BACHELOR OF EDUCATION
THROUGH DISTANCE EDUCATION (B.ED)

COURSE DESCRIPTION

GROUP-A: CORE SUBJECTS
(20 Credits: 15 Theory + 5 Practicals)

Course No.	Course Code	Course Title	Credits
1.	ED-001	Instructional Technology and Curriculum Development	3+1 Credits
2.	ED-002	Educational Psychology	3+1 Credits
3.	ED-003	Educational Measurement and Evaluation	3+1 Credits
4.	ED-004	Education in the Emerging Indian Society	3+1 Credits
5.	ED-005	Teacher and Educational Management	3+1 Credits

GROUP-B: CONTEN-BASED METHODOLOGY COURSES
(8 Credits: 6 Theory + 2 Practicals)

Each student has to choose any two of the following courses based on his/her qualification and teaching experience gained in the school subjects.

Course No.	Course Code	Course Title	Credits
1.	ED-010	Teaching of Tamil	3+1 Credits
2.	ED-011	Teaching of English	3+1 Credits
3.	ED-012	Teaching of Special Tamil	3+1 Credits
4.	ED-013	Teaching of Special English	3+1 Credits
5.	ED-014	Teaching of Science	3+1 Credits
6.	ED-015	Teaching of Mathematics	3+1 Credits
7.	ED-016	Teaching of Social Science	3+1 Credits
8.	ED-017	Teaching of Commerce	3+1 Credits
9.	ED-018	Teaching of Economics	3+1 Credits
10.	ED-019	Teaching of Computer Science	3+1 Credits

GROUP-C: ELECTIVE COURSES
(4 Credits: 3 Theory + 1 Practicals)

Each student has to choose any one of the following courses as elective course.

Course No.	Course Code	Course Title	Credits
1.	ED-020	Computer Education	3+1 Credits
2.	ED-021	Guidance and Counselling	3+1 Credits

TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**INSTRUCTIONAL TECHNOLOGY AND CURRICULUM DEVELOPMENT**
COURSE CODE	:	**ED 001**
COURSE CREDITS	:	**3+1**

OBJECTIVES

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

- to explain the nature and structure of the Instructional System.

- to employ the meaning of Systems Approach and its implication in teaching learning process.

- to describe the recent developments in the individual and group instructional procedures.

- to discuss the modern methods of teaching.

- to explain teaching as a complex communication skill.

- to define Educational Technology and demonstrate the approaches to teaching process.

- to distinguish the knowledge on Electronic Technologies in learning like CD-ROM, LCD'S Digital Libraries, and Internet.

BLOCK 1 INSTRUCTIONAL PROCESS

UNIT 1 Instruction - Meaning and Scope - Principles of organisation of learning experiences - Analytical approach to teaching - Learning process.

UNIT 2 Meaning and scope of Systems Approach - Systems Approach to teaching-Learning Process - Teachers, learner and group - Controlled Instruction.

UNIT 3 Instructional Tactics - Strategies and Techniques / Methods – Skills – Micro-Teaching.

UNIT 4 Meaning and scope of Individualised Instruction- Modules – Multimedia packages – Group Instruction – Team Teaching- Seminar, symposium and workshop.

BLOCK 2   COMMUNICATION TECHNOLOGIES

UNIT 5   Teaching as Communication – Classroom Communication – Types of Communication skills required for teachers – Speaking, listening, understanding, observing, writing, and reading.

UNIT 6   Theories of classroom Communication – Flanders' Instruction Analysis Category System (FIACS) – Barriers in communication.

UNIT 7   Meaning of Educational Technology - Scope of Educational Technology – Technology in Education and Technology of Education.

UNIT 8   Components of Educational Technology – Hardware and Software – Evaluation of Educational Technology.

BLOCK 3   MODERN METHODS AND APPROACHES

UNIT 9   Self Instructional Methods (SIM) - Objectives and principles of SIM - Programmed Learning – Personalised System of Instruction - Language laboratory.

UNIT 10   Electronic and Satellite Technology in learning – Computer Assisted Instruction – Video Assisted Instruction, CCTV, VCD Player, Tele and Video- Conferencing- Video Text and Tele Text.

UNIT 11   Emerging E-Technologies in learning – CD-ROM, ICTs, Digital Libraries, Internet in Education.

UNIT 12   Technologies in Open Schooling System (OSS) – Need, Emergence and Features of the OSS – Information Technologies in OSS.

BLOCK 4   CURRICULUM ORGANISATION & EVALUATION

UNIT 13   Meaning and objectives of Curriculum – Selection of aims, goals and objectives – Selection of learning experience, process, content – Modern concept of syllabus and   curriculum.

UNIT 14   Curriculum Organization- Curriculum process and its models of Curriculum Development.

UNIT 15   Types of Curriculum- Learners centered – Teacher-centered – Subject-centered Curriculum – Basic considerations in Curriculum planning.

UNIT 16   Curriculum Evaluation - Need and Importance – Sources of Curriculum Evaluation –

Teachers, Subject experts – Aspects of Curriculum Evaluation – Outcome of Curriculum Evaluation.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE   :   **EDUCATIONAL PSYCHOLOGY**

COURSE CODE   :   **ED 002**

COURSE CREDITS   :   **3+1**

OBJECTIVES

After completing the course the student-teacher will be able:

- to define Psychology and acquire knowledge of the nature and scope of Educational Psychology.

- to explain the processes of 'Growth' and 'Development' at the prenatal and postnatal stages of man.

- to identify the learner's needs and devise ways to satisfy them.

- to apply psychology in the classroom context.

- to use the tools and techniques of Psychological Assessment to evaluate the learners.

- to state the factors responsible for the individual differences prevalence.

- to describe the different types of learning analyse the factors facilitating learning.

- to identify the processes of remembering and forgetting.

- to devise methods for facilitating maximum learning.

- to become a teacher with mental health and promote mental health of the learners.

  - to identify the methods of teaching for special children.

BLOCK 1   NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY

UNIT 1   Introduction to Educational Psychology

Definition of Psychology – Psychology of Learning – Pedagogy as Applied Psychology – Nature and Scope of Educational Psychology – Schools of Psychology-Behavioural, Psycho Analytic, Cognitive Methods of Psychology- Importance of Educational Psychology- Significance to Classroom Teacher.

UNIT 2   Growth and Development

Individual – Nature and Nurture – Steps of Growth and Development – Physical, Mental, Emotional, Social and Moral – Prenatal to Adulthood – Development of motor skills and knowledge: Special emphasis on adolescence and its problems – Individual Learner – His needs – Needs Theory by Abraham Maslow - Achievement Motivation theory of McLeland.

UNIT 3   Intelligence

Psychology of individual differences – Heritability of Intelligence – Development of Cognitive Domain - Piaget's approach to Cognitive Development - Theories of Intelligence – Assessment – Intelligence tests - Creativity – Fostering creativity - Knowledge essential to the Teacher.

UNIT 4   Personality

Personality – Personality Traits - Split Personality – Extroverts – Introverts - Integrated Personality - Leadership Styles - Tests- Types of Assessment – Sociometry, Case Study, Inventories, Rating Scales, Questionnaires, Interview Method, Observation Techniques.

BLOCK 2   FUNDAMENTAL AND MODERN THEORIES OF LEARNING

UNIT 5   Learning

Learning – Different Types - Concept and Nature – Factors relating to Thinking and Reasoning – Divergent and Convergent thinking - Role of Maturation in Learning – Fundamental Learning theories – Thorndike, Pavlov, Skinner, Kohler, Lewin - Learning to learn – Modern theories of Learning – Piaget, Bruner, Gagne, Ausubel.

UNIT 6   Attention and Reinforcement in Learning

Attention – Factors - Kinds of Attention- Sensation - Meaningful Sensation – Perception - Concept formation - Reinforcement Theories - Meaning of Behaviouristic Approach to learning - Positive Reinforcement - Negative Reinforcement - Rewards and Punishments - Educational Implications.

UNIT 7   Transfer of Learning / Training

Transfer of learning – Positive Transfer – Negative Transfer – Zero Transfer - Teaching for Transfer – Habit Interference - Proactive and Retroactive Inhibition - Remembering and Forgetting – Types – Measurement – Theories of Forgetting - Curve of Forgetting - Measures for Promoting Retention.

UNIT 8   School and Society as Promoters of Learning Transfer of Learning / Training

Constituents of Social Factors are affecting Learning – Role of Family / Home in Learning - Facilitation by the Teacher – Maximum Learning – Technology in maximizing efficiency of Learning – School factors affecting Learning - Classroom Climate - Society as promoter of Learning - Rural / Urban background and learning differences.

BLOCK 3 MENTAL HEALTH

UNIT 9   Psychology of Discipline

Mental Health – Promotion of Mental Health – For the teacher and Learner – By the Teacher - Concept of Mental Health and Hygiene in general – Defence Mechanisms - Moral Development or Satisfaction of the Moral needs of the learners - School Programme and Adjustment of Adolescent's Developmental Tasks and Needs.

UNIT 10   Heredity and Anxiety Disorders Transfer of Learning / Training

Problems faced by the learners in different contexts - Teacher as a Psychological Counsellor / Adviser - Disorders by birth- Anxiety Disorders - Mood Disorders - Important problems and issues involved in the proper development of the Indian Adolescents – Stress- Conflict - Types- Remedial Measures.

UNIT 11   Sex Education

Needs based on Individual Difference - Significance of Individual Differences - Sexual Roles - Teaching Strategies and Classroom Measures - Affective Domain – Interest - Attitudes - Values - Self Concept of Education - Need for Sex Education - Role of the Home / Parents and School Teachers in imparting Sex Education – Suggestive Syllabus - Activities for Sex Education.

UNIT 12   Guidance and Counselling Programmes in Schools

General Principles of Guidance and counseling Programmes - Need for Guidance - Characteristics and Nature of Guidance - Function of Educational Guidance at the Secondary / Higher Secondary levels of School - Special Emphasis on Vocational Guidance - Role of the Teacher as a Counsellor - Setting up of Role Models - Teacher as a Mentor.

BLOCK 4 SPECIAL EDUCATION

UNIT 13   Exceptional Children

Meaning, Characteristics and Types of Exceptional Children - Normal Probability Curve-Extremities / Abnormal categories of Children in the Classroom - Problems of Special Children – Identification – Remedial Measures - Education of the Under Achievers / Slow Learners.

UNIT 14   Gifted Children

Identification of Talents / Creativity - Higher order of Mental Caliber - Education of the Gifted, Creative and Intellectually Superior-Inclusive Syllabus - Extra Curricular Activities - Promotion of Intelligence - Teacher as a Catalyst in kindling the Interest / Attitudes of the Gifted Children - Humanistic Approach / Perspective to learning - Educational Implications.

UNIT 15   Education of Physically Disabled Children

Objectives and Need for the Education of the Physically Disabled Children - Curriculum Provision - Methods of Teaching and Assessment- Integration or Mainstreaming Approach to the Education of the Differentially Abled Children - Education of the Blind - Education of Children with Hearing and Speech Impairments - Locomotor Impairment / Disability- Mental Retardedness – Practices in a Special School.

UNIT 16   Maladjustment

Class and Socio - Economic Factors affecting Learning - Role of Community in creating Socially Disadvantaged Children - Interrelatedness of Needs and Various aspects of Development - Broken Homes - Immoral Practices - Malpractices - Social Conditions- People below Poverty Line - Education of the Learners with Socio - Emotional Problems - The Juvenile Justice (Care and Protection of Children) Act, 2000 - Juvenile Delinquents created and not Born - Schools for Reforms - Case Study for Individual Development.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**Educational Measurement and Evaluation**
COURSE CODE	:	**ED 003**
COURSE CREDITS	:	**3+1**

BLOCK 1   EVALUATION IN LEARNING

UNIT 1   Evaluation: Meaning, Concept, and Nature

Introduction - Objectives - Role of Evaluation in Learning Process - Define - Characteristics of Good Evaluation - Evaluation, Assessment and Measurement.

UNIT 2   Approaches to Evaluation

Formative Evaluation - Summative Evaluation - Distinction, Types of Evaluation External and Internal, Internal and External, Norm - Referenced and criterion referenced - Construction of criterion - referenced tests and their application.

UNIT 3   Relationship Between Evaluation and Instructional Objectives

Educational Objectives, Instructional Objectives and the relationship - Classification of Educational Objectives - Functions - Recent Changes - Usefulness in Evaluation of Learning.

UNIT 4   Purposes and Functions of Evaluation

Purpose and Role of Evaluation in Learning Process - Deficiency in Learning - Diagnosis - Guidance - Vocational Guidance - Course Evaluation - Application of Evaluation Techniques in the Progress of Learner.

BLOCK 2   EVALUATION: TECHNIQUES AND TOOLS

UNIT 5   Types of Tools

Introduction - Objectives what is a test - Purpose - Administration - Interpreting Test Results - Self Reporting Technique - Evaluation Through Self - Report - Observation Technique - Concept - Types - Assessing - Consolidating - Interpreting of Observation - Significance and Use of Peer Ratings - Use of Projective Techniques.

UNIT 6   Criteria of a Good Test

Evaluation Tools, Types, Characteristics - Criteria of Effective Tool - Validity, Reliability, Estimation - Factors - Relationship - Objectivity - Usability, Parameters of Evaluation Item - Item Analysis, Difficulty level, Discriminatory Power.

UNIT 7   Techniques of Evaluation

Rating Scales - Numerical Scale, Graphic Scale, Standard Scale, their uses and limitation - Intelligence Tests - Aptitude Tests - Inventories - The Anecdotal Record - Teacher Made and Standardized Tests.

BLOCK 3   TESTING IN LEARNING

UNIT 8   Construction of Achievement Tests

Introduction, Objectives - Construction of Achievement Tests - Types of Questions - Short Answers and Objective Type - Administration of an Achievement Test, Scoring and Recording - Interpretation of Test Scores - Grades.

UNIT 9   Use of Tests and Inventories in Evaluation

Commonly used tests - A good question paper - Characteristics of a good tool - Types of questions - Question bank - Oral tests - Practical tests.

UNIT 10   Diagnostic Tests and Remediation

Educational diagnosis – Meaning and importance - Diagnostic evaluation Vs Summative and formative Evaluation - Achievement Tests Vs Diagnostic Tests - Diagnostic Testing Area, content, Remediation.

UNIT 11   Continuous and Comprehensive Evaluation

Comprehensive and continuous evaluation - Functions - Assignments - Types, periodical and annual tests - Progress Report - Interpretation of Marks - Students' profile - Cumulative Records.

BLOCK 4   ANALYSIS AND INTERPRETATION OFLEARNER'S ACHIEVEMENT

UNIT 12   Tabulation and Graphical Representation of Data

Introduction - Objectives - Meaning and Nature of Data - Measurement Scales - Importance of Statistics - Importance of Organisation of Data - Presentation - Grouping and Tabulation - Graphical Representation.

UNIT 13   Measure of Central Tendency: Mean, Median and Mode

Individual and Group Measurements - Data on Nominal Scale and Measure of Central Tendency - Measure of Central Tendency - The Median, The Mean, Mode and their calculation, Interpretation, Use, Limitations - Selection of Mean, Median and Mode.

UNIT 14   Measures of Dispersion: Quartile and standard deviation

Meaning of dispersion - Importance - Measures of Dispersion - Concept of Range - Concept of Quartile Deviation - Concept of Mean Deviation - Concept of Standard Deviation and their use in classroom situations.

UNIT 15   Application of Normal Distribution Curve

Normal Distribution Curve - Concept - Properties - Divergence - Factors causing Divergence - Interpretation - Application - Practical problems related to application of the Normal probability curve.

UNIT 16   Correlation Techniques

Concept of correlation - Co-efficient of correlation - Types - Methods of Computing Co-efficient Correlation for Ungrouped Data and Grouped Data - Interpretation - Misinterpretation - Factors - Use of Correlation in Educational Measurement and Evaluation.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**EDUCATION IN THE EMERGING INDIAN SOCIETY**
COURSE CODE	:	**ED 004**
COURSE CREDITS	:	**3+1**

OBJECTIVES

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

- to state the meaning and nature of Education.

- to explain the relationship between Philosophy and Education.

- to define and differentiate the Aims of Education between individual and Social aims of education.

- to explain how changes occur in the aims of education with changing perspectives.

- to describe the emerging role of teachers for a new world order.

- to motivate the learners to undertake research on any aspect of history of education of India.

- to describe the change of society in time from the age of the food - gathering stage to the age of Cybernetics.

- to describe and differentiate the Formal, Informal and Non-Formal education; Open Learning, Distance education, Value- oriented education.

- to establish relationship among Home, School, Community and Mass Media providing in education.

- to explain the role and functions of various Government agencies, International agencies in education.

- to explain the role and functions of Parent Teacher Association (PTA), Local bodies, State level bodies and Voluntary organizations.

- to explain the concept of sustainable development in Education.

- to describe the status of India in World and sustainable development.

- to explain the need and necessity of unit of elementary education, education for all, evaluation of quality control, educate and empower the disabled children and women.

UNIT 1   Philosophy of Education

Introduction – Objectives - Meaning and Nature of Education Philosophy of Education – Idealism, Realism, Naturalism Pragmatism and Comparison, Contribution of Indian thinkers to Education – Mahatma - Gandhi – Tagore – Aurobindo, Philosophy influence Education – Aim – Curriculum –   Methods of Teaching – Discipline – Teacher.

UNIT 2   Aims of Education

Classification of Aims – Individualistic Aim – Social Aim, Ultimate and Immediate Aim, Acquiring Knowledge – Character formation – Vocational Aim – Harmony Over all Development Aim – Leisure Aim, Contemporary Aims of Education – Aims of Education in a Democratic set – Up.

UNIT 3   A New Approach to Education

Introduction – Objectives – Need Changing concept of Education, Conceptual Distinctions between Education and Schooling, Learning, Training, Teaching, Teaching and Instruction. Dimensions of Education in 21st Century. Role of Teacher – Organiser, Promoter, Consultant, Co-Communication and Controller.

UNIT 4   Education in Pre And Post – Independent Emerging India

Pre-Independent Education Introduction – Objectives – The Character of 1813 – Wood's Despatch of 1854 – The Indian Education Commission 1882 – Indian University act 1904 – First Decade development of 20th Century, Post – Independent Education – UEC, SEC, NEC, NPE; Total Impact on Education – Growth of Education during I, II, III, Five Year Plans - Education in the Emerging India.

UNIT 5   Meaning and Nature of Society

Introduction – Objectives – Meaning – Nature – Barbarian and Civilization – Meaning and Scope of Democracy – Types – Structure and Spirit – Inter -Relationship between Democracy and Education.

UNIT 6   Ideals and Progress

Instruction – One ideals – Yoga and Skill in Works – Conservation and Progress – Our ideal. Role of Education Relevant to Indian Society – Development of Nationalism – Respect for individual – Need for self-sufficiency – Participating in National Development.

UNIT 7   Meaning and Nature of Indian Society

Nature of Indian Society – Various determinating elements – Race, Language, Caste – Unity in Diversity Education as a Right – Education for All.

UNIT 8   Formative and Vitalising Elements

The Evolutionary Destiny of Man - The Evolutionary Goal of Man and Essence of Indian Social Heritage - Change under the Impact of the time – Spirit and Continuity of Eternal Values. Education as a sub system – Education as an Instrument for Social Change – School as a Unit.

BLOCK 3   EDUCATIONAL SYSTEMS AND AGENCIES

UNIT 9   Educational Systems

Introduction – Objectives – Meaning of System – Concept distinction between Formal and Non- Formal Education. The Formal Educational System - The Non-Formal Educational System

UNIT 10   Learning for Future

Concept difference between Non-Formal, Distance and Open education. Open Learning – Distance Learning – Value–oriented Education – Vocational Education for all – Job-Oriented Education, Career Guidance.

UNIT 11   Educational Agencies

Role and Function – Media as Agency of Education Important Functions – Educational Functions – Relationship between Home, School, Community and Media – The Home – School – Community – Mass Media – CABE – NCERT – NIEPA – NCTE – RCI – UNESCO – UNICEF – UNFPA – UNEP – ACTION AID – WHO, Concession and Facilities for the Disabled.

UNIT 12   Educational Organisations

The Educational Ladder – Village and four level setup – District level setup – State level setup – Voluntary organisations, Organisational management and Co- ordination.

BLOCK 4   EDUCATION FOR SUSTAINABLE DEVELOPMENT IN 21ST CENTURY

UNIT 13   Concept of Development

Introduction – Objectives – Define – Impact – Emerging Sustainable development for 21st Century – Reduce wastage and Stagnation - Gandian Concept of Village Republic - Industrial village of Solar Age Culture - Operationalisation of sustainable Development India. Hurdles and Imperatives.

UNIT 14   India Development: 21st Century

India's mission in the World Developmental Status and Potential Gandhiji's Dream, India's Technological vision, Dimension India's HRD needs - Needs for Sustainable Development.

UNIT 15   Sustainable Development

Education through Constitutional goal and Provision – Education for all – Life-long education – Vocational Education   for all – Open Entry and Exit option between Education and Vocation.

UNIT 16   Evaluation, Certification and Accreditation

Rationale – Objectives – Total Quality Control (TQC) – Programme Evaluation – Performance Evaluation – Innovation in Examination System – Certification – Accreditation, R & D for mastery and leadership in strategic areas – India can attain the goal.

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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**TEACHER AND EDUCATIONAL MANAGEMENT**
COURSE CODE	:	**ED 005**
COURSE CREDITS	:	**3+1**

OBJECTIVES

After completing the course the student-teacher will be able :

- to discuss the principles of Educational Management and be aware of the roles and functions of various personnel.

- to justify the role of the teacher as an Educational Manager.

- to compare and contrast the principles underlying Educational Management, Administration and Supervision.

- to analyse the problems of School /Classroom Management.

- to take up the leadership and equip himself / herself as a democratic leader.

- to evaluate the modern management principles .

- to analyse the nature of management in schools at all levels.

- to discuss the impact of Economics of Education.

- to categories the principles of Educational Finance.

- to get trained in the preparation of Budget Estimates.

BLOCK 1 PRINCIPLES OF MANAGEMENT

UNIT 1 **Educational Management**

Educational Management – Seven Principles – POSDCORB – Planning, Organising, Staffing, Directing, Co-ordinating, Reporting and Budgeting Participatory Management, File Vs Function centered - Centralised Vs Decentralised - Democratic Vs Autocratic – Personnel Management in Education – significance of organisational climate – Job satisfaction.

UNIT 2   **Educational Planning**

Essential elements of Planning – Scope and goals of Educational Planning – Need and importance of Planning - Institutional Planning- Perspective Plan – Annual Plan- Academic Management – Financial Management – Auditing – Classroom Management – Changing concepts of discipline.

UNIT 3   **Leadership in Educational Management**

Educational Secretariat – Director – DEO, CEO – School Management – Head of the Institution – Role – Duties – decentralisation – leadership styles – Authoritarian – Democratic – Laissez Faire types – Autonomy – System of Roles – Managerial problems and their solutions.

UNIT 4   **Teacher as a Manager**

Teacher as an Educational Manager, Classroom Supervisor – Tutorial function – Planner in the communicative system – Administration Vs Supervision – Education as a service industry - Principles of Classroom Management – educational implications of the modern concept of discipline – Emergence of Teacher as a Democratic Leader – Teacher as a researcher.

BLOCK 2   **HUMAN RELATIONS IN EDUCATIONAL MANAGEMENT**

UNIT 5   **Organisational Climate**

Climate of the Institution – Personal Relations in Educational Institutions – Improving relations – Teacher developing relations between the Head and the Students – Relationship between the Administrator and the Faculty – Major tasks of supervision – Organisation of Supervisory Programme – Administrative problems – Academic problems – Suggestions for remedy and improvement.

UNIT 6   **Management at Various Levels**

Nature of management at the primary school level – secondary – higher secondary and tertiary levels – solution seeking to students' problems – Major issues – Forecasting – Human Resource Development – All India Educational Advisory Bodies – Important Educational Bodies – The Central Advisory Board of Education – University Grants Commission – National Council of Educational Research and Training – All India Council for Elementary Education – All India Council of Secondary Education – All India Council of Technical Education - Functions.

UNIT 7   **Effective Supervision**

Principles of Effective Supervision – Pygmalion Effect and Classroom Management – Teacher Expectation on Students' performance – Self Fulfilling Prophecy (SFP) – Placebo Effect in Education – Expectancy Effect and Classroom Management –

Issue of Class Management within Expectancy Framework – Pupils' Expectations of Teachers – Teacher as a Supervisor – Expectations of Teachers.

UNIT 8 Types of Supervision

Principles of Effective Supervision – Being Teacher Oriented – Being Scientific – Principle of Comprehension – Being Creative and Democratic – Principle of Progressivism – Types – Corrective Type of Supervision – Preventive Type – Creative Type – Autocratic – Democratic Supervision – Advantages and Disadvantages of Each Type – Qualities of the Supervisory Staff – Characteristics of good Supervision.

BLOCK 3   ECONOMICS OF EDUCATION

UNIT 9 Financial Management in Education

Sources of Educational Finance – Methods of Financing Education – Modern Methods – Grant in aid System – Purposes of Grant in aid - Types of Grants – Defects of Grant in aid System - Cost Auditing – Cost Benefit Analysis- Cost Effective Analysis – National income and Educational Expenditure.

UNIT 10 Managing Educational Finance

Government Funds – Local Board Funds – Endowments – Donations and Gifts – Fees – Foreign aid – Sources of Income in Education – Objects of Educational Expenditure – Direct Expenditure – Indirect Expenditure – Meeting out the Expenditure – Land Grant Scheme – 'Earn while Learn' Scheme for Students – Donations from the Public – Recurring Grants – Non-Recurring Grants

UNIT 11 Quality and Outcomes of Educational Management

School Development Plans – The Six Key Areas – Developing Curriculum   -
Development of Staff – The School Constituency – Resources – Organisational Systems – The Climate – In - Service Education and Training   (INSET) – Identifying Needs for sustainable quality – Policy Making – Management in Central and Local Government – Local Educational Authorities – Advisory Role of the National Institute of Educational Planning and Administration (NIEPA) – Quality Control Measures.

UNIT 12 Budget Estimate

Preparation of Budget – A Good Budget - Role of the Administrator – Role of the Teacher – General Schools' Budget (GSB) – The Aggregated Schools' Budget – The Management of Buildings and Infrastructure – Site and Building – Budget Allocation – Accounting Procedures.

BLOCK 4   POLICY ON EDUCATION

UNIT 13 **National Policy of Education, 1968 And New National Educational Policy 1986**

The Back Drop – Indian Education Commission, 1964 - 66 – The National Policy on Education, 1986 – The Programme of Action, 1992 – The Preamble – Part VI, Technical and Management Education – Part X, The Management to Education – Part XI, Resources and Review – Sharing of Responsibility between Centre and States – Decentralisation Policy.

UNIT 14 **National and State Level Mechanisms**

National Councils for Education - State Boards of Education – State Councils – District Boards of Education – District Administration – District Institute of Education and Training (DIET) – Village Educational Committees – Early Childhood Care Education (ECCE) – Integrated Child Development Schemes (ICDS) – Non-Formal Education – Adult and Continuing Education.

UNIT 15 **The School Complex Programmes**

A Lead School – Structure of the School Complex – First Tier – Second Tier – Basic Principles – Independent Working – Decentralisation – Equal Participation – Review of School Complex Programmes – A Good School complex – Functions of School Complexes – Providing Guidance - Providing Equipment assistance – Imparting Education Information – Evaluating the draw backs of School Complexes - The Collegial Schools.

UNIT 16 **Research in Educational Management**

Need for Research – Recent Developments – The Science of Educational Management – The Surveys of Research in Education – Operations Research – Systems Approach – Constraints on Management – Mass Education Vs Individualised Education – Personalised Scheme of Instruction (PSI)- Educational Technology – Resource Allocation – Research Tools – Comparative Educational Management – Exploring a Creative connection.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	தமிழ் கற்பித்தல்
COURSE CODE	:	ED 010
COURSE CREDITS	:	3+1

தொகுதி 1   தமிழ் கற்பிக்கும் முறைகள்

பிரிவு 1	கலைத்திட்டத்தில் தாய்மொழியும், தமிழும் தாய்மொழி - தாய்மொழி கற்பித்தலின் நோக்கங்கள் - தமிழ் கற்பித்தலின் நோக்கங்கள் - திருத்தமாகப் பேச, கேட்க, படிக்க, எழுதப் பயிற்சியளித்தல்.
பிரிவு 2	மொழி கற்பித்தலின் பாடக் குறிப்பு, துணைக் கருவிகளின் பயன்கள் மொழியும் மொழி கற்பிக்கும் ஆசிரியரும் - பாடக் குறிப்பு - பாடக் குறிப்பின் பயன்கள் - பாட அணுகுமுறை, பாடக் குறிப்பின் உட்கூறுகள் - கற்பித்தலின் பொது நோக்கம், சிறப்பு நோக்கங்கள் கற்பித்தல் துணைக் கருவிகளும் அவற்றின் பயன்களும்.
பிரிவு 3	தாய் மொழியை கற்பிக்கும் முறைகள் சங்க கால, இடைக்கால கற்பிக்கும் முறைகள் - மொழி கற்பித்தலின் முறைகள் - அடிப்படை விதிகள் - வினாக்கள் கேட்டுக் கற்பித்தல்.
பிரிவு 4	மொழி கற்பித்தலில் புதிய அணுகுமுறைகள் விளையாட்டு முறையில் தமிழ் கற்பித்தல் - அதன் நிறைகள், குறைகள் - நடிப்பு முறையில் தமிழ் கற்பித்தல் - செயல் திட்ட முறையில் தமிழ் கற்பித்தல் - டால்டன் முறை - சொற்பொழிவு முறை.
பிரிவு 5	மொழி கற்பித்தலில் கல்வி தொழில் நுட்பம் அறிவியல் தொழில் நுட்ப வளர்ச்சியும் மொழி கற்பித்தலும் - நுண்ணிலைக் கற்பித்தல் திறன்கள்.

தொகுதி 2   மொழித் திறன்களைக் கற்பித்தல்

பிரிவு 6	கேட்கும் திறன் மொழி கற்றலில் கேட்கும் திறனின் பங்கு - கேட்கும் செயலில் செய்தி இணைப்பு முறை - மூன்று பகுதிகள் - மூன்று நிலைகள் - உற்றுக் கேட்கும் திறனை வளர்ப்பதற்கான வழிகள்.

பிரிவு 7	**வாய்மொழிப் பயிற்சியும் பேசும் திறனும்** வாய்மொழிப் பயிற்சி - கருத்து விளக்கம் - நோக்கங்கள் - கற்பிப்பதற்கான முறையில் - நல்ல பேச்சின் தேவையும், தன்மைகளும் - பேச்சின் குறைகளை நீக்கும் வழிகள்.
பிரிவு 8	**படித்தல் திறன்** படித்தல் திறன்: விளக்கமும், நோக்கம் - பொருளுணரும் ஆற்றலை வளர்த்தல், சொற்களஞ்சியப் பெருக்கம் - அகராதியைப் பயன்படுத்தும் திறன் - கற்பிக்கும் வழிமுறைகள்.
பிரிவு 9	**எழுதும் திறனை வளர்த்தல்: கட்டுரை, கடிதம், கையெழுத்துப் பயிற்சி** எழுதுந் திறனை வளர்ப்பதன் தேவையும், நோக்கங்களும் - கட்டுரை பாடம் கற்பித்தல் முறைகள் - விதிமுறைகள் - திருத்தும் முறைகள் - கடிதம் எழுதும் முறைகள் - எழுத்துக் காட்டி கற்பிக்கும் முறைகள்.

தொகுதி 3   தமிழ் பாடம் கற்பிக்கும் முறைகளும் மதிப்பீடு செய்தலும்

பிரிவு 10	**உரைநடை, துணைப்பாடம் கற்பிக்கும் முறைகள்** உரைநடை கற்பிக்கும் முறைகள் - துணைப்பாடம் கற்பிக்கும் முறை
பிரிவு 11	**செய்யுள் கற்பிக்கும் முறைகள்** செய்யுள் - இலக்கணம் - உள்ளடக்கம் - பயன்கள், செய்யுள் கற்பிக்கும் முறைகள் - வரலாறு கூறித் தொடங்குதல் - விளக்க முறை - சூழ்நிலையைக் காட்டும் முறை - வினா முறை.
பிரிவு 12	**இலக்கணம் பயிற்று முறை** இலக்கம், விளக்கம், பயன், நோக்கங்கள், இலக்கண வகைகள் - ஒழுங்குமுறை, நடைமுறை, வரலாற்று முறை, இலக்கணம் கற்பிக்கும் முறைகள் - விதி விளக்கமுறை - விதி வருமுறை - நிரல் வழிக் கற்றல் பகுதி.
பிரிவு 13	**மொழிப் பயிற்சி** மொழிப் பயிற்சி - அடிப்படை முறை, கேட்டெழுதும் பயிற்சி தருதல், கூர்ந்து கற்றல் முறை, மொழிப் பயிற்சி அளிக்கும் முறைகள், விதம், சொல்லேணி அமைத்தல்.
பிரிவு 14	**மதிப்பீடு** மதிப்பீடு, அளவீடு - அடிப்படைக் கூறுகள் - புளும் வகை தொகை இயல் - சாதனைத் தேர்வுகள் - குறையறி தேர்வுகள் - வினாத்தாள் அமைத்தல் - புள்ளியியல் பகுப்பாய்வு.

பிரிவு 15	பள்ளி நூலகம் நூலகத்தில் அவசியப் பகுப்புக்கள் - மொழியாசிரியரின் கடமை - வகுப்பு நூலகம் - பயன்பாடுகள்.
பிரிவு 16	பாடநூல்களும் பாடத்திட்டமும் பாடநூல் - வகைகள் - அடிப்படை - பண்புகள் - பாடநூலும், ஆசிரியரும் - பாடத்திட்டம் - தொடர்பாக, நடுநிலை, உயர்நிலைப் பள்ளிகள் - வகைகள் - மொழியாசிரியரின் பண்புகள்.
பிரிவு 17	புதுமைப் போக்குகள்: காலப் போக்கில் மொழி, தமிழ் வளர்த்த பெரியோர்கள் புதுமைப் போக்குகள் - நிரல் வழிக் கற்றல் - நுண்ணிலைக் கற்பித்தல் - காலப் போக்கில் மொழிக் கலப்பு - மொழி வளர்த்த பெரியோர்கள்.
பிரிவு 18	அயல் மொழி மொழிபெயர்ப்பு மொழி பெயர்ப்பும், மொழி கற்றலும், மூன்று முறைகள் - மூன்று கோட்பாடுகள் - ஒழுங்குமுறை இலக்கண மொழி பெயர்ப்பு - மொழி பெயர்ப்பும் பண்டையச் சங்க இலக்கண நூல்களும் - தாய் மொழியின் தன்மை - தமிழில் மொழி பெயர்த்தல் - பல்வேறு நிலைகள் - கடைபிடிக்க வேண்டியவை.

பார்வை நூல்கள்

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**TEACHING OF ENGLISH**
COURSE CODE	:	**ED 011**
COURSE CREDITS	:	**3+1**

OBJECTIVES

After completing the course the student-teacher will be able:

- to identify the role of English in India as a second language.

- to explain the need for learning English as a language of communication.

- to define the nature of language as a dynamic entity, subject to variation and change.

- to recapitulate and critically reflect over his/her classroom experience and innovative teaching.

- to gain insights about the language learner not only as a cognitive entity but as a social being functioning in a multilingual environment.

- to exhibit the acquired skills of language learning viz., listening, speaking, reading and writing (LSRW).

- to upgrade himself/herself in the new issues related to the learners, the learning process, classroom management, methodology of teaching and evaluation.

- to employ the current trends in the teaching and learning of English.

- to use the techniques of oral preparation.

BLOCK 1   ENGLISH LANGUAGE TEACHING

UNIT 1   **Language Learning in India**

English Language Teaching in India: the status and nature of English Language Teaching in India – status within the formal instruction system – need and objectives of teaching English – Aims of teaching English as a second language: cultural, literary, utilitarian, linguistics and integrative aims – contribution of Linguistic Psychology to the teaching of English.

UNIT 2   **Language acquisition by Human Beings**

Role of language in Human Society: the Central role – socialisation- the learning of language and culture – different contexts and settings for human learning – the crucial role of learning in development – personal qualities of learners – learner factors in secured language acquisition – age, sex, intelligence, aptitude, originative style, personality, attitude – motivation to the second language learner

UNIT 3   **Methods & Techniques of Teaching English**

Approaches, Methods and Techniques in English Language Teaching (ELT) Method-components of a method- major methodological trends in English Language Teaching – role of the teacher in mastering various language learning methods and techniques.

UNIT 4   **Lesson Plan**

Strategies for classroom transaction - Daily Lesson Plans – essential components of a Lesson Plan- lesson objectives- introducing a lesson – presentation of content – feed back – post lesson reflections – Lesson Formats –planning the year's work – Teaching of Prose , Poetry , Grammar and Composition – Extensive readers.

BLOCK 2   LANGUAGE AS A SKILL SUBJECT

UNIT 5   **The Four skills of English**

Teaching English as a 'Skill' rather than as a 'Knowledge' subject- Teaching communication skills and elements of English language – the four skills of language – Listening, Speaking, Reading and Writing- Different kinds of listening material / passage – using authentic materials – using recorded listening materials – using live listening materials.

UNIT 6   **The 'Listening' process**

The Listening Task / Activity -Extensive listening, Intensive listening – the three phases of a listening class – the 'Pro'-listening phase, the 'While' listening phase and the 'Post' listening activities – Integrating listening with speaking, reading and writing – the listening task- Some do's and dont's.

UNIT 7 The Oral Skills

Developing Speaking / Oral Skills-Accepted techniques in teaching conversational / oral skills – Task Centered Fluency Practices – Distinguishing between different features of writing and speaking – characteristics of an effective oral skill lesson – Language practice, interaction, group work in developing oral skills.

UNIT 8 Elements of English Phonetics

Spoken English -Oral Practice in new language item – the situational approach to the presentation, practice and production of language items through oral, pictorial and verbal situations - Types of skills for practice of language items – Pronunciation – Elements of English phonetics – sounds – stress – rhythm-intonation – Phonetic transcription of short passages and dialogues.

BLOCK 3 ENGLISH TEACHER WITH VARIOUS SKILLS

UNIT 9 Skill of Fluency

Fluency-Developing fluency using the prescribed text – Book exercises, Language games – Using conversational passages – Debates – Monologues- Dialogues-Dramas- Practising short speeches and lectures – Role play and dramatization.

UNIT 10 Skill of Reading

Reading-teaching reading to beginners – training in reading skills at the secondary level – need to develop comprehension skills – Reading as a silent activity – importance of 'Intensive' and 'Extensive' Reading – Characteristics of reading – reading problems. Reading Styles- Reading Comprehension questions Skimming and Scanning

UNIT 11 Vocabulary

Devices used for textual cohesion- functions of a text – organization of the text -Teaching vocabulary-different vocabularies – selection of vocabulary items – difficulty in learning words in English – vocabulary teaching and expansion – vocabulary games- Usage of Dictionary and Thesaurus.

UNIT 12 Skill of Writing

The writing process – salient features – Planning, Translating, Reviewing / Editing -Monitoring – teaching writing skills- different methods of development of writing –

Description – Narration, Reporting, Arguing- Techniques in structuring paragraphs-cause and effect – definition – using cohesive devices in writing – reference, conjunction, substitution – Lexical relations – Ellipsis.

BLOCK 4   PREPARATION BY A LANGUAGE LEARNER

UNIT 13   **Study Skills**

Different types of writing – filling in forms- applications- information transfer – composition: Diaries – Letters – Paragraphs - Essays- Reports – Note Making and Summarizing - Teaching study skills – gathering skills- storage skills – retrieval skills – development of study skills – grading the composition – improving and assessing writing ability – student involvement in assessment.

UNIT 14   **Teaching Grammar**

Teaching Grammar : New type activities and games – guidelines for using grammar games / grammar practice activities – types of grammar games – teaching grammar rules- testing grammar and usage – discrete and integrated items – multiple choice items – completion tasks and word order items – transformation items- error identification – integrated grammar task.

UNIT 15   **Teaching Literature**

Teaching literature – teaching poetry- rhyme pattern at secondary level – appreciation – silent reading- evaluation – English for Specific Purpose (ESP)- English for Science and Technology- English for business communication- English for academic purpose- English for occupational purposes.

UNIT 16   **Teaching Aids and Assessment**

Education Technology- Teacher made Aids – Flash cards – Pictures – Charts – Models – Blackboard Sketches – Use of Mechanical aids – Film strips – Tape Recorder – Linguaphone – Overhead Projectors – Language Laboratory – Radio - TV – Video lessons – Computer / Internet usage. Principles of language testing – characteristics of Good English tests-validity, reliability-testing of language skills- Remedial Teaching with reference to phonological, lexical and grammatical systems.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	சிறப்பு தமிழ் கற்பித்தல்
COURSE CODE	:	ED 012
COURSE CREDITS	:	3+1

தொகுதி 1   மொழியின் பண்புகள்

பிரிவு 1	மொழிதோற்றக் கொள்கைகள் - மொழிக் குடும்பங்களில் தமிழ்.
பிரிவு 2	தமிழின் கிளை மொழிகள் - தமிழும் பிற மொழிகளும்.
பிரிவு 3	மொழியியல் அடிப்படையில் தமிழ் - மொழி அமைப்பு - தமிழ் ஒலிகள் - ஒலியனியல்.
பிரிவு 4	சமூகவியல் பின்னணியில் மொழி - மொழியும் சமூகச் சூழ்நிலையும் - சமுதாய வழக்குகள்.

தொகுதி 2   இலக்கியத் தேர்ச்சிக் கூறுகள்

பிரிவு 5	பார்வை நூல்களைப் பயன்படுத்துதல் பார்வை நூல்கள் வகை - பொது - சிறப்பு, அகராதிகள் - கலைக் களஞ்சியங்கள் - சீவக சிந்தாமணி - இலக்கிய உரைநூல்கள்.
பிரிவு 6	பாடநூல் அமைப்பு - ஆய்வு பாடநூல் மதிப்புடப்பெறும் பண்புக் கூறுகள் புற அமைப்பு - பாடப்பொருள் - பாடநூல் மதிப்பீட்டுப் படிவம் - நிறை குறைகளை மதிப்பீடுதல்.
பிரிவு 7	இலக்கிய நயம் பாராட்டுதல் தொடைநயம், சொல், பொருள் - அணிநயங்கள்.
பிரிவு 8	படைப்பாற்றல் திறன் இலக்கியக் கழகங்கள் - பேச்சாற்றல்.

தொகுதி 3   இலக்கிய வரலாறு

பிரிவு 9	பண்டைக்கால இலக்கியம் - இடைக்கால இலக்கியம் - வரலாறு.
பிரிவு 10	தற்கால இலக்கியம் - பயண இலக்கியம் - சிறுகதை, புதினம் - குழந்தை இலக்கியம் - நாட்டுப்புற இலக்கியம் - தோற்றமும் வளர்ச்சியும்.
பிரிவு 11	இலக்கிய வளர்ச்சி அமைப்புகள் - சங்கங்கள் - சமய நிறுவனங்கள் - அரசியல் அமைப்புகள்.
பிரிவு 12	உரைநடை வளர்ச்சி - உரைநடையாசிரியர்களின் பங்கு.

தொகுதி 4   பல்துறையில் தமிழ்

பிரிவு 13	அறிவியல் தமிழ் - கலைச் சொல் உருவாக்கம் கொள்கைகளும் விதிகளும்.
பிரிவு 14	ஆட்சி மொழியாகத் தமிழ் - பயன்கள் - தடைகள், செயல்முறைகள்.
பிரிவு 15	தமிழ் கற்பித்தலில் தொழில் நுட்பம், தகவல் தொடர்பு ஊடகங்கள் - கணிப்பொறி - பல்நூடகம்.
பிரிவு 16	கணிணி வழித் தமிழ்க் கல்வி - இணைய தளமும் தமிழ்க் கல்வியும் தமிழ் இணையப் பல்கலைக் கழகம்.

பார்வை நூல்கள்

இரத்தினசபாபதி, பி. செம்மொழிக் கல்விசாந்தா பதிப்பகம். சென்னை 14.

இரத்தினசபாபதி, பி. மக்கள் தொடர்பும் மாண்புறு கல்வியும் ஜோதி பதிப்பகம். சென்னை 61.

அடைக்கல சாமி - இலக்கிய வரலாறு பால் நிலாப்பதிப்பகம். சென்னை 94.

கணபதி, வி. நற்றமிழ் கற்பிக்கும் முறைகள் பகுதி 2. சாந்தா - பதிப்பகம். சென்னை 14.

பொன் சுப்பையா. (பதிப்பாசிரியர்) பொதுமைக் கூறுகளின் பட்டியல் தமிழ். இந்தியா மொழிகளின் நடுவண் நிறுவனம். மைசூர்.

பொன் சுப்பையா. இலக்கியத் தேர்ச்சி அளவிடுதல் இந்திய ___ மொழிகளின் நடுவண் நிறுவனம் - மைசூர்.

ஞான சம்பந்தம் அ.ச. இலக்கியக் கலை.

Jean Alanson. Linguister - Megraw Hill - U.S.A.

Geoggrey Funch - World of mouth paulgraw MacMillan U.S.A.

TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	**:**	**TEACHING OF SPECIAL ENGLISH**
COURSE CODE	**:**	**ED 013**
COURSE CREDITS	**:**	**3+1**

OBJECTIVES

This Course is:

- To help the student teachers to acquire the knowledge of the history of English in India and its position.

- To make the student teachers acquire the knowledge of the curriculum of English in Secondary school syllabus.

- To be familiar with English speech sounds.

- To help the student teachers to get the knowledge of the Stress, Intonation and Rhythm of the language.

- To develop the reference skills.

- To develop the writing skills.

- To learn the fundamentals of Linguistics.

- To be familiar with Language Varieties

BLOCK 1   OBJECTIVES OF TEACHING AND LEARNING ENGLISH AT THE SECONDARY LEVEL

UNIT 1   Role of English in India

History of English in India – Aims and Objectives of Teaching English – English in School Curriculum – Scientific Principles of Foreign Language Teaching

UNIT 2   The Functions of a Second Language in a Multilingual Society

Language Language Functions – Informative Function – Directive Function – Expressive Function – Importance of English – Values of English – Utilitarian Values – Cultural Values – Mother tongue in Second Language Classroom – Interference of Mother Tongue in English Classroom – Language Society

UNIT 3   The Curriculum of English in the Secondary School

Principals of Curriculum Construction – Present day's School Curriculum – English in Indian Classroom – The English Reader

UNIT 4   Qualities of an English Teacher

Classroom Manager – Planning and Progression – Professional Development – Creativity

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BLOCK 2   PHONETICS AND SPOKEN ENGLISH

UNIT 5   The Speech Mechanism

The Respiratory System – The Phonatory System – The Articulatory System – The Air-Stream Mechanism

UNIT 6   Phonetic Symbols – Consonants

Description of Consonants – Structures – Place of Articulation – Manner of Articulation

UNIT 7   Vowels and Diphthongs

Pure Vowels – Front Vowels – Back Vowels – Central Vowels – Diphthongs – Closing Diphthongs – Centering Diphthongs

UNIT 8   Stress, Intonation and Rhythm

Stress and Rhythm – Word Stress and Sentence Stress – Strong and Weak forms of

Words – Syllable – Syllabic Consonant - Consonant Cluster – Intonation – Falling Tone – Rising Tone – Falling-Rising Tone

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BLOCK3   ENGLISH STUDY SKILLS

UNIT 9   **Use of Reference Material**

Bibliography and Annotated Bibliography – Dictionaries – Thesaurus and Encyclopedia – SQ3R – Skimming and Scanning – Levels of Reading

UNIT 10   **Appreciation of Poetry**

Objectives of Teaching Poetry – Poetry Reading for Appreciation – Promoting the habit of Writing Poetry – Paraphrasing and Figures of Speech

UNIT 11   **ELT through Drama, Newspaper, Songs and Multimedia**

Drama in Developing Oral Skills – Newspaper in Teaching Reading – Songs and Music in the Second Language Classroom – Multimedia in the Teaching of English

UNIT 12   **Note Taking and Note Making**

Note taking from reading – taking hints on main points, use of abbreviations and symbols – selecting the salient points and ordering them

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BLOCK 4 INTRODUCTION TO LINGUISTICS

UNIT 13   **History of Linguistics**

Theoretical Linguistics – Branches of Linguistics – The Study of Language Structure

UNIT 14   **Meaning and Scope of Linguistics.**

Linguistics and Cultural Anthropology – Cognitive Science – Comparative and Historical Linguistics

UNIT 15   **Varieties of Language**

Dialect – Register – Slang and Jargon – Phonology and Morphology – Semantics – Syntax

UNIT 16   **Immediate Constituent Analysis**

Types of Grammar – Immediate Constituent Analysis – Transformative Generative Grammar – Tree Diagram – Constructive Analysis and Error Analysis

REFERENCES

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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**TEACHING OF SCIENCE**
COURSE CODE	:	**ED 014**
COURSE CREDITS	:	**3+1**

OBJECTIVES

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

- to plan a lesson in science for teaching at the secondary level.

- to formulate instructional objectives based on Bloom's Taxonomy for any science lesson at the secondary level.

- to write a lesson plan for any given lesson at the secondary level.

- to apply microteaching skills in actual classroom teaching

- to apply different teaching strategies and methods for enabling the students to understand the science concepts, theories and principles in the school environment.

- to apply appropriate instructional media and resources in teaching a lesson in science.

- to construct and use appropriate evaluation techniques to evaluate the learner's achievement in science.

- to apply the principles of science curriculum while analyzing the curricular contents in the textbooks prescribed by the Govt. of Tamil Nadu.

BLOCK 1 OBJECTIVES AND PLANNING OF TEACHING SCIENCE

UNIT 1   Science Teaching
Introduction - Science as process and product objectives of Teaching Science - Bloom's objectives Taxonomy - Instructional - meaning, scope and writing instructional objectives.

UNIT 2   Science Curriculum
Principles, content, development, evaluation and improvement of Curriculum includes knowledge of modern trends in Science - Biochemistry, Biophysics, Environmental Toxicology, Genetics, Genetic Engineering, Ecology - Conservation - Preservation of Natural Resources.

UNIT 3   **Planning of Instructional Process**

Need, advantage and strategies, Developing lesson plans - Teacher level plans - week, daily, plan for individual lesson - post lesson dairy entries.

UNIT 4   **Micro-Teaching as the Training Technique**

Micro-teaching as the Training Technique - Skill development in different topics.

BLOCK 2   TEACHING STRATEGIES AND METHODS

UNIT 5   **Methods of Teaching**

Different types – Methods of teaching at different level.

UNIT 6   **Approaches of Teaching**

Approaches of Teaching - How, When, To whom, Which subject use? With illustrations - Historical, Biographical and Heuristic approaches.

UNIT 7   **Appropriate Use of Methods**

Demonstration, Lecture cum demonstration - Illustration with examples - Laboratory, Project / Field – trip methods.

UNIT 8   **Enquiry Approach**

Enquiry approach and problem solving approach with illustrations

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BLOCK 3   INSTRUCTIONAL MEDIA AND RESOURCES

UNIT 9   **Media and Resources**

Introduction - Objectives - Need - Importance of using available Media and Resources

UNIT 10   **Use of Hardware Resources**

Use of hardware resource - AV materials - Use of science library - Science teaching in rural schools with teacher - made apparatus and materials

UNIT 11   **Science Laboratory**

Use and Management of Science Laboratory - Planning, equipping, organizing and administrating rules-accident prevent-safety measure - First aid methods and practices. Community resources - Visit places - Strengthening Science Education.

UNIT 12   **Lesson Plan**

Teaching specific lesson - Objectives of teaching physical science and biological science-method wise lesson plan writing-Physical science 2 and Biological science 2 lessons.

BLOCK 4   EVALUATION OF LEARNER'S ACHIEVEMENT IN SCIENCE

UNIT 13   Evaluation

Introduction - Objectives of Evaluation - Need – Concept - Purpose - Types of tests

UNIT 14   Methods of Evaluation

Process Vs Product Evaluation at different levels for different subjects.

UNIT 15   Tools and Techniques

Tools and Techniques - Teachers - made students tests - Self evaluation and reporting, observation, progress cards and cumulative records.

UNIT 16   Diagnostic Test

Diagnostic test and Remedial Teaching.

REFERENCES

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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**TEACHING OF MATHEMATICS**
COURSE CODE	:	**ED 015**
COURSE CREDITS	:	**3+1**

OBJECTIVES

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

- to plan a lesson in mathematics for teaching at the secondary level.

- to formulate instructional objectives based on Bloom's Taxonomy for any mathematics lesson at the secondary level.

- to write a lesson plan for any given lesson in mathematics at the secondary level.

- to apply the skills of micro- teaching in actual classroom teaching.

- to apply different teaching strategies and methods to enable the students understand the concepts, theory and principles of mathematics in the school environment.

- to apply appropriate instructional media and resources in teaching mathematics.

- to construct and use appropriate evaluation techniques to evaluate the learner's achievement in mathematics.

- to apply the principles of curriculum in mathematics while analyzing the curricular contents in the text books prescribed by the Government of Tamil Nadu

BLOCK 1   OBJECTIVES AND PLANNING OF TEACHING MATHEMATICS

UNIT 1   Mathematics Teaching
Introduction – Objectives of teaching mathematics – Bloom's objectives of Taxonomy – Instructional – Meaning, scope and writing instructional objectives.

UNIT 2   Mathematics Curriculum
Principles, content, development, evaluation and improvement of Curriculum - includes Modern trends in Mathematics – Arithmetic, Algebra, Geometry, Trigonometry and Computing History of Mathematics – Indian Mathematician –

Western Mathematician.

UNIT 3   Planning of Instructional Process

Need, advantage and strategies, developing lesson plans - Annual plan – Unit plan – Remedies teaching.

UNIT 4   Micro-Teaching

Micro-teaching - Skill development – Steps in Micro teaching – Micro teaching cycle – Skills of Micro teaching – Feed back – Link Practice – Simulated teaching Procedure

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BLOCK 2   TEACHING STRATEGIES AND METHODS

UNIT 5   Methods of Teaching

Different Approaches of Teaching Mathematics – Inductive and Deductive methods. Eg Rule Method – Rule Method

UNIT 6   Analytical and Systematic Methods

Heuristic / Discovery method – Guided Discovery.

UNIT 7   Techniques in Teaching Mathematics

Drill and Practice – Oral and Written Work - Play way technique – Assignment and Home Work – Mathematics as fun.

UNIT 8   Problem-Solving Approaches

Different approaches in Problem solving with illustrations.

BLOCK 3   INSTRUCTIONAL MEDIA AND RESOURCES

UNIT 9   Media and Resources

Introduction – Objectives – Need - Importance of Media use – Available media and Resources.

UNIT 10   Teaching Mathematics to Rural Children

AV materials – Use of mathematics clubs – Teaching of Mathematics in rural schools with teacher –made approaches and materials. – Self Instructional teaching -Self Learning techniques

UNIT 11   Use of Projected and Non-Projected Aids

Use of computer in learning mathematics- Maths Lab-based teaching -Exhibition – Quiz Programmes.

UNIT 12   Teaching a Specific Lesson

Objectives of teaching Arithmetic, Geometry, Trigonometry and Commercial Mathematics –Sequencing, Flow Charting, Computing – Method wise lesson plan for each category in mathematics.

BLOCK 4   EVALUATION OF LEARNER'S ACHIEVEMENT IN MATHEMATICS

UNIT 13   Evaluation
Introduction – Objectives of Evaluation – Need – Concept – Purpose – Types of tests.

UNIT 14   Preparing Model Question Paper
Preparing model question paper on the basis of Blue print – Construction of objective type tests.

UNIT 15   Tools and Techniques
Teacher – made tests – Self evaluation and reporting, Observation, Progress cards and Cumulative records.

UNIT 16   Diagnostic Tests
Learning Problems- Learning difficulties- Diagnostic tests and Remedial Measures.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	**:**	**TEACHING OF SOCIAL SCIENCE**
COURSE CODE	**:**	**ED 016**
COURSE CREDITS	**:**	**3+1**

OBJECTIVES

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

- to plan a lesson in Social science for teaching at the Secondary Level.

- to formulate instructional objectives based on Bloom's Taxonomy for any Social science lesson at the secondary level.

- to write a lesson Plan for any given lesson at the Secondary Level.

- to apply micro teaching skills in classroom situation.

- to apply different teaching strategy, tactics, techniques and methods for enabling the Students

- to understand the Social science concepts, theories and principles in the School environment.

- to apply appropriate instructional media and resources in teaching a lesson in Social science.

- to construct and use appropriate evaluation techniques to evaluate the learners achievement in Social science.

- to apply the principles of curriculum planning in Social sciences.

- to develops skills of teaching the subjects.

- to develops a lovely personality as a teacher of Social science.

- to prepare a model test papers with scoring keys.

- to organize the co- curricular activities to highlight the Socio Economic problems in India.

- to apply the principles of Social science curriculum while analyzing the contents in the textbooks prescribed by the Government of Tamil Nadu.

BLOCK 1 OBJECTIVES AND PLANNING OF TEACHING SOCIAL SCIENCE

UNIT 1 Nature and Objectives of Social Science

Social science – Definition – Meaning – Scope – Nature Characteristic –Place in the secondary level curriculum – Correlation with other subjects – Formulation of performance – Objectives – Bloom's & Magers views, cognitive, affective and psychomotor levels, values, practical, cultural, ethical, disciplinary – Values of teaching.

UNIT 2 Curriculum Designing

Curriculum Development – Principles – Content development – Evaluation in teaching learning process – Improvement for teaching learning process – Teacher of Social science –Academic and professional qualifications – qualities his / her role in the school and community – Co-curricular activities.

UNIT 3 Instructional Process

Meaning – different components of Instructional Process – Planning of Instructional Process – Areas of Planning instruction- Teaching – Learning strategies, objectives – Learning alternatives & evaluation – content – concepts – processed – values – Types of planning- Need advantage and strategies – Developing a lesson plan –Teachers level plan – daily – week – unit – Annual – Year plan – Plan for individual lesson – Post lesson dairy entries – Model lesson plan.

UNIT 4 Micro-Teaching

Social science teaching skills – Micro–Teaching – Practice of any skills relevant to Social science teaching link practice.

BLOCK 2 TEACHING STRATEGIES AND METHODS

UNIT 5 Different Types of Methods of Teaching
Traditional methods – Modern methods – Historical methods – Project method – Problem solving approach.

UNIT 6 Approaches to Teaching Social Science

Approaches to organizing Social science Curriculum: Integrated approach – Inter disciplinary / Correlational approach – Unit approach, Factors influencing alternative approaches : Flexibility – Availability of resources – Utilization of Local community & Resources – Utilization of Personal experiences – Learner's characteristics.

UNIT 7   Methods of Teaching Social Science

Different methods – Different topics such as Ancient Civilization & Indus Valley Civilization – Beginning of Modern age – Geographical Discoveries – Natural Environment – Human Population – Natural resources and their utilization – Infrastructure of Indian Economy – India as a Nation.

UNIT 8   Instructional Inputs in Teaching Social Studies

Need for Instructional inputs in Social science. Teacher – Directed Instructional inputs: Lecture – Demonstration – Guest speakers – Questioning. Learner – Directed Instructional inputs: Individualised instruction – CAI & CMI – Project work – field visits & work using SLM and using instrumental materials. Group – Directed instructional inputs: Discussions & Socialised debate – Symposium – Panel discussion – Brainstorming – Small group, Buzz Session, Seminars, Works, Symposia – Team teaching, group learning and Individual learning.

BLOCK 3   INSTRUCTIONAL MEDIA AND RESOURCES

UNIT 9   Media and Resources in Teaching Social Science

Realia and Diorama – Preparation of specimens – Albums, Cutouts models, globe, maps, charts etc., Models – Charts – Graphs – Maps and Globes – Time – Lines – Preparing for a Radio Lesson and a T.V. educational telecast – Preparation of soft ware– Preparing Low Cost teaching aids.

UNIT 10   Use of Hardware Resources

Use of Radio, Record Player and the Motion Picture & Cassettee recorder – Slide Projector, Film Strips Projector, OHP and Sound Film Projector – The TV & VCR – Use of Computer in Social science Education.

UNIT 11   Use of Print Materials

Collateral reading books – Teacher's guide – Social science Club and its activities – Reading of books historical novels, magazines, newspapers and learning from other media- Assignments – Oral written and drawing - - forms – work books.

UNIT 12   Teaching a Specific Lesson

The subject content prescribed for classes VIII, IX, X, XI and XII by the Tamil Nadu Text book Society.

BLOCK 4   EVALUATION IN SOCIAL SCIENCE

UNIT 13   Objectives of Evaluation
Introduction – Objectives – Need – Concepts – Purpose – Evaluation for Certification etc.,

UNIT 14   Aspects of Evaluation
Evaluation as a continuous and comprehensive process – Formative & Summative – Evaluation of cognitive & Non – Cognitive out comes.

UNIT 15   Tools of Evaluation
Types of test – Teacher made and standardized tests - Preparation of a question paper: Content analysis-Writing Instructional objectives in Behavioural terms – Preparing a Blue Print – Developing test items for cognitive and non – cognitive outcomes – Setting a Good Question Paper.

UNIT 16   Recent Trends
Recent trends in Social science education – Evaluation of Social science education Civics, Political, Social, Economical, Geographical, Historical points of view, Diagnostic and remedial teaching – Assessing students performance in Social science.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**TEACHING OF COMMERCE**
COURSE CODE	:	**ED 017**
COURSE CREDITS	:	**3+1**

OBJECTIVES

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

- Enumerate the importance of Commerce education and the present status of Commerce education in our country.
- Prepare the lesson plan with necessary requirements based on the instructional objectives and construction of the objectives according to the Taxonomy of Educational Objectives.
- Explain various methods and techniques of teaching Commerce and its implications.
- Describe educational technology on teaching-learning of Commerce.
- Computer/Web based teaching and learning materials for Commerce and Accountancy.

BLOCK 1   NATURE, NEEDS AND IMPORTANCE OF COMMERCE EDUCATION

UNIT 1   Commerce education – Meaning and importance of Commerce education – Nature and scope – recommendations and reports of various Committees on Commerce education in India.

UNIT 2   Commerce and Accountancy in daily life – Correlation of Commerce with other subjects – Values of Commerce and Accountancy – disciplinary, cultural, practical and social aims.

UNIT 3   Instructional objectives of teaching Commerce – criteria for the selection of objectives – objectives of teaching Commerce – relationship between objectives, learning experience and evaluation.

UNIT 4 Bloom's Taxonomy of objectives – Cognitive, Affective and Psychomotor domain – General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs) – writing of instructional objectives and specifications – based instruction.

BLOCK 2   CURRICULUM AND PLANNING

UNIT 5 Meaning, Definition and concept of curriculum – inclusion of Commerce in the curriculum – Principles of construction of Commerce curriculum – Procedure of curriculum construction in Commerce.

UNIT 6 Different approaches in Commerce curriculum – Types of curriculum – curriculum and syllabus – Improvement of Present Curriculum.

UNIT 7 Planning, Need and importance of planning – Year plan – importance and steps in year planning – Unit Plan – meaning, importance and steps – Model year plan and Unit Plan for Commerce and Accountancy.

UNIT 8 Lesson plan – Origin of lesson plan – Need for Lesson Plan – Principles of lesson plan – requirements in preparing lesson plan – Steps in lesson plan – Model lesson plan for Commerce and Accountancy.

BLOCK 3   METHODS AND TECHNIQUES OF TEACHING COMMERCE

UNIT 9 Micro teaching – History of development – Definition – objectives, characteristics of Micro teaching steps and procedure – Advantages and disadvantages of Micro teaching – Major teaching skills.

UNIT 10 Methods of teaching, meaning, need – characteristics of good teaching method classification of methods of teaching – Lecture method, Descriptive method Problem solving method – Inductive and deductive – Case study.

UNIT 11 Techniques of teaching – Role playing, Brainstorming, Buzz session, simulation, seminar, symposium, Group discussion, workshop, programmed learning – Team Teaching.

UNIT 12 Commerce and Accountancy Teacher – Qualification, Qualities, Regular duties and responsibilities of the Commerce teacher. Necessary Register, documents and records to be maintained by a Commerce teacher. Need and importance of in-service training of a Commerce teacher. Text-book – qualities of a good Commerce and Accountancy text book.

BLOCK 4   EDUCATIONAL TECHNOLOGY

UNIT 13 Use of Media and resources in teaching of Commerce – types of media – preparation – Principles of selection and using multi-media.

UNIT 14 Role of Educational Technology in teaching Commerce – Approaches and strategies.

UNIT 15 Use of computer and internet in teaching, Web based teaching and learning of Commerce at the higher secondary stage.

UNIT 16 Use of community resources – Mass media in teaching of Commerce.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**TEACHING OF ECONOMICS**
COURSE CODE	:	**ED 018**
COURSE CREDITS	:	**3+1**

OBJECTIVES

At the end of the course, the Student – Teacher of Economics will be able to

- define Economics education
- explain the importance and status of Economics education
- select the principles of constructing curriculum in Economics
- list down the principles of planning in teaching of Economics
- compare the types of methods of teaching Economics
- find the role of media and educational technology in teaching Economics
- analyse the importance of community resources in Economics education
- construct the achievement test in Economics for evaluating students' learning
- identify the trends in principles of testing in Economics

BLOCK 1 NEED, NATURE AND IMPORTANCE OF ECONOMICS EDUCATION

UNIT 1 Economic Education – Meaning and Scope – Importance of Learning and Teaching Economics – Economics in Education.

UNIT 2 Nature of Economics – as a social science – its relationship with other Subjects – civics, history, mathematics, statistics, etc.

UNIT 3 Teaching of Economics – at different levels – pedagogical importance – Objectives and values of teaching Economics.

UNIT 4 Curriculum in Economics – principles in organizing Economics curriculum – at the higher secondary stage – in Tamilnadu.

BLOCK 2 METHODS OF TEACHING ECONOMICS - PROFESSIONAL PREPARATION

UNIT 5 Planning of Teaching Economics – principles – methods and approaches in planning teaching – different topics in Economics.

UNIT 6 Traditional methods of teaching Economics – importance in teaching of Economics at the higher secondary stage.

UNIT 7 Modern methods of teaching Economics – need and importance with reference to the current trends in teacher preparation.

UNIT 8 Professional preparation of teacher of Economics – microteaching technique-characteristics of teacher of Economics – in-service education for the teacher of Economics.

BLOCK 3 TECHNOLOGY IN TEACHING OF ECONOMICS

UNIT 9 Use of media in teaching of Economics – types of media – preparation – principles of selection and using audio-visual aids.

UNIT 10 Role of educational technology in teaching Economics – approaches and strategies.

UNIT 11 Use of computer – internet in teaching and learning Economics – at the higher secondary stage.

UNIT 12 Use of community resources – Mass media in teaching of Economics – recent economic problems in India.

BLOCK 4 EVALUATION IN ECONOMICS EDUCATION

UNIT 13 Evaluation in Economics – important procedures – principles of student's evaluation – at the higher secondary stage.

UNIT 14 Construction of tests in Economics – types of tests – diagnostic tests, Norm – referenced and criterion referenced test, teacher made tests-characteristics of a good test in Economics.

UNIT 15 Achievement test in Economics – designing a test in Economics – principles and procedure involved.

UNIT 16 Recent trends in the examination reform – implications in the teaching and learning

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE : **TEACHING COMPUTER SCIENCE**

COURSE CODE : **ED 019**

COURSE CREDITS : **3+1**

OBJECTIVES

By the end of the course the Teacher Trainees will attain the following knowledge and skills.

- The Teacher trainees will acquire the basic knowledge required to teach computer Science and will understand the values of learning computer.
- The teacher trainees will acquire knowledge on the programming logics and the learning strategies.
- The teacher trainees will be able to identify the educational objectives in teaching and learning of computer science.
- The teacher trainees will be able to identify teacher behaviour and how to prepare curriculum in computer science.
- The teacher trainees will understand the purpose of networking of computers and their utilities in the field of education.
- The teacher trainees will be able to set up and maintain a computer laboratory.
- The teacher trainees will be able to understand the different methods of teaching computer science.
- The teacher trainees will acquire the knowledge on different types of teaching aids and understand their purr

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BLOCK 1   NATURE AND SCOPE OF COMPUTER SCIENCE

UNIT 1   **The techniques and Technology of Computer**

Introduction – Computing needs – Generations of Computers – Principles of computing – Techniques of computing.

UNIT 2 **The Hardware and Software of Computers**

Hardware – Definition – I/O Devices – Floppy – CDs – DVDs – Keyboard – Printers – Line and serial – Dot Matrix – laser – inkjet – thermal.

Software – definition – Systems software – Application - Software – High level – low level programming languages.

UNIT 3 **Programming logics and learning strategies**

Algorithm – flowcharting – Systems analysis – Computer learning strategies.

UNIT 4 **Values of learning Computers**

Utilities of computers in different fields – Transports – Engineering – Trade – Science and Medicine – Space science – Education.

BLOCK 2 TEACHING OF COMPUTER SCIENCE

UNIT 5 **Taxonomy of Educational objectives**

Cognitive – Affective and Psychomotor domains.

UNIT 6 **Genesis in Teaching computer science**

Teaching – definition – Micro teaching – purpose and importance – Micro teaching cycle – Teaching skills – Introducing – Probing questioning – Explaining - Demonstrating – Black Board work.

UNIT 7 **Scheming for Teaching**

Lesson plan – Objectives – Need and importance – principles – Steps in writing lesson plan – model lesson – unit plan – significance.

UNIT 8 **Competency in teaching computers**

Computer Teacher – teacher morale – teacher – guide – Teacher sources – Sharing of expertise.

BLOCK 3   NETWORKING AND APPLICATIONS OF COMPUTERS

UNIT 9   Networking

Meaning – importance – Types of networking – LAN, WAN, WAN – Video conferencing – Multimedia – Internet – World wide web – website – web page – e tutoring – e mentoring – e learning – Virtual learning – Virtual universities – e mail – e chatting – advantages.

UNIT 10   Computers in education

Computer Application in educational Institutions – academic and non academic – Research Activities – Maintaining Students records.

UNIT 11   Learning using Computers

Principles – Computer Assisted learning (CAL) – material preparation – material preparation – Evaluation of CAL material – Comparison with Programmed Learning material.

UNIT 12   Computer laboratory

Need for computer laboratory – Special features of computer alb – Setting a computer alb – Laboratory management – Arranging practical for pupils – Evaluation of practical.

BLOCK 4   OBJECTIVES – METHODS AND EVALUATION

UNIT 13   Aims and Objectives

Aims and Objectives of teaching computer science in schools – need for computer science – Importance of computer science in higher Secondary level.

UNIT 14   Instructional Methods

Strategies – Team teaching – lecture – lecture cum Demonstration – Inductive – Deductive – Analytic – synthetic – Problem solving – Laboratory – seminar – small group strategies – cooperative learning – group learning – debate – discussion – Individualized strategies – Library based learning – programmed learning – CAL – Web based learning.

UNIT 15   Audio Visual Aids

Importance and uses – types – Improvised aids for teaching – mass media and its advantages – Library – Exhibitions – field visits – Project and computer science club – use and advantages.

UNIT 16   Evaluation and measurements

Need and importance – types – formative – summative – teats for evaluation – teacher made tests – standardized tests – qualities of good test – item analysis – diagnostic testing – remedial testing – online testing.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**COMPUTER IN EDUCATION**
COURSE CODE	:	**ED 020**
COURSE CREDITS	:	**3+1**

OBJECTIVES

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

- to acquire knowledge of historical evolution of computers and its hardware components

- to acquaint with the functioning of computers

- to acquire skills relating to planning lessons and presenting them effectively

- to become familiarized with the various methods that can be employed for the teaching of computer science.

- to acquire knowledge in Windows 98

- to develop programmes in C language

- to acquire knowledge on latest trends in Information Technology

BLOCK 1 INTRODUCTION TO COMPUTERS

UNIT 1 Introduction – the computer – the basic hardware components of a micro computer – main units of a computer.

UNIT 2 Brief history of development of computers – types of computers – hardware aspects – use of computers in school.

UNIT 3 Aims and objectives of teaching Computer Science - Bloom's Taxonomy of Educational objectives – Computer Education at different school levels – primary, secondary and higher secondary.

UNIT 4 Teaching skills – Micro teaching cycle – Teaching components – Planning a micro lesson – Teaching of relevant skills: skills of explaining, stimulus variation, reinforcement, questioning, blackboard writing.

BLOCK 2   INSTRUCTIONAL METHODS

UNIT 5   Lesson planning – importance of lesson plans, writing instructional objectives and planning for specific behavioural changes – unit planning – preparation and use of unit plan.

UNIT 6   Instructional methods – Individualized instruction – concept, self learning – programmed learning – computer assisted learning – computer managed learning.

UNIT 7   Methods of teaching - Lecture – demonstration – problem solving – project method – scientific method – analytic and synthetic methods – inductive and deductive approaches of teaching computer science.

UNIT 8   Principles of curriculum development in Computer Science – criteria of selection of content and principles of organizing the selected content

BLOCK 3   INTRODUCTION TO MS-WINDOWS

UNIT 9   Introduction to MS Windows – meaning – start, leave, operate MS Windows – Window elements – control menu – programme manager.

UNIT 10   Different menus – desk menu – view menu – options menu – Window menu – control panel – clipboard viewer – paint brush – write – terminal – note pad – calendar – calculator – clock.

UNIT 11   Introduction – entering test – selecting and inserting test – making a paragraph, getting help – moving and copying – searching and replacing – formatting character and paragraph – tables and foot notes – table of contents and index – sorting, formatting sections and documents.

UNIT 12   The Excel Environment – entering and changing information and formula – functions – copying, moving and deleting information – names and arrays – saving worksheet – loading and printing – number formatting – working with lines and columns – display – calculation – protecting the work.

BLOCK 4   INTRODUCTION TO COMPUTERS IN EDUCATION

UNIT 13   The computer system – Hardware for Educational computers – meaning of Multimedia – hardware requirements – input-output devices

UNIT 14   Software tools for Educational computing   –   computers for teaching   – software   tools for teaching – programming   languages used   for   Educational applications.

UNIT 15   The   uses   of   computers   in   Education   –   Administrative uses   – instructional   uses   –   computer   managed   testing –   computers   in   research   –   the issues   of   using computers   in   Education.

UNIT 16 Evaluation of Educational software – Educational values and software selection – usage and Evaluation.

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TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION

B.Ed Syllabus (Distance Mode)

COURSE TITLE	:	**GUIDANCE AND COUNSELLING**
COURSE CODE	:	**ED 021**
COURSE CREDITS	:	**3+1**

OBJECTIVES

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

- to define words like guidance, counselling, problematic child, gifted child, truant etc.

- to explain the purpose of guidance at secondary school level.

- to explain the purpose of guidance at higher secondary school level.

- to describe the principles of guidance.

- to point out the scope of guidance programme at the secondary level.

- to elaborate the need for counselling at the secondary level.

- to describe various approaches to counselling.

- to list the essential features of guidance and counselling programmes.

- to discuss the special needs of physically challenged children.

BLOCK 1   INTRODUCTION TO GUIDANCE

UNIT 1   Guidance - Meaning and scope – Educational, vocational and personal guidance.

UNIT 2   School guidance programme – Various programmes – Orientation services - Pupil inventory services – career masters.

UNIT 3 Need for guidance programme at the secondary level – Guidance and learning – guidance and curriculum.

UNIT 4 Different methods of evaluation of guidance programmes – Steps in evaluation – Student Information Bureau.

BLOCK 2   TECHNIQUES AND PROCEDURES OF GUIDENCE

UNIT 5 Techniques of guidance – Non standardized techniques: questionnaire – observation – socio-metry – autobiography – rating scales – anecdotal record – case study – cumulative record – interviews.

UNIT 6 Standardized techniques – aptitude tests – Achievement tests – Interest inventory – personality tests.

UNIT 7 Need for Personal Guidance – Counsellors, career masters and teachers as Guidance personal.

UNIT 8 Concept – Need and significance – Principles – Group guidance activities.

BLOCK 3   UNDERSTANDING COUNSELLING

UNIT 9 Counselling – Definition, meaning, scope and limitations – Principles of Counselling – Characteristics of an effective Counselling.

UNIT 10 Major approaches to counselling – Group counselling - Individual counselling – Directive, non-directive and eclectic counselling.

UNIT 11 Diagnosis of problems – uses of various tests – Problematic children - Physically handicapped and mentally retarded – Opportunities available for social and personal development.

UNIT 12 Personnel in counselling programme – Role of teachers – Role of heads of institutions – Records to be maintained – counselling room – special facilities needed.

BLOCK 4   CAREER DEVELOPMENT

UNIT 13 Career development – Approaches to career development – Concept – Importance – process – Rae's Theory of personality development and career choice – Holland's Theory of vocational personalities and work environment.

UNIT 14   Nature of work – Motivation to work – Work affects way of life – Social climate.

UNIT 15   Career development of Girls in India – Salient features – Career patterns of women – common problems of women – girls – Role of teachers.

UNIT 16   Career patterns – Understanding career patterns – relationship of career pattern with life stages – Type of career patterns – Development – Career maturity.

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