



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai - 600 097

**SYLLABUS FOR THE TWO-YEAR B.Ed DEGREE
PROGRAMME FOR THE ACADEMIC YEAR 2016-2017**

**(APPLICABLE FOR THE BATCH OF STUDENTS ADMITTED
DURING THE ACADEMIC YEAR 2015-2016)**

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY

B.Ed Second Year: Details of Theory Courses & Practical Components

GROUP – A: PERSPECTIVES IN EDUCATION				
COURSE CODE	NAME OF THE COURSE	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
SPEKC	Knowledge and Curriculum	30	70	100
SPECS	Creating an Inclusive School	15	35	50
SPEGS	Gender, School and Society	15	35	50
Sub - Total		60	140	200
GROUP – B: CURRICULUM AND PEDAGOGIC STUDIES				
COURSE CODE	NAME OF THE COURSE	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
SCPTA	Pedagogy of Tamil : Part –II (Content Mastery)	15	35	50
SCPEN	Pedagogy of English : Part –II (Content Mastery)			
SCPUR	Pedagogy of Urdu: Part –II (Content Mastery)			
SCPMA	Pedagogy of Mathematics : Part –II (Content Mastery)			
SCPCS	Pedagogy of Computer Science : Part –II (Content Mastery)			
SCPPS	Pedagogy of Physical Science : Part –II (Content Mastery)			
SCPBS	Pedagogy of Biological Science : Part –II (Content Mastery)			
SCPHI	Pedagogy of History : Part –II (Content Mastery)			
SCPGE	Pedagogy of Geography : Part –II (Content Mastery)			
SCPEC	Pedagogy of Economics : Part –II (Content Mastery)			
SCPCA	Pedagogy of Commerce and Accountancy : Part –II (Content Mastery)			
SCPHS	Pedagogy of Home Science : Part –II (Content Mastery)			
SCPSS	Pedagogy of Social Science : Part –II (Content Mastery)			
Sub-Total		15	35	50
Grand Total (200+50)				250

B.Ed Second Year: Details of Practical Components

S.No.	ACTIVITIES	Level I Marks	Level II Marks	Total Marks
1	School Internship (16 Weeks) (Allotment of Schools for School Internship for student-teachers are subject to prior approval from the concerned District Educational Authorities. The Principals of the Colleges of Education have to submit the School Internship Schedule to the Tamil Nadu Teachers Education University)			
2	Teaching Competency (a) Level – I (Pertaining to the School Subject of the student-teachers) (b) Level – II (Pertaining to the School Subject of the student-teachers)	50	50	100
3	Lesson Plan Records a) Lesson Plan Record : Level - I (30 Lesson Plans pertaining to the School Subject of the student-teachers) b) Lesson Plan Record : Level - II (30 Lesson Plans pertaining to the School Subject of the student - teachers)	15	15	30
4	Test and Measurement Records (Based on the Achievement Tests Constructed and administered by student –Teachers) a) Level – I (Pertaining to the School subject of the student teachers) b) Level – II (pertaining to the School Subject of the student - teachers)	15	15	30
5	Preparation and Use of TLM relating to Lesson Plans a) Preparation and Use of 30 TLM : Level – I b) Preparation and Use of 30 TLM : Level – II	10	10	20
6	Work Experience Record (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.)	-	-	10
7	Field Trip Record / Education Tour Record (Organisation, participation and reporting on One-day Field Trip/Education Tour related to any concept of B.Ed Curriculum with prior approval from the competent authorities and the Tamil Nadu Teachers Education University)	-	-	10

8	Drama and Art Record (Conducting any 5 activities by the student-teachers with an emphasis on self-realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Book Fair, Art Gallery etc. either at Level – I or Level - II)	-	-	50
	Grand Total			250

NOTE:

- (a) **Level - I** refers to Standard VI to VIII (Upper Primary), compulsory for all student - teachers. For activities pertaining to Level - I, student-teachers shall select either Standard VI or VII or VIII as per the requirement of the co-operative schools.
- (b) **Level - II** refers to Standard IX & X (Secondary) for UG qualified student - teachers / Standard XI & XII (Higher Secondary / Senior Secondary) for PG qualified student - teachers.

**SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION FOR
FULL COURSE (30 MARKS)**

(Full Course: 1. Knowledge and Curriculum)

S.No	Components	Marks
1.	Assignments (An average of Two Assignments)	10
2.	Seminar	10
3.	Class Tests (An average of 2 Unit Tests)	10
	Total	30

**SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION FOR
HALF A COURSE (15 MARKS)**

(Half a Course: 1. Creating an Inclusive School; 2. Gender, School and Society; 3. Pedagogy of a School Subject – Part – II [Content Mastery].)

S.No	Components	Marks
1	Assignments (An average of Two Assignments)	5
2	Seminar	5
3	Class Tests (An average of 2 Unit Tests)	5
	Total	15

**SCHEME OF TERM-END EXAMINATION
SECOND YEAR: FOR A FULL COURSE AND FOR HALF A COURSE**

Question paper pattern for Term-End Examination

Type of Course	Type of Questions	Marks	Total Marks	Maximum words / page limits for each question	Duration of Examination
Full Course	Essay Questions (7 out of 10)	7 x 10	70	600 words/ 5 pages for each question	3 hours
Half a Course	Essay Questions (5 out of 7)	5 x 7	35	300 words/ 3 pages for each question	1 ½ hours

GROUP -A : PERSPECTIVES IN EDUCATION

THEORY COURSE: 01

COURSE CODE: SPEKC

KNOWLEDGE AND CURRICULUM

OBJECTIVES

The student teachers will be able to:

1. explain the epistemological and sociological bases of education
2. explain the nature and principles of child-centered curriculum
3. describe the relationship of nationalism, universalism and secularism with education
4. understand the principles of democratic curriculum
5. discuss the educational thoughts of great educational thinkers on child-centered education
6. discuss the nature, principles and resources of curriculum
7. comprehend curriculum process and practice
8. explain the need for hidden curriculum

Unit I: Epistemological Bases of Education

Epistemology: Type of knowledge - Meaning of knowledge, skill, teaching, training, information, reason and belief- Distinction between knowledge and skill - Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief.

(Suggested instructional approaches/methods:

- i) Talk by teacher on the Epistemological bases of education.
- ii) Group discussion on the distinction of the epistemological bases of education.)

Unit II: Social Bases of Education

Influence of society, culture and modernity on education - Influence of industrialization and democracy - Influence of individual autonomy and reason on education - Understanding education in relation to modern values: equity and equality, individual opportunity - Understanding social justice and dignity with special reference to Ambedkar.

(Suggested instructional approaches/methods:

- i) Seminar on the influence of society, culture and modernity on education
- ii) Group discussion on social justice and dignity with special reference to Ambedkar.)

Unit III Child-Centered Education

Meaning and characteristics of child-centered education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, John Dewey, Plato, Martin Buber, Paulo Freire with special reference to the three concepts: activity, discovery and dialogue relating to child-centered education.

(Suggested instructional approaches/methods:

- i) Group discussion on nature and principles of child-centered education.
- ii) Student Seminar on educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire.)

Unit IV Nationalism, Universalism, Secularism and Education

Meaning and definitions and concepts of nationalism, universalism and secularism - Relationship of nationalism, universalism and secularism with education with special reference to Tagore and Krishnamoorthy.

(Suggested instructional approaches/methods:

- i) Teacher talk or Expert's talk on nationalism, universalism, secularism and education.
- ii) Seminar on the ideas of Tagore and Krishnamoorthy about universalism and secularism.)

Unit V Education and Democracy

Meaning of democracy - Dewey's concept of democracy and education - meaning of democratic education - Democratic practices in education - Education in a democratic society - Training for democratic citizenship - multiculturalism and education.

(Suggested instructional approaches/methods:

- i) Teacher talk on Dewey's concept of democracy and education.
- ii) Student seminar on training for democratic citizenship.)

Unit VI Meaning and Nature of Curriculum

Meaning, definition and concept of curriculum - structure of curriculum - Dynamics of curriculum - Changing concepts of curriculum.

(Suggested instructional approaches/methods:

- i) Teacher talk on the meaning and nature of curriculum.
- ii) Group discussion on the changing concepts of curriculum.)

Unit VII Principles of Curriculum Development

Need for curriculum development - Principles and stages of curriculum development - Types of curriculum: Subject-centered curriculum, student-centered curriculum, society-centered curriculum and life-centered curriculum. Models of curriculum development: Tyler's model and Hilda Tabal's model.

(Suggested instructional approaches/methods:

- i) Teacher talk on the principles of curriculum development.
- ii) Panel discussion on different types of curriculum.)

Unit VIII Resources of Curriculum

Curriculum based on a thorough knowledge of the students and their communities; their values, their language, and their educational goals - Time table, syllabus, textbooks and co-curricular activities - a critical analysis of various samples of textbooks, children's literature and teachers' handbook.

(Suggested instructional approaches/methods:

- i) Teacher talk on resources of curriculum.
- ii) Presentation based on the critical analysis of various samples of children's literature.)

Unit IX Curriculum Implementation

Curriculum as an enacted process – curriculum as process and practices – Personnel participated in development of curriculum – Role of the state in the development of curriculum – curriculum from the top to down and curriculum for down to top – Meritocracy and its impact on curriculum – Valuing of rituals in schools and its celebrations – recreation of norms in society –relationship between power, ideology and the curriculum.

(Suggested instructional approaches/methods:

- i) Teacher talk on curriculum as an enacted process and practice.
- ii) Debate on the impact of Meritocracy on curriculum –factors influencing curriculum implementation.)

Unit X Curriculum change and Innovation

Need-based curriculum – factors related to development and assessment – Meaning of hidden curriculum – Role of hidden curriculum in developing resilience in children – Teaching strategies for developing resilience in children. Curriculum revision and evaluation – Tyler’s objective-centered evaluation model-Stufflebeam’s CIPP evaluation model -Curriculum and research- curriculum change and innovation – Need and importance.

(Suggested instructional approaches/methods:

- i) Group discussion on hidden curriculum practices for developing resilience in children.
- ii) Teacher talk on role of research and revision on need based curriculum.)

Tasks and Assignments

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child-centered education.
2. Prepare a society-centered and life-centered curriculum for the emerging Indian society.

REFERENCES

1. Orenstein A.C and Hunkins F.P (1988). Curriculum: Foundations, Principles and Issues. New Jersey; Prentice Hall.

2. Dewey, John (1996). The Child and the Curriculum, Chicago: The University of Chicago Press.
3. Diamond Robert, M. Designing and Improving Course in Higher Education: A Systemic Approach, California: Jossey.
4. Doll Ronal. C. Curriculum Improvement: Decision Making Process London: Allyon and Bacon.
5. Saylor, G.J and Alexander, W (1965) Planning Curriculum of school, New York: Holt Richard and Winston.
6. Taba, Hilda (1962) . Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanvich.
7. Tanner, D and Tanner, L.N (1975) Curriculum Development: Theory and Practice New York: Mac Millan.
8. Thangasamy, Kokila (2016), தமிழ்மொழி, குழந்தைகள், ஆசிரியர்கள் Chennai: Pavai Publications.
9. www.ncde.go.ug
10. www.wcedcurriculum.westerncap.gov.
11. www.ccsdli.org.

GROUP -A: PERSPECTIVES IN EDUCATION

THEORY COURSE: 02

COURSE CODE: SPECS

CREATING AN INCLUSIVE SCHOOL

Objectives:

The student-teachers will be able to:

1. develop an understanding of the concept of disability
2. develop an understanding of the concept of learning disabilities
3. critically evaluate the models of disability
4. identify the need and importance of inclusive education
5. discuss the contributions of national and international agencies to inclusive education.

Unit I Understanding the disability

Meaning and definition of disability - Meaning and definition of impairment - Differences between disability and impairment - Characteristics of disabilities -Causes of disabilities - Types of disabilities: Hearing impairment, speech impairment, visual impairment, morbidity/physically challenged, psychological disorders, mentally retarded, cerebral palsy and multiple disability.

(Suggested instructional approaches and methods:

- i) Students read the autobiography /biography of disabled persons.
- ii) Invited talk by a /some disabled person(s) to share his /her/their personal experiences and expectations from the community.)

Unit II Understanding the learning disabilities

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, sensory approach, disability-based approach, society-based approach - Role of teachers in managing students with learning disabilities.

(Suggested instructional approaches and methods:

- i) Invited talk by expert(s) /talk by teacher(s) on the different kinds of learning disabilities.
- ii) Student seminar on the importance and means of identifying the learning disabilities of students.)

Unit III Models of disability

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model and rehabilitation model.

(Suggested instructional approaches and methods:

- i) Student seminar on the merits and demerits of different models of disability.
- ii) Invited talk by expert(s)/talk by teacher(s) on the issues in implementing the models of disability.)

Unit IV Inclusive education

Meaning of inclusive education - UNESCO's definition of inclusive education - Inclusive education and education for all - Barriers to inclusive education- Overcoming barriers in inclusive education - Promoting inclusive education- Mixed-ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

(Suggested instructional approaches and methods:

- i) Teacher(s) talk on the issues related to inclusive classroom.
- ii) Presentation of reports based on the observation of an inclusive classroom setting.)

Unit V Policies and programmes of inclusive education

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

(Suggested instructional approaches and methods:

- i) Student seminar/Teacher talk on the UNESCO's initiatives for inclusive education.
- ii) Presentation of report based on group discussion with respect to the Government of India and State Governments' initiatives for inclusive education.)

Tasks and Assignments

1. Prepare a report on the contributions of National Resource Centre for Inclusion-India.
2. Write a detailed report on the best practices of inclusive education/models of inclusive education in India other countries.

References:

1. Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for inclusion developing learning and participation in schools*. UK: Centre for Studies on Inclusive Education.
2. Deshpabu, Suchitra. (2014). *Inclusive education in India*. New Delhi: Kanishka Publishers.
3. Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. New Delhi: Indian Institute of Dalit Studies and UNICEF.
4. National Council for Educational Research and Training. (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
5. National Council for Educational Research and Training. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
6. Rehabilitation Council of India. (2013). *Status of disability in India*. New Delhi: Rehabilitation Council of India Publications.
7. UNESCO. (2009). *Policy guidelines on inclusion in education*. France: United Nations Educational Scientific and Cultural Organisation.

Web Resources:

<http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/>

<http://www.copower.org/leadership/models-of-disability>

http://www.who.int/disabilities/world_report/2011/chapter1.pdf

GROUP -A : PERSPECTIVES IN EDUCATION

THEORY COURSE: 03

COURSE CODE: SPEGS

GENDER, SCHOOL AND SOCIETY

The student-teachers will be able to:

1. understand the concept of gender roles in society
2. explain the gender identity and socialization process
3. Identify gender roles in textbooks and curriculum
4. Discuss safety of girls and women at school, home and workplace
5. Understand the representation of gender in various mass media.

Unit I Gender roles in society

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-just education outside school settings.

(Suggested instructional approaches/ methods:

- i) Seminar on reasons for gender inequalities.
- ii) Discussion on the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.)

Unit II Gender identity and socialization process

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - Actual gender roles and responsibilities assigned in schools and classrooms - Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex roles stereotype.

(Suggested instructional approaches/ methods:

- i) Presentation of a paper on gender roles based on the visit of students in a school.
- ii) Seminar on the processes of disciplining techniques for boys and girls after visiting schools/ home.)

Unit III Gender and School Curriculum

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

(Suggested instructional approaches/ methods:

- i) Student seminar on representation of gender roles in textbooks and curricula.
- ii) Workshop on developing school curriculum for equality and gender-just society.)

Unit IV Violence on Safety of Girls and Women

Safety of girls and women at school, home and workplace - Sexual abuse and violence: Role of education in preventing them - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents.

(Suggested instructional approaches/ methods:

- i) Brainstorming session on safety of girls at school, home and workplace.
- ii) Teacher talk on role of teachers and parents in combating female body objectification.)

Unit V Mass Media and Gender

Gender roles in mass media - Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

(Suggested instructional approaches/methods:

- i) Student seminar on gender stereotypes in mass media.
- ii) Poster shows presentation on gender in media.)

Tasks and Assignments

1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society.
2. Prepare a report on child abuse/violation of girl's rights by collecting data from various media resources.

References:

1. NCERT, 2006. *Gender Issues in Education*", New Delhi; Publications Division.
2. Kosut, Mary (2012) *Encyclopedia of Gender in Media*, New Dlehi: Sage Publications.
3. Carole Brugeiles & Sylvie Cromer (2009). *Promoting Gender Equality Through Textbooks*, Paris: UNESCO Publications Division.
4. Byerly, C. M., 2011, 'Global Report on the Status of Women in the News media', Washington DC : International Women's Media Foundation,
5. Fredrick Luic Aldama (2005): *Brown on Brown: Chicapola Representations of gender, sexuality, and Ethnicity*, University of Texas Press.
6. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith.(2013). *Discipline, Moral regulations and schooling: A social history*, New yar: Routledge.
7. Sharma.K.K & Punam Miglani (2016). *Gender, School and Society*, Patiala: Twenty first century publications.
8. www.academia.edu.

GROUP - B: CURRICULUM AND PEDAGOGIC STUDIES

PEDAGOGY OF A SCHOOL SUBJECT - PART II

(CONTENT MASTERY)

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level I is pertaining to standard VI to VIII and is compulsory for all the student-teachers. At level I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject - Social Sciences; students of Computer Science should study the subject - Mathematics; and students of Home Science should study the subject - Sciences at Level I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post-graduate students. They should achieve mastery in their chosen subjects.

Note:

The content for Level I (std. VI to VIII) and Level II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.

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