Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE   :   **CURRICULUM AND SCHOOL**

COURSE CODE   :   **BED-06**

COURSE CREDIT   :   **3+1**

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.

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/FIA-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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Tamil Nadu Open University
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Chennai – 15

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**

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.

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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Tamil Nadu Open University
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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

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).

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 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

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.

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.

REFERENCES

- **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
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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE	:	**ASSESSMENT OF LEARNING – PART-II**
COURSE CODE	:	**BED-05B**
COURSE CREDIT	:	**3+1**

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

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

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*

- **T.and Borich,G. (2003),** *Educational Testing an Measurement, John Wiley and Sons, Singapore*

- **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.

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. ஐவகைப்பாடங்கள் : (செய்யுள், உரைநடை, துணைப்பாடம், கட்டுரை, இலக்கணம்) - பாடங்கள் பகுப்பாய்வு ó நான்கு வகை திறன்கள் : (பார்த்தல், படித்தல், கேட்டல், எழுதுதல்) ó 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 ó கல்வி ஏற்பாடு உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - தேசிய கல்விக் கொள்கை ó 1986 முதல் இன்றுவரை - இன்றைய கல்வியில் ஏற்படும் சிக்கல்கள் - பள்ளிக் கல்வி ஏற்பாடு ó தமிழ் மொழியின் இடம் - தமிழ் கற்பித்தலின் நோக்கங்கள் - மொழிப் பாடத்தின் சிறப்புக் கூறுகள் - தேசிய கல்விக் குறிக்கோளும் பள்ளிக் கல்வி ஏற்பாட்டிற்கும் உள்ள தொடர்பு ó வழிகாட்டும் கொள்கைகள் - சூழல் விழிப்புணர்வு ó கல்வி உரிமைகள் - கல்வியைப் பரவலாக்க அரசின் செயல் திட்டங்கள் - மதிப்புக் கல்வி.

| பிரிவு 5 | தமிழ்கற்பித்தலில் அன்மைக்கால வளர்ச்சி |

மொழிக்கல்வியில் கணினி தமிழ்இணையம் - விண்ணரங்கம் - மின்கற்றல் - உருவமாதிரிகள் - செயற்கைக்கோள் - தகவல்தொழிற்நுட்பமும் மொழிக்கற்பித்தலும் - மின்னுப்பாடம் தயாரித்தல் - உளவியல் அடிப்படையில் தாய்மொழி ó 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.

- புடத் திட்ட அமைப்புபடி பாட திட்டம் ஒன்றைத் தயாரிக்கவும்.

- மாணவர்களிடையே விளையாட்டு முறை கற்பித்தலுக்கு ஏற்ற பாடப்பகுதியை கற்பித்தலுக்காக தயார் செய்தல்.

பார்வை நூல்கள்

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

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- *பி.இரத்தினசபாபதி, செம்மொழிக் கல்வி (தமிழ்), சாந்தா பப்ளி'ர்ஸ், சென்னை (2007).*

- *பேராசிரியர் கணபதி வி. ரூ பிறர், தமிழ் கற்பித்தலில் புதுமைகள், சாந்தா பப்ளி'ர்ஸ், சென்னை (2007).*

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- இரத்தின சபாபதி பி. – கல்வியில் தேர்வு - சாந்தா பப்ளிசர்ஸ், சென்னை.

- பேராசிரியர்: கணபதி வி. – நற்றமிழ் கற்பிக்கும் முறைகள் - சாந்தா பப்ளி்ர்ஸ், சென்னை.

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

- ஆ.சுலோச்சனா, அரங்கேறிய ஆய்வுகள், தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24.

***

பாடத்தலைப்பு	:	சிறப்புத் தமிழ் கற்பித்தல் - பகுதி-ஐஜ
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

பிரிவு 1   முத்தமிழின் வளர்ச்சி நிலை

இலக்கிய வகை : கவிதை யாப்பியல் நூற்கள் - ஓவ்டிவான்றைப் 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 செயலூக்கம் - 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 ó வளர்நிலை.

பிரிவு 4   மொழியின் பணிகளும் மொழியாக்கமும்

மொழியின் பணிகள் : சுட்டல் (Referential), கிளர்த்தல் (Expressive), தூண்டல் (Conative), 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 : நம்பிக்கையுடைமழு பணிவு-பொறுப்பு ó நேர்மை ó பிறரைக் கருதுதல் - குடிமை ó பருப்பொருள் விழுமங்கள் : முருகியல் : முருகியல் விழுமங்களும் கல்வியும், அறிவார்ந்த விழுமங்கள்: மாந்தநேயம், திறனாய்வுச் சிந்தனை ó படிப்பார்ந்த மதிப்புகள் (Academic values) ó அறிவியல் விழுமங்கள் - உள்ளியல்பு (ஐவெநசௌ஡) விழுமங்கள் - புறவுந்தல் (Extrinsic) விழுமங்கள் - குவலய உணர்வு (International Understanding) விழுமங்கள் - குழுசார்ர் (சமுதாய விழுமங்கள்) ó 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. புடம் கற்பிப்புத் திட்டப் பதிவேடுகளை நிறைவுசெய்தல்.*
- *புடத் திட்ட அமைப்புபடி பாட திட்டம் ஒன்றைத் தயாரிக்கவும்.*
- *மாணவர்களிடையே விளையாட்டு முறை கற்பித்தலுக்கு ஏற்ற பாடப்பகுதியை கற்பித்தலுக்காக தயார் செய்தல்.*

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

பார்வை நூல்கள்

இலக்கண நூல்கள்:

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- ஆ.சுலோச்சனா, அரங்கேறிய ஆய்வுகள், தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24.

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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 ENGLISH - PART-II**

COURSE CODE : **BED-13B**

COURSE CREDIT : **3+1**

OBJECTIVES

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

- formulate instructional objectives in terms of observable terminal behaviors 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.

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

- **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.*
- **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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Tamil Nadu Open University
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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**

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).

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.*
- *The Internet Test Journal Vol VIII, No.7, July 2002 Retrieved Sep 1, 2007 from* http://iteslji.org/Kodot chigora - Roleplay.html.
- *Yule G. (1996). The study of Language Cambridge.*
- **Dr. Sachdeva. M.S. (2001)** *A New Approach to Teaching of English in India Tandon Publication.*
- **Vaidyyanathan, P.K. (2003)** Methods of Teaching English Shantha Publishers, Chennai-8.

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B.Ed Syllabus – II year (Distance Mode)

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

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.

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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Tamil Nadu Open University
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<center>**B.Ed Syllabus – II year (Distance Mode)**</center>

COURSE TITLE   :   TEACHING OF SCIENCE-PART-II

COURSE CODE   :   BED-16B

COURSE CREDIT   :   3+1

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 .

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.*
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- **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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Tamil Nadu Open University
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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

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.

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 BOOK

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 SCIENCE

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

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.

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.

Tamil Nadu Open University

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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

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.

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.*

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Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE :   **TEACHING OF ECONOMICS –PART-II**

COURSE CODE :   **BED-20B**

COURSE CREDIT   :   3+1

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.

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.

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