



Alexton College of Education

(Autonomous)

[Affiliated to the Tamil Nadu Teachers Education University]

Royapettah, Chennai – 600 014.

B.Ed. Syllabi

(2025 -2027 Batch)



Alexton College of Education

(Autonomous)

Royapettah, Chennai - 600014.

B.Ed. Syllabus

(First Semester)

I -1 PEC - PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

No of Credits: 5

No of Hours: 100

Objectives:

The students will be able to

- understand the foundational concepts and scope of Education.
- gain insights into the Philosophical foundations of Education.
- analyse the of Sociological dimensions of Education
- interpret and evaluate the educational implications of Philosophical Schools and Thinkers
- explore the role of education in promoting Social Empowerment and Self Development.
- foster and promote excellence in philosophical perspectives in education

UNIT: I Foundations and Scope of Education (16 Hrs)

Education: Meaning, Definitions, Characteristics – Scope of Education: Formal, Non-formal and Informal Education - Aims of Education: Social, Individual and Vocational Aim - Levels of Education: Early childhood, Primary, Secondary and Higher Education – Quality Education: SDG-4.

UNIT: II Philosophical Foundations in Education (16 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 and Evaluation.

UNIT: III Sociological Perspectives in Education (16 Hrs)

Sociology: Concept, Definition and importance - Educational Sociology: Concept, Nature and Scope – Socialization: Meaning, Definition and Importance, Types: Primary, Secondary, Adult, Anticipatory and Re-Socialization and Agency: Family, School, Peer group and Mass Media.

UNIT: IV - Educational Implications of Philosophical Schools and Thinkers (16 Hrs)

Indian Schools: Buddhism and Jainism -Western Schools: Idealism, Naturalism and Pragmatism - Western Thinkers: Plato, Aristotle and Rousseau - Indian Thinkers: Mahatma Gandhi, Swami Vivekananda and Sri. Aurobindo - Schools of Philosophy with Special reference to Educational Implications such as Aims of Education, Curriculum, Methods of Teaching, Role of Teacher, Discipline and Evaluation.

UNIT: V Education for Social Empowerment and Self Development (16 Hrs)

Social Change: Meaning, Definition - Social Stratification: Meaning, Definition and Types-Social Mobility: Meaning, Definition and Types: Horizontal and Vertical Social Mobility – Social Identity: Meaning and importance – Components of the Self: Self Awareness, Self – Concept, Self Esteem – Primary process of Improving Social Skills: Self-Focusing, Self – Monitoring and Self- Efficacy.

Suggested Practicals: (20 Hrs)

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

1. Conduct a group discussion on Scope of Education.
2. Prepare and submit a detailed report on the Branches of Philosophy.
3. Design an informative chart illustrating various Agencies of Socialization.
4. Conduct a debate on Indian and Western Schools of Philosophy.
5. Create a visual album showing the Components of the Self.

References:

1. Pathak R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers.
2. Sharma R. S. (2008). Philosophical and Sociological Foundation of Education. Excellent Books.
3. Leela Gnanalet S. (2015). Education and Socialisation. Saratha Pathippagam.
4. Ratnasabapathy P & Renupadma R (2011). Socio- Philosophical Perspectives in Education. Shantha Publishers.
5. Aggarwal J C (2002). Philosophical and Sociological Perspectives on Education. Shipra Publications.
6. Sunanda Chopra. (2014). Philosophical and Sociological Perspectives on Education Saurabh Publishing House.
7. Hemlata Talesra. (2014). Philosophical and Sociological Perspectives on Education Kanishka Publishers.
8. Talawar M S & Benakanal V A (2009). Philosophical and Sociological Perspectives in Education. Centrum Press.
9. Arulsamy S (2011). Philosophical and Sociological Perspectives in Education. Neelkamal Publications.
10. Nagarajan K (2009). Education in the Emerging Indian Society. Chennai: Ram Publishers.
11. Philosophical and Sociological Perspectives in Education, Rajiv Gandhi University. https://rgu.ac.in/wp-content/uploads/2021/02/Download_588.pdf
12. Philosophical Perspectives in Education, BESC-131 Education: Concept, Nature and Perspectives, IGNOU study material. <https://egyankosh.ac.in/bitstream/123456789/68572/1/Block-2.pdf>
13. Philosophical and Sociological bases of Education, Directorate of Distance Education, Alagappa University. https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Education_348%2011%20_%20Philosophical%20and%20Sociological%20bases%20of%20Education.pdf.



Allexton College of Education

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B.Ed. Syllabus

(First Semester)

I - 2 PEC - PSYCHOLOGICAL PERSPECTIVES IN EDUCATION – PART: I

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

- understand the nature and scope of Educational Psychology.
- comprehend human growth and development across stages.
- analyze various theories of learning and types of learning transfer.
- develop the concept of motivation and differentiate between its types.
- identify the psychological processes of perception, attention, and memory.
- elevate professional skills by learning various kinds of psychology.

UNIT: I Introduction to Educational Psychology (10 Hrs)

Definition of Psychology - Branches of Psychology - Educational Psychology: Definition, Nature, and Scope of Educational Psychology - Methods of Educational Psychology: Observation, Experimental and Case study - Relationship between Education and Psychology.

UNIT: II Human Growth and Development (20 Hrs)

Concept of Growth and Development - Dimensions of Educational Psychology: Physical, Cognitive, Emotional, Social and Moral - Stages of Development: Infancy, Childhood, Adolescence - Theories of Development: Piaget's theory of Cognitive Development and Kohlberg's Moral Development - Erikson's Psychosocial Development - Role of the Teacher in facilitating Growth and Development.

UNIT: III Learning: Theories and Transfer (20 Hrs)

Learning: Meaning, Characteristics and Importance - Learning Curve - Theories of Learning:- Trial and Error Learning (Thorndike) and Classical Conditioning (Pavlov). 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 Motivation (15 Hrs)

Motivation: Meaning and Definition of Motivation - Types of Motivation: Intrinsic & Extrinsic - Theory of Motivation: Maslow's Hierarchy Needs and its Educational Implications - Rewards and Punishment - Cooperation and Competition.

UNIT: V Perception, Attention and Memory (15 Hrs)

Sensation and Perception - Laws of Perception - Errors in Perception - Attention: Meaning, Nature and Factors of Attention: Internal and External.

Memory : Meaning of Memory - Types of Memory: Sensory Memory, Short-Term Memory - Long-Term Memory - Strategies for improving Memory.

Suggested Practicals: (20 Hrs)

1. Perform short skits in groups to show how teachers use basic psychological principles in real classroom situations.
2. Design an album illustrating the different stages of human development with relevant pictures.
3. Prepare a chart showing Positive, Negative, and Zero Transfer with real-life classroom examples.
4. Prepare a report based on the topic in intrinsic and extrinsic types of motivation.
5. Create an informative poster showing strategies for improving memory.

References:

- 1) Agarwal, J.C. (1995). *Essential Educational Psychology*. New Delhi: Vikas Publishing House.
- 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 (7th Edition)*. New Delhi: Vikas Publishing House.
- 5) Clifford, T. Morgan. (1978). *A Brief Introduction to Psychology*. New Delhi: Tata Mc Graw Hill Education.
- 6) Dececco, J.P. (1977). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India.
- 7) Elizebeth, B. and Hurlock. (1976). *Personality Development*. New Delhi: Tata Mc Graw Hill Education.
- 8) Kakar, S.B. (1989). *Educational Psychology and Guidance*. Ambala: The Indian Publication.
- 9) Kale, S.V. (1983). *Child Psychology and Child Guidance*. Bombay: Himalaya Publishing House.
- 10) Kalaivani&Krithika (2019). *Advanced Educational Psychology*. Samyukdha Publications, Salem.
- 11) Mangal, S.K. (2019). *General Psychology*. Sterling Publishers Pvt. Ltd, Utter Pradesh.
- 12) Mangal, S.K. (2007). *Advanced Educational Psychology (2nd Edition)*. New Delhi: Prentice-Hall of India.
- 13) Meenakshisundaram, A. (2008). *Educational Psychology*. Dindugul: Kavyamala Publishers.
- 14) Rao, S. Narayan (1990). *Educational Psychology*. New Delhi: Wiley Eastern Ltd.
- 15) Richard J. Crisp & Rhiannon N. Turner (2014). *Essential Social Psychology (3rd 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 (5th 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>
- 22) *Human Growth, Development & Learning* by Rhonda Phillips. Retrieved from <https://www.itma.vt.edu/courses/humgro/instructor.php>
- 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
- 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>.
- 26) *Growth and Development: EARLY CHILDHOOD CARE AND EDUCATION*
https://nios.ac.in/media/documents/376_ECCE_PDF/Book1/6_Growth_and_development.pdf

Unit: IV Effective Instructional Methods for Biology Teaching (20 Hrs)

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, Interactive Method, Experiential Method (Scientific),Seminar, Workshop, Debate – Individualized Methods: Programmed Learning, Computer Assisted Instruction – Recent Methods: Active Learning Method (ALM) Collaborative Learning Method, Brain Storming Technique- Advantages and Limitations of each Methods.

Unit: V Content of School Subject (8th Biology) (15 Hrs)

(Entire Biology content of the present 8th Standard Science text book prescribed by the Tamil Nadu Government) - Microorganisms - Plant Kingdom - Organization of Life - Movements in Animals - Reaching the Age of Adolescence - Crop Production and Management - Conservation of Plants and Animals.

Suggested Practicals: (Student-teachers have to undertake any two of the following activities) (20Hrs)

- 1) Analyse and prepare a report on branches of Biology using web sources.
- 2) Prepare two link lessons using any three microteaching skills.
- 3) Prepare a report on Biology related books available in our library or make any five TLM (Teaching Learning Materials) to enhance teaching process.
- 4) Prepare a Programmed Learning Material on any one Biology topic.
- 5) Create neatly labeled pencil sketches of key biological diagrams of 8th standard Biology part and compile them into an album.

Reference:

- 1) Buffaloe, Neal, & Throneberry, J.B. (1972). Principles of Biology Teaching(2nd 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)
- 5) Jasim Ahmed. (2009). Teaching of Biological Science, PHI Learning.
- 6) Kalaimathi, H. D., &Asir Julius,R.(2010).Teaching of Biology Neelkamal Publications.
- 7) Mangal, S.K., & Uma Mangal. (2009). Essentials of Educational Technology, PHI Learning.
- 8) Jeffrey Bennett (2014). On Teaching Science: Principles and Strategies That Every Educator Should Know. Big Kid Science: Boulder,CO
- 9) Judith Bennett (2003) Teaching and Learning Science: A guide to recent research and its applications, Continuum, London.
- 10) Mohanthy, J. (1994). Educational Broadcasting: Radio and Television. Sterling Publisher.
- 11) Passi, B. K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahamedabad: SahithyaMudranalaya.
- 12) Sharma, R.C. (1990), (2006). Modern Science Teaching. New Delhi: Dhanpat Rai & Sons.
- 13) Shashi Prabha Sharma. (2004). Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka Publishers.
- 14) Sotishivendra Chandra. (2002). Contemporary Science Teaching. Surjeet Publications.
- 15) State Council of Educational Research and Training (2022), Revised 8th Standard Science Text Book, Tamil Nadu Textbook and Educational Services Corporation, Chennai.
- 16) Steve Alsop, Keith Hicks (2007). Teaching Science: A Handbook for Primary and Secondary School Teachers, Kogan Page, New Delhi.
- 17) Pedagogy of Biological Science - [http:// www.tnteu.ac.in/pdf/bs.pdf](http://www.tnteu.ac.in/pdf/bs.pdf)
- 18) Teaching of Science -<https://ncert.nic.in/pdf/focus-group/science.pdf>
- 19) National Digital Library of India-<https://ndl.iitkgp.ac.in/>



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B Ed Syllabus

(First Semester)

I-1E CPC - PEDAGOGY OF ENGLISH - PART: I

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

- a) gain more information about language teaching
- b) familiarize the art of listening English
- c) understand the various skills of teaching English
- d) attain expertise in word formation
- e) acquire knowledge about the school content
- f) achieve professional competence in teaching English.

Unit: I The Nature of Language

(16 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.

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

(16 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.

Unit: III Micro Teaching Skills

(16 Hrs)

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

Unit: IV Lexis and Methods of teaching (16 Hrs)

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

Methods: Grammar - Translation, Bilingual, Direct, Dr. West's new method, The Silent way and Total Physical Response method.

Unit: V Content of School Subjects (English) (16 Hrs)

Entire content of the present VIII standard English text books prescribed by Tamil Nadu Government.

Suggested Practicals: (Student-teachers have to undertake any two of the following activities) (20 Hrs)

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

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.
4. Krishnaswamy, N. (1995). Teaching English Grammar. Chennai: T. R. Publications.
5. Kohli A.L. Techniques of Teaching English, New Delhi: Dhanpat Rai Publishing Company.
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7. Mangal S.K. & Uma Mangal, (2009). Essentials of Educational Technology. New Delhi: PHI Learning Private Limited.
8. Nataraj, Geetha., (1996), English Language Teaching Approaches, Methods, Techniques, Kolkatta: Orient Longman Private Ltd.
9. Ronald E. Peare, (1986) Practice with Idioms, Oxford University Press.
10. Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R. Lall Books Depot.
11. Sharma, R.N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
12. Vallabi, J.E. (2011). Teaching of English: Principles and Practices. Hyderabad: Neelkamal Publications.
13. Vallabi, J.E. (2015). Methods and Techniques of Teaching English. Hyderabad: Neelkamal Publications.
14. <http://webpace.ship.edu/cgboer/langorigins.html>
15. <http://www.gktnpsc.com/2018/04/bed-ist-year-teaching-of-english.html>
16. State Council of Educational Research and Training (2022), Revised VIII standard English text book and Educational Services Corporation, Chennai



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B Ed Syllabus

(First Semester)

I -1 H CPC - PEDAGOGY OF HISTORY – PART: I

No. of Credits: 5

No. of Hours: 100

Objectives:

The Student – Teachers will be able to

- acquire knowledge on the meaning and scope of History
- comprehend the objectives of teaching History
- internalize the art of classroom teaching skills
- employ different methods of teaching History
- excel in school content
- develop professional value through learning of history

Unit: I History – meaning, Nature and Scope (16 Hrs)

History - Meaning, Nature, Scope - Dimensions of History: Time, Place, Continuity, Progress and development - History and Allied Subjects - History as Art or Science -

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 Aims and Objectives of Teaching History curriculum (16 Hrs)

Aims and Objectives of Teaching History at Different Levels: Primary and Secondary Level - Values of teaching History

General Objectives and Specific Objectives – Objectives of Teaching History with reference to Cognitive, Affective and Psycho motor Domains - Revised Blooms taxonomy (2001)(Anderson & Krathwohl)

Unit: III Skill development in teaching History (16 Hrs)

Micro-Teaching: Concept, Definition, Steps and Cycle- Skill of Introduction , Skill of Explaining, , Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure, Mapreading Skill, Skill of Black Board Usage - Link lesson.

Unit: IV Methods of teaching (16 Hrs)

Story Telling Method, Dramatization, Lecture Method, Discussion Method, Source Method, Socialized Recitation Method, Project Method, Inductive and Deductive Method and Problem-Solving Method, Discussion, Debate, Team Teaching, Fieldtrips -Merits and Limitations. Programmed Learning Principles and Types - Merits and Limitations.



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B.Ed. Syllabus

(First Semester)

I-1M CPC PEDAGOGY OF MATHEMATICS – PART: I

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

- develop an insight into the Nature, Characteristics and Correlation of Mathematics
- recognize the various Values, Aims and Objectives of teaching Mathematics
- practice the teaching skills through Microteaching technique
- acquire knowledge about the different Methods of teaching Mathematics
- apply the problem-solving ability in learning Mathematics
- establish professional values through learning Mathematics

Unit: I Uniqueness of Mathematics (16 Hrs)

Meaning of Mathematics - Definition of Mathematics - Nature of Mathematics: Science of Discovery, Intellectual Game, Art of Drawing Conclusions, tool subject and Intuitive Method - Characteristics of Mathematics: Precision and Accuracy, Logical Sequence, Applicability, Generalization and Classification, Mathematics Language and Symbolism, Abstraction - Correlation of Mathematics with other subjects - Correlation of different branches of Mathematics - Correlation of Mathematics with life

Unit: II Values, Aims and Objectives of Teaching Mathematics (16 Hrs)

Values of teaching Mathematics: Practical, Cultural, Social and Disciplinary Values - Aims of teaching Mathematics: Utilitarian Aims, Disciplinary Aims, Cultural Aims and Social Aims - Bloom's Taxonomy of Educational Objectives: Cognitive Domain, Affective Domain and Psychomotor Domain - Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives (S.I.Os) - Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) - Interrelation between different domains

Unit: III Techniques of Mathematics (16 Hrs)

Microteaching - Definition, Characteristics, Steps in Microteaching Cycle - Microteaching Skills: Skill of Introducing a Lesson, Skill of Explaining, Skill of Probing Questions, Skill of Stimulus Variation, Skill of Reinforcement, Skill of using Black Board, Skill of using Instructional Aids and Skill of Achieving Closure (Components and Episode preparation) - Macro teaching - Mini teaching - Link lesson



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B.Ed. Syllabus

(First Semester)

I -1P CPC- PEDAGOGY OF PHYSICAL SCIENCE - PART: I

No. of Credits: 5

No. of Hours: 100

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.
- apply the scientific concepts from the eight Standard Science textbook to real-life situations.
- compile the theoretical knowledge and practical skills to achieve excellence in Physical Science teaching.

Unit: I Nature of Science (16Hrs)

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– Interdisciplinary Approach – Values of Teaching in Physical Science - Impact of Physical Science on modern communities -Removal of Superstitious beliefs.

Unit: II Objectives of Teaching Physical Science and Instructional Resources (16Hrs)

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 - Physical Science teacher – Academic and Professional Qualification – Qualities of a Physical Science Teacher.

Unit: III Macro Teaching via Micro Teaching (16Hrs)

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

Unit: IV Strategies and Resources of Teaching Physical Science (16 Hrs)

Lecture Method, Demonstration Method, Laboratory Method, Project Method, Scientific Method, Group Discussion, Team Teaching, Heuristic method, Analytic and Synthetic Method, Inductive Method and Deductive Method, Problem Solving Method (PSM), Brain - Based Learning (BBL), Programmed Learning Materials (PLM) and its Methods: Linear, Branching, Computer Assisted Instruction (CAI).

Text Book Resources: Qualities of a good Physical Science textbook, Criteria for Evaluation of Physical Science textbook.

Unit: V Content of School Subject (8th Physics & Chemistry) (16 Hrs)

(Entire Physics and Chemistry content of the present 8th Standard Science text book prescribed by the Tamil Nadu Government)

Measurement - Force and Pressure - Light - Heat - Electricity - Sound - Magnetism - Universe and Space Science - Matter around us - Changes around us - Air - Atomic Structure - Water - Acids and Bases - Chemistry in Everyday Life.

Suggested Practicals: (Student-teachers have to undertake any two of the following activities) **(20 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 aplan 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) Perform a simple experiment using a plane mirror to verify the laws of reflection and prepare a report based on your observations.

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.
- 4) Pandey, (2003). Major issues in science teaching. Sumit Publications.
- 5) Sharma &Walja, G.S. (1995). Teaching of general science. Vinod Publications.
- 6) Sharma, P.C. (2006). Modern science teaching. DhanpatRai Publications.
- 7) Yadav, M.S. (2003). Teaching of science. Ammol Publications.
- 8) www.ncert.nic.in>phy_sci_partI
- 9) www.ncert.nic.in>phy_sci_partII
- 10) State Council of Educational Research and Training (2022), Revised 8th Standard Science Text Book, Tamil Nadu Textbook and Educational Services Corporation, Chennai



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B.Ed. Syllabus

(First Semester)

I -2 CPC ESSENTIALS OF TEACHING AND LEARNING

No of Credits: 5

No of Hours: 100

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 (15 Hrs)

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 (10 Hrs)

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 (20 Hrs)

Active Learning, Observational Learning, Situated Learning and Collaborative Learning – Off - Campus Learning

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: IV Effective Teaching in a Diverse Classroom (20 Hrs)

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 (15 Hrs)

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: (20 Hrs)

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,.
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- 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)
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Alexton College of Education

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Royapettah, Chennai – 600 014.

B.Ed. Syllabus

(First Semester)

I – 1 EPCC PHYSICAL AND HEALTH EDUCATION (ELECTIVE)

No. of Credits: 5

No. of Hours: 100

Objectives:

The student- teachers will able to

- acquire the skills for Physical Fitness.
- develop the skills in organizing the physical education competitions in institutions.
- learn yogic practices to improve health.
- 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 (20 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,

Talent Tuning Task

- Improve basic fitness on anyone weight training – Pre and Post-test (PT)
- Divide into groups of 4-6 students. Assign roles (e.g., event coordinator, referee, and scorer). Plan 3–5 athletic events (relay race, long jump, tug of war, etc.). (GT)

UNIT: II Sports Management (15 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.

Talent Tuning Task

- Create fixture charts with rounds, timing and conducting Inter class matches to the school students. (ST)
- Design a broacher for tournament, including institution name, event name, place, timing, prize details, age, and gender category. (PT)

UNIT: III Yoga and Asanas (15 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.

Talent Tuning Task

- a) Guided Yoga Session (20 mins), Breathing exercises (Pranayama), Simple asanas: Tadasana, Vajrasana, Bhujangasana, Balasana, Surya Namaskar (slow pace with explanation) to the school students, (ST)
- b) Poster making on "Benefits of Yoga", and Role-play or skit on "Daily Routine with Yoga" (OT)

UNIT: IV Health Education and Nutrition (15 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- Good Health and Well being : SDG:3

Talent Tuning Task

- a) organize a mini-activity to engage classmates, such as: A quiz on healthy food habits, A health slogan/poster competition, A "Guess the food group" game, A BMI check & interpretation stall (GT)
- b) Students design and distribute simple leaflets with tips on: Drinking clean water. Balanced diet examples using local food. Early signs of obesity and its prevention. Affordable remedies for common nutrition deficiencies.(OT)

UNIT: V Sports Injuries and First Aid (15 hrs)

Sports injuries; Meaning, types: Skin injuries: Abrasion, Laceration, Punctured wounds-Muscular-skeletal injuries: Sprain, Strain, Simple fracture. Compound fracture, Dislocation, Posture: importance and casus for poor posture – Postural Defects and Exercises for improving Postural Defects.

Talent Tuning Task

- a) Workshop: Posture and Health (30 min); Importance of good posture in everyday life and sports, Common causes of poor posture in students, Interactive posture assessment activity, Demonstrate exercises for: Kyphosis, Lordosis, Scoliosis, Flat feet. (CT)
- b) Definitions and differences between sprain, strain, simple and compound fractures, dislocation. Causes during sports. Immediate care (RICE method: Rest, Ice, Compression, and Elevation). Demonstrate with charts/models or a mock scenario. (GT)

Mini Project - Any one of the following (20 Hrs)

1. Measurement of Body Mass Index for any five of your peer group and prepare a weekly diet plan.
2. Evolution of the Olympic Games: Ancient to Modern
3. Effect of Regular Exercise on Cardiovascular Health
4. Postural Defects in Teenagers and Corrective Exercises
5. Creating a Personal Fitness Plan for a Month

References:

- 1) Ankita and Saxena, S.K. (2020), Coronavirus Disease 2019. Luknow; Springer Nature Singapore Pvt. Ltd.
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BEd Syllabus (First Semester)

I -2 EPCC – GUIDANCE AND COUNSELLING (ELECTIVE)

No. of Credits: 5

No. of Hours: 100

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

(15Hrs)

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.

Talent Tuning Task

- Create an album listing any five tools with columns for: Purpose, How it's used. (PT)
- Prepare a timeline highlighting key events and developments in the Guidance and Counselling movement in India from 1930 (GT)

Unit: II Basic Counselling skills and Techniques

(20 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).

Talent Tuning Task

- Design an Awareness Session on: Stress management using relaxation training, The value of listening and empathy.(CT)
- Group discussion on Cognitive Rehearsal, Validity Testing, Guided Discovery, Journal Writing.(GT)

Unit: III Group Guidance and Counselling (15Hrs)

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.

Talent Tuning Task

- a) Role play :A common problem faced by students &a **Group Guidance session** using either Q-box *or* Dramatics(ST)
- b) Prepare a concept map that connects the following: Objectives, Techniques, Problems, Benefits of Group Guidance *vs* Group Counselling(PT)

Unit: IV Guidance Services in Education (20 Hrs)

Guidance Services: Meaning and Types - Role of School Personnel (Head of the Institution, Teacher and Counselor) in organising guidance services - Role of parents in Guidance Programme -Qualities of a school counsellor – Professional Ethics of School Counsellor.

Talent Tuning Task

- a) Observing "Guidance Awareness Day" - **Theme:** "Guidance for Growth: Support Systems in Schools".(CT)
- b) Skit on various guidance services offered at school(ST)

Unit: V Guidance for Exceptional Children (15 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.

Talent Tuning Task

- a) Silent Witness on streets-(Substance abuse)(OT)
- b) Visit to a Rehabilitation centre or Observation homes(OT)

Mini Projects (Anyone) (15 Hrs)

- 1) Interview a teacher & a student about a situation where they could have benefitted from counselling and summarize the insights.
- 2) Design a survey to assess student or teacher views on the need for guidance and counselling in schools. Include 5 sample questions and expected outcomes.
- 3) Present a Poster on aims of guidance and counselling and **objectives** in school or college settings

References:

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Alexton College of Education

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B Ed Syllabus

(Second Semester)

II-3 PEC- PSYCHOLOGICAL PERSPECTIVES IN EDUCATION – PART: II

No. of Credits: 5

No. of Hours: 100

OBJECTIVES:

The student-teachers will be able to

- understand the concept and educational importance of emotional intelligence.
- identify the characteristics of creative children and their classroom needs.
- examine different theories and techniques used in the assessment of personality.
- promote emotional intelligence in the classroom through practical teaching strategies.
- suggest strategies for promoting and maintaining mental health in school settings.
- develop professional excellence through learning various assessment techniques of human behavior.

UNIT: I Intelligence (20 Hrs)

Intelligence: Meaning, Nature and Types of Intelligence - Emotional Intelligence - Factors Affecting Intelligence - Theory of Intelligence: Spearman's Two Factor Theory, Thorndike's Multifactor Theory - Thurstone's Group Factor Theory - Guilford's Structure of Intellect - Measurement of Intelligence: Intelligence Quotient (I.Q), Distribution of I.Q - Classification of Intelligence Tests: Individual and Group Tests.

UNIT: II Creativity (15 Hrs)

Creativity: Meaning, Nature: Fluency, Flexibility, Originality and Elaboration - Steps in Creative Thinking - Characteristics of the Creative Children - Measurement of Creativity: Verbal and Non-verbal Tests - Role of Teacher in fostering students' Creativity.

UNIT: III Personality Theories and Assessment (15 Hrs)

Personality: Meaning and Characteristics - Factors Influencing Personality Development - Theory of Personality: Freud's Psychoanalytic Theory - The Big Five Personality Traits - Assessment of Personality - Integrated Personality - Ways of improving student's Personality.

UNIT: IV Intellectual and Emotional Development of the Learner (10 Hrs)

Thinking: Definition , Nature and Types of Thinking - Development of Effective Thinking - Reasoning: Definition, Types: Inductive and Deductive .

Emotional Development: Meaning, Kinds of Emotions, Emotional Maturity, Emotional Intelligence - Promoting Emotional Intelligence in classrooms.



Allexton College of Education

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B.Ed. Syllabus

(Second Semester)

II - 4 PEC - INCLUSIVE EDUCATION

No. of Credits: 5

No. of Hours: 100

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
- 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 (15hrs)

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 (20hrs)

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 Inclusive Policies and Classroom (15hrs)

National Initiatives taken in the Direction of Inclusive Education Policies- Inclusive Classroom: Resources, Assistive devices, Teaching aids, Safety measures, Seating Arrangement, Classroom Management, Classroom Behaviour management strategies, Student's Right in Inclusive Class room.

Unit: IV Inclusive Teacher (15hrs)

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.

Unit: V Inclusive Learning Environment and Management (15hrs)

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.

Suggested Practicals: (Student-teachers have to undertake any two of the following activities) (20hrs)

- 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) List out any five problems of inclusive teachers and write the solution for them.
- 5) Compose a model school management committee among your peer group, prepare minutes of meeting.

References:

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- 17) Inclusiveness -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>



Allexton College of Education

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B Ed Syllabus
(Second Semester)

II 3B CPC - PEDAGOGY OF BIOLOGICAL SCIENCE - PART-II

No. of Credits: 5

No. of Hours: 100

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.
- apply the assessment procedure in conducting achievement test.
- acquire the knowledge of 9th standard Biology content.
- excel in their professional values related to planning, execution and evaluation in teaching of Biology.

Unit: I Planning for Effective Instruction (20 Hrs)

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 and Constructivist Approach.

Unit: II Curriculum in Biological Sciences (15 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)– Project 2061.

Unit: III Models of Teaching in Biological Sciences (15 Hrs)

Models: Definition, Characteristics, Functions, Sources, Components of a Model, Basic Elements of Jerome Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model and Suchman's Inquiry Training Model, Fannie and George's Role-Playing Model.

Unit: IV Assessment in Pedagogy of Biological Science (15 Hrs)

Measurement and Evaluation - Purpose of Evaluation – Tests: Prognostic test, Diagnostic Test, Achievement Test in Biology: Definition, Purpose, Test Items: Advantages and Limitations of Test Items – Construction of an Achievement Test – Item Analysis – Feedback in Assessment: Rubrics, Reflective Journal.

Unit: V Content of School Subject (9th Biology) (15 Hrs)

Entire Biology content of the present 9th Standard Science text book prescribed by the Tamil Nadu Government) - Animal Kingdom - Organisation of Tissues - Plant Physiology - Organ Systems in Animals - Nutrition and Health - World of Microbes - Economic Biology - Environmental Science.

Suggested Practicals:**(20 Hrs)**

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

- 1) Prepare two lesson plans with mind maps for effective instruction.
- 2) Preparation of a report on BSCS Website – Analysis.
- 3) Compare and prepare a table on various Models of Teaching.
- 4) Construct a blue print and test items for better evaluation.
- 5) Create an album using the important diagrams of 9th standard Biology text book.

Reference:

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- 20) Pedagogy of Biological Science -[http:// www.tnteu.ac.in/pdf/bs.pdf](http://www.tnteu.ac.in/pdf/bs.pdf)
- 21) Teaching of Science-<https://ncert.nic.in/pdf/focus-group/science.pdf>
- 22) Insert Learning- <https://insertlearning.com/>
- 23) Project 2061- <https://www.aaas.org/programs/project-2061>



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B Ed Syllabus
(Second Semester)

II - 3E CPC - PEDAGOGY OF ENGLISH - PART: II

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

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

Unit: I Teaching English Pronunciation (16 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 Study Skills (16 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: III Values of English teaching (16 Hrs)

Value of teaching English: Practical values, Cultural Values, Ethical and Moral Values – Online teaching: Role of teachers in online teaching – Issues related to online teaching
Qualities of English teacher – Utilizing the resources: News Paper, Videos, Books, Journals and Web Resources

Unit: IV Macro teaching and Assessment (16 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. Teacher made aids: Flash cards, Pictures, Charts, Models and Blackboard sketches



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B Ed Syllabus
(Second Semester)

II-3H CPC - PEDAGOGY OF HISTORY - PART: II

No. of Credits: 5

No. of Hours: 100

Objectives:

The Student-Teachers will be able to

- familiarize the art of writing lesson plan
- apply the principles of History curriculum
- employ different resources and equipment in teaching History
- grasp the importance of evaluation in History
- comprehend the knowledge of content
- enhance professional competence and ethical principles

Unit: I Planning for Instruction (16 Hrs)

Year plan, Unit Plan: Definition – Steps in preparation – Advantages, Lesson Plan –Salient Features of Good Lesson Plan - Various Approaches to Lesson Planning: Herbartian Approach, Constructivist Approach Digital Lesson Plan. Qualities of good history teacher – Important of teacher Professionalism.

Unit: II History Curriculum (16 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, Progressive Regressive, - Merits and Limitations

Unit: III Teaching Learning Material and Learning Resources (16 Hrs)

Meaning- Need and Importance of Instructional Aids – Dale’s Cone of Experience- Types of Teaching Aids Hardware and Software Instructional Aids -e resources

History text books History Room–History Club Activities –Heritage Club - Museum Visit - Visit Archives - Community Resources and its utilization

Unit: IV Assessment in pedagogy of History (16 Hrs)

Measurement and Evaluation -Purpose of Evaluation – Tests: Prognostic test, Diagnostic test, Achievement test in History -construction of achievement test– Blue print -item analysis

Unit: V Content of School subject (9thHistory) (16 Hrs)

(Entire History content of the present 9th standard History textbook prescribed by the Tamil Nadu Government)

Evolution of Humans and Society - Prehistoric Period-Ancient Civilizations-Early Tamil Society and Culture-Intellectual Awakening and Socio-Political Changes-The Classical World-The

Middle Ages-State and Society in Medieval India-The Beginning of the Modern Age-The Age of Revolutions-Industrial Revolution-Colonialism in Asia and Africa

Suggested Practical:

(20 Hrs)

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

1. Prepare one unit plan for any VIII Standard History content.
2. collect and prepare a report of different curriculum followed in India for Xth standard
- 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 standard Students on any History Content

References:

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Alexton College of Education

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Royapettah, Chennai – 600 014

B. Ed. Syllabus

(Second Semester)

II-3M CPC- PEDAGOGY OF MATHEMATICS – PART: II

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

- prepare the Year Plan, Unit Plan and Lesson Plan in Mathematics.
- recognize the principles in the construction of Mathematics curriculum.
- develop an insight into the various Models of teaching and their implications.
- know about Achievement test, Diagnostic test and Prognostic test.
- acquire skill in solving problems in school Mathematics Textbook.
- achieve excellence in education through their profession.

Unit: I Planning for Teaching Mathematics (16 Hrs)

Year plan – Advantages of year plan - Unit Plan - Characteristics of a good Unit – Steps in Unit Planning – Advantages of Unit Plan - Lesson Plan – Definition of a Lesson Plan – Basic considerations for Preparing the lesson plan – Functions of a good lesson plan in Mathematics – Important features of good lesson plan - Preparation of a Lesson Plan (Herbartian Approach) – Format of a lesson plan - Digital Lesson Plan

Unit: II Mathematics Curriculum (16 Hrs)

Definition of Curriculum – Need for Mathematics Curriculum - Principles of Curriculum Construction as applied to Mathematics - Approaches to Curriculum Organisation: Logical and Psychological, Topical and Spiral and Integrated approaches - Advantages of Integrated approach – Characteristics of modern mathematics curriculum

Unit: III Models of Teaching Mathematics (16 Hrs)

Models – Characteristics of teaching models – Functions of models of teaching - Families of Models - Information Processing Models, Personal Models, Social Interaction Models and Behaviour Models - Teaching Models – Bruner’s Concept Attainment Model, Richard Suchman’s Inquiry Training Model and Ausubel’s Advanced Organizer Model

Unit: IV Evaluation in Mathematics (16 Hrs)

Measurement and Evaluation – Purpose of Evaluation - Achievement Test in Mathematics: Definition, Characteristics, functions, Types of Achievement tests, Steps for Preparation of an Achievement Test, Preparation of a Blue Print, Scoring Key, Item Analysis - Diagnostic Test: Need, Levels of Diagnosis, Construction of Diagnostic Test, Uses of Diagnostic test - Prognostic Test: Definition, Purpose of Prognostic test



Allexton College of Education

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BEd Syllabus

(Second Semester)

II – 3P CPC -PEDAGOGY OF PHYSICAL SCIENCE - PART: II

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

- design the lesson plan of their own, based on the content
- translate the principles and approaches in organizing curriculum
- develop the skill of procurement and care of the science laboratory
- utilize the concepts of evaluation in physical science
- analyze the ninth standard physical science concepts in solving real-world problems using hands-on experiments
- acquire the professional competence towards science teaching

Unit: I Planning for Effective Instruction (16 Hrs)

Year Plan – Unit Plan - 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: II Curriculum in teaching Physical Science (16 Hrs)

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

Unit: III Activities for teaching Physical Science (16 Hrs)

Science Library – Science Museum – Science Club – Science hobbies – Field trip/ Excursions – Science Fair/ Exhibition.

Physical Science Laboratory: Planning, Structure and Design, Preparation of Indent- 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 –Virtual Physical Science Laboratory.

Unit: IV Evaluation in Physical Science (16 Hrs)

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

Unit: V Content of School Subject (9th Physics & Chemistry) (16 Hrs)

(Entire Physics and Chemistry content of the present 9th Standard Science text book prescribed by the Tamil Nadu Government)

Measurement – Motion – Fluids - Electric charge and Electric current - Magnetism and Electromagnetism – Light - Heat - Sound – Universe - Matter Around Us - Atomic Structure - Periodic Classification of Elements - Chemical Bonding - Acids, Bases and Salts - Carbon and its Compounds - Applied Chemistry

Suggested Practicals : (20 Hrs)

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

- 1) Prepare a lesson plan for ALM.
- 2) Evaluate std. IX or X Tamil Nadu state board Science text book against NCERT Book.
- 3) Observe and draw a Physics /Chemistry Laboratory.
- 4) Prepare an Achievement Test on any one of your favorable topics in Physical Science following the procedures of blue print and Item analysis.
- 5) Enumerate any five key Physical Science concepts along with their practical applications in everyday life.

References:

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2. Joshi, D. (2012). *Methodology of teaching science*, Dorling Kindersley.
3. Mangal, S.K. (2009). *Teaching of physical sciences*. Arya Book Depot.
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6. National Education Policy, 2020
7. Pedagogy of Science- Physical Science Text book for B.Ed., NCERT.
8. Rahi, A.S. (2012). *Pedagogy in physical sciences and teachers*. Createspace Publications.
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11. Sood, J.K. (1992). *New directions in science teaching*. Kohli Publishers.
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14. www.ncert.nic.in>phy_sci_partII
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B Ed Syllabus

(Second Semester)

II - 4 CPC – ASSESSMENT FOR LEARNING

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

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

Unit: I Concept of Measurement, Assessment and Evaluation (16 Hrs)

- i) 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
- ii) 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 (16 Hrs)

- i) Criteria of a good tool: Essential criteria of an effective tool of Evaluation – Item Analysis
- ii) 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 (16 Hrs)

- i) 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 (16 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 (16 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) **(20 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:

1. Agarwal, Y.P. (1990). Statistical Methods – Concepts, Applications and Computation, Sterling Publishers Pvt. Ltd.: New Delhi.
2. Aggarwal, J. C. (2005). Essentials of Examination System: Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt. Ltd.
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11. Pathak (2012) Measurement and Evaluation in Education, New Delhi, Pearson Education
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Alexton College of Education

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B.Ed. Syllabus

(Second Semester)

II – 3 EPCC – ENVIRONMENTAL EDUCATION (ELECTIVE)

No. of Credits: 5

No. of Hours: 100

Course Objectives:

The student-teachers will be able to

- realize the need for environmental education.
- list the natural resources and its problems.
- identify the different types of environmental pollution and its management.
- appreciate the policies and programmes initiated to protect the environment.
- analyse the environmental education curriculum.
- excel in propagating knowledge on different environmental issues and its solutions.

UNIT: I Introduction to Environmental Education (16 Hours)

Environmental Education: Meaning, Nature and Characteristics – Aims and Objectives – Need and Importance – Scope – Environmental Awareness – Environmental Attitude – Ecological Intelligence – Ecological Sensitivity – Role of teachers in enhancing ecological intelligence.

Talent Tuning Tasks:

- Create eco-friendly art product using recycled materials that promote environmental awareness. **(PT)**
- Conduct ecological footprint analysis: Calculate and analyze the environmental impact of individual or group activities. **(GT)**

UNIT: II Natural Resources and its types (16 Hours)

Natural Resources: Meaning and Concept – Types: Land, Rocks, Forest (vegetation), Water (Ocean, Sea, Riveretc), Mineral, Food and Energy – Role of teachers in promoting environmental values for Protection of Natural Resources – Affordable and clean energy - SDG:7 – Life below water - SDG: 14 – Life on land – SDG: 15.

Talent Tuning Tasks:

- Organize a tree plantation drive to Plant trees in college premises or nearby areas to promote reforestation. **(OT)**
- Organize a poster competition to school children on the theme "Importance of conserving natural resources". **(ST)**

UNIT: III Environmental Pollution, Hazards, and Disaster Management (16 Hours)

Environmental Pollution: meaning and concept – Environmental Pollutants – Hazards and Disaster Management: Earth Quake, Land Slides, Volcanic Eruption, Forest Fire, Tsunami, Cyclone, Flood, etc., - Nuclear and Industrial Accidents – Oil Spills – Role of environmental education in controlling different types of pollutions.

Talent Tuning Tasks:

- a) Organize a pollution awareness campaign and distribute pamphlets and brochures to raise awareness about pollution among public. **(OT)**
- b) Create an emergency preparedness plan and develop enact a mime for responding to natural disasters or industrial accidents. **(ST)**

UNIT: IV Environmental Problems, Policies and Protection of Environment (16 Hours)

Major Environmental Problems: Global Warming, Green House Effect, Climate Change – Climate Action – SDG: 13 - Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna, Over Population, Disposal of wastes, Bio diversity, Public Health Issues, Plastic Usage etc., - Clean Water and Sanitation- SDG: 6 - National Environmental Policies and Programmes.

Talent Tuning Tasks:

- a) Conduct a carbon footprint analysis: Calculate and analyze your personal carbon footprint. **(GT)**
- b) Conduct a biodiversity survey: Identify and document local species and their habitats. **(PT)**

UNIT: V Environmental Education in School Curriculum (16 Hours)

Status of Environmental Education in School Curriculum – Environmental Education at different levels of School Education – Innovative Methods of Teaching Environmental Education – Challenges in implementing environmental education in school curriculum and suggestions to overcome the challenges.

Talent Tuning Tasks:

- a) Organize Gamification Activities - use of games and simulations to teach environmental concepts. **(CT)**
- b) Incorporate hands-on activities, such as experiments and crafts, to promote environmental learning. **(CT)**

Mini Project – (Anyone) MP (20 Hours)

1. Project on promoting eco-friendly alternatives - Encourage the use of eco-friendly alternatives to ozone-depleting substances.
2. Conduct a Waste Reduction Project - Develop and implement strategies to reduce waste in College.

References:

1. Archana, T. (2011). Environmental education. Kalpaz Publications.
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3. Maria, C. M. (2020). Effect of ecological intelligence on developing ecological sensitivity among prospective teachers. Shashwat Publication.
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Alexton College of Education

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B. Ed. Syllabus

(Second Semester)

II- 4 EPCC- COMMUNICATIVE AND PUBLIC SPEAKING SKILLS (ELECTIVE)

No. of Credits: 5

No. of Hours: 100

OBJECTIVES:

The student-teachers will be able to

- gain confidence in formal and informal speaking situations.
- plan, organize, and deliver different types of speeches effectively.
- use voice, body language, and rhetorical tools appropriately.
- handle audience interaction, feedback, and questions tactfully.
- reflect critically on their own and others' speaking performances.
- create an effective public speaking with efficient communicative skills and develop excellence in their teaching career.

Unit: I Foundations of Public Speaking (16 Hrs)

Public speaking: Nature, purpose -Types of speeches: Informative, Persuasive, Entertaining, Ceremonial - Differences between speaking and reading - Elements of effective speaking: content, clarity, confidence-Psychological barriers and Overcoming techniques.

Talent Tuning Tasks (TTT):

- Conduct "Chain Talk Challenge "(team-based public speaking) event to show the ability to speak continuously and coherently as a group. (Group Task – GT)
- Conduct a session in a nearby school on how to overcome fear of public speaking, with practical demonstrations and role-play. (School Task – ST)

Unit: II Speech Structure and Content Organization (16 Hrs)

Content Preparation: Structuring, Writing - Speech planning process: Purpose, Audience, Context - Sequencing ideas logically: chronological, problem-solution, cause-effect- Writing an effective introduction and conclusion.

Talent Tuning Tasks (TTT):

- Create and present 3 versions of a speech - tailored to different audiences (e.g., peers, teachers, public) by highlighting purpose, context change, structure and tone for a selected topic. (Group Task – GT)
- Prepare and deliver a structured informative speech in the local community on relevant issues (e.g., health, environment) (Outreach Task – OT).

Unit: III Speech Delivery (16 Hrs)

Verbal and Non-Verbal communication - Voice control: Tone, Pace, Pitch, Volume, Pauses - Pronunciation and Articulation - Body language: Posture, Gestures, Eye Contact, Facial Expressions - Effective use of stage and space - Visual aids: Charts, Slides, Props.

Talent Tuning Tasks (TTT):

- Organize a workshop in groups to your college peers with activities on voice modulation, pronunciation drills, and correct articulation using tongue twisters, speech warm-ups and visual aids. – (College Task – CT)

- b) Choose a TED Talk from the internet where the speaker uses visual aids, voice modulation, and body language effectively. Present it to school children to help them learn good public speaking techniques and prepare a report. (School Task – ST)
- c) Organize a short public skit or street play using strong non-verbal communication (gestures, space use, props) to engage an audience, highlighting social relevant issues. (Outreach Task – OT).

Unit: IV Audience Engagement (16 Hrs)

Understanding the Audience: Demographics, Interests, and Expectations - Building Rapport and Connection: Use of personal Stories, Humour, and Empathy – Questioning Techniques: Rhetorical questions, Polling, Audience participation – Reinforcements: Rewards the audience, Gift – Other Techniques: Using storytelling, analogies, examples, narration, Call-backs, Repetition, and Inclusive language.

Talent Tuning Tasks (TTT):

- a) Practice and record a 3-minute speech incorporating rhetorical questions, humour and inclusive language. (Personal Task – PT).
- b) Narrate stories involving values or challenges relatable to students by using repetition, examples and emotional appeal with audience participation. (Personal Task – PT).

Unit: V Speech Critique, Feedback, and Improvement (16 Hrs)

Speech Critique: Meaning, significance, Areas of critique - Self-assessment and peer evaluation techniques - Constructive criticism and reflection - Common speech errors – Adaptive Techniques - Building a personal improvement plan - Maintaining stage presence and handling interruptions.

Talent Tuning Tasks (TTT):

- a) Practice a short speech and handle surprise questions from your classmates during a live question-answer round and write the errors made in your speech. (Group Task – GT).
- b) Present a great oration - a "Pointless Talk" for 4 minutes with 40% tone, 50% nonverbal cues, and only 10% content before the college peers. – (College Task – CT)

Mini Projects: (Anyone) (20 Hrs)

1. Develop and demonstrate public speaking skills through engaging tasks like tongue twisters, storytelling, impromptu speaking, and visual communication.
2. Prepare a reflective mini project on Speech Evaluation, Error Analysis, and Personal Development in Public Speaking"

References:

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- 2) Berkun, S. (2010). Confessions of a public speaker. O'Reilly Media.
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- 7) Duarte, N. (2010). Resonate: Present visual stories that transform audiences. Wiley.
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Alexton College of Education

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B.Ed. Syllabus

(Fourth Semester)

IV - 5 PEC – EDUCATION IN CONTEMPORARY INDIA

No. of Credits: 5

No. of Hours: 100

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 (15Hrs)

Constitution: Meaning- 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 (15 Hrs)

Education Commissions: University Education Commission (1948-49), Secondary Education Commission (1952-53), The Education Commission (1964-66 - Education Policies:, National Policy on Education (1986), Revised Programme of Action (1992) and New Education Policies 2020.

Unit: III Issues of Education and Programme initiatives in India (20 Hrs)

Social Problems: Population - Illiteracy - Unemployment - Poverty - Corruption - Violence Against Women - Child Labor - Child Marriage - Brain Drain – Anti Drug – No Poverty – SDG: 1 – Zero Hunger – SDG: 2 - Educational Initiatives as programmes in India: Universalization of Elementary Education (UEE) :Sarva Shiksha Abiyan (SSA) – Rashtriya Madhyamik Shiksha Abiyan (RMSA) – Rashtriya Uchcharat Shiksha Abiyan (RUSA) – Digital India 2020 – e Vidya Programme 2020.

Unit: IV Indian Statutory bodies and Organisation in Education (15Hrs)

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

Unit: V Contemporary Reforms in Education (15Hrs)

Women's Education: Meaning, Importance, Aims, Problems – Education for Deprived People (OBC/SC/ST) –Distance Education: Need, Scope and Limitations – Adult Education: Meaning, Need, Agencies, Problems –Lifelong learning and online Education: Meaning, Merits and Demerits-Impact of globalization, liberalization and privatization on education-Concept, Merits and demerits.

Suggested Practicals: (20 Hrs)

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

1. Prepare a report on the constitutional provisions on education.
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. Compare public and private institutions in terms of facilities, teaching methods, and fees.

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.
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- 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) William Dharma Raja B & Anandan K (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.
- 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>



Meston College of Education

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Royapettah, Chennai – 600 014.

B Ed Syllabus

(Fourth Semester)

IV – 6 PEC – GENDER, SCHOOL AND SOCIETY

No. of Credits: 5

No. of. Hours: 100

Objectives:

The student-teachers will be able to

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

UNIT: I Gender Roles in Society (15 Hrs)

Gender: Meaning and Definition - Difference between Gender and Sex - Gender roles in society: family, caste, class, religion, culture, media and law – Gender Equality – SDG: 5 - Reasons for gender inequalities - Gender Education outside school settings.

UNIT: II Gender Identity and Socialization Process (15 Hrs)

Gender identity and socialization practices: Family, School and Organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities - 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.

UNIT: III Gender and School Curriculum (20 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 - 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 (15 Hrs)

Violence against girls and women in India - Safety of girls and women: School, Home and Workplace – POCSO ACT - 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**(15 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:**(20 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'.

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9. Gender School and Society: <https://tnteu.ac.in/Study material First year / course 6>



Allexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014

B. Ed. Syllabus

(Fourth Semester)

IV-5E CPC - PEDAGOGY OF ENGLISH – PART: III

No. Of Credits: 5

No. of Hours: 100

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

(16 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.

Unit: II Writing

(16 Hrs)

Teaching Writing: Characteristics of good handwriting - Mechanics of writing: Punctuation, Sub-skills of writing - 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

(16 Hrs)

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

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

Unit: IV Art of Drafting – Editing (16 Hrs)

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

Unit: V Content of School Subjects (English) (16 Hrs)

Entire content of the present X standard English text books prescribed by Tamil Nadu Government.

Suggested Practicals : (Student-teachers have to undertake any two of the following activities) **(20 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.

Reference :

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Alexton College of Education

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Royapettah, Chennai – 600 014

B. Ed. Syllabus

(Fourth Semester)

IV-5H CPC - PEDAGOGY OF HISTORY - PART: III

No. of Credits: 5

No. of Hours: 100

Objectives:

The student-teachers will be able to

- analyse the effectiveness of teaching models'
- apply appropriate methods of teaching current affairs
- acquire the knowledge of need for national integration and world peace
- familiarize with the innovative practices in History teaching
- develop the knowledge on historical events
- attain the social sensitivity through learning history

Unit: I Teaching Models (16 Hrs)

Meaning–Teaching Models: Bruner's Concept attainment Model, Ausubel's Advance Organizer Model, Joyce and veils Jurisprudential Inquiry Model, Socratic Model of Teaching

Unit: II Current Affairs and Contemporary Events in History Teaching (16 Hrs)

Meaning and concept of current affairs -Techniques of Teaching Current Affairs - Role of History Teacher in imparting knowledge on Current Affairs, Contemporary Events- Importance of teaching contemporary events – role of newspaper, journals in teaching current affairs and contemporary events

Unit: III National Integration and International understanding (16 Hrs)

National integration through teaching of History - Techniques of Promotion of National Integration in history teaching -Need for International Understanding - Techniques for Promoting World Peace and International Understandings.

Unit: IV Innovative practices and Strategies for exceptional learners (16 Hrs)

Online teaching - Role of Teachers in conducting Online Classes, Issues and Remedies. Slow learners -Identification of slow learners in History – Remedial measures Gifted students- providing enrichment programmes

Unit: V Content of School subject (10th History) (16 Hrs)

(Entire History content of the present 10th standard History textbook prescribed by the Tamil Nadu Government)

Social and Religious Reform Movements in the 19th Century-Early Revolts against British Rule in Tamil Nadu-Anti-Colonial Movements and the Birth of Nationalism-Nationalism: Gandhian Phase-Freedom Struggle in Tamil Nadu--Social Transformation in Tamil Nadu.

Suggested practicals:**(20Hrs)**

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

- 1) Write a lesson plan by applying Socrates model of teaching
- 2) Submission of report on two months current issues related to history.
- 3) Prepare an Album on "Promoting National Integration
- 4). write any 10 activities for remedial learning in history
- 5) prepare time line for freedom struggle in India during Gandhian era

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2. Biranchi Narayan Darh. (Reprint 2008). Teaching of History, Hyderabad: Neelkamal Publications.
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Allexton College of Education

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Royapettah, Chennai – 600 014

B. Ed. Syllabus (Fourth Semester)

IV-5M CPC - PEDAGOGY OF MATHEMATICS - PART: III

No. of Credits: 5

No. of Hours: 100

Objectives:

The student teachers will be able to

- acquire knowledge about different individualized techniques of teaching Mathematics.
- analyse the strategies for handling slow learners and gifted learners in Mathematics.
- identify various equipments and teaching aids for Mathematics.
- know the various resources available for teaching and learning Mathematics.
- develop the skill in solving different Problems in Mathematics.
- establish professional values through learning Mathematics.

Unit: I Individualized Techniques of Teaching Mathematics (16 Hrs)

Individualized Instruction: Definition, Characteristics of Individualized Instruction and Strategies for Individualizing Instruction - 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 of Programmed Instruction - Computer Assisted Instruction (CAI): Definition of CAI – Modes of CAI – Steps in developing CAI – Advantages and Disadvantages of CAI - Use of Instructional Modules and Learning Packages

Unit: II Strategies for Exceptional Learners in Mathematics (16 Hrs)

Gifted students: Identification of the Gifted in Mathematics, Characteristics of the Mathematically Gifted, Enrichment Programme for the Gifted - Slow learners: Identification of Slow learners in Mathematics, Characteristics of Backward students, Causes and suggesting Remedial measures - Developing Speed and Accuracy in Mathematics - Arousing Interest in Mathematics

Unit: III Teaching Aids for Mathematics (16 Hrs)

Mathematics laboratory: Need and Significance of Mathematics Laboratory - Material for Mathematics laboratory - Functions of Mathematics Laboratory - Teaching Aids - Need for Audiovisual Aids in Mathematics teaching – Guidelines for selection and Preparation of Audiovisual Aids - Principles 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 (16 Hrs)

Learning 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 – Functions, Qualities and skills of a good Mathematics teacher – Professional development of Mathematics teachers - Brief History of Mathematics - Contributions of Eminent Indian Mathematicians like Aryabhata, Bhaskara, Brahmagupta & Ramanujan

Unit: V Content of school subject (10th standard Mathematics) (16 Hrs)

(Entire Mathematics content of the present 10th standard Mathematics textbook prescribed by the Tamil Nadu Government)

Relations and Functions - Numbers and Sequences - Algebra - Geometry - Coordinate Geometry - Trigonometry - Mensuration - Statistics and Probability

Suggested Practicals : (Students have to undertake any TWO of the following activities) **(20 Hrs)**

1. Preparing linear and branched programmed learning material with 20 frames in any Mathematical topic.
2. Suggest enrichment programmes for the gifted and remedial measures for slow learners in learning Mathematics.
3. Solving any five puzzles and riddles in Mathematics.
4. Prepare power point on the contributions of Indian Mathematicians.
5. Making two working models to teach any topic in Mathematics.

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Alexton College of Education

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B.Ed. Syllabus

(Fourth Semester)

IV - 5P CPC- PEDAGOGY OF PHYSICAL SCIENCE – PART: III

No. of Credits: 5

No. of Hours: 100

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
- foster creativity by encouraging students to apply tenth standard Physical Science concepts in innovative and meaningful ways
- build the professional values such as values of honesty, integrity, cooperation and concern for life.

Unit: I Developments in Physical Science (16 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 (16 Hrs)

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 (16 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 (16 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 Content of School Subject (10th Physics & Chemistry) (16 Hrs)

(Entire Physics and Chemistry content of the present 10th Standard Science text book prescribed by the Tamil Nadu Government)

Laws of Motion - Optics - Thermal Physics – Electricity - Acoustics - Nuclear Physics - Atoms and Molecules - Periodic Classification of Elements – Solutions - Types of Chemical Reactions - Carbon and its Compounds

Suggested Practicals:(Student-teachers have to undertake any two of the following activities) **(20Hrs)**

- 1) Prepare a report on the life of any two 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) Create an album showcasing the various uses of carbon and its compounds in everyday life.

References:

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3. Kumar, A. (1999). Teaching of physical science. Anmol Publications
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Allexton College of Education

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B. Ed. Syllabus

(Fourth Semester)

IV -6 CPC INTEGRATION OF KNOWLEDGE, LANGUAGE AND DISCIPLINE

No of Credits: 5

No of Hours: 100

Objectives:

The Student –Teachers will be able to

- a) spell out the meaning of knowledge in Education
- b) utilize the knowledge on curriculum development
- c) analyze the concept of curriculum evaluation
- d) apply listening, speaking, reading and writing of Language across Curriculum
- e) differentiate the discipline and subject
- f) excel in subjects incorporating academic excellence & professional competence.

Unit: I Introduction to Knowledge (16 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 & Curriculum Development (16 Hrs)

Curriculum: Meaning, Need– 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 -Curriculum Development: Need, Importance– Principles– Models of Curriculum Development: Taba`s Model, Tyler`s Model – Future Trends in Curriculum Development.

Unit: III Curriculum Implementation & Evaluation (16 Hrs)

Curriculum Implementation: Meaning, Importance and stages – Barriers for implementing curriculum.
Curriculum Evaluation – Concept, Definition, Need and Importance -Types of Curriculum Evaluation: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation.

Unit: IV Transacting Language across Curriculum (16 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, Problems and Errors in reading
Writing in the curriculum: Importance and different types of writing skills.

Unit: V Disciplines and Subjects (16 hrs.)

School subjects and Academic disciplines: Concept, Meaning, Relationship, Differences, Need, and Importance –Curriculum Content: Meaning, Definition and Importance-John Dewey's ideas on disciplinary knowledge and curriculum.Modern aspect of Discipline on the basis of future needs and Social Ethics-Interrelationships among disciplines.

Suggested Practicals: (Student-teachers have to undertake any two of the following activities) **(20 Hrs)**

1. Write five examples for information, truth, belief and knowledge.
2. Prepare a report by comparing a topic of your choice in the same subject on two different curriculums (CBSCE & SAMACHEER)
3. Group Discussion on Curriculum Evaluation and Reforms – and submit a Report.
4. Prepare a chart using different types of writing skills with app examples.
5. Prepare a report on the differences of same content (topic) on different level in the school subject.

References

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Weston College of Education

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B.Ed. Syllabus (Fourth Semester)

IV - 5 EPCC - SCHOOL MANAGEMENT AND ADMINISTRATION

No. Of Credits: 5

No. of Hours: 100

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
- 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 Administration (15 Hrs)

Meaning and Definitions of Management and Administration - Nature, Need, and Scope of Educational Management - Objectives and Functions of School Management - Difference between Administration, Management, and Supervision - Characteristics of Effective Educational Management

Talent Turning Task:

- Prepare a comparison chart showing the differences between Administration, Management, and Supervision Using real examples from schools. **(PT)**
- Visit a nearby school and collect information on how decisions are made and carried out. Ask about how the school plans and conducts events like the Annual Day. **(OT)**

Unit: II Educational Administration (15 Hrs)

Meaning and Definitions of Educational Administration - Difference between Administration and Management - Objectives and Principles of Educational Administration - Importance of Administration in Schools - Scope of Educational Administration in Modern Education.

Talent Turning Task:

- Visit a nearby school Headmaster. Ask about their leadership role, how they manage staff, resolve conflicts, and motivate teachers. Write a short report. **(ST)**
- Visit a school and watch the morning assembly. Write who plans it, who leads it, and how discipline is kept. Write a short report. **(OT)**

Unit: III Educational Planning (20 Hrs)

Institutional Planning: Concept, Need and Process - Types of Educational Planning: Strategic, Tactical, Operational - School Development Plans (SDP) - Maintenance of School Records and Registers - Time-Table Preparation and Staff Allocation.

Talent Turning Task:

- a) Role-play showing how school leaders manage staff and resources. **(CT)**
- b) Make a simple daily time-table for a primary school class. Show the subjects for each period and which teacher will teach each subject. **(PT)**

Unit: IV Financial Administration in Schools (15 Hrs)

School Budget: Preparation and Implementation - Sources of School Finance: Government, Donations, Fees and Financial Help from the Government - Audit and Utilization of Funds - Role of Headmaster in Financial Management.

Talent Turning Task:

- a) Prepare a budget for a small school event (like Science Fair or Annual Day). Show income sources and expenses clearly. **(GT)**
- b) Creating an awareness on financial administration in schools - PPT, Qiuuz **(CT)**

Unit: V Human Resource and Administrative Leadership (15 Hrs)

Leadership in School Administration - Sharing Responsibilities and Working Together as a Team - Performance Appraisal of Teachers - Capacity Building and Professional Development - Conflict Management and Staff Motivation.

Talent Turning Task:

- a) Present a short skit on conflict management. **(CT)**
- b) Conduct a mock staff meeting **(GT)**

Mini Project: (20 Hrs)

- ❖ Conduct a short survey among teachers on how effectively they feel the school is managed. Summarize responses and present them in a report with suggestions for improvement.
- ❖ Compare the financial structure of a government school and a private school and short analysis report with your findings.

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Allexton College of Education

(Autonomous)

Royapettah, Chennai – 600 014.

B Ed Syllabus

(Fourth Semester)

IV - 6 EPCC - LIFE SKILLS EDUCATION (ELECTIVE)

No. of Credits: 5

No. of. Hours: 100

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

(20 Hrs)

Soft skills: meaning and Importance – Attributes of Soft skills: Interpersonal skills, Team work, Negotiation and Conflict Resolution, Communication skills, Managerial skills: Time management, Stress Management – Social and Emotional Soft skills – Identifying and assessing your Soft skills – Strategies to improve soft skills – Practicing Soft skills – Digital Etiquette.

Talent Tuning Task

- Create a mind map of your own soft skills, identifying strengths and areas to improve.(PT)
- Conduct a session on responsible social media use and cyber safety.(CT)

UNIT: II Career Planning

(15 Hrs)

Career planning: meaning, importance and benefits – Steps in the career planning process - Guidelines for choosing the right career - Myths about career choice - Tips for effective and successful career planning.

Talent Tuning Task

- Debate on the topic "A degree is more important than skills for a successful career".(GT)
- Organize a career awareness session in a school to help high school students to explore various career options, understand their interests and learn how to plan for their future.(OT)

UNIT: III Interview Skills

(15 Hrs)

Interview – Types of interview: face – to – face, Telephonic and online – Types of interview questions: open ended, behavioral, technical, situational – Preparation for Job interviews – Post Interview Etiquette.

Talent Tuning Task

- Conduct and Practice a Mock Interview – record yourself and reflect on your performance.(PT)
- Introduce school students to online interview platforms and etiquette through simple demonstrations and practice sessions.(CT)

UNIT: IV Team Building and Team Work (20 Hrs)

Team: Meaning, Aspects of Team building: Team identity, Team structure, Team Goals and Team Motivation – Skills needed for effective team work - Team building stages: Forming, Storming, Norming, Performing and Adjourning - Characteristics of effective team - Role of a team leader - Role of a team members.

Talent Tuning Task

- a) Each group creates a team identity with a name, logo, and motto, enhancing team bonding.(GT)
- b) Plan and facilitate group games or activities that help school students to understand the importance of teamwork and collaboration.(ST)

UNIT: V: Stress Management (15 Hrs)

Stress: Meaning. Effects of stress – Types of stress – Causes of stress – Behavior identifies with stress – Signs and symptoms of stress: cognitive, emotional, physical and emotional symptoms – Preventing and managing stress.

Talent Tuning Task

- a) Organize an hour event in school with stress-relief games and exercises. (ST)
- b) Design posters and present a short interactive talk on exam stress and coping methods for high school students.(OT)

Mini Projects (Anyone) (15 Hrs)

- 1) Collect or create 3 short moral stories that demonstrate soft skills and write a short interpretation.
- 2) Choose one career in education and prepare a Career Pathway Chart mentioning the steps, qualifications and skills needed to reach that goal.
- 3) Design a simple brochure or pamphlet for stress awareness to the students including signs of stress and some simple tips to handle it.
- 4) Conduct a Survey on Stress among B.Ed Trainees with short questionnaire, collect responses and present the data with interpretation on common stressors and coping mechanisms.

References:

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Meston College of Education

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[Affiliated to the Tamil Nadu Teachers Education University]

Royapettah, Chennai – 600 014.

Value Added Course (2025 -2027 Batch)



Allexton College of Education

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Royapettah, Chennai – 600 014.

Value Added Course

I – VAC 01 – CE COMMUNICATIVE ENGLISH

No. of Hours: **30**

Objectives:

The student teachers will be able to

- a) develop communication skills in English [L, S, R, W].
- b) understand directions and instructions to respond appropriately.
- c) speak intelligibly and fluently in simple English.
- d) acquire the ability to skim and scan texts and comprehend the material.
- e) write grammatically correct English and make notes and summaries.
- f) excel in English communication.

UNIT: I Introduction to Communicative English (6 Hrs)

Language as a tool-Fundamentals of Communicative English- Process of Communication- Barriers of effective communication in English-Interpersonal and Intrapersonal communication skills.

UNIT: II Listening (6 Hrs)

The listening task - Different kinds of listening material – Using recorded listening material – Using live listening material – Types of listening – Extensive and Intensive – Kinds of listening activity- Dictation – Listening and following a route –Listening for perception- Listening for comprehension.

UNIT: III Speaking (6 Hrs)

Responding to telephone calls, speech, conversation. Speaking activities: - Hangman, Mafia, Debate, Discussion. Dialogic teaching-learning.

UNIT: IV Reading & Writing (6 Hrs)

- a) The reading process – Characteristics of reading – Loud reading – Silent reading – skimming -scanning-Reading between the lines - Reading beyond lines.
- b) Constructing sentences - Sentence patterns of English – Information transfer – Letter writing – Abstract and summary – Resume or Curriculum vitae.

UNIT: V Communication Skills for Employment

(6 Hrs)

Information transfer: oral presentation – Examples and Practice – Extempore and Public speaking- Mother tongue influence (MTI) – Techniques for neutralization of mother tongue influence.

Reference:

1. A Handbook of English Grammar and Usage- D. Thakur- Bharati Bhawan Publication.
2. Communication Skills- Sanjay Kumar and Push Late, Oxford University Press-2019.
3. The Four Skills for Communication- Josh Sreedharan- Foundation Books.
4. Practical English Usage- Michael Swan- Oxford University Press-2016.
5. Communicative English- E. Sureshkumar and P. Sreehari- Orient Blackswan.
6. Speaking Effectively- Jeremy Comfort- Cambridge University Press.
7. Improve Your Communication Skills- Alan Barker- Kogan Page, London.



Meston College of Education

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Royapettah, Chennai – 600 014.

Value Added Course

I – VAC 02 –CP COUNSELLING AND PSYCHOTHERAPY

No of Hours: **30**

Objectives:

The student-teachers will be able to

- introduce the students to the counseling strategies used in the context of School, Workplace, Marriage and Family.
- impart knowledge and skills required for diagnosis of counseling and other related fields.
- introduce the students about counseling strategies used in the context of Abuse, Addiction, Suicide and Disability Counseling.
- discuss various issues related to developmental and other disorders.
- understand the role of psychotherapy and other therapies to treat mental illness.
- inculcate counseling and psychotherapy in the curriculum to foster awareness about counseling psychology to achieve excellence in education.

UNIT: I Counselling and Its Types (6 Hrs)

Counseling: Meaning, Types (Educational, Marriage & Family, Mental Health, Rehabilitation, Substance Abuse, Suicidal, Vocational & Career, Workplace, Pastoral Counseling etc.) – Development and goals-Counselor & counselee relationship - counseling process: Steps – purposes of counseling - Approaches to Counseling: Directive, Non-directive, Psychoanalytic, Humanistic, Reciprocal inhibition technique and Eclectic approach.

UNIT: II Counselling and Its Related Fields (6 Hrs)

Counseling & related fields: Advising, Guidance, Clinical Psychology and Hagiology – Guidance: Meaning, Definition and Types: Educational, Vocational (Career) and Personal (Social, Mental, Moral, Health, Financial, Ethical etc.) – Educational Guidance: Meaning, Definition and Types - Need for guidance cell in schools and colleges and role of teacher.

UNIT: III Mental Health and Mental Disorders (6 Hrs)

Mental Health: Meaning, Definition and factors affecting mental health(Biological, Life experience and family history) - Mental Disorders: Meaning, Symptoms, Diagnosis, Types (OCD, PDD, PTSD, SAD, Phobias, Addictions, Depression, Sleeping Disorders, Eating Disorders, Anxiety Disorders etc.) and Treatments (Medication and Psychotherapy) – Emotional Abuse: Meaning, Types and Treatment – Role of teachers in identifying mental illness of the students.

UNIT: IV Academic Related Problems (6 Hrs)

Developmental Disorder: Learning Disability (Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia), Attention Deficit Hyperactivity Disorder, Intellectual Disability, Language Disorder, Autism Spectrum disorder: Causes, diagnosis & Treatment - Behavioral and emotional disorders: Causes, Diagnosis & Treatment - Disorders of social functioning: Causes, Assessment & Treatment - Developmental Psychopathology in Indian context.

UNIT: V PSYCHOTHERAPIES AND OTHER THERAPIES FOR TREATING MENTAL ILLNESS: (6 Hrs)

Psychotherapy: Meaning, Definition, Types (Individual, Couple, Family and Group therapy), Techniques and Therapy (BT, CT, CBT, REBT, Psychoanalytic therapy etc.) – Humanistic Psychotherapy (Logo, Existential, Client Centered, Narrative and Gestalt) - Eastern Psychotherapies (Abidhamma, Yoga) – Other Therapies: Relaxation, Laughter, Meditation, Music, Acupuncture, Cupping, Shiatsu (massage) etc.

References:

1. Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
2. Brems, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.
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Allexton College of Education

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B. Ed. Syllabus

Value Added Course

I – VAC 03 – RE RESEARCH IN EDUCATION

No. of Hours: 30

Objectives:

The student-teachers will be able to

- define the concept research as a process of acquisition of knowledge
- identify the sources of educational research problems
- know the different types of variables and hypotheses in research
- understand various sampling techniques
- 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 (5 Hrs)

Research: Meaning, Definition - Types of Research: Basic Research, Applied Research and Action Research-Educational research :Meaning, Scope- 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 - Delimitations and Limitations of a Research problem - Perception of Research problem.

Unit: III Variables and Hypothesis of Research (5 Hrs)

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

Hypothesis: Definition - importance of hypothesis - Qualities of a good hypothesis - Types of hypothesis: Simple hypothesis, Directional hypothesis, Non- directional hypothesis, Null hypothesis.

Unit: IV Sampling Techniques of Research (10 Hrs)

Population: Definition - Meaning of sample – Importance of sampling – Disadvantages in sampling – Characteristics of a good sample

Sampling techniques – Probability based techniques: Simple random, Stratified random, and Cluster – Non Probability based techniques: Incidental and Convenience.

Unit: V Tools and Techniques of Research**(5Hrs)**

Measurement Scales: Nominal Scale, Ordinal scale, Interval scale and Ratio scale-Tools of Research: Questionnaire, Psychological tests, Intelligence tests, Aptitude tests-Techniques of research: Observation, Interview, Projective techniques, Sociogram.

References:

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2. An International Handbook. New York: Pergamon Press.
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Value Added Course

I – VAC 04 –TKV THIRUKKURAL KOORUM VIZHUMIYANGAL

No. of Hours: **30**

Course Objectives:

The student-teachers will be able to

- comprehend the Knowledge on History, Origin and Author of Thirukkural
- analyse the Sections and Key themes of Thirukkural
- explore the values in the book of aram / virtues
- critically evaluate the values in the book of porul / wealth
- synthesis the values in the book of inbam / love
- excel in the values put forth in all the above three books and imply in the present day context

Unit: I History, Origin and Author of Thirukkural (6 Hrs.)

Thirukkural: History, Cultural Background and Origin - Significance and Legacy - Thiruvalluvar: Life History, Family and Writings – Thiruvalluvar as Educational Philosopher.

Unit: II Sections and Key Themes of Thirukkural (6 Hrs.)

Sections of Thirukkural: Meaning and Types - Aram (Virtue), Porul (Wealth) and Inbam (Love) – Key Themes of Thirukkural: Ethics and Morality, Practical Wisdom, Human Relationships and Universal Values.

Unit: III Values in the Book of Aram / Virtues (6 Hrs.)

Book of Virtues: Etymology and Meaning, Chapters (38) and Couplets (380) – Sub Chapters: Introductory (40 Couplets), Virtues (330 Couplets) and Final or Fate (10 Couplets) – Virtues: Meaning and Importance - Types: Domestic and Ascetic - Major Values taught in the book of Aram / Virtues and its impact on present day context.

Unit: IV Values in the Book of Porul / Wealth (6 Hrs.)

Book of Wealth: Etymology and Meaning, Chapters (70) and Couplets (700) – Porul / Wealth: Meaning and Importance - Types: Money Wealth, Educational Wealth, Body Wealth and Benevolence Wealth - Major Values taught in the book of Porul / Wealth and its impact on present day context.

Unit: V Values in the Book of Inbam / Love

(6 Hrs.)

Book of Love: Etymology and Meaning, Chapters (25) and Couplets (250) – Inbam / Love: Meaning and Importance – Types: Pre Marital Love and Post Marital Love - - Major Values taught in the book of Inbam / Love and its impact on present day context.

References:

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3. THIRUKKURAL Paperback – 1 April 2009 by M. Rajaram (Author)
4. Thirukkural - திருக்குறள் (சாலமன் பாப்பையா உரை) Paperback – 1 January 2014 Tamil Edition by Solomon Pappaih (Author)
5. Thirukkural Kathaikal : Thirukkural through Stories Paperback – 26 October 2018 Tamil Edition by Parthasarathy Rengaswami (Author)
6. Thirukural - Parimealazhagar Urai (IAS Tamil Prescribed) / திருக்குறள் - பரிமேலழகர் உரை Paperback – 1 January 2020 Tamil Edition by Thiruvalluvar (Author)
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10. THIRUKKURAL Tamil and English Hardcover – 1 January 2020 Tamil Edition by G U Pope (Author), MU Varatharasan (Author)
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