discuss merits and demerits on various approaches of value education in secondary schools.

**References :**

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2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
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# Alexton College of Education

(Autonomous & Co Education)  
Royapettah, Chennai – 600 014.

## **B.Ed. SYLLABUS**

## **Second Semester**



# Alexton College of Education

(Autonomous & Co Education)  
Royapettah, Chennai – 600 014.

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# Alexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

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

### **21 PEC- PSYCHOLOGICAL PERSPECTIVES IN EDUCATION – PART : II**

**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.
- develop professional excellence through learning various assessment techniques of human behavior

#### **UNIT I: Intelligence and Creativity (10 Hrs)**

Intelligence: Definition and Nature - Theories of Intelligence: Spearman's Two Factor Theory, Thorndike's Multifactor Theory, Thurstone's Group factor 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 in schools – Measurement of creativity.

#### **UNIT II : Personality: Theories and Assessment (10 Hrs)**

Personality: Meaning and Characteristics - Theories of Personality: Psychodynamic Theory: Freud's Psychoanalytic Theory, Phenomenological Theory: Roger's Person-Centered Theory – The Big Five Personality Traits - Factors Influencing Personality - Assessment of Personality - Integrated Personality – Ways of improving students' personality.

#### **UNIT III : Intellectual and Emotional Development of the Learner (9 Hrs)**

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

Emotional Development: Meaning, Kinds of Emotions, Emotional Maturity, Emotional Intelligence and Emotional Quotient – Promoting Emotional Intelligence in classrooms.

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

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

Mental Health: Meaning, Nature and Definition - Factors Affecting Mental Health - Characteristics of Mentally Healthy Person - Promoting Mental Health in school setting.

## **UNIT V : Children with Special Needs**

**(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 – Role of Teachers in Addressing the Special Needs of Children.

### **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.

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# Allexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B Ed Syllabus

(Second Semester)

### 22 PEC UNDERSTANDING DISCIPLINES AND SUBJECTS

**No of Credits: 3**

**No of Hours: 60**

#### Objectives:

The Student –Teachers will be able to

- differentiate the discipline and subject
- interpret the knowledge about subjects in socio-cultural perspectives
- Summarize the disciplinary knowledge
- relate the interdisciplinary teaching and learning of the school subjects
- acquire the skills of learner centered pedagogy
- excel in school subjects incorporating academic excellence & professional competence.

#### **Unit I : Disciplines and Subjects**

**(9 Hrs)**

School subjects and Disciplines: Concept, Meaning, Relationship, Differences, Need, Importance – Curriculum Content: Meaning, Definition and Importance-John Dewey's ideas on disciplinary knowledge and curriculum.

#### **Unit II : Disciplines and Subjects in Socio-Cultural Perspectives**

**(9 Hrs)**

Emergence and Development of knowledge, Subject and Curriculum in Social, Political and Intellectual Contexts-History and Origin of Pedagogic Subjects: Philosophical, Socio-Political, Cultural and Historical Perspective-Modern aspect of Discipline on the basis of future needs and Social Ethics-Interrelationships among disciplines.

#### **Unit III : Disciplinary Knowledge and School Education**

**(9 Hrs)**

Pedagogical Concerns of Disciplinary Knowledge at different stages of School Education, Classifying and Accommodating specific areas of Knowledge: Understanding Specific Area of Knowledge, Implementation Strategies in the teaching-learning process-Framing School Subjects: Scholastic and Pedagogical considerations, Need of Reframing School Subjects.

**Unit 1V : Subjects and School Education (9 Hrs)**

Classification of Academic disciplines: Need and Importance -Interdisciplinary teaching and learning- Humanities, Science, Mathematics and Social science in the Curriculum: Aims and Objectives, Principles of formulating Curriculum at different levels, Issues and Challenges in teaching different subjects.

**Unit V : Learner Centered Pedagogy (9 Hrs)**

Concept, Characteristics of Learner Centered Pedagogy, Construction of knowledge, Methods, Merits and Demerits -Options of streams and subject choices for the learners-Factors determining learners choice of streams and subjects.

**Suggested Practicals (15 Hrs)**

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

- 1) Prepare a report on differences of any three school subjects.
- 2) Critically evaluate the relevance of school subject for social justice and social reconstruction.
- 3) Give your suggestions for improvement in reframing respective school subjects.
- 4) Collect pictures on recent developments in content of school subjects.
- 5) Suggest some activities for learner centered curriculum.

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# Allexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

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

### **23 PEC - CURRICULUM INTEGRATION: LANGUAGE AND DISCIPLINE**

**No. of Credits: 3**

**No. of Hours: 60**

#### **Objectives:**

The student-teachers will be able to

- identify the perception of Multilingualism in the Indian Society
- apply listening, speaking, reading and writing of Language across Curriculum
- procure proficiency encircling Language and Curriculum Development
- resolve curriculum change
- assimilate curriculum implementation and evaluation
- inherit a flair interest for language and in designing curriculum.

#### **Unit I : Multilingualism in the Indian Society**

**(5 Hrs)**

Language as a tool of Communication: (a) Features of Language (b) Structure of Language (c) Three Language Formula – Nature of Multilingualism: a) Differences in Communication, b) Hierarchical status of Indian Languages and its effect on classroom dynamics c) Qualities and Competences of a teacher to cater to a multilingual classroom. Stages of language acquisition - Multilingualism in the Indian Society- Socio linguistic awareness in the Indian Society.

#### **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.

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.

Developing Effective Presentations by integration of the four language skills effectively: Principles and Procedure

#### **Unit III : Language and Curriculum Development**

**(7 Hrs)**

Relationship of Language and Society: Identity, Power and Discrimination -Natural way of learning languages-Difference between mother tongue and second language-educational implications of language.

**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)**

Operationalizing 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:****(15 Hrs)**

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

- 1) Prepare a document on the significance of being a multi lingual in the contemporary world.
- 2) Prepare an article by using different types of writing skills.
- 3) Analyze various approaches used in Samacheer curriculum based on language.
- 4) Conduct a debate on the need for a curriculum change and submit a report.
- 5) Submit a write-up on the role of curriculum evaluation in reviving an effective curriculum.

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# Allexton College of Education

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**B Ed Syllabus**  
(Second Semester)

## 21B CPC - 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.
- analyse the curriculum in Biological Sciences and its development process.
- distinguishes the different models of teaching and its role in teaching of Biology.
- Use teaching learning materials for effective instruction.
- apply the assessment procedure in conducting achievement test
- excel in their professional values related to planning, execution and evaluation in teaching of Biology.

### Unit I : Planning for Effective Instruction

**(10Hrs)**

Planning: Meaning, Importance and Types of Plans: Year Plan, Trimester 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 Multimedia approach

### 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: Logical, Psychological, Concentric, Topical, Historical and Biographical – NCERT Curriculum– Biological Sciences Curriculum Study Project (BSCS) – Nuffield Secondary Science Project – Project 2061.

### 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, Ausubel's Advance Organizer Model, Glaser's Basic Teaching Model, Carl Roger's Non-Directive Teaching 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 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.

- iii. Web Based Materials: Insert Learning, Kahoot, Google docs, Google forms, Google Jam board, Prezi.

### **Unit V: Assessment in Pedagogy of Biological Science (10 Hrs)**

Measurement and Evaluation - Purpose of Evaluation – Type of Evaluation: Formative, Summative, Prognostic test, Diagnostic Tests: Concepts, Need and Remedial Teaching.

Achievement Test in Biology: Definition, Purpose, Types of Achievement Tests: Teacher Made and Standardized Tests – Test Items – Advantages and Limitations of Test Items – Construction of an Achievement Test – Item Analysis – Feedback in Assessment: Rubrics, Reflective Journal.

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

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

- 1) Prepare two lesson plans with mind maps for effective instruction.
- 2) Compare and prepare a table on various Models of Teaching.
- 3) Preparation of a report on BSCS Website – Analysis.
- 4) Make any five TLM (Teaching Learning Materials) to enhance teaching process.
- 5) Construct a blue print and test items for better evaluation.

### **Reference :**

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# Allexton College of Education

(Autonomous)  
Chennai – 600 014.

**B Ed Syllabus**  
(Second Semester)

## 21E CPC - PEDAGOGY OF ENGLISH - PART: II

**No. of Credits: 3**

**No. of Hours: 60**

### Objectives:

The student-teachers will be able to

- determine the subtlety of abounding sounds in English language
- understand the importance of speaking skills
- cognize the strategies of macro teaching skills
- apprehend the various study skills
- conversant with multifarious teaching aids
- foster social sensitivity about teaching using technology.

### Unit I: Teaching English Pronunciation

**(9 Hrs)**

Different speech organs and their role - Individual sounds: Vowels and Consonants- their place and manner of articulation-cardinal vowel scale - Sounds of English: Phonetic systems, Vowels, Semivowels, Diphthongs, Consonants and Phonetic transcription - Teaching English Pronunciation: Emphasis on Pronunciation, Major Pronunciation problems - Influence of Native Language on pronunciation - Word stress and Sentence stress: Intonation: Meaning, four basic patterns.

### Unit II: Speaking

**(9 Hrs)**

Concept, Sub skills, Learner's needs, Techniques in teaching speaking skills, Characteristics of Good classroom speech- Role of the teacher - Speaking activities – Time management- Integrating speaking with other skills.

### Unit III: Macro teaching and Assessment

**(9 Hrs)**

Lesson Plan: Planning a lesson, Instructional Objectives: General and Specific – Objectives of teaching Prose, Poetry, Grammar and Composition - Prose: Techniques (Discussion, Narration, Questioning) Methods (Storytelling and Dramatization) - Poetry: Methods (Recitation, Song-action), Techniques of Appreciation (Figures of Speech) -Grammar: Types of Grammar (Formal and Functional) (Prescriptive and Descriptive) - Composition: Controlled, Guided and Free composition - Construction and types of Achievement Test in English, Prognostic and Diagnostic Tests with reference to teaching of English.

### Unit IV: Study Skills

**(9 Hrs)**

Definition, Types: Gathering skills, Storage skills, Retrieval skills - Note taking and Note making: Importance, Types, Advantages, Differences between note taking and note making - Dictionary skills – Bibliography - Use of Library and Reference work.



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

Teacher made aids: Flash cards, Pictures, Charts, Models and Blackboard sketches - Mechanical Aids: Overhead projector, Tape Recorder, Radio and Television - Computer Assisted Language learning – Power Point presentation - Programmed Learning (Linear – Branching) – Language laboratory – Computer aided programmed learning - Multimedia web 2.0 tools.

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

- 1) Prepare three activities to develop the reading skills of class VI students.
- 2) Draw or sketch a picture and write a composition on it; Also design a model handwriting for school students
- 3) Prepare a Power point presentation on the latest technology used in the field of education
- 4) Preparation of remedial material for any 3 common errors identified by student teachers (worksheet).
- 5) Preparation of aids
  - An album of blackboard sketches.
  - An album of collected pictures with descriptions.

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# Alexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Second Semester)

## 21H CPC - PEDAGOGY OF HISTORY - PART: II

**No. of Credits: 3**

**No. of hours: 60**

### Objectives:

The Student-Teachers will be able to

- comprehend the meaning of different teaching models
- understand the importance of media in teaching History
- evaluate the role of different strategies and devices in teaching History
- employ different resources and equipment in teaching History
- grasp the importance of evaluation in History

### Unit I: Teaching Models

**(10 Hrs)**

Meaning – Characteristics -- Fundamental Elements – Types of Teaching Models: Bruner's Concept attainment Model, Ausubel's Advance Organizer Model, Joyce and veils Jurisprudential Inquiry Model, Carroll's Model of teaching, Socratic Model of Teaching

### Unit II : Instructional Media in History Teaching

**(10 Hrs)**

Meaning - Need and Importance of Instructional Aids – Dale's Cone of Experience- Types of Teaching Aids Hardware and Software - Hardware Instructional Aids: Motion Pictures, Computers, Televisions, Smart Phone and Tab – Software Instructional Aids: Geotag, Charts, Historical Atlases, Maps, Globe, Cartoons, Posters, Newspapers, books – Advantages and Limitations

### Unit III : Strategies and Devices for Teaching History

**(10 Hrs)**

Meaning - Differences between Strategies and Devices - Narration, Illustration, Question Answer, Review, Exposition, Description, Explanation, Role-play, Self-study, Supervised study, Induction ,Deduction , Analysis and Synthesis – uses in making History Teaching more Effective .

### Unit IV : Resources and Equipments in History Teaching

**(10 Hrs)**

History Room - Equipping History room – History Club Activities – Heritage Club - Museum Visit - Organising School Museum - Visit Archives - Community Resources and its utilization , Reading of Historical Novel and Fictions - Library – Exhibition - Historical Tour - Organising Guest-Lectures – online resources .

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

Concept of Test, Measurement ,Evaluation and Assessment ,Types of Test –Essay, Short Answer and Objective Types ,Merits and limitations. Achievement Test: Steps - Blue Print -Test Pattern, Prognostic Test, Diagnostic Test, Non Referenced Test, Criterion Referenced Test , Formative and Summative Test, Merits and Limitations. Characteristics of Good Test

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

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

1. Prepare timeline, Flow chart and Map for any specific historical period.
2. Preparing a scrap book with historical News
- 3 Visit to nearby Museum and writing a report
4. Preparing Blue print for an achievement test for history terminal examination
5. Design any Co –Curricular Activity for IX<sup>th</sup> standard Students on any History Content

**References:**

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5. Gunning, Dennis. (1978).The teaching of history. London: Goom Helm.
- 6)Kachher .S.K (2005) Teaching of History, New Delhi, StearlingPuublishers Pvt.
- 7) Mangal S.K and Uma Mangal (2008) Teaching Of Social science, New Delhi, PHI Learning Pvt .
- 8) Teaching History teaching History: Effective Teaching for Learning History teaching for Learning History - Chronological vs. Thematic Approaches to Student Historical Comprehension Shane Williams(2016)[https://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1104&context=me d\\_theses](https://digitalcollections.dordt.edu/cgi/viewcontent.cgi?article=1104&context=me d_theses)
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# Alexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Second Semester)

## 21M CPC- 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 psychological 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
- acquaint knowledge with various class room interaction analysis systems
- know about achievement test, diagnostic test and prognostic test
- acquire skill in the construction of an achievement test
- achieve excellence in education through their profession

### Unit I: Construction of Unit and Lesson Plan in Mathematics

**(10 Hrs)**

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

Bloom's Taxonomy of educational objectives : Cognitive, Affective and Psychomotor Domains – Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains - Instructional Objectives : General Instructional Objectives ( G.I.Os) and Specific Instructional Objectives (S.I.Os)

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

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

Ideas of Bruner and Piaget in the concept formation of Mathematics.

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

### Unit III: Models of Teaching Mathematics

**(8 Hrs)**

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

Teaching Models – Reception Model of Concept Attainment Model, Richard Suchman's Inquiry Training Model and Ausubel's Advanced Organizer Model.

**Unit IV: Interaction Analysis Systems****(9 Hrs)**

Class room interaction analysis systems: Flander's Interaction Analysis Category System (FIACS), Reciprocal Category System (RCS) and Equivalent Talk Category System (ECTS).

Classroom interactions: Recording, Encoding and Decoding the Interaction Matrix and its interpretations.

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

Achievement Test in Mathematics: Definition, Blue Print, Question Paper, Scoring Key.

Diagnostic Test: Levels of Diagnosis, Construction of Diagnostic Test.

Prognostic Test: Definition, uses.

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

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

1. Frame the General Instructional Objectives and Specific Outcomes of Learning related to Mathematics using Blooms' Taxonomy.
2. Practice any two models of teaching Mathematics in the class room situation.
3. Handle any one of the interaction analyse systems 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 Prognostic test in Mathematics.

**References:**

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2. Arul Jothi, (2009), Teaching of Mathematics, Centrum Press.
3. Khanna, S.D., (1994) Teaching of Mathematics, DOABA House.
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7. Russel, John(2005) Teaching of Mathematics, New Delhi :Campus Books International
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13. <https://www.yogiraj.co.in/unit-plan>
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# Meston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B Ed Syllabus

(Second Semester)

### 21P CPC - PEDAGOGY OF PHYSICAL SCIENCE - PART II

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student-teachers will be able to

- translate the principles and approaches in organizing curriculum
- design the lesson plan of their own, based on the content
- equip the resources of teaching - learning in physical science
- develop the skill of procurement and care of the science laboratory
- utilize the concepts of evaluation in physical science
- acquire the professional competence towards science teaching

#### Unit I: Curriculum in teaching Physical Science

**(9 Hrs)**

Curriculum: Definition, Need, Principles - Approaches to Curriculum: Concentric, Topical and Integral Approaches – Teacher as Curriculum Developer – Analysis of Curriculum.

#### Unit II: Lesson Planning

**(9 Hrs)**

Lesson Plan: Meaning, Needs – Criteria of a Good Lesson Plan – Designing Lesson Plans: Herbartian Lesson Plan, ALM Lesson Plan and Digital Lesson Plan – Lesson Plan Writing – Model Lesson Plan.

#### Unit III: Resources and Activities for teaching Physical Science

**(9 Hrs)**

Print Resources: Text Book, Qualities of a Good Physical Science textbook, Criteria for Evaluation of Physical Science textbook - ICT Resources: Blended Learning: e books, wikis, Moodle, Social Networking – ICT tools used in Classroom - Activities: Remedial Teaching – Connecting Concepts with Context - Science Library – Science Museum – Science Club – Science hobbies – Field trip/ Excursions – Science Fair/ Exhibition.

#### Unit IV: Organization of Physical Science laboratory

**(9 Hrs)**

Planning of Physical Science Laboratory – Structure and Design – Preparation of Inventories - Maintenance of various Registers: Accession, Main, Consumable, Non-Consumable - Storage and Maintenance of Apparatus and Chemicals – Discipline in the Laboratory - Accidents and First Aids – Improvisation of Apparatus – Bridging the gap between Theory and Practical – Rehearsal for Practical Classes - Virtual Physical Science Laboratory.

**Unit V: Evaluation in Physical Science****(9 Hrs)**

The Concept of Evaluation – Qualities of Good Test – Principles, Steps, Blue print, Construction and use of an Achievement Test – Item Analysis: Difficulty Index, Discriminative Index - Types of Test: Diagnostic, Prognostic, Norm Referenced and Criterion Referenced.

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

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

- 1) Evaluate std. IX or X Tamil Nadu state board Science text book against NCERT Book.
- 2) Prepare a lesson plan for ALM.
- 3) Prepare a report based on the different Digital / Electronic Resources that helps in Teaching – Learning of Physical Science.
- 4) Observe and draw a Physics /Chemistry Laboratory.
- 5) Prepare an Achievement Test on any one of your favorable topics in Physical Science following the procedures of blue print and Item analysis.

**References :**

1. Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. Sterling Publications.
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6. Nagaraju, M.T.V. (2008). *Hand book for teaching physical science - Methods and Techniques*. Kanishka Publications.
7. National Education Policy,2020
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# Allexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014

## B Ed Syllabus (Second Semester)

### 22 CPC – ASSESSMENT FOR LEARNING

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student-teachers will be able to

- understand the concept and approaches of Measurement, Assessment and Evaluation
- analyse the tools and techniques of Evaluation
- develop necessary skills for preparation of achievement test and diagnostic test and study about the Continuous and Comprehensive Evaluation
- discuss the various issues, concerns and emerging trends in Assessment and Evaluation
- master various statistical techniques for reporting and interpreting quantitative data
- foster professional values through fair evaluation

#### Unit I: Concept of Measurement, Assessment and Evaluation

**(7 Hrs)**

- Concept of Measurement, Assessment and Evaluation - Need and Scope of Evaluation - Relationship among Measurement, Assessment and Evaluation - Functions of Assessment - Assessment for learning and Assessment of learning
- Approaches to Evaluation: Formative Evaluation and Summative Evaluation - Norm-referenced and Criterion-referenced Evaluation – Objective based Evaluation, Competency based Evaluation and Outcome Based Evaluation

#### Unit II: Tools and Techniques of Evaluation

**(7 Hrs)**

- Criteria of a good tool: Essential criteria of an effective tool of Evaluation – Item Analysis
- Types of tools: Rating Scales – Checklist – Interview – Questionnaire – Intelligence Tests – Aptitude tests – Inventories – Anecdotal Record – Observation – Introspection - Projection - Sociometry

#### Unit III: Methods in Learner's Evaluation

**(8 Hrs)**

- Self-Assessment - Methods of self-assessment – Portfolio - Reflection logs – Interviews - Learner diaries - Dialog journals - Developing rubrics for portfolio assessment - Peer Assessment



- ii) Commonly used Tests in Schools: Diagnostic Tests: Definition and uses - Achievement Tests: definition and steps – Diagnostic Tests Vs Achievement Tests – Teacher-made Vs Standardised Tests – Oral Tests – Practical Tests – Remediation
- iii) Continuous and Comprehensive Evaluation: Comprehensive Evaluation – Continuous Evaluation – Functions of Continuous and Comprehensive Evaluation – Assignments – Periodical and Annual tests – Reporting Marks – Importance of Progress Reports – Interpretation of Marks – Student’s Profile – Cumulative Records

#### **Unit IV: New Trends in Assessment and Evaluation**

**(8 Hrs)**

- i) Recent Trends in Assessment and Evaluation: Learner-centered Assessment Strategies - Question Banks - Semester System - Continuous Internal Evaluation - Choice-Based Credit System (CBCS) - Marking versus Grading System - Open Book Examination
- ii) ICT Supported Assessment and Evaluation: Application of Computer in Examination - On-demand Examination - Online Examination

#### **Unit V: Analysing and Interpreting Learner’s Performance** **(15 Hrs)**

- i) Data: Meaning and types, Frequency distribution, Graphic representation - Bar Diagram, Histogram, Frequency curve and Ogive
- ii) Measures of Central Tendency: Mean, Median and Mode
- iii) Measures of Dispersion: Range, Quartile Deviation and Standard Deviation
- iv) Normal Distribution
- v) Correlation: Rank Correlation

#### **Suggested Practicals:**

(Student–teachers have to undertake any two of the following activities)

**(15 Hrs)**

1. Create a power point presentation on prevalent practices of assessment.
2. Prepare a report on the merits and demerits of CCE by collecting information from teachers.
3. Collect the achievement scores of the students of your class and compute the following: Mean, Median and Mode.
4. Conduct a diagnostic test on a topic and find the learning difficulties of the learners.
5. Draw a Sociogram using Peer Evaluation technique.

**References:**

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2. Aggarwal, J. C. (2005). Essentials of Examination System: Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt. Ltd.
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# Alexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B Ed Syllabus

(Second Semester)

### 21 VAC - HUMAN RIGHTS EDUCATION (ELECTIVE)

**No. of Credits: 3**

**No. of hours: 60**

#### Objectives:

The student-teachers will be able to

- a) acquire the knowledge of concept of human rights.
- b) analyze the status of women and children in contemporary Indian society.
- c) synthesis the school education and human rights perspective.
- d) Critically evaluate the role and the problems of enforcement of human rights in India.
- e) Evaluate the role of agencies in protecting human rights.
- f) foster Social Sensibility with community outlook.

#### Unit I: Introduction to Human Rights

**(9 Hrs)**

Human Rights-Meaning and Definitions - Need and Importance of Human Rights – Evolution of Human Rights – Broad Classification of Human Rights – The preamble of constitution of India – Elements of Fundamental Rights - Difference between Human Rights and Fundamental Rights – Constitutional Provisions in India on Human Rights - Steps taken by State and Central Government to Protect Human Rights.

#### Unit II: Rights of Women and Children in Indian Society

**(10 Hrs)**

Status of Indian Women: Personal, Political, Social, Economic and Education – Challenges: Dowry, Sexual harassment, and Domestic Violence, etc.–Contribution of Women Personalities for Development of Indian Women – Constitutional Remedies and Women’s movement in India

Status of Children in India: Challenges - Constitutional Provisions for Children - Special Laws related to Child Labor- Bonded Labor- Female Infanticide - Juvenile Justice System - RTE etc. - Statutory Provisions: POSCO.

#### Unit III: Human Rights Education in School Education Curriculum

**(9 Hrs)**

Human Rights Education in Schools: Elementary level, Secondary level and Higher Secondary level - Strategies to inculcate the Importance of Human Rights among School Children: Curricular, Co-curricular and Extra Curricular Activities- Role of School ethos and culture in promoting Human Right

#### Unit IV : Challenges on Enforcement of Human Rights in India.

**(9 Hrs)**

Poverty – Illiteracy - Lack of Awareness - Abuse of power - Lack of Accountability and Transparency - Lack of People’s Participation in Governance - Social prejudices against Caste, Women, Minorities and Persons with Disabilities.

**UNIT V: The Role of Agencies in Protecting Human Rights.****(9 Hrs)**

State and National Human Rights Commission - Universal Declaration of Human Rights - International organizations: UNICEF, WHO, UNESCO, ILO - Role of Non-Government Organizations - Educational Institution, family and self in promotion of Human Rights

**Suggested practicals:**

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

**(15 Hrs)**

1. Collect the pictures relating to the of human rights Violation and prepare Album
- 2 .Visit to orphanage or women protection home, child protection home
- 3 .Presenting the Case Study of Affected Men, Women and Children
4. Conduct Awareness Program on Human Rights and report it.
5. Collect and Write the Legal provision (laws and acts)of Human Rights

**Suggested:**

- 1) Abdulrahim, P. Vijapur, Kumar Suresh (Eds). (1999). Perspectives on human rights. NewDelhi, Manas Publication.
- 2) AlfabAlam (Ed.). (2000). Human rights in India. New Delhi: Raj Publications.
- 3) Lina Gonsalves. (2001). Women and human rights. New Delhi: A.P.H Publishing Corporation.
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- 11) Manual for Human rights education for young people; Council of Europe <https://www.coe.int/en/web/compass/introducing-human-rights-education>
- 12) Methodologies for human rights education; by Richard Pierre Claude, Professor Emeritus, University of Maryland,<https://www.pdhre.org/materials/methodologies.html>
- 13) Human Rights Education for Teaching Professionals Imparting Education in Primary, Secondary, Higher Secondary Levels - [https://nhrc.nic.in/sites/default/files/ModuleonHR\\_1.pdf](https://nhrc.nic.in/sites/default/files/ModuleonHR_1.pdf)
- 14) National Human Rights Commission – Publications- <https://nhrc.nic.in/publication-non-priced>.



# Alexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## **B Ed Syllabus**

(Second Semester)

### **22 VAC - RESEARCH IN EDUCATION (ELECTIVE)**

**No. of Credits: 3**

**No. of Hours: 60**

#### **Objectives:**

The student-teachers will be able to

- define the concept Research as a process of acquisition of knowledge
- explain the foundations of Educational Research
- identify the sources of Educational Research problems
- know the different types of variables in Research
- formulate the different types of hypotheses
- understand various sampling techniques
- acquire knowledge of various scales available for measurement in Educational Research
- gain information on various tools and techniques of Research
- refine Research skills needed for their professional competency

#### **Unit I: Scope and Need for Educational Research**

**(10 Hrs)**

Research: Meaning, definition– steps involved in Research process- Objectives of Research - Characteristics of Research - Types of Research: Basic Research, Applied Research and Action Research - steps involved in conducting Action Research.

Meaning of Educational Research - scope of Educational Research – problems faced in Educational Research - qualities of a good researcher - role of computer technology in Research

#### **Unit II: Selection of Research Problem**

**(5 Hrs)**

Research problem: Definition, Sources and Selection of Research problem - Criteria for identifying problems for research - Formulating and stating the Research problem: Posing question and Declarative statement - Delimitations and Limitations of a Research problem - Perception of Research problem.

#### **Unit III : Variables and Hypothesis of Research**

**(10 Hrs)**

Variable: Definition, Types of variable: Dependent, Independent, Extraneous and intervening variable.

Hypothesis: Definition - sources and importance of hypothesis - Qualities of a good hypothesis - Types of hypothesis: Simple hypothesis, Complex hypothesis, Directional hypothesis, Non-directional hypothesis, Null hypothesis, Associative and Casual hypothesis

**Unit IV : Sampling Techniques of Research****(10 Hrs)**

Population: Definition - 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: Judgment, Snow ball, Incidental, Quota and Convenience.

**Unit V : Tools and Techniques of Research****(10 Hrs)**

Measurement Scales: Nominal Scale, Ordinal Scale, Interval Scale and Ratio Scale - Tools of Research: Questionnaire, psychological tests, intelligence tests, aptitude tests, attitude scales - Techniques of Research: Observation, Interview, Projective techniques and sociogram.

**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) Constructing questions based on various measurement scales.

**References :**

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15. <https://www.formpl.us/blog/Educational-Research>
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18. <http://www.bwgriffin.com/gsu/courses/edur7130/content/sampling.htm>
19. <http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/17TSabharwal2.pdf>
20. <https://www.questionpro.com/blog/nominal-ordinal-interval-ratio/>



# Allexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B Ed Syllabus

(Second Semester)

### 23 VAC – GUIDANCE AND COUNSELLING (ELECTIVE)

No. of Credits: 3

No. of Hours: 60

#### Objectives:

The student-teachers will be able to

- understand about guidance and counselling.
- practice the various behavioral and cognitive techniques used in counselling
- realise the techniques and significance of group Guidance and group Counselling.
- recognise the need for providing guidance services in school.
- utilize various guidance services for exceptional children.
- Develop the professional competency to provide guidance and counselling.

#### Unit I : Introduction to Guidance and Counselling

(9 Hrs)

Meaning and Definition of Guidance and Counselling – History of Guidance and Counselling Movement in India - Aims and objectives, Nature and Principles of Guidance and Counselling - Types of Guidance and Counselling - Need for Guidance and Counselling – Difference among Guidance, Counselling & psychotherapy – Tools used in Guidance & Counselling.

#### Unit II : Basic Counselling skills and Techniques

(9 Hrs)

Counselling skills: Listening and Observing - Behavioural Interventions: Exposure Therapy, Systematic Desensitization, Relaxation Training, Implosion, Role Play and Token Economy - Counselling Techniques: Cognitive Behavioural Therapy (CBT): Cognitive Rehearsal, Validity Testing, Guided discovery & Writing a Journal - Rational Emotive Behavioural Therapy (REBT) – Effectiveness of Counselling in school settings.

#### Unit III : Group Guidance and Counselling

(9 Hrs)

Meaning and Definition of Group Guidance and Group Counselling - Objectives, Problems and Significance of Group Guidance and Group counselling - Techniques of Group Guidance: Dramatics, Q-box - Techniques in Group Counselling: Diagnostic teaching, Classroom Diagnostic test - Benefits of Group Guidance and Group Counselling.

#### Unit IV : Guidance Services in Education

(9 Hrs)

Guidance Services: Meaning and Types - Purposes and Principles of Organisation of guidance services at different levels of education – Prerequisites and Planning of a Guidance Programme - Role of School Personnel (Head of the Institution, Teacher and Counselor) in organising guidance services - Role of parents in Guidance Programme - Qualities of a Counsellor and school counsellor – Functions and Professional Ethics of School Counsellor – Teacher Powers.

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

Exceptional Children – Meaning and Nature - Guidance for Gifted, Backward, Orthopedically Challenged, Speech, hearing and Visually Impaired – Guidance for Juvenile Delinquents and its Prevention - Substance Addicts - Anti-Social Behaviour: Sexual Harassment, Eve-teasing, Bullying, Gender Discrimination and Stalking.

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

- 1) Activities in the scope of guidance related to different stages of human life.
- 2) Practice anyone counseling skill and technique described in the Unit II, which is to be observed by your peer group to give feedback.
- 3) Analyse and report any one activity which is carried out in teaching practice school regarding group guidance and group counselling.
- 4) Narration of an incident in both consonance and compromise situations (among students/teachers /administrators).
- 5) Conduct a guidance programme for the students with special needs and prepare a report.

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