



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

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.

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

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.

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 Skinner's 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 counsellor 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, Jogh 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 Adisheshaiah, 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

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'.

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, Determinants 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

- **Bhatia, R.L.Gr.Ahiya, B.N.(2008).** *History of modern Indian Education; Surjeet Publications.*
- **Editor-Kiran .B. Chokae Mamata Pandya** *Understanding Environment.*
- **Gaudotra,V.& Patel,S (2009).** *Women working condition and efficiency New Delhi: New Century Publication.*
- **Kelu.P (2000)** *Environmental Education – A conceptual Analysis Calicut: Calicut University.*
- **Lakshmi, S.(1990).** *Challenges in Education. New Delhi: Streling Publication.*
- **Nanda V.K.** *Environmental Education, New Delhi: Anmol Publications PVT LTD.*
- **NCERT. (2005).** *National Curriculum framework. New Delhi: NCERT.*
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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

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.

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 - Multi-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, Johan.**, *"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

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.
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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.*
- **Nanda V.K.** *Environmental Education, New Delhi: Anmol Publications Pvt. Ltd.*
- **N.C.E.R.T. (1981)** *Environmental Education of the School level. A lead paper. New Delhi NCERT publication.*



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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

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.

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*

- **Kubiszyn,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 and Evaluation in Education*, Shree publishers, New Delhi
- **Sharma, R.A. (2008)** *Essentials of Measurement*, Lall Book Depot, Meerut
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தமிழ்நாடு திறந்தநிலைப் பல்கலைக் கழகம்
கல்வியியல் பள்ளி
சென்னை - 15

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;

பிரிவு 1 தமிழ் கற்பித்தலின் தன்மையும் இலக்கும்

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

பிரிவு 2 தமிழ் கற்பித்தலின் நோக்கங்கள்

மொழி நோக்கம்-இலக்கிய நோக்கம்-சமூக பண்பாட்டு 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.

பார்வை நூல்கள்

- நன்னூல், யாப்பருங்கலக்காரிகை, தண்டலங்காரம், 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 அறிவுழகன்** தமிழ் இலக்கியத்தில் உள்பகுப்பாய்வு 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.



தமிழ்நாடு திறந்தநிலைப் பல்கலைக் கழகம்
கல்வியியல் பள்ளி
சென்னை - 15

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.

பிரிவு 1 தாய்மொழியின் பணிகளும் முக்கியத்துவமும்

தாய்மொழிக் கல்வியின் தலையாய பணிகள் - உயர்நிலை / மேனிலைப்பள்ளி - நிலையில் - பல்வேறு காலகட்டங்களில் இலக்கிய வளர்ச்சி - கற்பித்தலின் இன்றியமையாமை - சிறப்பு நோக்கங்கள் - வெளியிடும் கருவி பட்டறையை எடுத்தியம்பல் - செயலாற்றல் - அறிவுக்களஞ்சிய வாயில் - அடிப்படைத் திறன் வளர்ச்சி - இலக்கிய இன்பம் - படைப்பாற்றல் - கற்பனையாற்றல் - சமூகப் பண்பாட்டு வளர்ச்சி - 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 - மொழிக்கற்பத்தில் 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 - ஆர்வமுட்டல் - 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 (Teaching points)-கற்பித்தல் முறைகள் பாடங்கற்பித்தல் திட்டப் படிவம் - மொழிப்பாடத்திற்கேற்றவாறு வடிவமைக்கப்பட்ட வடிவம் -கொப்பாட் 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 உள்பகுப்பாய்வு தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை-24



Tamil Nadu Open University
School of Education
Chennai – 15

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

COURSE TITLE	:	TEACHING OF ENGLISH – PART-I
COURSE CODE	:	BED-13A
COURSE CREDIT	:	3+1

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.

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 in 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.*



Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – I year (Distance Mode)

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

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.

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.*
- **Doughty Peter (1994)** *Language English and the curriculum Schools Counselling Programme in Linguistic and English Teaching.*
- **Gimson. A.C. (1989)** *An Introduction to the Pronunciation of English chapter 4, 4th revised Edition, London Edward Arnold.*
- **Kudchedkar (2002)** *English Language Teaching in India, Chennai : Orient Longman.*
- **Ladousse. G.P. (2004)** *Role play; Oxford : Oxford University Press.*
- **Dr. Sachdeva. M.S. (2001)** *A New Approach to Teaching of English in India Tandon Publication.*
- *The Internet Test Journal Vol VIII, No.7, July 2002 Retrieved Sep 1, 2007 from http://iteslji.org/Kodot_chigora - Roleplay.html.*
- **Vaidyyanathan, P.K. (2003)** *Methods of Teaching English Shantha Publishers, Chennai-8.*
- **Yule G. (1996).** *The study of Language Cambridge.*



Tamil Nadu Open University
School of Education
Chennai – 15

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

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

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.;

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.
- **Bill Handley (2012).** Speed Mathematics; Wiley-Blackwell; 3rd Edition
- **Mangal.S.K.(2007).** Teaching of Mathematics. Tandon Publications, Ludhiana
- **Marilyn Burns (2007).** About Teaching Mathematics: A K-8 Resource, Math Solutions; 3rd edition
- **NCERT (2015).** Mathematics Text Book for class for class 6 to 10; NCERT Publication, New Delhi

- **Rajesh Kumar Thakur (2009).** Vedic Mathematics; Unicorn Books
- ***Raju B.S.P & Upadhyaya.B.S. et,al (2011).*** *Pedagogy of Mathematics two year B.Ed Course, NCERT; First Edition*
- **Steven G. Krantz (1999).** How to Teach Mathematics; American Mathematical Society; 2nd edition
- **Steven G. Krantz (2003).** A Mathematician's Survival Guide: Graduate School and Early Career Development; American Mathematical Society
- Mathematics School Text book of Government of Tamilnadu.
- www.elguide.wordpress.com



Tamil Nadu Open University
School of Education
Chennai – 15

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

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

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.

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

- **Aggarwal, D.D. (2008).** *Modern Method of Teaching Biology, Karan Paper Backs.* Ahmadabad: Shitya Mudranalaya.
- **Carin & Robert, S. (1989).** *Teaching Modern Science (5th edition), USA: Merill Publishing.*

- **Dhananjay Joshi, (2012).** *Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd.*
- **Joseph, (1966).** *The Teaching of Science, Harvard University Press.*
- **Pandey, (2003).** *Major Issues in Science Teaching, New Delhi: Sumit Publications,*
- **Radha Mohan. (2010).** *Teaching of Physical Science. New Delhi: Neelkamal Publishers.*
- **Sharma, R.C. (2006).** *Modern Science Teaching, Dhanpat Rai Publications, New Delhi.*
- **Sharma, R.C. (2006).** *Modern Science Teaching. New Delhi: Dhanpat Rai Publications.*
- **Siddiqi, (1985).** *Teaching of Science Today and Tomorrow, Doals House.*
- **Sonika Rajan (2012).** *Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd.,*
- **UNESCO. (1979).** *The UNESCO Source Book for Science Teaching. UNESCO, Paris.*
- **Yadav, M.S. (2003).** *Teaching of Science, New Delhi: Anmol Publications.*



Tamil Nadu Open University
School of Education
Chennai – 15

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

COURSE TITLE	:	TEACHING OF SOCIAL SCIENCES – PART-I
COURSE CODE	:	BED-17A
COURSE CREDIT	:	3+1

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.

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.*



Tamil Nadu Open University
School of Education
Chennai – 15

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

COURSE TITLE	:	TEACHING OF COMPUTER SCIENCE – PART-I
COURSE CODE	:	BED-18A
COURSE CREDITS	:	3+1

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.

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 virus and 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.*



Tamil Nadu Open University
School of Education
Chennai – 15

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

COURSE TITLE	:	TEACHING OF COMMERCE AND ACCOUNTANCY – PART-I
COURSE CODE	:	BED-19A
COURSE CREDIT	:	3+1

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 its 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.

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.

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Tamil Nadu Open University
School of Education
Chennai – 15

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

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

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.

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.

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