Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE	:	**BASICS IN EDUCATION**
COURSE CODE	:	**BED-01**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- acquire knowledge of Education;

- understand the process, functions of education and knowledge;

- state the theory of knowledge and facets of knowledge;

- describe the concept of philosophy and education;

- understand the knowledge of Eastern and western schools of philosophy;

- identify the role of various statutory bodies of education;

- understand the constitutional provisions for education; and

- describe the concept and importance of teacher autonomy.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- implement the nuances of various aspects of education in his/her classroom teaching;

- practice the various dimensions of knowledge and process of knowing;

- able to arrive appropriate strategies based upon eastern and western school of thoughts;

- utilize the various services of different educational organisations; and

- use the provisions of various Acts, polices, and principles on education to cater to the needs of stakeholders.

UNIT 1 UNDERSTANDING EDUCATION AND ITS NATURE

Education: Meaning, Definition, Nature, Concept of Education - Aims of Education- Process and functions of Education - Purpose of Education - Role and Importance of Education in Life - Characteristics of an Educated Person. Aspects of Education: Liberal and Vocational Education, Human Rights Education, Environmental Education, Inclusive Education. Social Aspects of Education:

Women Education, Peace Education, Moral Education, Education for Deprived People, Education for Minority, Education for sustainable Development.

UNIT 2   KNOWLEDGE AND KNOWING

Knowledge: Meaning, Definition and Nature. Three Conceptions of Knowledge - Theory of Knowledge: Ways of Knowing, Areas of Knowledge, Types of Knowledge, How to Acquire Knowledge. Facets of Knowledge: Local and Universal Knowledge, Concrete and Abstract Knowledge, Theoretical and Practical Knowledge. Forms of Knowledge - Knowledge Hierarchy (DIKW Pyramid) - Knowledge Management.

UNIT 3   EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY

Philosophy: Meaning, Definition, Branches - Relationship between Philosophy and Education - Eastern Schools of Philosophy - Eastern Philosophical Thought: Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J. Krishnamurthy. Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Eclecticism, Constructivism - Educational Implications. Western Philosophical Thought: Rousseau, Froebel, John Dewey, Montessori, Russell.

UNIT 4   EDUCATION SYSTEM AND AGENCIES

Education System: Formal, Informal and Non-formal - Distance Education and Open Education. Innovative Education: e-Learning, Mobile Learning, Online Learning, U-Learning - Value Oriented Education - Role of International Organizations on Education: UNESCO, OECD, The World Bank, ILO, WHO. Role of National Organizations on Education: NCTE, NCERT, NAAC, DEB, UGC, CSIR. Role of State Organizations on Education: DIET, SCERT.

UNIT 5   EDUCATION IN THE MODERN INDIAN SOCIETY

Education in Concurrent List - Directive Principle: Article 21A - Universalisation of Elementary Examination - Wastage and Stagnation - Brain Drain - Brain Gain - Right to Education Act - Equitable Education - University Education Commission (1948) - Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - National Policy on Education (1986) - Justice J.S.Verma Committee (2012) - Characteristics of Modern Indian Society: Autonomy, Accountability - Comparison of Autonomy and Accountability - Digital Divide - E-Governance in Education.

PRACTICUM

- Study the impact of Right to Education Act on schools
- Critical Analysis of Different Committees and Commissions on Education 3
- Study of Educational Process in Private Schools
- Planning and Implementation of Activities :
- Eco-Club
  - instructional material to inculcate values,
  - field visit to vocational institutes to make reports,
  - awareness development about population explosion in rural / slum areas,
  - creating awareness among SO/ST students about various schemes and scholarships available to them,
  - survey of schools to see the implementation of various incentives of government to equalize

REFERENCES

- **Abdul Kalam, A. P.J., with Rajan, Y.S. (2002).** *India 2020. A Vision for the New Millennium, Viking Penguin Books (P) Ltd., New Delhi.*
- **Agarwal, J.C. (1999).** *Theory and Principles of Education. Vikas Publications House Pvt. Ltd., New Delhi.*
- **Bhahirathi Sahu (2007).** *The New Educational Philosophy. New Delhi: Sarup & Sons.*
- **Bhatnagar, R.P. and Vidya Arawal (1997)** *Educational Administration. R. Lall Book Depot, Meerut.*
- **Chandra, S. S. and Sharma, R. K. (1996)** *Principles of Education. Atlantic Publishers, New Delhi.*
- **Rather, A. R. (2007).** *Theory and Principles of Education. New Delhi: Discovery Publishing House.*
- **Sharma, A.P. (2010).** *Indian and Western Philosophy. New Delhi: Unicorn Books.*
- **Singh, Y. K. (2008).** *Philosophical Foundations of Education. New Delhi: APH Publishing Corporation.*

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE	:	**LEARNER AND LEARNING**
COURSE CODE	:	**BED-02**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- situate individual development in a socio-cultural context;

- develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context;

- acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;

- explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and

- appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- transact the curriculum based on psychological approaches and human development;

- apply various theories of learning and meta-cognitive strategies in teaching-learning process;

- assess and promote cognitive development of children;

- promote the efficiency of intelligence, creativity and mental health of the students; and

- manage the classroom according to the personality and individual differences.

UNIT 1   UNDERSTANDING THE DEVELOPMENT OF LEARNER

Psychology as Scientific Study Educational Psychology – Scope of Educational Psychology – Education & Psychology: Definition, Relationship - Methods of

Psychology – Major Schools of Psychology – Contribution of the Psychology to Education - Nature of the Learner: Growth & Development - Stages of development, factors influencing development - Developmental tasks and their implications in adolescence - knowledge of growth and development. Theories of development – Piaget's cognitive development – Freud's psycho sexual development – Erikson's psycho – social development – Kohlberg's moral development.

UNIT 2   LEARNING IN LEARNER'S PERSPECTIVE

Learning- concept, principles and factors affecting learning - Nature and laws of learning – Transfer of Learning, its types theories and methods - Theories of learning: Thorndike's connectionism, Pavlov's classical and Skinners Operant Conditioning, Learning by Insight, Hull's Reinforcement theory, Tolman's theory of Learning and Lewin's Field theory of Learning, Gagne's Hierarchy of learning – Meta-cognition**:** Meaning and Definition – Elements of Meta-cognition – Skills of Meta-cognition – Meta-cognitive Instructional strategies - Learning Styles.

UNIT 3   ATTENTION, MOTIVATION AND GROUP DYNAMICS

Attention: Meaning, nature, distraction, inattention, divided attention and span of attention – determinants of attention – sensation and perception – laws of perception – concept formation: types and theories - Memory: meaning, types, models - Forgetting: causes, theories and techniques for promoting retention. Motivation **:** Types of motives - Level of Aspiration – Theories of motivation & Maslow's Theory, Werner's theory and McClelland's theory – Educational implications.

UNIT 4   INTELLIGENCE, CREATIVITY & MENTAL HEALTH

Intelligence: meaning, definitions, types – theories of intelligence: Spearman, Thurston, Thorndike, Guilford, Gardner, Sternberg and Goleman – measurement of intelligence: verbal, non – verbal and performance – Individual and group – Intelligence tests available in India Creativity: strategies for fostering creativity – Problem solving. Meaning and process of adjustment - adjustment mechanisms, adjustment problems of adolescents - Causes of maladjustment - Differences between adjusted and maladjusted adolescents - criteria of good mental health -

role of counseller in developing good mental health - Techniques of stress management.

UNIT 5   PERSONALITY AND INDIVIDUAL DIFFERENCES

Meaning, definition and Components of Personality – Determinants of Personality – integrated personality – Theories of personality: Psychoanalytic theory, socio psychological theory – measurement of personality: tools and techniques – Individual Differences: Definition, types - Concept of individual differences – role of Heredity and Environment in individual differences – Measurement of Individual Differences -– Understanding differences among Learners: Dimensions of differences in individual learners - Understanding learners with varying cognitive abilities especially with 'learning difficulties'- Slow learner and Dyslexia, Dyscalculia and Dysgraphia.

PRACTICUM

- List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- To provide authentic information or physical. Physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.
- Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
- Observe some successful individuals and list down the behavioural characteristics which impress you.
- Take interview of five low achievers and five high achievers and find out their ways of learning.
- List down few (classroom) learning situations in % of insightful learning.

REFERENCES

- **Baron, I.S.& Fennell, E.R. (2000)** *Neuro Psychological and intellectual assessment of Children.*
- **Beiz, N.E., (2000)** *Contemporary issues in testing use, In E.C. Edward Watkins, Jt, E.Vickie, L, Campbell, et al (Eds), Testing & Assessment in counseling practice (2nd Edn, pp 481-516) Mahwah, NJ: Erlbawn.*
- **Crow and Crow** *Educational Psychology, New Delhi, Eurasian Publishing House, 1993.*

- **Dececco, Joghn P. and Crawford,** *The Psychology of Learning and Instruction (2nd Edn)* *New Delhi : Prentice Hall of India 1977.*
- **Eysenck H.J., (1997)** *Dimensions of Personality, London: Kegan Paul.*
- **Parry, John and Adiseshaiah,** *W.T.V Experimental Psychology, Madras: Allied Publishers 1997.*
- **Santhanam, S,** *Educational Psychology, Chennai, Santha Publishers 1993.*
- **Venugopala Rao,K.and D.Baskara Rao, Editor (2000)** *Teacher Morale in Secondary School.* *New Delhi: Discovery Publishing House.*

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE	:	**SCHOOLING, SOCIALISATION AND IDENTITY**
COURSE CODE	:	**BED-03**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;
- begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles;
- begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:
- adopt the dimensions of socialization in bringing out social behaviour among children;
- promote self-concept and individual identity among children;
- develop identity formation among children in school system;
- apply educational strategies for social conflict management; and
- create himself/herself good teacher identity.

UNIT 1   SOCIALISATION AND DEVELOPMENT OF SELF

Socialisation – Meaning, Definition, Types, Stages Theories, Features, Factors that affect Socialisation process and Agencies. Social Institution – Home: Family as a social institution, Parenting Style, Transmission of Parental Expectations and values. School - Impact of Entry to School, School as a Social Institution, Value-

formation in the context of schooling. Socialisation and Community: Neighbourhood, Extended Family, Religious Group. Self: Various dimensions of self, Impact of socialisation on development of self. Understanding interface between home, community and school-inter-linkages within wider socio-cultural contexts.

UNIT 2   **EMERGENCE OF 'PERSON' AND 'IDENTITY'**

Level of Aspiration: Meaning, Definitions, Categories. Self-Concept: Definition, Characteristics, Components, Major Qualities, Factors influencing Self-Concept, The Image of Self, Development of Self-Concept, Importance of Self-Concept, Theoretical Views on Self-Concept. Identity: Self-Identity and Social Identity, Dimensions of Identity, Stages and Statuses of Identity Development, Identity Formation, Factors influencing Identity Formation, The Need for a Sense of Identity, Types of Identity, Theories on Identity Formation, Identity Development Models.

UNIT 3   **SCHOOLING AND IDENTITY FORMATION: A CRITICAL STUDY**

Identity: Gender Identities, Racial and Ethnic Identities, Sexual Identities, Class Identities, Multiple Identities. School: History of School in India, Determines of School Climate, Stages of Education in India, Importance of School, Segmentation of Indian School Education System, Education Boards in India, Apex Educational Organisations. Good Schooling - Importance of Good Schooling. Teacher-Student Relationship: Significance of Teacher-Student Relationships in School, Factors Influencing Teacher-Student Relationship, Effects of Teacher-Student Relationship on Student's Personalities.

UNIT 4   **COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION**

Social Complexity - Social Stratification: Meaning, Definition, Origin, Types, Characteristics, Features, Categories, Causes - Social Stratification and Education-Stratification and Equality Educational Opportunity - Social Stratification and Social Mobility - Types of Social Mobility. Social Change: Meaning, Definition, Characteristics, Theories, Types - Factors Responsible for Social Change - Relationship between Education and Social Change. Social Conflicts: Meaning, Definition, Characteristics, Forms, Causes, Types, Nature, Functions. Conflict Management: Definition, Modes - Factors Affecting Conflict Management-Criteria

for Selecting Conflict Management Style - Information to improve Conflict Management Skills.

UNIT 5   EVOLVING AN 'IDENTITY' AS A TEACHER

Teachers' Self and Identity - Social Image of the Teacher in Present Context - Becoming a Better Teacher - Role of Teacher in School. Definitions of Teacher - Teacher Work -The Paradoxical Commandments - Essential Qualities of a Teacher. Professional Ethics of Teacher: Duties, School Activities, Important of teachers for Society. Teacher Identity: Concept, Overview - Learning to Teach and Identity - Identity and Second Language Teacher Education - Teacher Identity Construction – Key Concepts - Teacher Identity as a Theoretical Construct.

PRACTICUM

- Visit schools and study the sexual harassment cases.
- Text book analysis for Identifying gender issues and gender biases.
- To understand the study of sex ratio and analysis of it State wise
- Creating awareness among SC/ST students about various schemes and scholarships available to them.
- Collection of data regarding children with special needs from municipal records.
- Visit to inclusive schools and to observe classroom transaction of any one of such school and make a report of the same.
- The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

REFERENCES

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- **Editor-Kiran .B. Chokae Mamata Pandya** *Understanding Environment.*
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- **Kelu.P (2000)** *Environmental Education – A conceptual Analysis Calicut: Calicut University.*
- **Lakshmi, S.(1990).** *Challenges in Education. New Delhi: Streling Publication.*
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- **Pathak, R.P.(2001).** *Philosophical and Sociological Perspectives of education. New Delhi: Atlantic Publishers and Distributers.*

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- **Saxena.A.B. (1996***) Education for the Environmental Concerns. New Delhi, Radha   Publication.*
- **Shuki. A and Chandel (1998)** *Plant Ecology, New Delhi S. Chand and Company Pvt.Ltd.*
- **Trivedi. M. M. & Pathak, Y.P. (1990,)** *Manav ane Paryavaran: Bhaugolic Paripekshma, Universitygranih Nirman Board Publication, Ahmedabad, Gujarat.*

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE   :   **SOCIAL AND ENVIRONMENTAL SCIENCE-PART-I**

COURSE CODE   :   **BED-04A**

COURSE CREDIT   :   **3+1**

A. EDUCATION FOR PEACE

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- broaden notions of student-teachers about peace and peace education, their relevance and connection to inner harmony;
- understand harmony in social relationships across individuals and groups, based on constitutional values;
- strengthen self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialization;
- orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students; and
- counter negative influence of media and local community to weed out negative effects by influencing parents, families, and local community.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:
- develop children having good democratic ideals and citizenship;
- apply the conflict management strategies in the classroom;
- enhance self-development of children;
- implement various peace building practices; and
- design peace building activities in curricular and co-curricular aspects.

UNIT 1   UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

Peace : Awareness, characteristics, challenges, & crises - Conflict reconciliation - Needs and concerns - Negative peace - Peace values, attitudes and beliefs -

Constitutional values - Ecological resources - Foundations of peace - Intercultural and cultural harmony - Responsible citizenship - Respect for secular & democratic ideals - Harmony - Sustainable development - Peace education - Various philosophies on peace - National and International initiatives.

UNIT 2 **UNDERSTANDING CONFLICTS, UNDERLYING PERSONAL-SOCIAL PROCESSES AND MEDIATION, AND TRANSFORMATION OF CONFLICT**

Incompatibility of needs, aspirations, desires and resulting conflicts - Its levels - Reasons that sustain conflict - Limited resources - Developing capabilities for mediation and conflict transformation - Solutions to overcome / transform conflicts.

UNIT 3 **EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION**

Self awareness - Its influences at various levels and places - Stress, anger aggression - Yoga, meditation and stress management - Critical self reflection - Listening and sharing feelings - Feedback, Empathy, Trust - Self management - Multicultural orientation - Ethical behaviour - Daily journal on experiences.

UNIT 4 **ORIENTING EDUCATION FOR PEACE BUILDING**

Critical reflection on curricular processes - Opportunities inherent in curriculum for introducing various disciplines and practices - Child rights - Issues and challenges at various levels - Pedagogy of peace education - Skills and strategies - Becoming peace teacher – Acquisition of relevant knowledge, attitudes, values and skills - Constitutional values - Mullti-culturalism - Health, yoga, effective parenting, and communication skill building.

UNIT 5 **EVALUATION OF THE PEACE-BUILDING PROCESSES**

Assessment of peace building process - Objective indicators - Planning and recording change - Understanding motivation - Feedback, and review of strategies - Visible and objection indicators of peace process inherent in organizations - Work culture - Non-exclusion of caste, gender, education, socio-economic-cultural background etc - Individual level indicators.

PRACTICUM

- Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony

- Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training

- Visits to organisations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences

- Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups :

- Approaches to peace education – case studies of local and International Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life

- Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like -Doha Debates, Sadako, etc.

- Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

REFERENCES

- **Barash, P. David,** "Approaches to peace", Oxford University Press, New York (2000).
- **Bernard Jessie.,** "The Social Study of Conflict" International Sociological Association, The Nature of Conflict, UNESCO Paris (1957).
- **Galtung, Jogan.,** "The Struggle for Peace Gujarat", Vidyapith, Ahmedabad, (1984)
- **Galtung, J.,** "Searching for peace", The Road to TRANSCEND, Sterling Virginia (2003).
- **Gandhi, M.M.,** "Non-Violence in peace and War", Navajivan Publishing House, Ahmedabad, (1944).

B. ISSUES OF CONSERVATION AND ENVIRONMENTAL REGENERATION

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- understand the importance of need and scope of environmental conservation and regeneration;
- brief the structure and functions of different ecosystems;
- understand India as a mega biodiversity Nation;
- enumerate the role of individual in conservation of natural resources;
- explain consumerism and waste generation and its management;
- describe environmental conservation in the globalised world;
- understand the impact of natural-disaster/man-made disaster on environment; and
- explore child mortality and maternal health.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- create environmental awareness among children;
- mobilise children for natural resource management in the community;
- involve student community for appropriate waste management practices;
- inculcate the importance of managing environmental disasters and environmental sustainability; and
- create awareness on maternal health issues.

UNIT 6   NATURE AND SCOPE OF ENVIRONMENTAL CONSERVATION

Importance, need and scope of environmental education - Structure and functions of different ecosystems - India's mega biodiversity - Role of individuals in conservation of natural resources, and prevention of pollution- Equitable uses of resources for sustainable livelihoods - Environmental legislation and enforcement - Role of ICT and media in environment and human health.

UNIT 7   COMMUNITY PARTICIPATION IN NATURAL RESOURCE MANAGEMENT

Community participation in natural resource management – Deforestation in tribal area - Sustainable land use - Traditional knowledge and biodiversity conservation - Developmental projects and their impact on biodiversity conservation - Role of media and ecotourism in environmental awareness - Role of local bodies in environmental management - Shifting cultivation and its impact on environment - Change in forest cover over time.

UNIT 8   WASTE MANAGEMENT

Consumerism - Waste generation and its management - Genetically-modified crops - Water consumption pattern in rural and urban settlement - Ethno-botany and its role in the present day world - Environmental degradation and its impact on health - Economic growth and sustainability - Organic farming - Agricultural waste management - Rain water harvesting - Biomedical waste management - Changing patterns of energy and water consumption.

UNIT 9   ENVIRONMENTAL SUSTAINABILITY

Environmental conservation in the globalised world - Alternative sources of energy - Impact of natural-disaster/man-made disaster on environment - Biological control for sustainable agriculture - Heat production and green house effect - Impact of industry/mining/transport on environment - Sustainable use of forest produces.

UNIT 10   CHILD MORTALITY, MATERNAL HEALTH AND DISEASES

Role of women in conservation - Female foeticide/infanticide and skewed sex ratio - Development of slum area and their inhabitants - Child mortality and maternal health - HIV/AIDS, malaria-status, measures undertaken for their control/ eradication.

PRACTICUM

- Submit a small assignment in the form of an activity as observation of important relevant days.
- Preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc.
- Form an environment club and associate with some local specific issue pertaining to the place of residence of the student.
- Develop a seminar document, which will be submitted after the seminar

REFERENCES

- **Agarwal S.K. (1997).** *Environmental Issues themes New Delhi: APH publishing Corporation.*
- **C.E.E. (1994)** *Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication.*
- **Garg, B. & Tiwana.(1995)** *Environmental pollution and protection, Deep & Deep Publication, New Delhi.*
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Tamil Nadu Open University
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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE	:	**ASSESSMENT FOR LEARNING – PART-I**
COURSE CODE	:	**BED-05A**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able:

- gain a critical understanding of issues in assessment and evaluation;
- understand various levels of evaluation and distinguish their situations
- learn types of evaluation
- acquire knowledge about the characteristics of a good tool
- know about the major tools of evaluation and their usages
- become cognisant of teacher competencies in evolving appropriate assessment tools and
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply knowledge of assessment and evaluation in classroom;
- comprehend various levels of assessment;
- consolidate the outcomes of subject-based learning;
- interpret the performance of students learning through various tools of evaluation; and
- bring out standardised evaluation tools for assessing achievement of students.

UNIT 1   OVERVIEW OF ASSESSMENT AND EVALUATION

Distinction between 'Assessment of Learning' and 'Assessment for Learning' - Purposes of assessment - Critical review of current evaluation practices and their assumptions about learning and development - Clarifying the terms (i) assessment, evaluation, test, examination, measurement (ii) formative and summative evaluation (iii) continuous and comprehensive assessment (iv) grading.

UNIT 2   LEVELS OF ASSESSMENT

Dimensions and levels of learning – Educational objectives - Relationship between educational objectives, learning experiences and evaluation - Problem-solving - Meaning-making propensity; Abstraction of ideas from experiences - Seeing links and relationships; Inference; Analysis; Reflection - Originality and initiative; Collaborative participation; Creativity; Flexibility - Contexts of assessment: Subject-related ; Person-related.

UNIT 3   ASSESSMENT OF SUBJECT-BASED LEARNING

Subject-based Learning - Assessment tools - Kinds of tasks - Kinds of tests and their constructions – Norm Referenced and Criterion Referenced Tests – Characteristics of Instruments of evaluation - Observation of learning processes - Self-assessment and peer-assessment - Constructing portfolios - Quantitative and qualitative aspects of assessment: Appropriate tools for each.

UNIT 4   MAJOR TOOLS OF EVALUATION AND THEIR USES

Paper pencil test, Oral tests and Performance tests – Achievement tests : Standardized and teacher made tests – Diagnostic tests – Intelligence tests and aptitude tests – Rating scales – Check list – Anecdotal records – Socio-metric tests – Interview, Questionnaire, and Inventory.

UNIT 5   TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS

Visualising appropriate assessment tools for specific contexts, content, and student – Teacher made Achievement tests : Essay and Objective type tests – Preparation of a blue print – Characteristics of a good test - Scope for original responses - Evolving suitable criteria for assessment - Student portfolios and rubrics for portfolio assessment - Using assessment feedback for furthering learning.

PRACTICUM

- Framing of various educational objectives
- Preparation of a blue print and a question paper
- Finding the reliability of a question paper using various methods
- Preparation of various tools of evaluation such as aptitude tests – Rating scales – Check list – Anecdotal records – Socio-metric tests – Interview, Questionnaire, and Inventory

- Preparation of a Socio-metric tests and its interpretation

REFERENCES

- **Ebel, R.L., and Freshie, D.A. (2009).** *Essentials of Educational Measurement, Prentice Hall of India, New Delhi.*
- **Ingram Cregg, F. (1993).** *Fundamentals of Educational Assessment. New York: D. Van Nostrand Company*
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- **Singh, A.P. and Koshla, M. (2005),** *Educational Measurement and Evaluation, Vinod Publications, Ludhiana*
- **Smith, (2006),** *Theory of Educational Measurement, Commonwealth publishers, New Delhi*

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பி.எட். பாடத்திட்டம் - முதலாம் ஆண்டு (தொலைநிலை)

பாடத்தலைப்பு	:	**தமிழ் கற்பித்தல் - பகுதி-I**
பாடக் குறியீடு	:	BED-11A
தகுதி அளவெண்	:	3+1

நோக்கங்கள்

நீங்கள் இப்பாடத்தைப் பயின்றபின்:

- தமிழ் கற்பித்தலின் இயல்பும் மற்றும் எல்லையும் எடுத்துரைப்பீர்

- தமிழ் கற்பித்தலின் நோக்கங்களை விளக்குவீர்

- தமிழ் கற்பிக்கும் முறைகளைப் பின்பற்றுவீர்

- மொழித் திறன்களில் ஆற்றல் பெறுவீர்

- மதிப்பீட்டு முறைகளை பின்பற்றுவீர்

பாடவிளைவுகள்

இந்தபாடத்தைமுடித்தப்பிறகு,மாணவஆசிரியரால்:

- தமிழ்மொழியின் பங்குமற்றும் முக்கியத்துவம் குறித்த அறிவை வளர்படுத்த முடியும்

- கல்வி நோக்கங்களைத் தமிழ்மொழியில் எழுதுவதற்கான அளவிடக் கூடிய வினைச்சொற்களைப் பயன்படுத்த முடியும்.

- வகுப்பறைக் கற்பித்தலில் நுண்ணிலைக் கற்பித்தல் திறன்களைப் பயன்படுத்தமுடியும்.

- கற்பித்தல் திட்டங்களின்படிதிறம்படகற்பிக்கமுடியும் மற்றும்

- மதிப்பீட்டுக் கருவிகளைக் கொண்டு மாணவர்களின் செயல்திறனை மதிப்பீடுச் செய்யமுடியும்.

பிரிவு 1 தமிழ் கற்பித்தலின் தன்மையும் இலக்கும்

தாய்மொழிக்கல்வின் முக்கியத்துவம் - சிறப்புநோக்கங்கள் - வெளியிடுங்கருவிகள் - அடிப்படைத்திறன்கள் - இலக்கியநயம் - படைப்பாற்றல் - கற்பனையாற்றல் - சமூகப் பண்பாட்டினை வளர்த்தல் - மரபுகளை அறிதல் - அழகுணர்ஆற்றலை வளர்த்தல் - வாழ்க்கைத்திறன்களைப் பெறுதல். மேல்நிலைப்பள்ளி/உயர்நிலைப்பள்ளி வகுப்புகளில் மொழி இலக்கியம் பெறுமிடம்.

பிரிவு 2	தமிழ் கற்பித்தலின் நோக்கங்கள்

மொழி நோக்கம்-இலக்கிய நோக்கம்-சமூக பன்பாட்டு வளர்ச்சி-பொது நோக்கங்கள்-சிறப்பு நோக்கங்கள் என வரையுரைத்தல் - புளுமின் கற்பித்தல் கோட்பாடுகள்.

பிரிவு 3	நுண்ணிலைக் கற்பித்தல் பயிற்சி

நுண்ணிலைக் கற்பிப்பு பயிற்சி - பொருள் விளக்கம் - தோற்றம் - தேவை - பயிற்சி முறைகள் - பயிற்சி சுழற்சி திறன்களின் வகைகள் - நோக்கங்களை வரையுரைத்தல் - வலுவூட்டுதல் - தொடங்குதல் - விளக்குதல் - பல்வகைத் தூண்டல் - கிளர்வினாக் கேட்டல் - எடுத்துக் காட்டுத்தருதல் - முடித்தல் இவற்றின் உட்கூறுகள் பற்றிய விளக்கம் - இணைப்புப்பயிற்சி - வகுப்பறை உயிரோட்டம்.

பிரிவு 4	பாடம் கற்பித்தல் திட்டம்

கற்பித்தலுக்கான முன் தயாரிப்பு - உற்று நோக்கல் - அதன் வகைகள் - ஆசிரியர் வகுப்பை உற்றுநோக்கல் - பாடம் கற்பிப்புத் திட்டம் எழுதுதல் - பாடம் கற்பித்தல் திட்டப்படிவம் - தகவல் பகுதி - ஒப்புதல் பகுதி - தயாரிப்புப் பகுதி - படிவங்களின் உட்கூறுகளை முறைப்பட எழுதுதல் - பொது சிறப்பு நோக்கங்களை வரையறுத்தல் - கற்பித்தல் துணைக் கருவிகளைப் பயன்படுத்துதல் - ஹெர்பர்டின் படிநிலைகள் - அலகுத் திட்டம், ஆண்டுத் திட்டம்.

பிரிவு 5	தமிழ் கற்றலின் மதிப்பீடு

மதிப்பீடு - தன்மை விளக்கம் - மதிப்பீட்டு நோக்கமும் தேவையும் - வினாக்களின் நற்பண்புகள் - புறவய-அகவய வினாக்கள் - வினாத்தாள் திட்டவரைவுத் தயாரித்தல் - திட்டவரைவுக்கு ஏற்ப அடைவுத் தேர்வுத் தயாரித்தல்.

செயல்பாடுகள்

- தமிழ் கற்பித்தலுக்கான கற்றல் பொருள் தயாரித்தல்.
- ஏதேனும் ஐந்து திறன்களை கொண்டு நுண்ணிலை பயிற்சிப் பெறுதல்.
- குறைந்தது 20 பாடம் கற்பிப்புத்திட்டம் தயாரித்தல்.
- அலகுத் திட்டமும் ஆண்டுத் திட்டமும் தயாரித்தல்.
- புறவய வினாக்கள் தயாரித்தல் (ஒவ்வொரு வகையில் பத்து மிகாமல்)
- வினாத்தாள் திட்டவரைவுத் தயாரித்து அதற்கு ஏற்ப அடைவுத் தேர்வு வினாத்தாள் தயாரித்தல்.

<u>**பார்வை நூல்கள்**</u>

- *நன்னூல், யாப்பருங்கலக்காரிகை, தண்டியலங்காரம், நம்பியகப்பொருள், புறப்பொருள் வெண்பாமாலை.*

- **இரத்தினசபாபதி,** *மக்கள் தொடர்பும் மாண்புறு கல்வியும், ஜோதி புத்தக நிலையம், சென்னை (2004).*

- **இரத்தினசபாபதி,** *செம்மொழிக் கல்வி (தமிழ்), சாந்தா பப்ளிஷர்ஸ், சென்னை (2007).*

- **முனைவர் சா. பரமசிவம்** - *நற்றமிழ் - இலக்கணம் - பட்டு பதிப்பகம், சென்னை.*

- **சிங்காரவேலு முதலியார்,** *அபிதான சிந்தாமணி சாரதா பதிப்பகம், நிகண்கடுகள், சூடாமணி, பிங்கலம், திவாகரம்.*

- **வஜ்ரவேலு,** *அருந்தமிழ் கற்பிக்கும் முறைகள், அம்சா பதிப்பகம், சென்னை-(2009)*

- **வாசு அறிவழகன்** *தமிழ் இலக்கியத்தில் உளப்பகுப்பாய்வு தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24.*

- **வீரப்பன் பா.** ___ *உயர்நிலையில் தமிழ் கற்பித்தல் மண்டலக் கல்வியியல் நிறுவனம் தேசிய ஆராய்ச்சி பயிற்சி நிறுவனம் மைசூர்.*

- **டாக்டர் மு. வரதராசனார்** ___ *தமிழ் இலக்கிய வரலாறு* ___ *சைவ சித்தாந்த நூல் பதிப்பகம், சென்னை.*

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பி.எட். பாடத்திட்டம் - முதலாம் ஆண்டு (தொலைநிலை)

பாடத்தலைப்பு	:	**சிறப்புத் தமிழ் கற்பித்தல் - பகுதி-I**
பாடக் குறியீடு	:	**BED-12A**
தகுதி அளவெண்	:	**3+1**

நோக்கங்கள்

நீங்கள் இப்பாடத்தைப் பயின்றபின்:

- தமிழின் சிறப்புகளை விளக்குவீர்கள்

- மொழியியல் கோட்பாடுகள் அடிப்படையில் தமிழைக் கற்பிப்பீர்கள்

- மொழி கற்றல் கொள்கைகளை அறிந்து அவற்றைப் பொருத்தமாக கற்பித்தலில் பயன்படுத்துவீர்கள்

- மாணவரின் தேர்ச்சியை மதிப்பிடுவீர்கள்

- கற்றல் கற்பித்தல் திட்டங்களை அறிந்து கொள்வீர்கள்.

பாடவிளைவுகள்

இந்தபாடத்தைமுடித்தப்பிறகு,மாணவஆசிரியரால்:

- தமிழ்மொழியின் இலக்கிய இன்பம் உணர்ந்துபோற்ற முடியும்.

- தமிழ்மொழி கற்பித்தலினால் இலக்கிய ஆற்றல்களை வளர்த்து சமூகப் பண்பாட்டு வளர்ச்சியினையும், சமூகத்திற்கும் தமிழ்மொழிக்கும் உள்ள உறவினை அதிகப்படுத்த முடியும்.

- பல்வேறுநுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சிபெறுவதுடன் அவற்றைப் பயன்படுத்திவகுப்பறைக் கற்பித்தலைசெழுமைப்படுத்தமுடியும்.

- தமிழ்மொழிக் கற்றலில் கவனத்தைஅதிகரிக்கும் வகையில் பாடத்தைத் திட்டமிடுதல் தமிழ்மொழிக் கற்றலில் ஆர்வத்தை தூண்டும் வகையில் தகுந்ததுணைக்கருவிகளைப் பயன்படுத்தமுடியும்.

- கற்பித்தல்-கற்றல் அடைவைச் சோதிக்கும் வகையில் வினாத்தாள் அமைப்பதில் பயிற்சிஅடையமுடியும்.

பிரிவு 1 **தாய்மொழியின் பணிகளும் முக்கியத்துவமும்**

தாய்மொழிக் கல்வியின் தலையாய பணிகள் - உயர்நிலை / மேனிலைப்பள்ளி —— நிலையில் - பல்வேறு காலகட்டங்களில் இலக்கிய வளர்ச்சி —— கற்பித்தலின் இன்றியமையாமை —— சிறப்பு நோக்கங்கள் - வெளியிடும் கருவி பட்டறிவை எடுத்தியம்பல் - செயலாற்றல் - அறிவுக்களஞ்சிய வாயில் - அடிப்படைத் திறன் வளர்ச்சி - இலக்கிய இன்பம் - படைப்பாற்றல் - கற்பனையாற்றல் - சமூகப் பண்பாட்டு வளாச்சி —— சமூக மரபுகளைப் பேணுதல் - வாழ்க்கைத் திறன்களைப் பெறுதல் - விழுமப் பதிவு.

பிரிவு 2 **தமிழ்க் கற்றலின் சிறப்பு நோக்கங்கள்**

மொழிக் கல்வியின் இன்றியமையாமை——மொழியும் சமூகமும்- மொழிவளர்ச்சியில் சூழ்நிலை —— உறவு முறையும் மொழியும் - சமுதாய வழக்குகள் - மொழி கற்றலுக்கான உளவியல் கொள்கைகள்: இயக்கக் கல்வி, கருத்துக் கல்வி-இக்கொள்கையாளர்கள் மொழி வளர்ச்சி பற்றிக் கொண்டுள்ள கருத்துக்கள் - அக்கருத்துக்களின் ஏற்பும் மறுப்பும்.

பிரிவு 3 **நுண்ணிலைக் கற்பித்தல்**

நுண்ணிலை கற்பிப்புப் பயிற்சி —— பொருள்விளக்கம் - தேவை —— தோற்றம் - சுழற்சி முறையில் நுண்ணிலைக் கற்பித்தல் - பல்வேறு திறன்கள் - தூண்டல்கள் - மொழிக்கற்பதில் நுண்ணிலைக் கற்பித்தலின் பங்கு —— பல்வகைத் தூண்டல் - கிளர்வினாக் கேட்டல் - எடுத்துக் காட்டுத்தருதல் - முடித்தல் இவற்றின் உட்கூறுகள் பற்றிய விளக்கம்.

பிரிவு 4 **கற்றல் கற்பித்தல் திட்டம்**

தாய்மொழிக் கற்பிப்பதில் : பாடம் கற்பிப்புத் திட்டம் - பாடம் கற்பித்தல் திட்டத் தேவை - ஆர்வமூட்டல் - மதிப்பீடு —— ஒப்படைப்பு - கற்பித்தல் திட்டத்தில் காணப்படவேண்டிய கூறுகள்: பாடத்தலைப்பு —— முடித்தற்கான கால அளவு- தேவையான துணைக் கருவிகள் - கற்பித்தல் நோக்கங்கள் (மொழிப்பாடத்தில் மொழி, விழுமியம் சார்ந்த நோக்கங்கள்)-தேவையான துணைக் கருவிகள்- கற்பித்தல் அழுத்தங்கள் (வுநயஉாபெ ஂழைவெள)-கற்பித்தல் முறைகள் பாடங்கற்பித்தல் திட்டப் படிவம் - மொழிப்பாடத்திற்கேற்றவாறு வடிவமைக்கப்பட்ட வடிவம் -கெர்பார்ட் அல்லது பிற ஏற்புடைய வடிவங்கள்.

பிரிவு 5   தாய் மொழி கற்பித்தலின் மதிப்பீடு

தேர்வு வினாக்கள் - அகவயம், புறவயம், இவ்விரு வகைகளில் அமைப்புக்கள் - ஒவ்வொன்றின் தேர்வுப் பயன்பாடுகள் - இவற்றைப் பற்றிய பிழைபட்ட கருத்துக்கள் - இவற்றை தயாரிக்கும் முறைகள் - நடைமுறையில் காணப்படும் வினாப் பிறழ்வுகள் : அடைவுத் தேர்வு : தேர்வுத் தாள் தயாரித்தல் - வினாத்தாள் திட்ட வரைவு ____ விடைத்தாள் அளவிடுதல் - வினாப் பகுப்பாய்வு ____ முறைகள் - மாணவரின் விடைத் தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியில் அளவைகள் கொண்டு).

செயல்பாடுகள்

- கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட நுண்ணிலைப் பயிற்சியினை மேற்கொண்டு அவற்றைப் தயார்செய்தல்.

- அடிப்படைத் திறன் வளர்ச்சிக்கான பழகுசெயல்கள், துணைக் கருவிகள் தயாரித்தல்.

- பாடத் திட்ட அமைப்புபடி பாட திட்டம் ஒன்றைத் தயாரித்தல்.

- தற்போதைய சூழலில் தமிழ்க் கல்வியின் நிலையினை மதிப்பீட்டு அறிக்கை தயாரித்தல்.

- நடைமுறையிலுள்ள 6-10 அல்லது 9-12 ஆம் வகுப்புத் தமிழ் பாடங்களுக்கான கற்றல் பயிற்று முறைகளையும் துணைக் கருவிகளையும் வகைப்படுத்தி அட்டவணை தயாரித்தல்.

- பாடப் பகுதிகளில் உள்ள செய்யுள்களில் ஒலி நயமிக்க பாடல் ஒன்றினையும், சொல் நயமிக்க பாடல் ஒன்றினையும் தேர்ந்தெடுத்து அவற்றுள் அமைந்துள்ள நயங்களை வெளிப்படுத்துதல்.

பார்வை நூல்கள்

இலக்கண நூல்கள்:

- *நன்னூல்,* யாப்பெருங்கலக் காரிகை, தண்டியலங்காரம், நம்பியகப் பொருள், புறப்பொருள் வெண்பாமாலை.

- *சு.வஜ்ரவேலு,* அருந்தமிழ் கற்பிக்கும் முறைகள், அம்சா பதிப்பகம், சென்னை-(2009)

- *பி.இரத்தினசபாபதி,* மக்கள் தொடர்பும் மாண்புறு கல்வியும், ஜோதி புத்தக நிலையம், சென்னை (2004).

- *பி.இரத்தினசபாபதி*, செம்மொழிக் கல்வி (தமிழ்), சாந்தா பப்ளிஷர்ஸ், சென்னை (2007).

- *முனைவர் சா பரமசிவம்* - நற்றமிழ் - இலக்கணம் - பட்டு பதிப்பகம், சென்னை.

- *சிங்காரவேலு முதலியார்*, அபிதான சிந்தாமணி சாரதா பதிப்பகம், நிகண்கடுகள், சூடாமணி, பிங்கலம், திவாகரம்.

- *வாசு அறிவழகன்* தமிழ் இலக்கியத்தில் உளப்பகுப்பாய்வு தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24

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B.Ed. Syllabus – I Year (Distance Mode)

COURSE TITLE : **TEACHING OF ENGLISH – PART-I**

COURSE CODE : **BED-13A**

COURSE CREDIT : **3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- comprehend the contents and structures of English textbook at various levels ;

- see the role of English in India in the right perspective and the importance of learning English as a second language;

- get familiarized with the various aspects of language skills;

- acquire knowledge of the current trends in the teaching of English;

- acquaint with techniques of oral preparation and practice of language items;

- get familiarized with the approaches and methods of English Language; and

- understand the evaluation techniques and assessment procedure.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of English;

- use measurable verbs for writing educational objectives in English;

- apply skills of micro-teaching in regular classroom teaching;

- teach effectively as per the instructional plans; and

- evaluate the students' performance adopting the tools of evaluation.

UNIT 1   NATURE AND SCOPE OF ENGLISH

Meaning-Definition-Scope of English-Importance of learning English -Difference between language as a school subject and language as a means of learning and communication- English Teacher with Various Skills - Constitutional provisions and policies of language education in India- English as a link language ain global context.

UNIT 2   AIMS AND OBJECTIVES OF TEACHING ENGLISH

Aims of teaching English at the Primary level, Secondary level and Higher Secondary level - General Instructional Objectives- Objectives of teaching English as a second language- Behavioural or Specific Learning Outcomes-relating to Cognitive, Affective and Psychomotor domains based on Blooms Taxonomy Educational Objectives – The four skills of English language.

UNIT 3   MICROTEACHING

Microteaching- Definition-Origin- need and procedure - Microteaching cycle - Skills of Microteaching - Skill of reinforcement - Skill of Introducing, Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning, Illustration with examples and closure- Link practice- Need for Link practice.

UNIT 4   PLANNING FOR TEACHING-LEARNING ENGLISH

Macro teaching - Importance of lesson plans- Format of a typical Lesson Plan- Instructional objectives both general and specific- Teaching aids- Motivation- Presentation- Application- Recapitulation- Evaluation and Assignment- unit plan- year plan – Study Skills – Teaching Grammar.

UNIT 5   EVALUATION IN ENGLISH

Introduction- Objectives and Need of Evaluation- Characteristics of good test-type of test- Achievement test in English- Subjective and Objective tests- Blue print- preparing model question paper for English subject based on Blueprint.

PRACTICUM

- Prepare a simple linear programme for a unit in grammar.
- Prepare a project proposal to find out the recent trends in teaching of English.
- Prepare exercises for LSRW skills acquisition.

REFERENCES

- **Abha Ram Bisht (2005)** *Teaching English in India. Agra : Vined Pustak Mandircon Desktop Publishers.*
- **Aggarwal, J. C. 2002** *Principles, Methods & Techniques of Teaching. UP : Vikas Publishing House Pvt Ltd. Aggarwal, J. C. Essentials of Educational Technology. UP : Vikas Publishing House Pvt Ltd.*
- **Kohli, A.L. (2002)** *Techniques of English Methodology and content. Tandon Publications.*

- **Marlow Ediger, B.S. Venkata Dutt, D. Bhaskara Rao (2003)** *Teaching English Successfully. Discovery publishing house.*
- **Paul Verghese, C. (2003)** *Teaching English as a Second Language, Sterling Publishers.*
- **Sharma. S.R. (2003)** *Modern Methods of Teaching English. Book Enclave Publishers.*
- **Dr. Sachdeva. M.S. (2001)** *A New Approach to Teaching of English in India Tandon Publication.*
- **Sareswathi. V. (2004)** *English Language Teaching Orient Longman Publishers.*
- **Tamil Nadu Text Book Corporation (2002)** *English Language Education.*
- **Vaidyyanathan, P.K. (2003)** *Methods of Teaching English Shantha Publishers, Chennai-8.*
- **Venkateswaran. S. (1995)** *Principles of Teaching English, New Delhi : Vikas Publishing House.*
- **Verma, S.K. (1994)** *Teaching English as a Second language, India.*

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE	:	**TEACHING OF SPECIAL ENGLISH – PART-I**
COURSE CODE	:	**BED-14A**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student teacher will be able to:

- develop competencies and skills in the student-teacher;

- refresh and enrich their knowledge of English grammar and vocabulary;

- realize the value of English after completion of the course;

- comprehend and adopt various methods and approaches in learning English;

- prepare and use different kinds of instructional materials for teaching English;

- understand and identify the difficulties faced by the students in learning a foreign language and suggest remedial measures; and

- formulate instructional objectives in terms of observable terminal behaviors of learners.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:
- enrich his/her knowledge on role and significance of special English;

- use measurable verbs for writing educational objectives in English;

- apply skills of micro-teaching in regular classroom teaching;

- teach effectively as per the instructional plans; and

- evaluate the students' performance adopting the tools of evaluation.

UNIT 1   NATURE AND SCOPE OF TEACHING ENGLISH

Scope of teaching English at the secondary level – Role of English in India - The functions of a Second Language in a multilingual society – History of Linguistics – Meaning and scope of linguistics.

UNIT 2   AIMS, OBJECTIVES AND ADVANCED GRAMMAR

Aims of teaching English - Objectives of learning English as second language at higher secondary level- Blooms Taxonomy of Educational Objectives. Advanced grammar - The Noun phrase - The Verb phrase, type of sentences - sentence patterns - Direct and Indirect speech - question forms - Tag questions – Analysis and classification of grammatical errors- transformation of sentences.

UNIT 3   MICRO- TEACHING

Micro-teaching - Procedure - Microteaching cycle-Skills of Microteaching- Skills of reinforcement- Skill of Introducing, Skill of Explaining- Skill of Stimulus variation- Skill of probing Questioning- Illustration with examples and Closure- Link practice- Need for link practice. – Role of Micro teaching in teaching learning of English language.

UNIT 4   PLANING LESSON IN TEACHING- LEARNING ENGLISH

Importance of Lesson Plan - Format of typical Lesson plan to teach English- Teaching aids-Motivation-Presentation- Application- Recapitulation- Evaluation and Assignment- Unit plan and Year plan. Qualities of an English Teacher.

UNIT 5   EVALUATION IN TEACHING ENGLISH

Introduction- Objectives and Need of Evaluation- Characteristics of good test- type of test- Achievement test in English- Subjective and Objective tests- Blue print- preparing model question paper for English subject based on Blueprint. Statistics.

PRACTICUM

- Prepare to make use of different teaching material in the English classroom.
- Prepare three activities to develop a good classroom climate.
- Practice any 5 skills in Microteaching.

REFERENCES

- **Ahuja G.C.K. Pramila (1994).** *How to increase reading speed Sterling Publishers.*
- **Brown K. (Editor) (2005)** *Encyclopaedia of Language cup.*
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- **Vaidyyanathan, P.K. (2003)** Methods of Teaching English Shantha Publishers, Chennai-8.

- **Yule G. (1996).** *The study of Language Cambridge.*

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B.Ed. Syllabus – I Year (Distance Mode)

COURSE TITLE	:	**TEACHING OF MATHEMATICS – Part-I**
COURSE CODE	:	**BED-15A**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student-teacher will be able to:

- develop an insight into the meaning, nature and scope of mathematics;
- understand the aims and objectives of teaching mathematics;
- identify the educational objectives in teaching and learning of mathematics;
- acquire competence in teaching mathematics and structuring lesson plans;
- appreciate the importance of microteaching; and
- acquire various Evaluation Techniques in mathematics education.;

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Mathematics;
- use measurable verbs for writing educational objectives in Mathematics;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1   NATURE AND SCOPE OF MATHEMATICS

Meaning – Definition - Scope of Mathematics – Importance of learning Mathematics – Structure, Abstractness, Symbolism, Precision – Mathematics as a Science of measurement and quantification - Aesthetic sense in Mathematics - Mathematics and its relationship with other disciplines – History of Mathematics – Indian Mathematicians – Western Mathematicians.

UNIT 2   AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Aims: Practical – Social – Disciplinary and Cultural – Instructional Objectives: General Instructional Objectives (G.I.O's) and behavioural or Specific Learning

Outcomes (S.L.O's) – relating to Cognitive, Affective and Psychomotor domains – based on – Bloom's Taxonomy Educational Objectives.

UNIT 3   MICRO -TEACHING

Microteaching – Definition - Origin, Need, and Procedure - Microteaching Cycle – Skills of Microteaching - Skill of Set Induction, Skill of Explanation, Skill of Probing Questioning, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Blackboard Writing and Skill of Closure - Link Practice - Need for Link practice.

UNIT 4   PLANNING FOR TEACHING - LEARNING OF MATHEMATICS

Macro teaching - Year plan - Unit plan - Lesson planning - Importance of lesson plans - Herbartian Steps – Format of a typical Lesson Plan – G.I.O's & S.I.O's – Teaching aids – Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment.

UNIT 5   EVALUATION IN MATHEMATICS

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in Mathematics – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint.

PRACTICUM

- Prepare any four instructional aids to teach Mathematics.
- Practice any five micro skills in Mathematics Education.
- Prepare a minimum of 20 Lesson Plans in Mathematics
- Prepare Unit Plan and Year Plan for Mathematics.
- Construct an achievement test question paper with clear blue print.
- Review any one of the Tamil Nadu State Board text books in Mathematics

REFERENCES

- **Anice James (2005).**Teaching of Mathematics . Hyderabad: Neelkamal Publications.
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- **Steven G. Krantz (1999).** How to Teach Mathematics; American Mathematical Society; 2nd edition

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- Mathematics School Text book of Government of Tamilnadu.

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B.Ed. Syllabus – I Year (Distance Mode)

COURSE TITLE	:	**TEACHING OF SCIENCE – PART-I**
COURSE CODE	:	**BED-16A**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student-teacher will be able to:

- develop insight into the meaning, nature, scope, aim and objectives of science education;
- appreciate science as a tool to engage the mind of every student;
- identify the educational objectives in teaching and learning of science;
- appreciate the process of developing a concept;
- acquire various teaching skills;
- channelise, evaluate, explain and reconstruct their thinking;
- acquire competence in teaching science and structuring lesson plans; and
- develop competencies for teaching-learning science through various measures.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Science;
- use measurable verbs for writing educational objectives in Science;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1   NATURE AND SCOPE OF SCIENCE

Science: Meaning, Definition, Scope, Characteristics - The Utility of the Subject - The Cultural Values of the Subject - Importance of Teaching Science based on the Nature of Science - Impact of Science and Technology on Modern Living - Inter Disciplinary Approach - Science and its relationship with other disciplines – History of Science – Indian scientists – Western scientists.

UNIT 2   AIMS AND OBJECTIVES OF TEACHING SCIENCE

Taxonomy of Educational Objectives - Classification of Educational Objectives - Bloom's Taxonomy - Categories in Cognitive Domain, Affective Domain and Psycho-motor Domain - Writing objectives in behavioural terms - Objectives of Science Education at Various Levels - Aims of Teaching Science at different levels: Primary, Secondary and Higher Secondary Levels.

UNIT 3   MICRO -TEACHING

Microteaching: Meaning, Definition, Origin, Need and Procedure - Microteaching Cycle – Skills of Microteaching: Skill of Reinforcement, Skill of Introducing a Lesson, Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning, Skill of Illustrating with examples and Closure - Link Practice - Need for Link practice.

UNIT 4   PLANNING FOR TEACHING - LEARNING OF SCIENCE

Macro teaching - Lesson planning - Importance of lesson plans - Herbartian Steps– Lesson Plan: Characteristics of a good Lesson Plan - Format of a typical Lesson Plan: Criteria for Writing G.I.Os & S.L.Os, Teaching aids, Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment – Unit Plan– Year Plan.

UNIT 5   EVALUATION IN SCIENCE

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in science – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint.

PRACTICUM

- Prepare any two improvised apparatus in science.
- Practice of a minimum five skills in microteaching.
- Prepare a minimum of 20 Lesson Plans in science.
- Prepare a Unit Plan and Year Plan.
- Construct an achievement test question paper with clear blue print.
- Review any one of the Tamil Nadu State Board text books in science
- Prepare any two working models in your own.

REFERENCES

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B.Ed. Syllabus – I Year (Distance Mode)

COURSE TITLE   :   **TEACHING OF SOCIAL SCIENCES – PART-I**

COURSE CODE   :   **BED-17A**

COURSE CREDIT   :   **3+1**

COURSE OBJECTIVES

At the end of the course, the student-teacher will be able to:

- develop insight into the meaning, nature , scope, aims and objectives of social science education;
- identify the educational objectives in teaching learning of social science;
- acquire various teaching skills; and
- acquire competency in teaching social science and structuring lesson plans, and
- understand the various micro-teaching skills.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Social Sciences;
- use measurable verbs for writing educational objectives in Social Sciences;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1   NATURE AND SCOPE OF SOCIAL SCIENCES

Social Sciences: Meaning, definitions, nature & scope – importance of learning social science – approaches to education – correlation of social science with other subject – values of teaching social science in school.

UNIT 2   AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCES

Aims and objectives of Teaching Social Sciences in schools – Instructional Objectives - General instructional objectives (GIOs) and Behavioural or General

Instructional objectives (SIOs) - relating to Cognitive, Affective and Psychomotor domains – based on Bloom's Taxonomy Educational objectives.

UNIT 3   MICROTEACHING

Microteaching – meaning – definitions – origin , need and procedures – micro teaching cycle – skills of micro teaching – introducing - reinforcement - stimulus variation – probing questioning - explaining – using black board - link practice – need for link practice.

UNIT 4   PLANNING FOR TEACHING LEARNING OF SOCIAL SCIENCES

Macro teaching :- Lesson planning – importance of lesson plan – Herbartian steps – format of a typical lesson plan – (GIO'S) & (SIO's) – Teaching aids – motivation , presentation – application – recapitulation , evaluation and assignment - unit plan - year plan

UNIT 5   EVALUATION IN SOCIAL SCIENCES

Meaning – Objectives, Concept, Aspects. Tools of Evaluation – Recent Trends in Evaluation – Blue print - preparing model question paper Based on Blue print.

PRACTICUM

- Preparation of Instructional materials in social science
- Practice of a minimum five skills in micro teaching
- Preparation of at least   20 lesson plans
- Preparation of unit plan and year plan
- Tools constructions – objective type , achievement test
- Preparation of a Blue print and question paper

REFERENCES

- **Bining. A. C. & Binny D.H. (1952).** Teaching Social science in Secondary schools, Third Edition: Tata Mc Graw Hill Publishing Co. Ltd., Bombay.
- **Battachary & Srinivas and Daiji D.R (1966).** Teaching Social Science in Indian Schools, McGraw Hill, New York.
- **Edgar, B.W & Stanley, P.W (1958).** Teaching social science in high schools, fourth Edition,: Health and company, Boston D.C.
- **Mehalinger, M.D. (1981).** UNESCO Hand Book for the Teaching of Social Science.
- **NCERT (1969).** Teaching in Social science, Dept. Of Field Services, NCERT, New Delhi.
- **NCERT (2015).** Content cum methodology of teaching social science. New Delhi: NCERT

- **NCERT (2015).** *Social science Text books for X Std. NCERT, New Delhi.*
- **Survey R.E. (1981).** *Elementary Social science: A skill emphasis, Allyn and Bacon-Inc.*
- **Vashist S. R. (2004).** *Theory of Social Science, Anmol Publications PVT Ltd., New Delhi*
- **Yajnik, K.S. (1966).** *Teaching Social science in India, Orient Longmans Ltd., Bombay.*

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Tamil Nadu Open University
School of Education
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B.Ed. Syllabus – I Year (Distance Mode)

COURSE TITLE   **:**   **TEACHING OF COMPUTER SCIENCE – PART-I**

COURSE CODE   **:**   **BED-18A**

COURSE CREDITS   **:**   **3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- obtain in-depth knowledge about key concepts of computer science;
- comprehend the concepts of growth and development of computers;
- learn various microteaching techniques;
- acquire knowledge about various types of planning; and
- gain knowledge about evaluation in Computer Science.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Computer Science;
- use measurable verbs for writing educational objectives in Computer Science;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1   **NATURE AND SCOPE OF COMPUTER SCIENCE**

Meaning and introduction of computer –- Importance of Computer Science – Computer curriculum – Its place and relationship with other subjects - Interdisciplinary approaches in school curriculum – Various branches of computer science–Computer generations - types of computers - Significant discoveries – Hardware - Software - Programming languages–Computer Network - Computer virusand protection –Use of computers in education.

UNIT 2   **AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE**

Aims and objectives of teaching computer science – Bloom's Taxonomy: Cognitive, Affective and Psychomotor domains - Computer science teaching at

different levels: Primary, Secondary and Higher Secondary – Attainment of the objectives of computer science teaching.

UNIT 3   MICROTEACHING

Microteaching – Definition, origin, need, and procedure - Microteaching Cycle – Communication skills: verbal and non verbal communication - Types of Skills - Skill of Introducing, Explaining, Stimulus variation, Questioning, Demonstration, Reinforcement, verbal and non-verbal cues, Illustration with examples, and Closure - Link Practice - Need for Link practice.

UNIT 4   PLANNING FOR TEACHING - LEARNING OF COMPUTER SCIENCE

Lesson planning – Importance of lesson plans - Writing Instructional Objectives – Planning for specific behavioural changes - Preparation and use of Unit Plan – Teaching and Teaching aids - Evaluation, Recapitulation and Assignments.

UNIT 5   EVALUATION IN COMPUTER SCIENCE

Difference between Measurement, Assessment and Evaluation - Characteristics of good Measurement - Diagnostic Test and Remedial Teaching - Criterion Referenced Testing and Norm Referenced Testing - Different types of items - Multiple Discriminant Type Item – Development and Standardization of Achievement Test in Computer Science.

PRACTICUM

- Practice of a minimum five skills in Micro teaching.
- Preparation of at least 20 Lesson Plans.
- Preparation of Unit Plan and Year Plan.
- Test construction – Objective type and Achievement Test in Computer Science
- Preparation of a blue print and a question paper in Computer Science

REFERENCES

- **Bloom, B.S. (1956).**Taxonomy of Educational Objectives, Cognitive Domain Book. New York: Moleay
- **Craig Zacker. (2001).**Networking: The Complete Reference. Tata McGraw- Hill Publishing
- **Goel, H.K (2007).**Teaching of computer science. New Delhi:R.Lall Books
- **Harley, H.K. (2007).** The internet: complete reference. New Delhi: Tata McGraw Hill Publishing Company Limited.

- **Krishna Sagar, (2005).**ICTs and teacher training, Delhi: Tarun offset.
- **Krishnan, N. (2001).** Computer Fundamentals and Windows with Internet Technology . SciTech Publications Pvt. Ltd
- **NCERT (2015).**Computer Science Text book for class XI. New Delhi: NCERT Publication.
- **NCERT (2015).**Computer Science Text book for class XII. New Delhi: NCERT Publication.
- **NCERT (2015).**Content-Cum-Methodology of Teaching Computer Science. New Delhi: NCERT.
- The Current Text book in Tamilnadu for Computer Science.

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B.Ed. Syllabus – I Year (Distance Mode)

COURSE TITLE   :   **TEACHING OF COMMERCE AND ACCOUNTANCY – PART-I**

COURSE CODE   :   **BED-19A**

COURSE CREDIT   :   **3+1**

COURSE OBJECTIVES

At the end of the course, the student-teacher will be able to:

- develop insight into the meaning, nature, scope, aim and objectives of Commerce and Accountancy education;
- appreciate Commerce and Accountancy as a tool to engage the mind of every student and is application in daily life;
- identify the educational objectives in teaching and learning of Commerce and Accountancy; and
- acquire competence in teaching Commerce & Accountancy and structuring lesson plans.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Commerce & Accountancy;
- use measurable verbs for writing educational objectives in Commerce & Accountancy;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the student's performance adopting the tools of evaluation.

UNIT 1   NATURE AND SCOPE OF COMMERCE AND ACCOUNTANCY

Meaning – Definition - Nature Scope of Commerce and Accountancy – need - Importance of learning Commerce and Accountancy –– Commerce Education – History of Commerce Education – Introduction – meaning – relationship of commerce with other subjects – International business.

UNIT 2   AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Aims: Teaching and learning – educational goal – Aims of Teaching Commerce –

Values of Commerce and Accountancy - Practical – Social – Disciplinary and Cultural – Instructional Objectives: General Instructional Objectives (G.I.O's) and behavioral or Specific Learning Outcomes (S.L.O's) – relating to Cognitive, Affective and Psychomotor domains – based on – Bloom's Taxonomy Educational Objectives.

UNIT 3   **MICROTEACHING**

Microteaching – Definition - origin, need, and procedure - Microteaching Cycle – Steps - Skills of Microteaching - Skill of Introducing -, , Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning - Skill of Reinforcement Skills of black board usage and Closure –link practice - need for link practice.

UNIT 4   **PLANNING FOR TEACHING-LEARNING OF COMMERCE AND ACCOUNTANCY**

Unit plan – Year plan - Macro teaching - Lesson planning - Importance of lesson plans –Difference between unit planning and lesson planning–various approaches in the preparation of daily lesson plan Format of a typical Lesson Plan – G.I.O's & S.I.O's – Teaching aids – Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment.

UNIT 5   **EVALUATION IN COMMERCE AND ACCOUNTANCY**

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in Commerce and Accountancy – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint – Item Analysis.

PRACTICUM

- Practice of a minimum four skills in Micro teaching.
- Preparation of at least 20 Lesson Plans.
- Preparation of Unit Plan and Year Plan.
- Test construction – Objective type and Achievement Test.
- Preparation of a blue print and a question paper
- Preparation of instructional materials in Commerce and Accountancy
- Collection of business documents, newspapers, magazine and articles (cuttings)

REFERENCES

- **Aggarwal (2008).** Teaching of Commerce: A practical Approach (2nd ed). UP: Vikas publishing house pvt ltd.

- **Bloom, B.S. (1956).** Taxonomy of Educational Objectives, Cognitive Domain Book. New York: Moleay.

- **Brintha, S. (2015).** Teaching of Commerce & Accountancy. New Delhi: APH Publication Corporation.

- **Ghosh, A.B. (1969).** Commerce Education. New Delhi: Sultan Chand and Company.

- **Gupta, U.C. (2007).** Teaching of Commerce. New Delhi Khel Sathiya Kendra.

- **Khan, M.S. (n.d).** Commerce Education Sterling bublisher pvt ltd.

- **NCERT (2015).** Commerce and Accountancy Text book for Class XI & XII. New Delhi: NCERT Publication.

- **NCERT (2015).** Content-Cum-Methodology of Teaching Commerce and Accountancy. New Delhi: NCERT.

- **Singh Y.K. (2009).** Teaching of Commerce. New Delhi. APH Publishing Corporation.

- The Current Text book in Tamilnadu for Commerce and Accountancy.

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B.Ed. Syllabus – I Year (Distance Mode)

COURSE TITLE	:	**TEACHING OF ECONOMICS – PART-I**
COURSE CODE	:	**BED-20A**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student-teacher will be able to:

- develop insight into the meaning, nature, scope, aim and objectives of economics education;
- appreciate economics as a tool to engage the mind of every student;
- identify the educational objectives in teaching and learning of economics;
- acquire various teaching skills;
- acquire competence in teaching economics and structuring lesson plans;
- develop competencies for teaching-learning economics through various measures; and
- examine the language of economics, engaging with research on children's learning in specific areas.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Economics;
- use measurable verbs for writing educational objectives in Economics;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the student's performance adopting the tools of evaluation.

UNIT 1   NEED AND NATURE OF TEACHING ECONOMICS

Meaning – Definitions - Scope and nature of economics – Importance of economics education - The nature of subject materials and learning experiences included in the study of teaching economics. Need for economics in the school curriculum.

UNIT 2   AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Distinction and relationship among educational aims, objectives and goals of teaching- – aims of teaching economics - objectives and goals of teaching

Economics at higher secondary level - attainment of objectives through economics. Teaching.

UNIT 3   MICROTEACHING

Origin, need, procedure – micro teaching cycle – uses of microteaching – stages in microteaching – principle and steps in microteaching skills – meaning, definition components – Skill of introducing lesson, skill of explaining, skill of illustrating with examples, skill of blackboard writing, skill of reinforcement, skill of stimulus variation – skill of probing question – skill of questioning – skill of closure.

UNIT 4   PLANNING FOR TEACHING – LEARNING OF ECONOMICS

Lesson Planning – Meaning – difference between lesson and unit plan – importance of lesson plan – various approaches in planning lesson – Herbartian approach in planning lesson. stages in lesson plan. Unit planning – measuring, difference between lesson plan and unit plan - characteristics of good unit – steps in preparation of unit – advantages and disadvantages.

UNIT 5   EVALUATION IN ECONOMICS

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in Economics – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint.

PRACTICUM

- Preparation of instructional materials in Economics.
- Practice of a minimum five skills in Micro teaching.
- Preparation of at least 20 Lesson Plans.
- Preparation of Unit Plan and Year Plan.
- Test construction – Objective type and Achievement Test.
- Preparation of a blue print and a question paper.

REFERENCES

- **Arthur, C. Bining and David, H. Bining (1952).** Teaching the Social Studies in Secondary Schools. London: McGraw Hill Book Company.
- **Avtar Singh (2004).** Instructional Objectives of School Subjects. New Delhi: National Council of Educational Research and Training.
- **Harikrishnan, M. (2006).** Methods of Teaching Economics, Chidambaram: Thirumalvalavan Publications.

- *Higher Secondary Economics Text Books – Both first year and Second year of Tamil Nadu.*
- **Santhosh Sharma (2006).** *Constructivist Approaches to Teaching and Learning. New Delhi. National Council of Educational Research and Training.*
- **Swarupa Rani, T.et.al. (2004).** *Educational Measurement and Evaluation. New Delhi, Discovery Publishing House.*
- **Vernon, S. Gerlach Donald, P. Ely. (1980).** *Teaching and Media – a Systematic Approach. New Jersey: Prentice-Hall, Inc. Englewood Cliffs.*

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**CURRICULUM AND SCHOOL**
COURSE CODE	:	**BED-06**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student-teacher will be able to:

- learn Bases of Knowledge;
- understand about Knowledge and Education;
- understand the concepts of curriculum;
- understand the types of curriculum;
- know about the basic task of curriculum development and design;
- develop the skills of various approaches to curriculum development; and
- gain insight curriculum transaction.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various curricular aspects in classroom teaching;
- synthesize the determinants of curriculum;
- design the curriculum at school level;
- practice the curricular aspects at school; and
- implement updated curriculum and work for the consistent renewal.

UNIT 1   CONCEPT OF CURRICULUM

Understanding the meaning and nature of curriculum: Need for curriculum in schools Differentiating curriculum framework, curriculum and syllabus; their significance in school education - Notion of the textbook - Facets of curriculum: Core curriculum—significance in Indian context - Meaning and concerns of 'hidden' curriculum - Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues of curriculum – Meaning, Definition, Characteristics and Types. Curriculum as a process – Curriculum and Syllabus   - Curriculum and instruction. Need for curriculum development - Principles of curriculum construction – Curriculum determinants. Subject–

Centered curriculum, integrated curriculum, Core curriculum, Student – centered curriculum, Co-related curriculum, Life – centered curriculum.

UNIT 2   CURRICULUM DETERMINANTS AND CONSIDERATIONS

Broad determinants of curriculum making:(At the nation or state-wide level) (i) social-political-cultural-geographical-economic diversity; (ii)socio-political aspirations, including ideologies and educational vision;(iii)economic necessities;(iv) technological possibilities;(v) cultural orientations;(vi)national priorities;(vii)system of governance and power relations; and(viii)International contexts.• Considerations in curriculum development:(At the level of the school)(i) Forms of knowledge and its characterisation in different school subjects(ii)Relevance and specificity of educational objectives for concerned level (iii) Socio-cultural context of students – multi-cultural, multi- lingual aspects (iv) Learner characteristics (v) Teachers' experiences and concerns (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT 3   CURRICULUM DEVELOPMENT (AT SCHOOL LEVEL)

Curriculum designing – Understanding different approaches to curriculum development: Subject-centred; environmentalist; behaviourist; competency-based - learner-centred teacher – centred and constructivist - Process of curriculum making - Formulating aims and objectives curricular aims and syllabus - Selection and organisation of learning situations. Basic tasks for curriculum development – Formulating goals and objectives, Guidelines in the formulation of educational objectives. Selection and organization of content – Selection of learning experience - Evaluation of curriculum. Major categories of curriculum development – Subject – centered approaches, Social – problem approaches, Learner – centered approaches. Models of curriculum development. Role of individuals in organization in curriculum development.

UNIT 4   SCHOOL: THE SITE OF CURRICULUM ENGAGEMENT

Role of school philosophy, administration in creating a context for development of curriculum - Available infrastructure, curricular sites and resources - school culture, climate and environment as the context for teachers' work Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching - curriculum' - Space for teacher as a critical

pedagogue - Role of external agencies - supports to teachers within schools – local, regional, national. Improving quality of Curriculum Transaction – Strategies – Strategies for curriculum transaction – Organization of instruction. Models of Teaching - Team teaching - Emerging trends in curriculum development.

UNIT 5   CURRICULUM IMPLEMENTATION AND RENEWAL

Operationalising curriculum into learning situations - Teachers' role in generating dynamic curricular experiences through - flexible interpretation of curricular aims; and -contextualisation of learning;(iii)varied learning experiences - Selection and development of learning resources - Evolving assessment modes - Appropriate reviewing and renewal of aims and processes - Process of curriculum evaluation and revision - Need for a model of continual evaluation - Feedback from learners, teachers, community, and administrators - Observable in congruence's and correspondence between expectations and actual achievements.

PRACTICUM

- Assignment for developing writing skills on summary, letter, paragraph, essay speech.
- Assignments on developing speaking skills – oral presentation, debates elocution, discussion, brain storming.
- Preparation of lesson/unit plan by following different methods of teaching based on present curriculum
- Preparation of materials & programmes to inculcate cognitive approach of new syllabus
- Script writing, using and evaluating for Radio/TV/Video on different subject(Optional)
- Analysis of text book(8th to 10th STD)
- Evolving suitable technique(s) to evaluate new syllabus

REFERENCES

- **Akmajain,A.et.al. (2010**). An introduction to Language and Linguistics. (6th ed) .Cambridge. MITPress..
- **Audi, Robert., (1993)** "The Structure of Justification", Cambridge University Press, Cambridge,.
- **Fasold,R.& Connor- Linton, J.(2013).** An introduction to language and linguistics.(6th ed). Cambridge. Cambridge University press. First and second language acquisition- a Brief comparison. Retrieved from https://www. Uni-dueELE/FlA-SLA brief copmarision.pdf.
- **Floyd,K.(2009).** Interpersonal communication. New York.McGraw Hill Companies Inc.

- **Fronklin,V. Rodman,R.& Hyms, (2011)** *Introduction to language (9th ed).Canada. Cenganga Learning.*

- **Pearson,J.C.et.al.(2011).** Human communication (4th ed). New York.McGraw Hill Companies Inc.

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**VISION OF EDUCATION IN INDIA : CONCERNS AND ISSUES**
COURSE CODE	:	**BED-07**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- explain the nature and structure of the Vision of Education in India;
- employ meaning of system approach and its implication in teaching issues of Indian education;
- describe the recent developments of Normative Orientation of Indian education;
- discuss the modern methods of teaching Contemporary Indian Schooling;
- explain Education for National Development; and
- define normative vision of Indian Education.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- provide knowledge on constitutional proclamation about education to the students;
- inculcate various educational thoughts of Indian philosophers;
- create conducive environment for all children irrespective of challenges in school education;
- follow the recommendations made by various commissions on education; and
- promote best practices in school environment by adopting global trends.

UNIT 1   NORMATIVE VISION OF INDIAN EDUCATION

Normative orientation of Indian Education – A historical enquiry - constitutional provisions on education that reflect national ideals – Democracy, equality, liberty, secularism, and social justice – India as an evolving Nation, state – Implications for educational system – Aims and purposes of Education drawn from the normative vision.

UNIT 2   VISION OF EDUCATION: FOUR INDIAN THINKERS

Salient features of the philosophy and practice of Education – Rabindranath Tagor: Liberationist pedagogy – M.K.Gandhi's Basic Education for self sufficiency – Aurobindo Ghosh's   Integral education – J.Krishnamurthi 's Education for Individual and social transformation.

UNIT 3   CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES

Universalisation of school Education – Right to Education and Universal Access - Issues of Universal enrolment – Universal retention – Universal success – Issues of quality and equity – Physical, economic, social and cultural access to girl child, weaker sections and differently abled children -   Equality of educational Opportunity and constitutional provisions – prevailing nature and forms of inequality – Inequality in schooling systems – public and private schools – rural and urban schools – single teachers and other forms of inequalities in school systems.

UNIT 4   EDUCATION AND DEVELOPMENT: AN INTERFACE

Education for National development   - Education commission 1964-66 – Emerging   trends in the interface between political process and education, economic developments and education, social-cultural changes and education.

UNIT 5   EMERGING GLOBAL CONCERNS AND EDUCATION

Education for peace - Issues of national and international conflicts, social injustice, communal conflicts and individual alienation – pro-active role of individuals in making peace – Education for Environmental conservation – Global environmental crises and local environmental issues – urgency of action for environmental conservation and regeneration.

PRACTICUM

- The students on completion of each topic of the units will submit a small assignment in the form of an essay.
- The students may develop a seminar document on the units which will be evaluated by teacher educators.

REFERENCES

- *Adult Education and Development 73-2009.*

- **Agarwal J.C., Agarwal S.P. (1992).** *Role of UNESCO in Educational, vikas publishing, Delhi.*
- *Learning without Burden, Report of the National Advisory Committee Education Act. Ministry of HRD, Department of Education, October-2004.*
- **Ministry of Human Resources Development (2010).** *Annual Report 2008-09 MHRD, Government of India, New Delhi.*
- **Seventh All India School Education Survey, NCERT,** *New Delhi – 2002*
- **UGC (2012)** *Annual Report 2011-12, Government of India, New Delhi.*
- **UNESCO (2004)** *Education for all: The quality Imperative EFA Global Monitoring Report Paris.*

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE   :   **SOCIAL AND ENVIRONMENTAL SCIENCE -PART-II**

COURSE CODE   :   **BED-04B**

COURSE CREDIT   :   **3+1**

A. GENDER ISSUES IN EDUCATION

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:
- manage the classroom without any social and gender discrimination;
- design curricular activities based upon social reforms to avoid discrimination;
- apply the outcomes of various theories on gender issues;
- maintain the curriculum transaction free from gender issues; and
- take active steps to curb gender menace and sexual harassment.

UNIT 1   GENDER ISSUES: KEY CONCEPTS

An understanding of some key concepts and terms and relate them with their context in understanding the power relations - Gender, sex, sexuality, patriarchy, masculinity and feminism - Gender bias, gender stereotyping, and empowerment - Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

UNIT 2   **GENDER STUDIES: PARADIGM SHIFTS**

An understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop - Construction of the impact of policies, programmes and scheme for promotion of gender equality and empowerment - Paradigm shift from women's studies to gender studies - Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education - Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

UNIT 3   **GENDER, POWER AND EDUCATION**

An understanding of different theories on gender and education and relate it to power relations - Analysis of the institutions involved in socialisation processes and their impact on power relations and identity formation - Theories on Gender and Education: Application in the Indian Context - Socialisation theory - Gender difference - Structural theory - Deconstructive theory - Gender Identities and Socialisation Practices in: Family, Schools, Other formal and informal organisation - Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

UNIT 4   **GENDER ISSUES IN CURRICULUM**

Relationship between gender and schooling - School as an institution addresses gender concerns in curriculum, textual materials and pedagogy - Linkages between life skills and sexuality - Gender, culture and institution: Intersection of class, caste, religion and region - Curriculum and the gender question - Construction of gender in curriculum framework since Independence: An analysis - Gender and the hidden curriculum - Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy) - Teacher as an agent of change - Life skills and sexuality.

UNIT 5   **GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE**

Application of the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse - Linkages and differences between reproductive rights and sexual rights - Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) - Sites of conflict: Social and emotional - Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions - Agencies

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perpetuating violence: Family, school, work place and media (print and electronic) - Institutions redressing sexual harassment and abuse.

PRACTICUM

- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.
- Project on women role models in various fields with emphasis on women in unconventional roles.
- Discussion on theories of gender and education with its application in the Indian context
- Project on analysing the institution of the family
- Marriage, reproduction
- Sexual division of labour and resources
- Collection of folklores reflecting socialisation processes.
- Preparation of tools to analyse reflection of gender in curriculum
- Field visits to schools, to observe the schooling processes from a gender perspective.
- Debate on how they perceive role models in their own lives
- Preparing analytical report on portrayal of women in print and electronic media.

REFERENCES

- *NCERT Sex education manual, 2012.*
- *UNICEF, sex education for school children 2012.*
- *UNESCO International Technical Guidance on sexuality Education 2009.*
- *United Nations Population Division, world population prospectus: The 2010 Revision.*
- **H.Salem (2010),** *cancelation of sex education in schools, Al-young El-Sabeie press.*
- *www.Prb.org/pdf 12/working manual 2012.*

B. ADDRESSING SPECIAL NEEDS IN CLASSROOM

COURSE OBJECTIVES

At the end of the course, the student-teacher will be able to:

- to demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- to reformulate attitudes towards children with special needs;
- to identify needs of children with diversities;
- to contribute to the formulation of policy; and
- to implement laws pertaining to education of children with special needs.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply the strategies for inclusive education based upon historical perspectives special education;
- provide justice for special children based on legislative and policy perspectives;
- set atmosphere in regular classroom for all kinds children with disabilities;
- handle various kinds of children with disabilities in inclusive classroom; and
- arrange various networks to support for the education of children with special needs.

UNIT 6   PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Historical perspectives and contemporary trends - Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model - Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT 7   LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; Constitutional Provisions; The Persons with Disabilities Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. National Policy – Education in the National Policy on Disability, 2006. Programmes and Schemes of Education of Children with Disabilities: Special Role of Institutions for the Education of Children with Disabilities.

UNIT 8   DEFINING SPECIAL NEEDS

Understanding diversities–concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities) - Special needs in terms of the curriculum in the context of different disabilities and their learning styles - Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach - Community-based education.

UNIT 9   INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

School's readiness for addressing learning difficulties - Assessment of children to know their profile - Technological advancement and its application – Classroom management and organisation - Making learning more meaningful - Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM - Pedagogical strategies to respond to individual needs of students: Supportive services required for meeting special needs in the classroom - Development and application of learner -friendly evaluation - procedures; Different provisions for examination by CBSE and the - board in their State - Documentation, record keeping and maintenance.

UNIT 10   DEVELOPING SUPPORT NETWORKS

Addressing social climate of the classroom **-** Child-to-child programme **-** Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home **-** Involving community resources as source of support to teachers **-** Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals - Liaising for reciprocal support of pre-school programmes, prevocational training programmes, social security, different provisions, concessions, etc.

PRACTICUM

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases
- To understand study of sex ratio and analysis of it state wise
- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power point and Presentations.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room)
- Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

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- **Bhatnagar, Asha and Gupta., Nirmala, (1999)** *Guidance and Counselling Vol I and Vol II., Vikas Publishing House Pvt. Ltd., New Delhi*

- **Brown D. & Brooks L. (eds) (1984, 1990)** *Career Choice and Development, Jossey-Bass, San Francisco.*
- **Dhoundiyal V.R., Dhoundiyal N.C., and Shukla A. (eds) (1994)** *The Indian Girls, Shri Almora Book Depot, Almora (U.P.)*
- **Joneja G.K. (1994)** *Occupational Information in Guidance, NCERT, New Delhi.*
- **Kulshrashta, Indira (1992)** *Indian Women – Images and Replicas, Blaza Publishers, New Delhi.*
- **Myrick R.D. (1993)** *Developmental Guidance and Counselling: A Practical Approach. (second edition) Mineapolis, M.N. Educational Media Corp.*
- **Rao D.B. and Rao K.R.S.S. (eds.) (1996)** *Current Trends In Indian Education, Discovery Publishing House, New Delhi.*
- **Samuel H. Osipoco (1983)** *Theories of Career Development, The Ohio State University, Prenitce Hall Inc., Englewood Cliffs, New Jersey.*

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Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : **ASSESSMENT OF LEARNING – PART-II**

COURSE CODE : **BED-05B**

COURSE CREDIT : **3+1**

COURSE OBJECTIVES

- gain a critical understanding of nature and meaning of data;

- learn various statistical measures and their characteristics

- critically analyse various examination patterns and their social backgrounds

- acquire a critical understanding of various school based assessments and evaluation methods

- understand recent examination reforms

- exposed to the directions for examination reforms

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:
- interpret the results of statistical analysis of students' data;

- involve in fair conduct of examinations;

- adopt the examination policies and practices in school;

- put in practice the suitable examination reforms in school; and

- offer ideas and suggestions for future examination systems.

UNIT 1   DATA ANALYSIS, FEEDBACK AND REPORTING

Objectives, meaning and Nature of Data – Measurement Scales - Graphical representation - Frequency distribution - Central tendency : Mean, Median and Mode - Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation - Normal distribution and its applications - Divergence - Percentile rank - Correlation - Feedback and its types - Marks, grades and qualitative descriptions - Comprehensive learner profile - Reporting a consolidated learner profile.

UNIT 2 EXAMINATION SYSTEM: A SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS OF THE RELATED ISSUES

Examination for gradation - Examination for social selection and placement - Impact of the prevailing examination system on student learning and stakeholders - Entrance tests and their influence on students and school system.

UNIT 3 SCHOOL-BASED ASSESSMENT AND EVALUATION: POLICIES, PRACTICES AND POSSIBILITIES

Impact of examination-driven schooling - On pedagogy: Content-confined, information focused testing; Memory-centric teaching and testing - On school culture - De-linking school-based assessment from examinations: Some possibilities and alternate practices.

UNIT 4 EXAMINATION REFORM EFFORTS

Examination reform efforts in India based on: Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - National Policy on Education (1986) and Programme of Action (1992) - National Curriculum Framework (2005) developed for school education - National Focus Group Position Paper on Examination Reform

UNIT 5 DIRECTIONS FOR EXAMINATION REFORM

Introducing flexibility in examination-taking requirements - Improving quality and range of questions in exam papers - Including school-based credits - Alternative modes of certification - Examination management - Role of ICT in examination

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PRACTICUM

- Use of statistical tools for analysis of the test result and preparation of graphs
- Fitting a Normal Distribution Curve and its analysis
- Writing a report on various examination reforms
- Preparation of an online examination using any free testing software.

REFERENCES

- **Ebel, R.L., and Freshie, D.A. (2009).** *Essentials of Educational Measurement, Prentice Hall of India, New Delhi.*
- **Ingram Cregg, F. (1993).** *Fundamentals of Educational Assessment. New York: D. Van Nostrand Company*
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- **Mehta, (2000),** *Educational Measurement and Evaluation, Tandoon Publishers, Ludhiana*
- **Raghu raj, (2006)**, *Measurement. Evaluation in Education, Shree publishers, New Delhi*
- **Sharma, R.A. (2008)** *Essentials of Measurement, Lall Book Depot, Meerut*
- **Singh, A.P. and Koshla, M. (2005),** *Educational Measurement and Evaluation, Vinod Publications, Ludhiana*
- **Smith, (2006),** *Theory of Educational Measurement, Commonwealth publishers, New Delhi*

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பி.எட். பாடத்திட்டம் - இரண்டாம் ஆண்டு (தொலைநிலை)

பாடத்தலைப்பு	:	தமிழ் கற்பித்தல் - பகுதி-II
பாடக் குறியீடு	:	**BED-11B**
தகுதி அளவெண்	:	**3+1**

நோக்கங்கள்

நீங்கள் இப்பாடப்பிரிவினை பயின்ற பின்னர்

- தமிழ் கற்பிக்கும் முறைகளை அறிவீர்கள்

- பாடநூல்களின் வகைகளை அறிந்து கொள்வீர்கள்

- கற்பித்தலில் புதுமைப் போக்குகள் பற்றி அறிந்து கொள்வீர்கள்

- கற்பித்தல் பிரிவுகளின் அமைப்புகளை விளக்குவீர்கள்

- கற்றல் கற்பித்தல் வளங்களை தெரிந்து கொள்வீர்கள்.

பாடவிளைவுகள்

இந்தபாடத்தைமுடித்தப்பிறகு,மாணவஆசிரியரால்:

- அவரது வகுப்பறையில் தமிழ்மொழி கற்பிப்பதற்கான பல்வேறு கற்பித்தல் முறைகளைப் பயன்படுத்த முடியும்.

- பொருத்தமான கற்பித்தல் நுட்பங்கள் மூலம் தமிழ்மொழிப் பாடக்கருத்துகளை கற்பிக்கமுடியும்.

- தமிழ்மொழிகற்பிக்கபல்வேறுகற்றல் வளங்களைப் பயன்படுத்தமுடியும்.

- கலைத்திட்ட வளர்ச்சிக் கொள்கைகளின் அடிப்படையில் தமிழ்மொழி பாடக்கலைத் திட்டத்தை செம்மைப்படுத்த முடியும்.

- தமிழ் மொழியின் நவீனப் போக்குகளை வகுப்பறைக் கற்பித்தலில் பயன்படுத்த முடியும்.

பிரிவு 1   தமிழ் கற்பிக்கும் முறைகள்

குறிக்கோள்கள் - சொற்பொழிவு முறை, வினா விடை, நெட்டுரு, தடைவிடை, தற்கால முறைகள் - பங்கேற்பு முறைகள், விளையாட்டு, தனிநடிப்பு, தனிப்பயிற்சி, மேற்பார்வை, ஒப்படைப்பு, தானே கற்றல், கருத்தாக்கம்.

பிரிவு 2   பாடப்பொருள் பகுப்பாய்வு

6 முதல் 10 / 9 முதல் 12 வகுப்பு தமிழ் பாடநூல்களின் பாடப்பொருள் வகைக்கு ஏற்ப பகுத்தாய்தல். ஒவ்வொரு பாடத்திலும் அமைந்துள்ள பொது நோக்கங்கள்

மற்றும் சிறப்பு நோக்கங்களை வரையுரைத்தல். இவகைப்பாடங்கள் : (செய்யுள், உரைநடை, துணைப்பாடம், கட்டுரை, இலக்கணம்) - பாடங்கள் பகுப்பாய்வு ____ நான்கு வகை திறன்கள் : (பார்த்தல், படித்தல், கேட்டல், எழுதுதல்) ____ பகுப்பாய்வு.

பிரிவு 3   கற்றல், கற்பித்தல் வளங்கள்

தகவல் தொழிற்நுட்பம் - துணைக்கருவிகள் பயன்படுத்துதல் - காட்சிக்கேள்வி கருவிகள் - துணைக்கருவித் தயாரித்தல்-கற்பித்தல் தொடர்பான புறச்செயல்பாடுகள் - மன்றங்கள் - சுற்றுலாக்கள் முதலியன.

பிரிவு 4   பள்ளிக் கல்வியில் தமிழ்க் கல்வி ஏற்பாடு

கல்வி ஏற்பாடு ____ கல்வி ஏற்பாடு உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - தேசிய கல்விக் கொள்கை ____ 1986 முதல் இன்றுவரை - இன்றைய கல்வியில் ஏற்படும் சிக்கல்கள் - பள்ளிக் கல்வி ஏற்பாடு ____ தமிழ் மொழியின் இடம் - தமிழ் கற்பித்தலின் நோக்கங்கள் - மொழிப் பாடத்தின் சிறப்புக் கூறுகள் - தேசிய கல்விக் குறிக்கோளும் பள்ளிக் கல்வி ஏற்பாட்டிற்கும் உள்ள தொடர்பு ____ வழிகாட்டும் கொள்கைகள் - சூழல் விழிப்புணர்வு ____ கல்வி உரிமைகள் - கல்வியைப் பரவலாக்க அரசின் செயல் திட்டங்கள் - மதிப்புக் கல்வி.

பிரிவு 5   தமிழ்கற்பித்தலில் அன்மைக்கால வளர்ச்சி

மொழிக்கல்வியில் கணினி தமிழ்இணையம் - விண்ணரங்கம் - மின்கற்றல் - உருவமாதிரிகள் - செயற்கைக்கோள் - தகவல்தொழிற்நுட்பமும் மொழிக்கற்பித்தலும் - மின்னனுப்பாடம் தயாரித்தல் - உளவியல் அடிப்படையில் தாய்மொழி ____ தமிழ்கல்வி மொழி ஆய்வுககூடம் - முதன்மைப் நூல் - ஒலி நூல்.

செயல்பாடுகள்

- நடைமுறையிலுள்ள 6-10 அல்லது 9-12 ஆம் வகுப்புத் தமிழ் பாடங்களுக்கான கற்றல் பயிற்று முறைகளையும் துணைக் கருவிகளையும் வகைப்படுத்தி அட்டவணை தயாரித்தல்.
- தற்போதைய சூழலில் தமிழ்க் கல்வியின் நிலையினை மதிப்பீட்டு அறிக்கை தயாரித்தல்.
- கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட உற்றுநோக்கல். புடம் கற்பிப்புத் திட்டப் பதிவேடுகளை நிறைவுசெய்தல்.
- பாடத்திட்ட அமைப்புபடி பாட திட்டம் ஒன்றைத் தயாரிக்கவும்.

- மாணவர்களிடையே விளையாட்டு முறை கற்பித்தலுக்கு ஏற்ற பாடப்பகுதியை கற்பித்தலுக்காக தயார் செய்தல்.

பார்வை நூல்கள்

- நன்னூல், யாப்பருங்கலக்காரிகை, தண்டியலங்காரம், நம்பியகப்பொருள், புறப்பொருள் வெண்பாமாலை.
- *சு.வஜ்ரவேலு,* அருந்தமிழ் கற்பிக்கும் முறைகள், அம்சா பதிப்பகம், சென்னை-(2009)
- *பி.இரத்தினசபாபதி,* மக்கள் தொடர்பும் மாண்புறு கல்வியும், ஜோதி புத்தக நிலையம், சென்னை (2004).
- *பி.இரத்தினசபாபதி,* செம்மொழிக் கல்வி (தமிழ்), சாந்தா பப்ளிஷர்ஸ், சென்னை (2007).
- *பேராசிரியர் கணபதி வி.* ஐ பிறர், தமிழ் கற்பித்தலில் புதுமைகள், சாந்தா பப்ளிஷர்ஸ், சென்னை (2007).
- *டாக்டர் மு.வரதராசனார்* ___ தமிழ் இலக்கிய வரலாறு ___ சைவ சித்தாந்த நூல் பதிப்பகம், சென்னை.
- *இரத்தின சபாபதி பி.* ___ கல்வியில் தேர்வு - சாந்தா பப்ளிசர்ஸ், சென்னை.
- *பேராசிரியர்: கணபதி வி.* ___ நற்றமிழ் கற்பிக்கும் முறைகள் - சாந்தா பப்ளிஷர்ஸ், சென்னை.
- *வாசு அறிவழகன்* தமிழ் இலக்கியத்தில் உளப்பகுப்பாய்வு தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24.
- *ஆ.சுலோச்சனா,* அரங்கேறிய ஆய்வுகள், தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24.

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தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்
கல்வியியல் பள்ளி
சென்னை - 15

பி.எட். பாடத்திட்டம் - இரண்டாம் ஆண்டு (தொலைநிலை)

பாடத்தலைப்பு	:	சிறப்புத் தமிழ் கற்பித்தல் - பகுதி-**II**
பாடக் குறியீடு	:	**BED-12B**
தகுதி அளவெண்	:	**3+1**

நோக்கங்கள்

நீங்கள் இப்பாடத்தை பயின்றபின்னர்

- முத்தமிழ் வளர்ச்சி நிலைகளை எடுத்துக்காட்டுகள் தந்து விளக்குவீர்கள்

- இலக்கியங்களை அவற்றின் வகைக்கேற்ப திறனாய்வு செய்யும் முறைகளை மாணவர் மேற்கொள்ள செய்வீர்கள்

- மாணவர்கள் மொழியாக்கத் திறன்பெற வழிகாட்டுவீர்கள்

- இலக்கியக்கல்வி வாயிலாக மாணவர்களிடையே விழுமங்களை பதிப்பீர்கள்

- மாணவர்களிடை படைப்பாற்றல் திறனை வளர்க்கும் முறைகளை மேற்கொள்வீர்கள்

பாடவிளைவுகள்

இந்தபாடத்தைமுடித்தப்பிறகு,மாணவஆசிரியரால்:

- கற்றல்-கற்பித்தலில் முத்தமிழைப் பயன்படுத்திமகிழமுடியும்.

- செய்யுள் கற்பித்தலில் ஆசிரியரின் கருத்தினைத் தெளிவாய் உள்வாங்கிக் கற்பிக்கமுடியும்.

- மாணவர்களிடையேபடைப்பாற்றலையும் விரிசிந்தனையையும் வளர்க்கும் திறன் பெறமுடியும்.

- மொழியின் தலையாயபணிஎனஉணரமுடியும்.

- தமிழ்மொழியினால்   மனிதநேயம்,சமுதாயவிழுமங்கள்,நடைமுறைமதிப்புகள்   முதலியவற்றைக் கடைபிடித்துஒருமுன்மாதிரியாகத் திகழமுடியும்.

பிரிவு 1	முத்தமிழின் வளர்ச்சி நிலை
	இலக்கிய வகை : கவிதை யாப்பியல் நூற்கள் - ஒவ்டிவான்றைப் பற்றியும் சிறு குறிப்புகள் - தற்கால மரபுக் கவிதைச் சான்றோர்கள் - பாரதியார், பாரதி தாசன், சு.சுரதா, நாமக்கல் கவிஞர், கவிமணி, சுந்தானந்த பாரதி, கண்ணதாசன், புதுக்கவிதை: வரையறைகள் - புதுக்கவிதைக் காலம்: மணிக்கொடி. வானம்பாடிக் காலங்கள், புதுக்கவிதை புனைந்தோர் : கு.பிச்சமூர்த்தி, புதுமைப் பித்தன், வைரமுத்து அப்துல் ரகுமான், அய்க்கூ கவிதைத் தோற்றம் வளர்ச்சி.

பிரிவு 2   இலக்கியத் திறனாய்வு

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வு நிலவு - திறனாய்வு வகைகள் - கோட்பாடுகள் - இலக்கிய ஆய்வு நெறிமுறைகள் - இலக்கிய வகைகளுக்கேற்ப ஆய்வு நெறிமுறைகள்: புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாடகம், நாட்டுப் புற இலக்கியம், பயண இலக்கியம் முதலியன.

பிரிவு 3   தமிழ்க் கல்வியின் படைப்பாற்றல் திறன் வளர்த்தல்

வகுப்பறையில் செயலூரக்கம் - படைப்பாற்றல் : பகுத்தல் - தொகுத்தல் - நடைமுறைப் பயன்பாட்டாக்கம் - படைப்பாற்றல் தன்மைகள் - படைப்பாற்றலை வளர்க்கும் சூழல்கள் : தகவல் திரட்டல் - மேம்படுத்தல் - தழுவல் - ஈடுகட்டல் - மிகுத்தும் குறைத்தும் காணல் - மீள வைத்தல் - இணைத்தல் - படைப்பாற்றல் வடிவங்கள் - படைப்பாற்றல் வளர்க்கும் செயல்பாடுகள் : தளிர்நிலை ___ வளர்நிலை.

பிரிவு 4   மொழியின் பணிகளும் மொழியாக்கமும்

மொழியின் பணிகள் : சுட்டல் (Referential), கிளர்த்தல் (Expressive), தூண்டல் (Cognitive), செறிவூட்டல் (Progress), எதிராடல் (Phatic), மொழியியல் (Linguistic). மொழியாக்க வழிமுறைகள் : மொழிபெயர்ப்பும் மொழியாக்கமும் - ஒலிபெயர்ப்பு, மொழி பெயர்ப்பு, கருத்துப் பெயர்ப்பு, புதுப்சொற் படைப்பு, மொழியாக்கப் பண்புகள் : அளவு, இனிமை, சீமை, மொழியாக்க முனைப்புகள் - கருதத்தக்கன.

பிரிவு 5   தமிழ்மொழியும் விழுமப் பதிவும்

விழும வகைகள் - ஒழுக்கம் சார்ந்த விழுமங்கள் : நம்பிக்கையுடைய பணிவு-பொறுப்பு ___ நேர்மை ___ பிறரை கருதுதல் - குடிமை ___ பருப்பொருள் விழுமங்கள் : முருகியல் : முருகியல் விழுமங்களும் கல்வியும், அறிவார்ந்த விழுமங்கள்: மனிதநேயம், திறனாய்வுச் சிந்தனை ___ படிப்பார்ந்த மதிப்புகள் (Academic values) ___ அறிவியல் விழுமங்கள் - உள்ளியல்பு (Intrinsic) விழுமங்கள் - புறவுந்தல் (Extrinsic) விழுமங்கள் - குவலய உணர்வு (International Understanding) விழுமங்கள் - குழுசார்ர் (சமுதாய விழுமங்கள்) ___ விழுமவகைகளின் இயல்பு - இலக்கியங்களில் விழுமங்கள் : சங்க இலக்கியங்களின் முதல் தற்காலம் இலக்கியங்கள் வரை. விழுமச் சீரழிவினைச் சீர்செய்ய இலக்கியங்கள்.

செயல்பாடுகள்

- நடைமுறையுள்ள 6-10 அல்லது 9-12 ஆம் வகுப்புத் தமிழ் பாடங்களுக்கான கற்றல் - கற்பித்தல் நோக்கங்களை வரையறுத்தல்.
- தற்போதைய சூழலில் தமிழ்க் கல்வியின் நிலையினை மதிப்பீட்டு அறிக்கை தயாரித்தல்.
- அடிப்படைத் திறன் வளர்ச்சிக்கான பழகுசெயல்கள், துணைக் கருவிகள் தயாரித்தல்.
- கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட நுண்ணிலைப் பயிற்சியினை மேற்கொண்டு அவற்றைப் பதிவுசெய்தல்.
- கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட உற்றுநோக்கல். பாடம் கற்பிப்புத் திட்டப் பதிவேடுகளை நிறைவுசெய்தல்.
- பாடத் திட்ட அமைப்புபடி பாட திட்டம் ஒன்றைத் தயாரிக்கவும்.
- மாணவர்களிடையே விளையாட்டு முறை கற்பித்தலுக்கு ஏற்ற பாடப்பகுதியை கற்பித்தலுக்காக தயார் செய்தல்.
- பாடப் பகுதிகளில் உள்ள செய்யுள்களில் ஒலி நயமிக்க பாடல் ஒன்றினையும், சொல் நயமிக்க பாடல் ஒன்றினையும் தேர்ந்தெடுத்து அவற்றுள் அமைந்துள்ள நயங்களை வெளிப்படுத்துதல்.

பார்வை நூல்கள்

இலக்கண நூல்கள்:

- **வஜ்ரவேலு, சு.** மற்றும் விஜயா, கு.கல்வியின் புதுமைப் போக்குகள், சென்னை: ஜோதி புத்தக நிலையம், 9யு. மேக்மில்லன் தெரு.
- நன்னூல், யாப்பருங்கலக் காரிகை, தண்டியலங்காரம், நம்பியகப் பொருள், புறப்பொருள் வெண்பாமாலை.
- **சு.வஜ்ரவேலு,** அருந்தமிழ் கற்பிக்கும் முறைகள், அம்சா பதிப்பகம், சென்னை-(2009)
- **பி.இரத்தினசபாபதி,** செம்மொழிக் கல்வி (தமிழ்), சாந்தா பப்ளிஷர்ஸ், சென்னை (2007).
- **பேராசிரியர் கணபதி வி.** ஏ பிறர், தமிழ் கற்பித்தலில் புதுமைகள், சாந்தா பக்ளிஷர்ஸ், சென்னை (2007).
- **டாக்டர் மு.வரதராசனார்** ⎯ தமிழ் இலக்கிய வரலாறு ⎯ சைவ சித்தாந்த நூல் பதிப்பகம், சென்னை.
- **பேராசிரியர்: கணபதி வி.** ⎯ நற்றமிழ் கற்பிக்கும் முறைகள் - சாந்தா பப்ளஷர்ஸ், சென்னை.
- **வாசு அறிவழகன்** தமிழ் இலக்கியத்தில் உளப்பகுப்பாய்வு தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24.
- **ஆ.சுலோச்சனா,** அரங்கேறிய ஆய்வுகள், தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24.

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Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**TEACHING OF ENGLISH - PART-II**
COURSE CODE	:	**BED-13B**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- formulate instructional objectives in terms of observable terminal behavior of learners.

- enumerate the various instructional methods of teaching English;

- content analysis English subject at Secondary and Hr.Secondary level;

- understand the learning resources available for English;

- describe the principles of curriculum construction and curriculum development; and

- know about recent trends in teaching English.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching English in his/her classroom;
- transact the contents of English through appropriate teaching techniques;
- utilise various learning resources for Teaching English;
- refine English curriculum based on the principles of curriculum development; and
- adopt various approaches of English Teaching.

  (apply latest trends of Science/Social Science, etc. in the classroom teaching)

UNIT 1   INSTRUCTIONAL METHODS OF TEACHING ENGLISH

Story telling – dialogues - situational conversations - role plays – simulations – speech - games and contexts - language laboratories – pictures - authentic materials and multimedia resources - Reading aloud and silent reading - Extensive and intensive reading - Study skills - using thesauruses, dictionary, encyclopaedia, etc. - Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. - Methods - Grammar translation method - Direct method - Dr.West's New Method – Audio - lingual method - Natural method.

UNIT 2   CONTENT ANALYSIS AT SECONDARY AND HR. SECONDARY LEVEL

Teaching Prose – Poetry – Grammar – Composition – Teaching aids- Aims and procedure for teaching Intensive reader and Extensive reader -Teaching the communication skills – Listening – Speaking – Reading – Writing - Teaching English as a skill rather than a knowledge subject - challenges of teaching and learning English – Teaching grammar.

UNIT 3   LEARNING RESOURSES

Flash cards, Pictures, Charts, Models, Blackboard sketches- Mechanical aids – Overhead projector, Tape recorder, Lingua phone records, Radio and Television - Programmed learning – Language laboratory – Its advantages and utilization - Computer assisted language learning – Power point presentation – Identifying websites - Multimedia- Teamwork – Debate – Extempore – Brain Storming - Equitable participation and Simultaneous interaction.

UNIT 4   SCHOOL ENGLISH CURRICULUM DEVELOPMENT

Principles of Curriculum Construction - Limitations in the existing school English language curriculum – Skill of Fluency – Elements of English phonetics – The listening process – The oral skills – Skill of reading – Vocabulary – Skill of writing Qualities of a good English text book-Text book review.

UNIT 5   APPROACHES IN TEACHING ENGLISH

The impetus for the development of communicative language Teaching(CLT)- English for Occupational purpose(EOP)-Priorities to promote the climate in classrooms – Study skills and Teaching grammar – Teaching Literature – Teaching Aids. Communicative approach – Eclectic approach to language teaching and learning.

PRACTICUM

- Prepare a lesson plan for teaching prose, structural items, vocabulary items, Comprehension passages, poetry and composition.
- Prepare a blue print to set questions for a unit test.
- Collect ten examples of Grammar in context from English Text books of classes VI to VIII and have a group discussion.

REFERENCES

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- **Aggarwal, J. C. 2002** *Principles, Methods & Techniques of Teaching. UP : Vikas Publishing House Pvt Ltd. Aggarwal, J. C. Essentials of Educational Technology. UP : Vikas Publishing House Pvt Ltd.*
- **Kohli, A.L. (2002)** *Techniques of English Methodology and content. Tandon Publications.*
- **Marlow Ediger, B.S. Venkata Dutt, D. Bhaskara Rao (2003)** *Teaching English Successfully. Discovery publishing house.*
- **Paul Verghese, C. (2003)** *Teaching English as a Second Language, Sterling Publishers.*
- **Dr. Sachdeva. M.S. (2001)** *A New Approach to Teaching of English in India Tandon Publication.*
- **Sareswathi. V. (2004)** *English Language Teaching Orient Longman Publishers.*
- **Sharma. S.R. (2003)** *Modern Methods of Teaching English. Book Enclave Publishers.*
- **Tamil Nadu Text Book Corporation (2002)** *English Language Education.*
- **Venkateswaran. S. (1995)** *Principles of Teaching English, New Delhi : Vikas Publishing House.*
- **Verma, S.K. (1994)** *Teaching English as a Second language, India.*

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE   :   **TEACHING OF SPECIAL ENGLISH - PART-II**

COURSE CODE   :   **BED-14B**

COURSE CREDIT   :   **3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- enumerate the various advanced instructional methods of teaching English;

- content analysis school text book from VI to XII std.;

- understand English as a Foreign Language;

- explain Phonetics and Spoken English;

- describe ELT through drama, newspaper, songs and Multimedia; and

- learn Communicative Language Teaching (CLT) and English for Occupational Purpose (EOP).

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- teach effectively with help of language laboratory;

- design English curriculum based on the principles of curriculum development;

- make English classroom lively to learn as second language;

- teach phonetics and production of speech mechanism; and

- adopt recent development in English in his/her career.

UNIT 1   ENGLISH LANGUAGE LABORATORY

Instructional objectives (General, specific) Learning at Language laboratory - Impact of language laboratory on English language learning- - Role of Language Lab in developing spoken skills - modern language teaching - Audio Resources- Linguaphone, Audio cassettes, CD's, recorder, dictionaries , Radio Broadcast, educational films, Computer Assisted Instruction- Concept.

UNIT 2   ENGLISH   CURRICULUM   AT   SECONDARY   AND   HIGHER   SECONDARY LEVEL

Analyse school English text book from VI to Xll std. Planning co-curricular activities like dialogues, group discussion, debates, extempore, dramatics,

Interviews, workshops, quiz, puzzle , short speech, choral recitation of rhymes, pair work, group work , eliciting and seminar etc. The curriculum of English in the secondary school.

UNIT 3   **ENGLISH CLASSROOM CLIMATE**

English as a Second language, English as a Foreign Language ESL/EFL - Communicative Language Teaching (CLT): - Design and complete a plan to measure the school climate and identify resources to improve the climate in English classrooms - how Students learn in a mixed environment of the intellectual, social, emotional and physical environments in English classroom. develop and use of different teaching material in the English classroom - Traditional learning resources - Technology based learning resources.

UNIT 4   **PHONETICS AND SPOKEN ENGLISH**

Phonetics and phonology-Production of speech Mechanism – Phonetic symbols – consonants. Word stress-Sentence-Stress. Intonation and Rhythm – Wovels and Diphthongs.

UNIT 5   **RECENT DEVELOPMENT IN TEACHING OF ENGLISH**

ELT Through Drama, Newspaper songs and multimedia – Varieties of Language – Immediate constituent Analysis - Ways to develop creative writing among school children. Note taking and Note making Teamwork – Debate – Extempore – Brain Storming - Communicative language Teaching(CLT)- English for Occupational purpose(EOP) – Use of Reference material.

PRACTICUM

- Write a report of your observation on a prose teaching of your English teacher.
- Use your class Teamwork to acquire English language learning.
- Write a lesson plan to teach the grammar Tens and its four kinds.
- Prepare different types of vocabulary exercises.

REFERENCES

- **Ahuja G.C.K. Pramila (1994).** *How to increase reading speed Sterling Publishers.*
- **Brown K. (Editor) (2005)** *Encyclopaedia of Language cup.*
- **Doughty Peter (1994)** *Language English and the curriculum Schools Counselling Programme in Linguistic and English Teaching.*
- *Ediation, London Edward Arnold.*
- **Gimson. A.C. (1989)** *An Introduction to the Pronunciation of English chapter 4, 4th revised*
- **Kudchedkar (2002)** *English Language Teaching in India, Chennai : Orient Longman.*

- ***Ladousse. G.P. (2004)*** *Role play; Oxford : Oxford University Press.*
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- *Yule G. (1996). The study of Language Cambridge.*
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- ***Vaidyyanathan, P.K. (2003)*** Methods of Teaching English Shantha Publishers, Chennai-8.

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Tamil Nadu Open University
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Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**TEACHING OF MATHEMATICS – PART-II**
COURSE CODE	:	**BED-15B**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- learn important mathematics: mathematics is more than formulas and mechanical procedures;
- channelize, evaluate, explain and reconstruct their thinking;
- acquire competence in teaching mathematics and structuring lesson plans;
- develop competencies for teaching-learning mathematics through various measures;
- examine the language of mathematics, engaging with research on children's learning in specific areas; and
- understand the recent trends in mathematics.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Mathematics in his/her classroom;
- transact the contents of Mathematics through appropriate teaching techniques;
- utilise various learning resources for Teaching Mathematics;
- refine Mathematics curriculum based on the principles of curriculum development; and
- apply latest trends of Mathematics in the classroom teaching.

UNIT 1   INSTRUCTIONAL METHODS

Different Approaches of Teaching Mathematics - Inductive and Deductive methods – Analytical and Synthetic – Lecture - Lecture cum demonstration method - Heuristic/Discovery Methods - Project method – Problem Solving Method - Techniques – Individualized Instruction – Programmed Instruction – CAI :Steps for developing, advantages and disadvantages, CAL, CMI – Play-way Technique.

UNIT 2   **CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL**

Selecting the content for instruction - Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry and Statistics etc.); Organisation of concepts for teaching-learning of mathematics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT and its applications – catering to different learning needs of learners.

UNIT 3   **LEARNING RESOURCES**

Mathematics for all – Identifying learners strength and weaknesses - Activities enriching mathematics learning –supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities and Textbooks - Using community resources for mathematics learning - pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNIT 4   **SCHOOL MATHEMATICS CURRICULUM**

Curriculum – Meaning, Definition, Types of Mathematics Curriculum - Principles, Approaches and Models of curriculum development in mathematics - designing curriculum at different stages of schooling - Some highlights of curriculum like vision of school mathematics - Main goal of mathematics education - Pedagogical analysis and Planning.

UNIT 5   **RECENT TRENDS IN MATHEMATICS**

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning - Maths website – Math Journal – Mathematics as Resource – Mathematics in Astronomy - Mathematics in Engineering – Mathematics in Bio Informatics, Mathematics in Scientific Computing.

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).

- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in Mathematics.
- Critical analysis of content – Syllabus of Standard VI – XII.

REFERENCES

- **Agarwal, S.M. (1994).** *Teaching of Modern Mathematics. New Delhi: Dhanpat Rai & Sons.*
- **Bloom, B.S. (1956).** *Taxonomy of Educational Objectives, Cognitive Domain Book. New York: Moleay*
- **Carey, L.M. (1988).** *Measuring and Evaluating School Learning.Boston: Allyn and bacon.*
- **Dutton, Wilbur. H & Adam, L.J. (1962)**. *Arithmetic for Teachers.Englewood Eliffs: Prentice Hall Inc. Backhouse. (1967). Statistics.London: Longman.*
- **NCERT. (2015).** *Content-Cum-Methodology of Teaching Mathematics. New Delhi: NCERT.*
- **NCERT. (2015).** *Mathematics Text book for class X. New Delhi: NCERT Publication.*
- **Servais, Wand Varga, T. (1971)**. *Teaching School Mathematics.UNESCO: A UNESCO Source Book, Penguin Books.*
- **Singh, U.N & Others. (1992).** *Mathematics - A Text Book for Class VIII Part I. New Delhi: NCERT.46*
- **Singhal, P.K. (1996).** *Planned Mathematics for class X and IX. New Delhi: National Council of Educational Research and Training.*
- *The Current Text book in Tamilnadu for Mathematics.*
- **Venir, M. (1987).** *Programming in BASIC Problem Solving with Structure and Style. Jico Publishing House.*
- **Wickelgren, Wayne, A. (1974).** *How to Solve Problems. W.H.Freeman, San Fransisco. Content-Cum-Methodology of Teaching Mathematics. New Delhi: NCERT.*

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE   :   TEACHING OF SCIENCE-PART-II

COURSE CODE   :   BED-16B

COURSE CREDIT   :   3+1

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- stimulate curiosity, inventiveness and creativity in science;
- acquire competence in teaching Science and structuring lesson plans;
- develop competencies for teaching-learning Science through various measures;
- interpret Science text book from VI to XII std.; and
- understand the recent trends like multimedia, Web based Learning, Scientific computing related to Science .

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Science in his/her classroom;
- transact the contents of Science through appropriate teaching techniques;
- utilise various learning resources for Teaching Science;
- refine Science curriculum based on the principles of curriculum development; and
- apply latest trends of Science in the classroom teaching.

UNIT 1   INSTRUCTIONAL METHODS

General Methods of Teaching Science – Teacher – centred Methods: Lecturer method, Lecture cum demonstration method – Pupil-centred Methods: Laboratory method, Assignment method, Discussion method, Heuristic method, Project method, Problem solving method, Scientific method – Techniques of Teaching Science: Panel Discussion, Seminar, Symposium, Workshop, Team teaching, Personalised System of Instruction, Computer Assisted Instruction, Modular approach, Active learning method, Activity based learning – Merits and Limitations.

UNIT 2   CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL

Content Analysis: Meaning, Definition, Need – Framework for Pedagogical Content Knowledge in Science Teaching -   Selecting the Content for Instruction   Identification   of   Concepts   -   Developing   learning experiences/activities - Identifying concepts to be transacted at various level - Organisation of concepts for teaching-learning of science: Stating Instructional Objectives, Identifying Learning Experiences, Appropriate Strategies, Teaching Aids (Using low-cost material & preparation of various activities) - ICT applications: Evaluation tools and learners participation in developing instructional materials, etc.

UNIT 3   LEARNING RESOURCES

Meaning, Importance of teaching aids, Classification of teaching aids, Criteria for selection of appropriate teaching aids, Mass media and its advantages, Qualities of good text book, Use of Text Book in and outside the classroom, criteria for evaluation of science textbook - science library.

UNIT 4   SCHOOL SCIENCE CURRICULUM

Science Curriculum - Modern concept of curriculum - Defects in the present curriculum construction - Principles of Curriculum construction - Factors that affect curriculum organization - Principles to be observed in the selection and organization of science content - Organization of content - Criteria for organization - Development of syllabus in relation to major concepts in science - Types of content organization - Approaches to curriculum organization - A critical study of Tamil Nadu Secondary Science Curriculum

UNIT 5   RECENT TRENDS IN SCIENCE

Multimedia - Internet and its uses - E-Learning: definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning - Science Websites – Scientific Computing – Science Journals – Science Lab – Science Resource Centre.

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).
- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in science.
- Critical analysis of content – Syllabus of Standard VI – XII.

REFERENCES

- **Anderson, R.D et al. (1992).** *Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project, University of Colorado, U.S.A.*
- **Bloom, B.S. (1956).** *Taxonomy of Educational Objectives, Cognitive Domain Book. New York: Moleay*
- **Carin & Robert Sund, (1989).** *Teaching Modern Science (Fifth Edition), Merill Publishing Co., U.S.A.*
- *Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education, Vol. VI, UNESCO, Paris.*
- **NCERT. (2015).** *Content-Cum-Methodology of Teaching Biology. New Delhi: NCERT.*
- **NCERT. (2015).** *Biology Text book for class X. New Delhi: NCERT Publication.*
- **Tamilnadu State Govt (2015)** *Samchir Kalvi Biology Text book.*
- **Zaida,S.M.(2004).** *Modern Teaching of Science.New Delhi:Anmol Publications Pvt.Ltd.*

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**TEACHING OF SOCIAL SCIENCES–PART-II**
COURSE CODE	:	**BED-17B**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- apply different teaching methods and techniques while teaching Social Science;
- understand the principles of   curriculum constructional process;
- enumerate the principles of social science curriculum while analyzing the contents in the text books prescribed by the Government of Tamil Nadu;
- content analysis Social Science text book from VI to XII std.; and
- demonstrate the recent trends in Social Science.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Social Sciences in his/her classroom;
- transact the contents of Social Sciences through appropriate teaching techniques;
- utilise various learning resources for Teaching Social Sciences;
- refine Social Sciences curriculum based on the principles of curriculum development; and
- apply latest trends of Social Sciences in the classroom teaching.

UNIT 1   INSTRUCTIONAL METHODS

Teaching methods :- Lecture method, Text book method, Inductive and Dedective method, Problem Solving method, Oral method, Review, Drill and practices, Drama or play method, Historical method, Project method, Assignment writing method – Heuristic / Discovery method / laboratory method or Dalton plan. Teaching Technique, Strategies: - Socialized Recitation Techniques, Team teaching, Field trips, Survey and Source project, Seminar, Symposium, Panel discussion, Brain Storming, Workshop and Debate – Individualised Instruction.

UNIT 2   CONTENTS ANALYSIS OF SOCIAL SCIENCE TEXT BOOKS

Subject content prescribed for classes VI, VII, VIII, IX, X by the Tamilnadu Text Book Society - content selection on instruction - identifying concepts to be transacted at various level with special emphases on content - organization of concepts for teaching learning of social science – stating instructional objectives, identifying learning experience, appropriate strategies, teaching aids - preparation of various activities using low cost materials – ICT applications, evaluation tools and learners participation in developing instructional materials.

UNIT 3   LEARNING RESOURCES

Identifying learners strength and weakness – activities enriching social science learning – assisting learning, supplementary text materials - Need for selection of appropriate media and resources in Learning: media and resources and its application in class room instruction – Edgar Dales cone of experience, Audio visual Aids: Library and Laboratory – museum - study circles – social studies clubs, instructional aids – preparation & improvisation and effective using chart – models - scrap books - media (print, non print and electronic media) maps, globe, bulletin board – display board smart – using community resources for learning social science.

UNIT 4   SOCIAL SCIENCE IN THE SCHOOL CURRICULUM

Meaning - objectives of curriculum – importance and principles of Curriculum designing curriculum – designing school curriculum at different stages of schooling – some highlights of curriculum - vision of school social science – organization and planning of co–curricular activities in social science : school magazine, exhibition. Visit to assembly and parliament, students council, youth parliament, educational tours, album making, photography, projects on great historical figures – Social Science in the School curriculum.

UNIT 5   RECENT TRENDS IN SOCIAL SCIENCES

Multi media – internet and its uses – E-Learning : Definition, meaning, models and characteristics , E. Learning tools – Benefits – web based learning – social science journal , social science resource centre – current trends in teaching social sciences.

PRACTICUM

- Multimedia presentation minimum 20 slides
- Linear programming (minimum 20 frames)
- Identification and cataloguing of three websites related to the prescribed school curriculum
- Evaluating reports of three websites in social science
- Critical analysis of syllabus of standard VI – X

REFERENCES

- **Blooms ,B.S. (1956)** Taxonomy of Educational Objectives, Cognitive Domain Book, New York.
- **Ediger Marlow (1998)** Caring and the Elementary Curriculum ERIC – ED. 422168.
- **Mehalinger, M.D. (1981)** UNESCO Hand Book for the Teaching of Social Science.
- **NCERT (2015)** Content cum methodology of teaching social science NCERT ,New Delhi
- **NCERT (2015)** Social science text books for X Std NCERT New Delhi.
- **Seema Sharma (2004)** Theory of Social, Anmol Publications Pvt Ltd., New Delhi -2.
- **Vashist S. R. (2004)** Theory of Social Science, Anmol Publications PVT Ltd, New Delhi – 2.

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Tamil Nadu Open University
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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE   :   **TEACHING OF COMPUTER SCIENCE-PART-II**

COURSE CODE   :   **BED-18B**

COURSE CREDITS   :   **3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:
- identify the educational objectives in teaching and learning of computer science;
- gain knowledge about various instructional methods;
- learn different types of teaching aids and understand their purpose;
- set up and maintain a computer laboratory; and
- Know about recent developments in teaching Computer Science.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:
- apply various methods of teaching Computer Science in his/her classroom;
- transact the contents of Computer Science through appropriate teaching techniques;
- utilise various learning resources for Teaching Computer Science;
- refine Computer Science curriculum based on the principles of curriculum development; and
- apply latest trends of Computer Science in the classroom teaching.

UNIT 1   INSTRUCTIONAL METHODS

Approaches and Methods of Teaching Computer Science - Inquiry and Problem solving approach - Inductive and Deductive approach - Lecture cum demonstration method - Project method - Scientific Method and Concept Mapping – Individualized instruction – Programmed instruction – CAI, CAL, CMI – CAI : steps for developing, modes, advantages and disadvantages.

UNIT 2   CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL

Selecting the content - Identifying concepts at various levels - with special emphasis on content - Organization of concepts - Stating instructional objectives - Identifying learning experiences - Appropriate strategies - Teaching

aids – Activities (verification of programmes, power point slides, developing application software, identification and evaluation of websites, usage of Office 365, preparation of a network model, etc.) - ICT applications - Evaluation tools.

UNIT 3   LEARNING RESOURCES

Need and importance of Instructional Resources - Audio–Visual aidsand their classification - Visual media - Projective aids - Improvised teaching aids - Interactive White Board - Power Point presentation - Instructional Resource Centre – Planning - Preparation of Teaching Aids. Computer Science Laboratory: Need, importance, setting, organization - Computer practical - Laboratory Techniques – Registers.

UNIT 4   SCHOOL COMPUTER SCIENCE CURRICULUM

Curriculum in computer science - Principles of planning Computer Science - Curriculum at Secondary/Higher secondary school level – Process of computer science Curriculum Construction - Modern Trends in computer science Curriculum - Characteristics of Progressive Curriculum- NCERT Curriculum – CBCS and Nuffield Secondary Science Project.

UNIT 5   LATEST TRENDS IN ICT

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Virtual Learning - Web Based learning - Teleconferencing / Videoconferencing - Desk top publishing - Online courses - Social Networks - Blogs - Cloud computing - Android - Cyberspace - Threats and Solutions - Spyware protection - MS Office 2013.

PRACTICUM

- Preparation of instructional materials in Computer Science
- Developing application software at least two in number in education.
- Multimedia Presentation (Minimum 20 slides)
- Linear Programming (Minimum 20 frames)
- Identification, cataloguing, evaluating and writing reports of 3 websites related to the prescribed school curriculum
- Preparation of networking model
- Usage of Office 365

REFERENCES

- **Bloom, B.S. (1956).** Taxonomy of Educational Objectives, Cognitive Domain Book. New York: Moleay
- **Craig Zacker. (2001).** Networking: The Complete Reference. Tata McGraw- Hill Publishing
- **Goel, H.K (2007).** Teaching of computer science. New Delhi:R.Lall Books
- **Harley, H.K. (2007).** The internet: complete reference. New Delhi: Tata McGraw HillPublishing Company Limited.
- **Krishnan, N. (2001).** Computer Fundamentals and Windows with Internet Technology . SciTech Publications Pvt. Ltd
- **KrishnaSagar, (2005).** ICTs and teacher training, Delhi: Tarun offset.
- **NCERT. (2015).** Content-Cum-Methodology of Teaching Computer Science. New Delhi: NCERT.
- **NCERT. (2015).** Computer Science Text book for class XI. New Delhi: NCERT Publication.
- **NCERT. (2015).** Computer Science Text book for class XII. New Delhi: NCERT Publication.
- The Current Text book in Tamilnadu for Computer Science.

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**TEACHING OF COMMERCE AND ACCOUNTANCY - PART-II**
COURSE CODE	:	**BED-19B**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- learn the importance of Commerce and Accountancy in economic and business organization;

- channelize, evaluate, explain and reconstruct their thinking;

- acquire competence in teaching Commerce and Accountancy at Secondary and Higher Secondary Level;

- develop competencies for teaching-learning Commerce and Accountancy through various branches; and

- examine the trade of Commerce engaging with research on children's learning in future consumerism.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Commerce & Accountancy in his/her classroom;

- transact the contents of Commerce & Accountancy through appropriate teaching techniques;

- utilise various learning resources for Teaching Commerce & Accountancy;

- refine Commerce & Accountancy curriculum based on the principles of curriculum development; and

- apply latest trends of Commerce & Accountancy in the classroom teaching.

UNIT 1   INSTRUCTIONAL METHODS

Different Approaches of Teaching Commerce and Accountancy – Lecture - Lecture cum demonstration method - Inductive and Deductive methods – serve and market studies - project method – Problem solving method - seminar – Symposium – workshop technique – panel discussion - Role playing - Individualized Instruction

– Programmed Instruction –PSI – CAI - CMI - Video conferencing -   types of CAI, advantages and disadvantages.

UNIT 2   CONTENT ANALYSIS – HIGHER SECONDARY LEVEL

Selection of content for instruction gradation of Materials for school and college level vocational areas. Identified in the Tamil Nadu Higher Secondary stage under the heading "Business and Commerce" organization of concepts for teaching learning of Commerce and Accountancy knowledge about the subject- Identifying learning experiences – appropriate strategies – teaching aids (using low-cost Material – Preparation of various activities such as verification of branches of Commerce, Banking, Insurance, types of Transport, ware housing, advertisement, online trading, e-commerce, etc) ICT applications evaluation tools and learners participation in developing instructional materials etc.

UNIT 3   LEARNING RESOURCES

Human being day today activities is Commerce – Identifying learners – strength and weakness - Activities enriching Commerce and Accountancy learning – assisting learning Using community resources for commerce and establishing link between school and community – Field trip – work experience, education programs involve teachers, counsellor, Students, Parents, and employers – Guest – Speakers – Developing Commerce Interest and attitude activities – Commerce Department – Commerce laboratory and its effective use – Commerce club and its association activities – School Bank – School Co-operative Societies – Text books – business journals – Importance of collateral readings.

UNIT 4   SCHOOL COMMERCE AND ACCOUNTANCY CURRICULUM

Curriculum – Definition – types of Curriculum -   Principles for designing curriculum - designing curriculum at different stages of schooling – XI & XII standard Commerce and Accountancy Syllabus. Selection of materials – Gradation of material for school and College level – comparison of CBSE, State board Commerce and Accountancy Syllabus – Defects of the present Curriculum of Commerce and Accountancy Education. Suggestion of removing of defects of Curriculum – latest trends Curriculum Construction in developed countries. Academic and Vocational Curriculum – different approaches Commerce Curriculum – Curriculum and Syllabus.

UNIT 5   RECENT TRENDS IN COMMERCE AND ACCOUNTANCY

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning – Commerce and Accountancy website – module preparation of e-Content development – exploration of IT resources and Commerce and Accountancy – Role of Computer in Teaching Commerce and Accountancy – World Trade Organization (WTO) – Liberalization , Privatization and Globalization (LPG) – Value added tax (VAT).

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).
- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in Commerce and Accountancy
- Critical analysis of content – Syllabus of Standard XI & XII
- Preparing Digital lesson plan any one of Commerce lesson in XI Standard.

REFERENCES

- **Bloom, B.S. (1956).** Taxonomy of Educational Objectives, Cognitive Domain Book. New York: Moleay
- **Boynion L.**O (1995) Methods of teaching book keeping Cincinatti. South Weston Publication Company
- **Brintha.** S (2015) Teaching of Commerce APH Publication Corporation New Delhi.
- **Brintha.** S (2015)   Teaching of Commerce & Accountancy APH Publication Corporation New Delhi.
- **Carey, L.M. (1988).** Measuring and Evaluating School Learning. Boston: Allyn and bacon.
- **James M.**L (1965) Principles and methods of secondary education New York. McCraw – Hill publisher company ltd.
- **James M.**L (1965) principles and methods of secondary education New York. McCraw – Hill publisher company ltd.
- **NCERT. (2015).** Content-Cum-Methodology of Teaching Commerce and Accountancy New Delhi: NCERT.
- **NCERT. (2015).** Commerce and Accountancy Text book for class X. New Delhi: NCERT Publication.
- The Current Text book in Tamilnadu for Commerce and Accountancy XI & XII

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**TEACHING OF ECONOMICS –PART-II**
COURSE CODE	:	**BED-20B**
COURSE CREDIT	:	**3+1**

COURSE OBJECTIVES

At the end of the course, the student - teacher will be able to:

- learn the different Instructional Methods of teaching Economics;
- understand the importance of Evaluation tools for Economics;
- describe the significance of instructional material available for teaching Economics;
- appreciate the objectives, principles and designing of school Economics curriculum; and
- examine the recent ICT available for teaching of Economics.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Economics in his/her classroom;
- transact the contents of Economics through appropriate teaching techniques;
- utilise various learning resources for Teaching Economics
- refine Economics curriculum based on the principles of curriculum development; and
- apply latest trends of Economics in the classroom teaching

UNIT 1 INSTRUCTIONAL METHODS

Different Approaches of Teaching economics. Inductive and Deductive methods –panel discussion method - Lecture cum demonstration method – Socialized recitation method- Project method – Problem Solving Method - Techniques – Individualized Instruction – Programmed Instruction – CAI, CAL, CMI, CAI : Steps for developing, advantages and disadvantages – Play-way Technique.

UNIT 2 CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL

Selecting the content for instruction - Identifying concepts to be transacted at various level with special emphasis on content (Interest, Attitude, motivation - Negotiating with learner's meaning). Organisation of concepts for teaching-learning of economics. Stating instructional objectives, identifying learning

experiences, appropriate strategies, teaching aids ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.

UNIT 3   LEARNING RESOURCES

Meaning of the term instructional materials – significance of instruction material in the teaching of economics, Principles for the effective use of Instructional Materials Edgar Dale's cone of experiences - classification – Types of conventional and modern instructional aids in teaching of economics.

UNIT 4   SCHOOL ECONOMICS CURRICULUM

Objectives of curriculum -   Principles for designing curriculum - designing curriculum at different stages of schooling - Some highlights of curriculum like vision of school economics - Main goal of economics education - Core areas of concern in school economics - Curricular choices at different stages of school economics education - Construction of syllabi in various disciplines of economic-methods of organising content material-latest trends in curriculum construction in developed countries and developing countries.

UNIT 5   RECENT TRENDS IN ECONOMICS

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning - Economic website – Security scam – FERA, FEMA – Foreign investment and its impact – sustainable development – water economy – Waste Management – Women self help groups – Hyper market – Balance of Global Economy – Pressure on Commodities – Environmental Change – Rogue Economics – contribution of recent noble laureate in economics.

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).
- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in Economics.
- Critical analysis of content – Syllabus of Standard XI & XII.

REFERENCES

- ***Arthur, C. Bining, David H. Bining, (1952).*** *Teaching the Social Studies in Secondary Schools, London : McGraw Hill Book Company.*

- ***Arthur, C. Bining, David H. Bining, (1952).*** *Teaching the Social Studies in Secondary Schools, New York : McGraw Hill Book Company Inc.*

- ***Avtar Singh. (2004).*** *Instructional Objectives of School Subjects. New Delhi: National Council of Educational Research and Training.*

- ***Earl. S. Johnson, (1956).*** *Theory and Practice of the Social Studies. New York : The Macmillan company.*

- ***Georgia Sachs Adams.*** *Measurement and Evaluation in Education, Psychology and Guidance. New York, Rinehart and Winston.*

- ***Harikrishnan, M. (2006).*** *Methods of Teaching Economics, Chidambaram : Thirumalvalavan Publications.*

- ***Hary, A. Greene, Albert, N. Jorgensen and Raymond Gerberich. J.*** *Measurement and Evaluation in the Secondary School, New York. Longmans, Green and Co.*

- ***James Hemming (1950).*** *The Teaching of Social Studies in Secondary Schools, London : Longmans.*

- ***Vernon, S. Gerlach Donald, P. Ely. (1980).*** *Teaching and Media – a Systematic Approach. New Jersey : Prentice-Hall, Inc. Englewood Cliffs.*

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