



# Alston College of Education

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

## **B.Ed. SYLLABUS**

**Third Semester**

**&**

**Fourth Semester**

**(with effect from 2024)**



# Alston College of Education

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

## **B.Ed. SYLLABUS**

### **Third Semester**



# Allexton College of Education

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

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# Alexton College of Education

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**B Ed Syllabus**  
(Third Semester)

## **31B CSC - CONTENT OF SCHOOL SUBJECT (BIOLOGY) - LEVEL I**

(Both for Graduates and Post Graduates)

**No. of Credits: 3**

**No. of Hours: 60**

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

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**B Ed Syllabus**

(Third Semester)

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

(for Under Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

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

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# Alexton College of Education

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## **B Ed Syllabus**

(Third Semester)

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

(for Post Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

#### **For PG BOTANY CANDIDATES**

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

#### **For PG ZOOLOGY CANDIDATES**

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

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# Allexton College of Education

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**B Ed Syllabus**  
(Third Semester)

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

**No. Of Credits: 2**

**No. of Hours: 60**

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

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**B Ed Syllabus**  
(Third Semester)

**32 E CSC - CONTENT OF SCHOOL SUBJECT (ENGLISH) LEVEL- II**  
(for Under Graduates only)

**No. Of Credits: 2**

**No. of Hours: 60**

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

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## **B Ed Syllabus**

(Third Semester)

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

(for Post Graduates only)

**No. Of Credits: 2**

**No. of Hours: 60**

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

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**Alexton College of Education**  
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**B Ed Syllabus**  
(Third Semester)

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

**No. Of Credits: 2**

**No. of Hours: 60**

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

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**B Ed Syllabus**  
(Third Semester)

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

**No. Of Credits: 2**

**No. of Hours: 60**

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

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**B Ed Syllabus**  
(Third Semester)

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

**No. Of Credits: 2**

**No. of Hours: 60**

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

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# Alston College of Education

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Royapettah, Chennai – 600 014.

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

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

(Both for Graduates and Post Graduates)

**No. of Credits: 3**

**No. of. Hours: 60**

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

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# Alexton College of Education

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Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

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

(for Under Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

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

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# Alston College of Education

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Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

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

(for Post Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

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

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# Alexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

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

(Both for Graduates and Post Graduates)

**No. of Credits: 3**

**No. of Hours: 60**

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

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# Alexton College of Education

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Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Third Semester)

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

(for Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

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

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# Alexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

**B Ed Syllabus**  
(Third Semester)

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

(for Post Graduates only)

**No. of Credits: 3**

**No. of Hours: 60**

### **For PG CHEMISTRY CANDIDATES**

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

### **For PG PHYSICS CANDIDATES**

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

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# Allexton College of Education

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## **B.Ed. SYLLABUS**

### **Fourth Semester**



# Allexton College of Education

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# Alexton College of Education

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## B Ed Syllabus

(Fourth Semester)

### 41 PEC - CRITICAL ASPECTS OF INDIAN EDUCATION

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student-teachers will be able to

- acquire knowledge about the Education in Indian Constitution
- recall the Education Commissions and Policies in India.
- develop an awareness on issues of Education and Policy Initiatives in India.
- recognise the Indian Statutory bodies and organisation in Education.
- explore the contemporary reforms in Indian Education.
- develop social sensitivity and foster professional competence in Indian Education.

#### Unit I: Education in Indian Constitution

**(9 Hrs)**

Constitution: Meaning, Types: Cumulative, Written and Unwritten, Rigid and Flexible - Features of constitution of India - Constitutional Provisions on Education - Education in Concurrent List - Directive Principles: Fundamental rights and duties of Directive Principles - Right to Education Act (2009).

#### Unit II: Review of Education Commissions and Policies in India

**(9 Hrs)**

Education Commissions: University Education Commission (1948-49), Secondary Education Commission (1952-53), The Education Commission (1964-66), National Knowledge Commission (2009) - Education Policies: National Policy on Education (1968), National Policy on Education (1986), Revised Programme of Action (1992) and Recent Policies.

#### Unit III : Issues of Education and Programme initiatives in India

**(9 Hrs)**

Social Problems: Population - Illiteracy - Unemployment - Poverty - Corruption - Violence Against Women - Gender Inequality - Child Labor - Child Abuse - Child Marriage - Brain Drain - Drug abuse.

Educational Initiatives as programmes in India: Universalization of Elementary Education (UEE) - Sarva Shiksha Abiyan (SSA) – Rashtriya Madhyamik Shiksha Abiyan (RMSA) – Rashtriya Uchchar Shiksha Abiyan (RUSA) – Digital India 2020 – e Vidya Programme 2020.

#### Unit IV : Indian Statutory bodies and Organisation in Education

**(8 Hrs)**

Central Government Organisation: MOE, UGC, NCTE, AICTE, NAAC NCERT - State Government Organisation: TANSCH, TNTEU, SCERT, NIOS and NBB - Role of Central and State Governments in the developments of Higher Education.

**Unit V : Contemporary Reforms in Education****(10 Hrs)**

Women's Education: Meaning, Importance, Aims, Problems – Education for Deprived People (OBC/SC/ST) – Gender Education: Meaning, Objectives, Importance, Ways and Means of Imparting Gender Education in Schools – Human Rights Education: Meaning, Concept – Distance Education: Need, Scope and Limitations – Adult Education: Meaning, Need, Agencies, Problems – Integrated Education: Meaning, Types, Merits and Demerits.

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

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

1. Critically Analyse the Significant differences among the types of Constitutions.
2. Group discussion on the recommendations of various commissions and policies
3. Submit a report on an awareness program for population explosion in rural / slum areas.
4. Website review on statutory bodies of Education.
5. Critically study the education system of any two states.

**References:**

- 1) Aggarwal, J.C. (2010). Theory and Principles of Education. New Delhi: Vikas Publishing House.
- 2) Babu Muthuja., Usha Rani, R. & Khagendra Prasad. (2009). Human Rights Education. New Delhi: Kanishka Publishers.
- 3) Dash, B.N. (2012). Theories of Education & Education in Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
- 4) Meenakshisundaram, A. (2008). Education in Emerging Indian Society. Chinnalapatti: Kavyamala Publishers.
- 5) Nagarajan, K. (2009). Education in the Emerging Indian Society. Chennai: Ram Publishers.
- 6) Nagarajan, K. & Natarajan, S. (2014). Philosophical and Sociological Perspectives in Education. Chennai: Sri Ram Publishers.
- 7) Naseema, C. (2004). Human Rights Education: Conceptual and Pedagogical Aspects. New Delhi: Kanishka Publishers.
- 8) Paulraj, A.P.J. (2010). Education in the Emerging Indian Society. Chennai: Holy Trinity Publishers.
- 9) Safaya, R.N., Srivastava, S.N., & Ved Meena Singh. (2011). Development of Education in Emerging India and its Current Problems. New Delhi: Dhanpat Rai Publishing Company.
- 10) B. William Dharma Raja & K. Anandan. (2010). Education in emerging Indian Society. (2010). APH Publishing Corporation, New Delhi, ISBN 978-81-313-073-1.
- 11) Indian Statutory bodies and Organisation in Education: UGC  
[www.ugc.ac.in](http://www.ugc.ac.in).
- 12) Review of Education Commissions and in India  
<https://learnitspro.com/list-of-education-commissions-in-india-pdf>
- 13) Education Commissions and Policies Since Independence  
<https://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf>



# Alston College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

**B Ed Syllabus**

(Fourth Semester)

## **42 PEC - GENDER SCHOOL AND SOCIAL CHANGE**

**No. of Credits: 3**

**No. of. Hours: 60**

### **Objectives:**

The student-teachers will be able to

- a) understand the concept of gender roles in society.
- b) comprehend the gender identity and socialization process.
- c) identify gender roles in textbooks and curriculum.
- d) discuss safety of girls and women at school, home and workplace.
- e) understand the representation of gender in various mass media.
- f) foster gender based education to achieve quality higher education.

### **UNIT I: GENDER ROLES IN SOCIETY**

**(10 Hrs)**

Gender: Meaning and Definition - Difference between Gender and Sex - Gender roles in society: family, caste, class, religion, culture, media and law - Reasons for gender inequalities - Gender Education outside school settings.

### **UNIT II: GENDER IDENTITY AND SOCIALIZATION PROCESS**

**(10 Hrs)**

Gender identity and socialization practices: Family, School and Organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom and school - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

### **UNIT III : GENDER AND SCHOOL CURRICULUM**

**(12 Hrs)**

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: Understanding and Accepting the issues of transgender, Providing opportunities for education, employment and life skills - Developing school curriculum for gender equality – Gender equity for all opportunities.

**UNIT IV : VIOLENCE AND SAFETY OF GIRLS AND WOMEN****(9 Hrs)**

Violence against girls and women in India - Safety of girls and women: School, Home and Workplace - Role of education in preventing, sexual abuse and violence - Body Objectification: Meaning and Concept - Combating female body objectification: Role of teachers and parents.

**UNIT V : MASS MEDIA AND GENDER****(9 Hrs)**

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements and social media its safety measures

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

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

1. Brainstorming session on safety of girls at school, home and workplace and submit a report.
2. Discussion on the roles of men and women, family, caste, class, religion, culture and media submit a report.
3. Seminar on reasons for gender inequalities.
4. Students’ seminar on gender stereotypes in mass media.
5. Report on ‘Role of teachers and parents in combating female body objectification’.

**References:**

1. Byerly, C. M. (2011). Global report on the status of women in the news media. Washington DC: International Women’s Media Foundation.
2. Carole Brugeiles & Sylvie Cromer. (2009). Promoting gender equality through text books. Paris: UNESCO Publications Division.
3. Kosut, Mary. (2012). Encyclopedia of gender in media. New Delhi: Sage Publications.
4. NCERT. (2006). Gender issues in education. New Delhi: Publications Division.
5. Sharma.K.K & Punam Miglani. (2016). Gender, school and society. Patiala: Twenty first century publications.
6. Srinivastav Gauri,(2012). Gender and Peace in textbooks and schooling process, New Delhi, Concept Publishing Company Pvt.Ltd.,
7. Gender School and Society: <https://www.learningclassesonline.com/B.Ed./B.Ed. Notes/B.Ed. II Year notes/>
8. Gender School and Society: [https://mangaloreuniversity.ac.in/centre for distance education / B.Ed. \(ODL\)/ First Year B.Ed. \(ODL\)Study Materials/ Course 6](https://mangaloreuniversity.ac.in/centre for distance education / B.Ed. (ODL)/ First Year B.Ed. (ODL)Study Materials/ Course 6)
9. Gender School and Society: <https://tnteu.ac.in/Study material First year / course 6>

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# Alexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

## B Ed Syllabus

(Fourth Semester)

### 43 PEC - CREATING AN INCLUSIVE SCHOOL

**No. of Credits: 3**

**No. of Hours: 60**

#### Objectives:

The student-teachers will be able to

- acquire the concept and meaning of inclusive education
- understand diverse needs of children in inclusive educational settings
- develop critical understanding of the initiatives taken towards inclusive education in India
- analyse the management process of inclusive learning environment.
- develop the role of inclusive teacher in the formation of inclusive classroom.
- excel in identifying social sensitivity and creating inclusive atmosphere in their profession.

#### Unit I : Introduction to Inclusive Education

**(9 Hrs)**

Inclusive Education: Concept, Definition, Need and Principles of Inclusive Education – Differences between Special Education (Segregation), Integrated Education (Integration) and Inclusive Education (Inclusion) – Barriers of Inclusive Education: Attitudinal, Systematic and Structural barriers – Benefits of Inclusiveness - Ways and means in promoting successful inclusion.

#### Unit II : Diverse Needs of Children in Inclusive Education

**(10 Hrs)**

Diverse Needs: Meaning - Differences of Impairment and Disability - Types of Disability: Sensory Disabilities: Visual and Hearing, Physical Disabilities: Cerebral Palsy and locomotor, Cognitive or Intellectual Disabilities: Mental retardation and learning disabilities – Physical Symptoms and Behaviours of each Challenged Children - Specific Approaches, Considerations and Suggestions in handling each differently abled children.

#### Unit III : National Initiatives taken in the Direction of Inclusive Education

**(8 Hrs)**

Integrated Education for Disabled Children (IEDC, 1974) – National Policy on Education, (1986) – Rehabilitation Council of India Act (1992) – The Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, (1995) – Sarva Shiksha Abhiyan (2002) – RMSA (2009) - RTE Amendment Act (2012) - The Rights of Persons with Disabilities Act (RPWD Act, 2016), Samagra Shiksha (2018) – Inclusivity in recent National Educational Policies.

**Unit IV : Inclusive Learning Environment and Management****(8 Hrs)**

Inclusive School: Barrier Free Environment – Universal Design in various environment – Basic Amenities - School Management Committee (SMC): Composition, Meetings, Fund and Role of school management committee – School Development Plan (SDP) – Concession and Benefits for children with disability – Grievance Redressal – Prohibition of Physical punishment and Mental Harassment of Children.

**Unit V : Inclusive Classroom and Teacher****(10 Hrs)**

Inclusive Classroom: Definition, Resources, Assistive devices, Teaching aids, Safety measures, Seating Arrangement, Classroom Management, Classroom Behaviour management strategies, Student's Right in Inclusive Class room.

Inclusive Teacher: Good qualities of Inclusive Teachers - Teaching strategies: Cooperative Learning, Peer Tutoring and Co – teaching - Training Programmes for Inclusive Teachers: Pre and In-service training - Problems faced by Inclusive Teachers – Collaborative role of Inclusive Teachers with students, school management committee, parents, supportive service providers, community and NGOs

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

- 1) Prepare a comparative Report on Inclusive, Integrated and Special Education.
- 2) Visit to School/Institutions Promoting Inclusive Practices – A Report.
- 3) Trace the impact of Acts on Inclusive Education – A Report.
- 4) Compose a model school management committee among your peer group, prepare minutes of meeting.
- 5) List out any five problems of inclusive teachers and write the solution for them.

**References :**

- 1) Ainscow, M. & Booth, T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- 2) Bharati Sharma (2014). Inclusive Education, Needs, Practices and Prospects, Kanishika Publishers, New Delhi – 110002.
- 3) Hemlata (2014), Technology for Inclusive of Persons with Disability, Kanishika Publishers, New Delhi – 110002.
- 4) Jangira, N.K. & Mani, M.N.G. (1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
- 5) Jha, M. (2002). Inclusive Education for All. School without Walls. Chennai: Heinemann Educational Publishers, Multivista Global Ltd.
- 6) Katewall (2011). Special Needs & Early Test, A Practitioner's Guides, 3<sup>rd</sup> Edition, Sage Publications Ltd. London.
- 7) Latika Mean (2014). Inclusive and Integrated Approaches to Special Education, Kanishika, Publishers, New Delhi - 110002.

- 8) Matheswaran, V.P. (2012). Policies and Perspectives of Inclusive Education. Chennai: Dhanam Publications.
- 9) Mangal SK., and Shubhramangal. (2019). Creating an Inclusive School, PHI Learning Pvt. Ltd. New Delhi
- 10) Richard Rose & Marie Howley. (2007). Special Educational Needs in Inclusive Primary Classrooms. London: Paul Chapman Publishing.
- 11) Sharma, P.L. (1990). Teachers Handbook on IED-Helping Children with Special Needs: NCERT Publications.
- 12) Sharma, P.L. (2003). Planning Inclusive Education in Small Schools. Mysore: R.I.E.
- 13) SuchitraDeshprabhu (2014). Inclusive Education in Indian, An overview, Kanishka Publishers, New Delhi – 110002.
- 14) Yogenra K. Sharma and Madhulik Sharma (2014). Inclusive Education, Special Educational Needs (SEN) of Learners, Kanishka Publishers, New Delhi – 110002.
- 15) Inclusion in Education -[https://ncert.nic.in/pdf/announcement/Inclusion\\_in\\_Education.pdf](https://ncert.nic.in/pdf/announcement/Inclusion_in_Education.pdf)
- 16) Including Children with Special Needs -  
<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
- 17) Inclusiveness -[https://ncert.nic.in/degsn/pdf/NonPrint/Index\\_Inclusiveness.pdf](https://ncert.nic.in/degsn/pdf/NonPrint/Index_Inclusiveness.pdf)
- 18) Creating an Inclusive School , TNTEU Course materials  
<http://www.tnteu.ac.in/pdf/creative.pdf>
- 19) Inclusivity vis-à-vis National Education Policy 2020 -  
<https://nludelhi.ac.in/download/publication/Inclusivity%20vis%20a%20vis%20NEP%202020.pdf>

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# Alexton College of Education

(Autonomous)  
Royapettah, Chennai – 600 014.

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

### **41B CPC-PEDAGOGY OF BIOLOGICAL SCIENCE– PART: III**

**No. of Credits: 3**

**No. of Hours: 60**

#### **Objectives:**

The student-teachers will be able to

- evaluate the role of Biology in the national development.
- develop skills related to maintenance of Biology laboratory for better instruction.
- analyse and apply Science education strengthening instructional methods in their profession.
- apply the instructional e-resources for effective teaching.
- acquaint themselves with teacher effectiveness evaluation for effective profession.
- foster in incorporating academic excellence, professional values in teaching of Biology.

#### **Unit I : Biology in National development**

**(8 Hrs)**

Role of Biology in Nation Building: Human Welfare, Social Change, Eradication of Disease, Medical and treatment, Space Research, Population Control, Disaster Management, Life Style Modification, Waste Management, Removal of Malnutrition and Superstitious Beliefs, Awareness on Biological Weapon.

#### **Unit II : Biology Laboratory**

**(9 Hrs)**

Biology Laboratory: Significance of Practical Work – Planning and lay out of Biology Laboratory - Administration of Laboratory: Guidelines for Teachers, Rules for Students, Use of Science and Biology Experiment Kits, Maintenance of Stock Registers and its Importance, School Biology Records and its Importance – Accidents, First Aid and Safety Measures of Laboratory.

#### **Unit III : Strengthening Science Education**

**(10 Hrs)**

Museum: Importance, Preparation of Museum Materials – Maintenance of Aquarium, Terrarium and Vivarium – Classroom Accessories - Community Resources – Gardening - Scientific Project Proposal– National Talent Search Exam - Role of Various Organizations: Tamil Nadu State Council of Science and Technology, National Children’s Science Congress – Planning and execution of Science Club, Field trip and Science Exhibition.

#### **Unit IV : Instructional E-Resources and Methods**

**(8 Hrs)**

e-learning: Definition, Types, Advantages and Limitations of e-learning in Biology –Technologies used in e-learning: Online Conferencing, e-Forum, e-Journal, e-Book, Moodle, Mobile Learning - Virtual Learning in Biology: Visual experiments, simulations, Artificial Intelligence (AI) and Augmented Reality(AR), e-teaching methods: Blended Learning, Flipped Classroom and e-tutoring – Online meeting Platforms: Webex, Zoom, Google Meet and Microsoft Team

**Unit V : Evaluation of Teacher Effectiveness****(10 Hrs)**

Teacher Effectiveness: Meaning, Definition, Criteria in Evaluation, Methods and Techniques in Evaluation, Evaluation by Students, Peers, Supervisors and Community – Merits of Teacher Evaluation – Problems with Current Evaluation System - Flanders Classroom Interaction Analysis and Galloway's System of Interaction Analysis.

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

- 1) Browse the internet source and write a report on "National Development through Biology".
- 2) Preparation of album on laboratory lay out, accidents and safety measures.
- 3) Preserve an animal and a plant by using the preservation procedure.
- 4) Prepare any one quiz and one web learning material using kahoot or google form and insert learning tools respectively.
- 5) Evaluate your teaching by peer evaluation tool and prepare a report.

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**Alexton College of Education**  
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**B Ed Syllabus**  
(Fourth Semester)

**41E CPC - PEDAGOGY OF ENGLISH – PART: III**

**No. Of Credits: 3**

**No. of Hours: 60**

**Objectives:**

The student teachers will be able to

- gain acquaintance with the skill of reading
- obtain expertise in varied writing skills
- develop fluency in English
- acquire knowledge about different types of writing
- learn various concepts in English
- ascertain their holistic development in teaching English.

**Unit I: Reading**

**(9 Hrs)**

Importance of Reading – Mechanics of Reading – Methods of Teaching Reading: Letter methods and non-Letter method- Letter method: The Alphabet method, The Phonic method- Non-letter method: Look and Say method, The Phrase method, The Sentence method, The Story method- Inculcation of Reading Habits – Retardation in Reading - Reading comprehension: Silent Reading, Loud Reading, Intensive Reading, Extensive Reading - SQ3R Method of Reading - Techniques to increase speed of reading: Phrasing, Skimming, Scanning, Columnar reading and Keyword reading.

**Unit II: Writing**

**(9 Hrs)**

Teaching Writing: Characteristics of good handwriting - Mechanics of writing: Punctuation, Sub-skills of writing - Types of Composition Exercises: Controlled, Guided and Free Composition – Marking code - Letter Writing: Formal (Business letter, Leave letter, Letter of complaint, Letter to the editor, Job application) and Informal letters - Writing skills: Judgement skills, Discourse skills and Discourse Markers.

**Unit III: Fluency in English**

**(9 Hrs)**

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

**Unit IV : Art of Drafting – Editing****(9 Hrs)**

Different types of writing: Filling in forms, Information transfer, Description, Exposition and Argumentation – Report writing – Précis Writing - Paragraph Writing – Proverb expansion.

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

Vocabulary: Active and Passive Vocabulary, Content and Structure words - Grammar: The Noun Phrase (MHQ) – Modifier, Headword, Qualifier- Verb phrase, Phrasal verb and Prepositional phrase - The different ways in which various concepts are expressed in English: Instructions, Suggestions, Possibility, Necessity, Prohibition, Probability, Permission and Supposition, Comparison and Contrast.

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

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

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# Alexton College of Education

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

### **41H CPC - PEDAGOGY OF HISTORY - PART: III**

**No. of Credits: 3**

**No. of hours: 60**

#### **Objectives:**

The student-teachers will be able to

- realize the need for the professional growth of History Teachers
- apply appropriate methods of teaching current affairs
- appreciate the indispensable role of e-learning resources in preparing and teaching History
- acquire the knowledge of need for national integration and world peace
- familiarize with the significance of historical research

#### **Unit 1: Professional Growth of the History Teacher (10 Hrs)**

Qualities of Good History Teacher- Need for Professional Growth – Activities recommended for Professional growth: School Programmes, Refresher courses, Seminar and Workshops, Training programmes, Higher Studies, Professional writings, Action Research, Study Groups, Self-Initiatives.

#### **Unit II: Current Affairs and Contemporary Events in History Teaching (10 Hrs)**

Meaning – Need – Classification Location : Local, Regional, National, World - Dimensions: Political, Economic, Social, Cultural, Religious and Educational - Techniques of Teaching Current Affairs - Role of History Teacher in imparting knowledge on Current Affairs and Contemporary Events.

#### **Unit III : e-learning Resources to Enrich History (10 Hrs)**

Meaning- Characteristics –Internet, Power point, World Wide Web, Social Media, Online Teaching Role of Teachers in conducting Online Classes, Google Classroom, Google meet, Zoom, issues and solutions – Role of Teachers in conducting Online Examination-Issues and Remedies.

#### **Unit IV : Education for National Integration and World Peace (10 Hrs)**

Meaning – Objectives -Forces of Integration and Disintegration : Techniques of Promotion of National Integration : Importance of World Peace - Global Issues : Terrorism, Border Issues, Refugees, Racism, Economic Disparities, Mad Race for Superiority, Cut Throat Competitions - Need for International Understanding - Techniques for Promoting World Peace and International Understandings - Role of UNO in promoting World Peace.



**Unit V : New Trends in History Learning****(10 Hrs)**

Research: Meaning, Characteristics, Need - Historical Research : Characteristics, Steps, Sources of Historical Research - Writing Historical Articles and Essay.

Role of Emerging Media : Webinar, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

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

**(10 Hrs)**

- 1) Submission of an analytical report related to current issues.
- 2) Write an article on any World Issues
- 3) Prepare an Album on "Promoting National Integration
- 4) Prepare a bibliography on any international leader.
- 5) Celebrate International Days

**Reference :**

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- 2) Biranchi Narayan Darh. (Reprint 2008). Teaching of History, Hyderabad: Neelkamal Publications.
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## **B Ed Syllabus** (Fourth Semester)

### **41 M CPC - PEDAGOGY OF MATHEMATICS - PART: III**

**No. of Credits: 3**

**No. of Hours: 60**

#### **Objectives:**

The student teachers will be able to

- acquire knowledge about different individualized techniques of teaching Mathematics.
- develop the skill in different group techniques of teaching Mathematics.
- identify various equipments and aids for Mathematics laboratory.
- know the various resources available for teaching and learning Mathematics.
- understand the different strategies for handling slow learners in Mathematics.
- sense the enrichment programs needed for gifted learners in Mathematics.

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

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

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

Uses of Instructional Modules.

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

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

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

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

Team Teaching: Definition, types of team teaching, stages in team teaching, its advantages and disadvantages

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

Mathematics laboratory – Material and equipments for Mathematics laboratory.

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

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

**Unit IV : Resources for Teaching and Learning Mathematics (10 Hrs)**

Resources – Text Book, Work Book, Hand Book, Mass Media, Smart Board, Puzzles, Riddles, Magic squares, Mathematical Websites, Mathematical Club, Mathematical Library, Field trip and Mathematics exhibition.

Special qualities required for Mathematics teachers – Professional development of Mathematics teachers.

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

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

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

Gender differences in Mathematics learning – contribution of women mathematicians in the development of Math.

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

1. Preparing linear and branched programmed learning material with 20 frames in any Mathematical topic.
2. Preparing program schedule to conduct seminar, symposium and workshop in Mathematics for minimum two days.
3. Making two working models to teach any topic in Mathematics.
4. Solving any five puzzles and riddles in Mathematics.
5. Suggest enrichment programmes for the gifted and remedial measures for slow learners in learning Mathematics.

**References :**

1. Anice James, (2011) Skills and Strategies of Teaching Mathematics, Neelkamal Publications, (P) Ltd,.
2. Arul Jothi, (2009) Teaching of Mathematics, Centrum Press,.
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# Alexton College of Education

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

### **41P CPC - PEDAGOGY OF PHYSICAL SCIENCE- PART III**

**No. of Credits: 3**

**No. of Hours: 60**

#### **Objectives:**

The student-teachers will be able to

- identify the developments taken place in physical science
- compare the various approaches in learning physical science
- demonstrate the appropriate model of teaching in physical science
- relate the various process skills in teaching physical science
- aware about professional development of physical science teacher
- build the professional values such as values of honesty, integrity, cooperation and concern for life.

#### **Unit I: Developments in Physical Science**

**(8 Hrs)**

Milestones in the Development of Physical Science – Contributions of Western Scientists: Copernicus, Newton and Einstein – Contribution of Indian Scientists: C.V. Raman, Subrahmanya Chandrasekar and A.P.J. Abdul Kalam - Impact of Science and Technology on Society.

#### **Unit II: Approaches in Learning Physical Science**

**(9 Hrs)**

Meaning of Approach - Constructivist Approach - 5E Learning Model – Collaborative Learning Approach – Problem Solving Approach – Concept Mapping – Inquiry Approach – Analogy Strategy – Cognitive Conflict – Experiential Learning.

#### **Unit III: Models of teaching Physical Science**

**(9 Hrs)**

Model: Meaning, Nature, Benefits with respect to Teachers and Students – Inquiry Training Model – Inductive Thinking Model – Advance Organizer Model - Concept Attainment Model.

#### **Unit IV: Implementation of process skills in Physical Science**

**(10 Hrs)**

Process Skills of Science - Developing Scientific Attitude, Scientific Values and Scientific Temper- Scientific Literacy - Nurturing Natural Curiosity, Aesthetic Senses and Creativity in Science (secondary level), Physics and Chemistry (higher secondary level) - Culture to develop Scientific Ideas and Scientific Awareness – Exchange of thoughts through Group Discussion.

### **Unit V: Professional Development of Physical Science Teachers**

**(9 Hrs)**

Teacher Evaluation: Flanders' Interaction Analysis - Professional Development : Meaning, Objectives, Types and Stages - Meeting Prerequisites - Teaching as a Profession – Need and Strategies for Pre-service and in-service Professional development – Qualities of a Physical Science Teacher – Professional Ethics and Accountability of a Teacher – Strategies for ensuring Teacher Accountability – Teacher as a Researcher – Action Research in Physical Science.

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

- 1) Prepare a report on the school life of physical science Nobel laurels.
- 2) Construct a concept map based on any scientific concept.
- 3) Prepare a lesson plan employing any one of the models of teaching.
- 4) List the activities for nurturing natural curiosity.
- 5) Prepare an album on qualities and ethics of a physical science teacher.

### **References :**

1. Gupta, S.K. (1985). Teaching of physical science in Secondary Schools, Sterling Publications.
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# Alexton College of Education

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

### **42 CPC - SCHOOL MANAGEMENT AND ADMINISTRATION**

**No. Of Credits: 3**

**No. of Hours: 60**

#### **Objectives:**

The student-teachers will be able to

- develop essential skills, competencies and values needed for effective school leadership and management
- acquire knowledge about Educational Administration
- understand the importance of educational and institutional planning
- familiarize various administrative Leadership in Education
- acquaint with Educational Supervision and Inspection
- manage a conducive learning environment for academic excellence in education

#### **Unit I: School Management and School Administration**

**(9 Hrs)**

- School Management: Meaning, Objectives, Scope, Characteristics of a successful School Management
- School Administration: Meaning, Scope, Characteristics of a successful School Administration
- School Time-Table- Meaning, Types, Need and Importance- School Building- Characteristics of a good School Building, Basic requirement, Types and maintenance - School as a basic unit of Educational Administration

#### **Unit II : Educational Administration**

**(9 Hrs)**

- Educational Administration: Definition, Objectives, Importance, Principles, Functions and Types of Educational Administration - Administration as a social process
- Structure of Educational Administration at the National level - Structure of Educational Administration at the State level
- School finance: Sources of Income and Expenditure and School Budget

**Unit III : Educational Planning****(9 Hrs)**

- a. Meaning of Educational Planning, Need for Educational Planning, Goals of Educational Planning, Principles of Educational Planning, Priorities of Educational Planning
- b. Approaches to Educational Planning - Social demand approach, Man-power approach, Rate of Return of Investment approach
- c. Institutional Planning: Definition, Aims and objectives, Need, Requisites of an institutional plan, Steps in the preparation of an effective institutional plan - Role of Head of the Institution in institutional planning

**Unit IV : Educational Leadership****(9 Hrs)**

- a. Educational Leadership: Concept, Importance, Nature, Qualities of a good leader
- b. Theories: Vroom's and Yetton's Normative Contingency Theory – Path-Goal Theory – Transactional Theory
- c. Measurement of Educational Leadership: Leadership Behavior Description Questionnaire (LBDQ), Leadership Opinion Questionnaire (LOQ)

**Unit V : Educational Supervision and Inspection****(9 Hrs)**

- a. Educational Supervision: Meaning, Nature, Scope, Objectives, Methods, Organizations, Areas, Functions and Techniques - Steps for the improvement of Supervision - Principles and changing views of Educational Supervision - Types of supervision
- b. Inspection: Meaning, Need, Qualities of a good inspector, Inspection Procedures, Challenges and Remedies
- c. Educational Management in the 21st Century: Privatization of Education - Public-Private Partnership in Educational Management

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

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

**References:**

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