

<b>Annexure No.</b>	<b>50 P</b>
<b>SCAA Dated</b>	<b>29.02.2008</b>

**BHARATHIAR UNIVERSITY : COIMBATORE –641 046**  
**SCHOOL OF DISTANCE EDUCATION (SDE)**  
**DEGREE OF BACHELOR OF EDUCATION**  
**(NON-SEMESTER PATTERN)**

**REGULATIONS**

*(Effect from the Academic year 2008-2009 Batch and onwards)*

**Bachelor of Education (B.Ed)**

The Bachelor of Education (B.Ed.) Programme of Bharathiar University is similar to that of IGNOU, aims at developing the understandings and competencies required by practicing teachers for the effective teaching-learning process at the secondary stage. The programme also provides opportunities of sharing experiences gained by practicing teachers. It enables in-service teachers to select and organise learning experiences according to the requirement of learners. In addition, it develops knowledge and understanding of essential areas required by teachers in the emerging socio-cultural, political and technological context in general, and education system in particular.

**1. Eligibility For Admission Into The Course**

- (i) The teacher candidates working in Govt. / Govt. Aided / Govt. recognized primary / secondary / H.Sc schools including college situated within the territorial jurisdiction of Bharathiar University viz. Coimbatore, Erode and The Nilgris and who have put in not less than 24 months of service and passing the UG degree examination in the 10+2+3 stream, with the same main subject in Part III, for which he is seeking admission in the B.Ed., course.
- (ii) Candidates who have taken more than one main subject in part III (Double or Triple major) of the U.G degree have to choose only one of the main subjects and apply for that optional in B.Ed.,
- (iii) Candidates who have done their U.G degree in Applied Chemistry, Bio-Chemistry or Applied Physics can apply for Teaching of Science in B.Ed., those who have done Environmental Science, Bio-technology and Micro-Biology can also apply for the same optional in B.Ed., and similarly candidates with Applied Geography in UG degree can apply for Teaching of Social Science.
- (iv)
  - a. Candidates passed with 45% of marks in U.G degree or P.G degree with minimum pass is required for admission
  - b. In the case of candidates belonging to SC and ST communities, a pass in the relevant UG degree course is enough.
  - c. In the case of handicapped (both physical and Visual) candidates, a minimum pass in the degree is required.

Admissions are done on the basis of the score obtained in the Entrance-Test conducted. The Programme is of 2 years duration but students may take up to 4 years to complete. The instruction and the study materials are supplied / offered through English medium. However the students may be permitted to write the examination in English / Tamil.

**2. Eligibility for Admission to Examination**

A candidate shall be admitted to the B.Ed., degree examination only if he / she has undergone the prescribed course of the study satisfactorily being offered by the School of Distance Education, Bharathiar University having put in the prescribed attendance (90%) in the Personal Contact Programmes including practicals.

**3. Duration of the Course**

The duration of the course shall be for two academic years (24 months) excluding University examination days.

**Instructional Method**

The University will follow the following approaches in instruction.

- Self-instructional printed course material packages
- Supporting audio-video programmes
- Face-to-face interaction with Academic Counsellors at Work Centres / Programme Centres and depending on programme requirement.
- Practicals at designated institutions.
- Work-related field project / functional assignments as per programme requirements
- Telecast of Video Programmes on National Network of Doordarshan / IGNOU.
- Broadcast of Audio Programmes by Akashvani (All India Radio) (Selected Stations).
- Tele-conferencing with a two-way audio and one-way video facility.

**a) Self-instructional Written Material**

The printed material (written in self-instructional style) by IGNOU for both theory and practical components of the programme is supplied to the learners, which comes in the form of a booklet usually comprising 3 to 5 units.

**b) Personal Contact Programme**

There are 24 days of compulsory personal contact programmes spreading 12 days each for first year and the second year of study. In addition to the compulsory PCPs, there are another 12 days of optional PCPs spreading 6 days each in the first and second years of study. Practicals related to teaching competency, micro-teaching, preparation and use of audio-visual aids, Test and measurement related to both the optionals and psychology experiments will be conducted in the first year compulsory PCP while the remaining practical activities will be dealt with during the second year compulsory PCP. The content subjects of the course will be dealt with during the optional PCPs of first and second years.

**c) Practicals**

Practicals are held at designated institutions for which schedule is provided by the SDE, Bharathiar University. Attendance at practicals is compulsory.

**d) Practical Handbooks**

The practical handbooks are specially prepared for the students who enroll for B.Ed programme and for the Resource Persons who are involved in the programme. These handbooks provide the complete information and guideline about the Practical Component of the Programme. These handbooks further explain the role and responsibility of the learners and the Resource Persons and other functionaries involved in the delivery of the programme.

**5. Syllabus**

The current B.Ed. syllabus of the Indira Gandhi National Open University, New Delhi has been adopted for the B.Ed. degree course offered by School of Distance Education, Bharathiar University with effect from 2008-09.

**6. Course of Study**

The course of study shall consist of the following subjects:

**(a) Core Subjects (Compulsory)**

1. Curriculum and Instruction
2. Psychology of Learning and Development
3. Educational Evaluation
4. Education and Society
5. Teacher and School

**(b) Optional subjects (Any two courses based on specialization)**

1. Teaching of Science
2. Teaching of Mathematics
3. Teaching of Social Studies
4. Teaching of English
5. Teaching of Tamil

- (i) Candidates must choose two Optional Subjects.
- (ii) Candidates with Tamil / English Literature in their graduate course or post-graduate course may choose Teaching of Tamil / Teaching of English as one optional and the other optional may be related to any of the subjects studied as ancillary or allied in UG Course.
- (iii) Other B.A / B.Sc graduates may choose 1<sup>st</sup> Optional subject relating to their major subject and the other optional from the subject studied at ancillary level or a language ( Teaching of English / Teaching of Tamil)
- (iv) Post-graduates may choose either Teaching of Tamil or English as Optional II subject and the other related to their course of study at M.A., / M.Sc., level or any other subject as in part (III) or Major subject at UG level as Optional I.

### **(c) Special Courses (Electives)**

Candidates must choose one of the following elective / special courses.

1. Educational Technology
2. Computer in Education
3. Guidance and Counseling
4. Distance Education

### **(d) Teaching Competence**

Teaching competence consists of observation of lessons and teaching sessions.

There shall be an observation of at least three micro-skill teaching sessions in the colleges and 10 macro teaching sessions in each optional subject in the schools (Practical teaching).

There shall be intensive teaching practice of 3 micro skill lessons and 20 macro-teaching lessons for each optional subject.

### **(e) Other Practical Work**

Practical shall include Practicals related to (a) Optional subjects (b) Projects and experiments: (c) Behavioural assessment – Psychology practicals (d) Camp or community work and (e) Physical Education and Health Education, etc.

## **7. Medium of Instruction**

The medium of instruction of the course may be English / Tamil. However the students may be permitted write the examination in English / Tamil.

## **8. Scheme of Examination**

The scheme of examination for the B.Ed. Students of School of Distance Education, Bharathiar University shall be as follows:

### **First Year Examination**

Paper	Subject	Duration	External Marks	
			Max	Min
Core 1	Curriculum and Instruction	3 hrs	100	50
Core 2	Psychology of Learning and Development	3 hrs	100	50
Core 3	Educational Evaluation	3 hrs	100	50
Optional	Optional Subject I	3 hrs	100	50
Optional	Optional Subject II	3 hrs	100	50
<b>Total</b>			<b>500</b>	<b>250</b>

### **I. Distribution of marks for Practical Examination:**

Sl.No	Subject of Practical	Internal		External		Total	
		Max	Min	Max	Min	Max	Min
01	Practice Teaching (Teaching Competency): Optional I	100	50	100	50	200	100
02	Practice Teaching (Teaching Competency): Optional II	100	50	100	50	200	100

Sl.No	Subject of Practical	Internal		External		Total	
		Max	Min	Max	Min	Max	Min
<b>Total</b>		<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>400</b>	<b>200</b>

### Second Year Examination

Paper	Subject	Duration	External Marks	
			Max	Min
Core 4	Education and Society	3 hrs	100	50
Core 5	Teacher and School	3 hrs	100	50
Elective	Special Course	3 hrs	100	50
<b>Total</b>			<b>300</b>	<b>150</b>

### II. Distribution of marks for Other Practicals:

Sl. No	Subject of Practical	Internal		External		Total	
		Max	Min	Max	Min	Max	Min
Other Practicals							
1	Preparation and use of instructional aids: Optional I	20	10	20	10	40	20
2	Preparation and use of instructional aids: Optional I	20	10	20	10	40	20
3	Test and Measurement –Optional I	20	10	20	10	40	20
4	Test and Measurement–Optional II	20	10	20	10	40	20
5	Psychology Practicals	20	10	20	10	40	20
6	Audio –Visual Aids	20	10	20	10	40	20
7	Action Research / Project work	20	10	20	10	40	20
8	Physical Education and Health Education	20	10	20	10	40	20
9	CAI/PLM Package Development (both optional 5+5)	20	10	20	10	40	20
10	Camp / Community Service	20	10	20	10	40	20
11	Case Study	20	10	20	10	40	20
12	Socially Useful Productive Work (SUPW)	10	5	10	5	20	10
13	Participation in seminars/ workshops/Symposia/ Conferences	10	5	10	5	20	10
14	Value Development Activities	10	5	10	5	20	10
<b>Total</b>		<b>250</b>	<b>125</b>	<b>250</b>	<b>125</b>	<b>500</b>	<b>250</b>

NB: The internal assessment will be made by the teachers at the study centres who are given responsibilities for the subject of practicals concerned.

### 9. Practical Examination by the Board of Supervising Examiners

The board of supervising examiners appointed by the university will examine the teaching competency and practical work of all the candidates. The supervising examiners shall report to the university the marks awarded to each candidate in two divisions of practical examination.

### 10. Passing Minimum

- (i) A candidate shall be declared to have passed in the B.Ed., Degree examination only if he/ she has passed both the written and practical examination. If any candidate fails in any of the paper in the written examination, he/she will be permitted to appear again for the same paper.
- (ii) Every candidate should register for all the papers in the written examination and practical examination in the first attempt. A candidate who fails in one or more papers in the written examination shall be permitted to appear again only for those papers in which he/ she fails.
- (iii) A candidate shall be declared to have passed the written examination if he / she obtain not less than 50% in each paper in External Examination.

- (iv) A candidate shall be declared to have passed the practical examination if he/she obtains not less than 50% of marks in teaching competency in each of two optional subjects and not less than 50% marks allotted to other practical work.

### **11. Classification of Successful Candidates**

All successful candidates shall be classified separately for written examination and practical examination. In each case, candidates who pass the examination and obtain not less than 60% of total marks will be placed in the first class and those who have obtained 50% to 59% of marks in the aggregate will be placed in second class.

### **12. Practice Teaching**

Teaching competency programme for each student shall be under taken at the Government recognized School including Matriculation Schools. Practice Teaching Training shall included Observation and Teaching. Practice both at Micro and Macro level. Microteaching, Demonstration classes and other practicals shall be conducted at the respective study centres for 12 days. Macro teaching and observation classes shall be at the schools under a qualified trained teacher (Guide teacher) for 30 working days.

For the purpose of teaching practice, each student shall work as an apprentice under a selected teacher and under the general supervision of the Principal and the lecturers of the college concerned.

He/ She shall also maintain the prescribed workbooks for observation of lessons and practice teaching (micro and macro) in each of his / her special subject. The workbook shall contain records of at least 30 practice teaching lessons, 15 in each subject and 10 lessons observed, 5 in each optional subject. Out of the minimum of 15 lessons in each optional subject specified above, at least a minimum of three lessons may be utilized for developing teaching skills through microteaching and less than 12 shall be macro lessons. Marks for teaching practice shall be based on reports of lessons in each optional subject and on the workbooks maintained.

Each teaching practice lessons shall be reported separately to the the teachers authorized for the purpose and the reports and the workbook shall be made available to the supervising examiners who will be appointed by the university. The final report of each student with the work-book(s) shall be made available to the supervising examiners whose decision on the marks to be awarded shall be final.

### **13. Other Practical Work**

#### ***Preparation and use of Instructional aids***

Students shall prepare instructional aids in both the optional subjects. They may take five specific units from high school/ higher secondary school syllabus and prepare aids with reference to concept / ideas in the units, aids of different types (Charts, models, film strips, tapes, slides, transparencies)

#### ***Test and Measurement***

The construction of tests must be made in both the subjects in the case of students offering two different subjects as optionals, In the case of students offering a subject as two optionals, the construction of tests should be made in teaching high school subjects and higher secondary school subjects. In both the cases interpretation of results should also be made and recorded. It is suggested that preparation and administration of the achievement test be completed during the intensive teaching practice.

#### ***Psychology Practicals***

The primary objective of psychology practicals is to expose the student teachers to the procedures of conducting various experiments in psychology directed towards the study of behavioural changes of the pupils. Each student teacher is expected to do at least 10 experiments covering all focal areas of Educational Psychology and all types of psychological tests. For list of experiments refer the practicals in core paper: Educational Psychology

#### ***Audio-Visual Aids***

Students teachers should know about the audio-visual aids that can be used in the classroom teaching learning process. Detailed instruction on the use of audio-visual aids in teaching is given by the optional teachers. In terms of record writing, a minimum of ten audio-visual aids must be described with illustration and pictures.

#### ***Action Research and project work***

The purpose of the project work is to give work experience in the respective method subject of the student teachers. Every student teacher is expected to have

discussion with the faculty to choose the project work to be undertaken by him. The concerned optional II teacher may give either individual or group project work.

### ***Physical Education and Health Education***

This record should contain descriptions of at least five minor games and three major games. Description of each game should include the theory, rules and ground lay out of the game. The pictures, diagrams, cutouts, etc., depicting the health education activities should be given in the record. Preparation of an album on health and physical education is must.

### ***CAI / PLM Package Development***

All student teachers are exposed to programmed learning material preparation / computer applications. They are expected to prepare a record on various learning experiences in this aspect. They should describe how the different software mastered by them could be used in school to promote computer literacy among students.

### ***Camp / Community Service***

Each teacher trainee must participate in a camp for seven/ ten days during the academic year to share in community life. The camp activities may include NSS Programme / Scouting / Guiding / First aid/ Citizenship camp. The camp may be held outside the college preferably in a rural setting.

### ***Case Study***

Case study is considered as a diagnostic technique. During the teaching practice programme, each student teacher should do three case studies of those who have notable problems either in learning or in their adjustment to the environment. The information for the case study should be collected in such a way that it will suggest an intervention programme for the pupil to overcome his/ her problems. A perfect record should be maintained for this purpose.

### ***Socially useful productive work***

Some productive work that is useful to society, like basket making, book binding, making covers, files and pads. Woodwork, making of soap and soap powder, food preservation, shall be made and recorded.

### ***Participation of seminars / workshop and symposia***

The assessment under this head shall include evaluation of leadership role played as well as participation made in follow up discussions, initiative, contribution of ideas, critical thinking and respectively. The seminars, workshops and symposia will relate to the core, optional and elective subjects.

### ***Value Development Activities***

The student teachers are expected to take part in at least five value development activities like helping the backward students in studies, helping in rural students to get the loans etc., from the banks, helping them to be aware of their rights, helping to develop the qualities like love and sympathy, honesty, sincerity and devotion to duty and work is work ship etc. The record for this purpose should narrate the experiences gained in such value development activities.

## **14. Theory Courses**

### **PAPER I: CURRICULAM AND INSTRUCTION**

As a teacher the students are constantly engaged in the development of curriculum and its implementation in the classroom. This course clarifies the concept of 'curriculum' and its various dimensions, instructional systems – its planning and management, methods of teaching and various teaching skills associated with them.

#### **UNIT I CURRICULUM PLANNING**

- Defining Curriculum
- Considerations for Curriculum Planning
- Curriculum Development
- Curriculum Evaluation

#### **UNIT II INSTRUCTIONAL SYSTEM**

- Systems Approach
- Instructional Objectives
- Teacher- Controlled Instruction
- Learner- Controlled Instruction
- Group- Controlled Instruction

**UNIT III PLANNING AND MANAGEMENT OF INSTRUCTION**

- Instructional Planning
- Instructional Strategies
- Managing Instruction
- Resources for instruction

**UNIT IV TEACHING SKILLS**

- Teaching Competence
- Skills Associated with Teacher – Controlled Instruction-I
- Skills Associated with Teacher – Controlled Instruction-II
- Instructional Media and Related Skills

**PAPER II: PSYCHOLOGY OF DEVELOPMENT AND LEARNING**

It is essential for the teacher to understand the basic concepts of human development and learning. This course explains various aspects of human development together with the learning processes involved. In addition, the course explains the role of the teacher in the growth and learning pattern of the learner.

**UNIT I UNDERSTANDING THE DEVELOPMENT OF THE LEARNER**

- Concept and Principles of Growth and Development
- Physical, Socio- Emotional and Moral Development
- Cognitive and Language Development
- Factors Influencing Development of Personality

**UNIT II UNDERSTANDING THE LEARNER AS A UNIQUE INDIVIDUAL**

- Individual Differences: Cognitive Domain
- Individual Differences: Affective Domain
- Gender Issues
- Factors Producing Individual Differences

**UNIT III UNDERSTANDING THE LEARNING PROCESS**

- Nature of the Learning Process
- Approaches to Learning
- Domains of Learning
- Factors Influencing Learning

**UNIT IV FACILITATING LEARNING AND DEVELOPMENT**

- Personal Adjustment and Emotional Maturity
- Social Adjustment
- Children with Special Needs
- Guiding Students

**PAPER III: EDUCATIONAL EVALUATION**

Evaluation and Subsequent modification for improvement is essential in teaching – learning systems. As a teacher, the students should have knowledge and understanding about the various aspects of a learner's evaluation and their application for classroom teaching and learning. This course provides a detailed description of how to develop and use evaluation tools and techniques. It is also helps to analyze and interpret data for effective evaluation.

**UNIT I EVALUATION IN TEACHING – LEARNING PROCESS**

- Need, concept and Characteristics of Evaluation
- Approaches to Evaluation
- Instructional Objectives
- Purpose of Evaluation

**UNIT II TECHNIQUES AND TOOLS OF EVALUATION**

- Techniques of Evaluation

- Criteria of a Good Tool
- Types of Tools

### **UNIT III LEARNER'S EVALUATION**

- Achievement Tests
- Commonly Used tests in Schools
- Diagnosis Related to Achievement
- Continuous and Comprehensive Assessment

### **UNIT IV STATISTICAL TECHNIQUES OF ANALYSIS**

- Tabulation and Graphical Representation of Data
- Measures of Central Tendency
- Measures of Dispersion
- Normal Distribution and its Interpretation
- Correlation- Its Interpretation and Importance

## **PAPER IV: EDUCATION AND SOCIETY**

Education has a major role to play in the development of an enlightened and progressive society. The teacher is an agent of social change in a learning society. So, as a teacher, the students need to be aware of various aspects of education, and their role in India. The course deals with various issues of social and educational reform in an emerging society.

### **UNIT I UNDERSTANDING EDUCATION**

- Education and its Nature
- Agencies of Education
- Philosophical Basis of Education
- Democratic Principles in Education

### **UNIT II EDUCATION IN INDIAN SOCIETAL CONTEXT**

- Aspirations of Indian Society
- Nature of Indian Society
- Indian Society and Education
- School and Society

### **UNIT III INDIAN EDUCATION SYSTEMS – ITS DEVELOPMENT**

- Overview and Development of Indian Education (Pre- Independence Period)
- Development of School Education from 1947-1964
- Development of School Education from 1964-1986
- Development of School Education from (1986 and after)

### **UNIT IV INDIAN EDUCATION SYSTEM: SOME ISSUES**

- Inequality in School Education
- Issues Related to Universalisation of School Education
- Issues Related to Present Examination System
- Issues Related to Vocationalisation of Secondary Education

## **PAPER V: TEACHER AND SCHOOL**

As a teacher, the students are expected to perform multiple roles, be it in the classroom, in the school outside the classroom or in society. This course deals with the teacher's role in the school system- as a manager, organizer as well as a professional. It also develops understanding of the school structure and its functioning.

### **UNIT I SCHOOL SYSTEM**

- School in the Societal System
- Structure of School Education
- School organization
- Organisational Behaviour

### **UNIT II THE TEACHER- ROLE AND DEVELOPMENT**

- Personality of a Teacher

- Roles of a Teacher
- Teacher Development
- Teacher Evaluation

### **UNIT III SCHOOL MANAGEMENT**

- Management Process and the Teacher
- Leadership Roles
- Organisational Climate

### **UNIT IV SCHOOL ACTIVITIES**

- Professional Activities
- Co- curricular Activities
- Instructional Management Related Activities
- Administration Related Activities

## **OPTIONAL: CONTENT-BASED METHODOLOGY COURSES (Any Two)**

A Major goal of teacher education is to develop the skill and competencies of teaching subject- specific content in the classroom. There are some general skills and some skills pertaining to specific subject areas. The content- based methodology courses aim at development of teaching skills in a particular subject in a systematic manner. These courses also provide ideas on unit planning, lesson planning content organization, and use of audio-visual aids and appropriate evaluation devices. The Students have to choose any two courses according to their subjects of specialization. The subjects being offered are science, Mathematics, Social Studies, English and Tamil.

### **PAPER I : TEACHING OF SCIENCE**

#### **UNIT I NATURE, OBJECTIVE, AND APPROACHES OF TEACHING AND EVALUATION**

- Science in School Curriculum
- Approaches/Methods of Teaching Science
- Planning for Effective Instruction in Science
- Evaluation/Assessment of Learner's Progress

#### **UNIT II TEACHING OF PHYSICS**

- Motion and Force
- Light-Image Formation by mirrors and Lenses
- Electricity and its Effects
- Universe and Space Exploration

#### **UNIT III TEACHING OF CHEMISTRY**

- Structure of Matter
- Chemical Reactions
- Metals and Non- Metals
- Carbon and its Compounds

#### **UNIT IV TEACHING OF LIFE SCIENCES**

- Organization in the Living World
- Food Production and Management
- Nutrition and Health
- Man and Environment

### **PAPER II : TEACHING OF MATHEMATICS**

**UNIT I NATURE, OBJECTIVE, AND APPROACHES OF TEACHING OF MATHEMATICS**

- Nature, Need and Place of Mathematics in the School Curriculum
- Approaches and Techniques of Teaching mathematics
- Planning for Effective Instruction of Mathematics
- Evaluation in Mathematics

**UNIT II TEACHING ARITHMETIC AND COMMERCIAL MATHEMATICS**

- Number Systems, Exponents and Logarithms
- Elementary Number Theory
- Percent (I) Applications to Everyday Activities
- Percent (II) Commercial Mathematics
- Statistics: Averages, Graphic Representation and Classification of Data

**UNIT III TEACHING ALGEBRA AND COMPUTING**

- Polynomials, Basic Concepts and Factoring
- Linear Equations and Inequalities: Graphs and Quadratic Equations
- Sets, relations, Functions and Graphs
- Sequencing, Flow Charting and Computing

**UNIT IV TEACHING GEOMETRY AND TRIGONOMETRY**

- Basic Concepts, Parallel Lines and Parallelogram
- Congruence and Construction of Triangles
- Mensuration: Area and Volume
- Triangles and its Applications to Trigonometry

**PAPER III : TEACHING OF SOCIAL STUDIES****UNIT I PEDAGOGY OF TEACHING SOCIAL STUDIES**

- Nature, Objectives and Approaches of Teaching Social Studies
- Instructional Inputs in Social Studies
- Instructional Process in Social Studies
- Evaluation in Social Studies

**UNIT II TEACHING OF HISTORY**

- Indus Valley Civilization
- Beginning of the Modern Age
- Cultural Heritage of India
- Indian Awakening

**UNIT III TEACHING OF GEOGRAPHY**

- Tools of Geography
- Natural Environment
- Human Interaction with Environment
- India's Physical Features

**UNIT IV TEACHING OF ECONOMICS AND CIVICS**

- Natural Resources and their Utilization
- Infrastructure of Indian Economy
- An Overview of Indian Economy

**PAPER IV : TEACHING OF ENGLISH****UNIT I INSTRUCTIONAL PLANNING IN THE TEACHING OF ENGLISH**

- Nature, Need and Objectives
- Who are the Learners of Language?
- Approaches, Methods, and Techniques in English language Teaching (ELT)
- Daily Lesson Plans; Strategies for Classroom Transaction

**UNIT II LISTENING COMPREHENSION AND SPEAKING**

- Teaching Listening – I

- Teaching Listening – II
- Developing Speaking / Oral skills
- Speaking Activities
- Testing Listening Ability and Listening Comprehension
- Testing Speaking Skills

### UNIT III READING COMPREHENSION

- The Reading Process
- Developing Reading Skills
- Reading Comprehension –I
- Reading Comprehension –II
- Teaching Vocabulary

### UNIT IV TEACHING, WRITING AND GRAMMAR

- The Writing Process
- Different types of Writing
- Teaching Study Skills
- Teaching Grammar: New type Activities and Games
- Improving and Assessing Writing Ability
- Testing Grammar and Usage

## PAPER V : TEACHING OF TAMIL தமிழ்நாடு : கல்வி : கல்வி : கல்வி

### Nehffqfs;

1. j ha; nkhopapd; , dwpai kahi ki aAk> j ha; nkhop fwwypd; Nehffqfi sAk; mwj y;
2. j ha; nkhopapd; gyNtW gz pfi sAk; mwj y;
3. j hankhopapd; gyNtW gapwWki wfi s mwpar; nraj y;
4. nraAs; ci uei l gghl qfi sf; fwgj j ypd; NtWghLfi s mwj y;
5. , yffz gapwyp; css j pwd; fi s tshj j y;
6. , yffz tj pfs; ti uai wfi sf; fwgpf f tpi sahl L Ki wfi sg; gad; gLj j gapwrasij j y;
7. gyNtW ti fahd fi Li ug; ghl qfi s mwpar; nraj y;
8. nkhangahgG- nkhopahf; k; Mfpatwypd; mbggi l tj pfi s mwpe; J nfhsr; nraj y;
9. Nfi Lz hj y; j pwi dAk> nghUsz hj y; j pwi dAk; tshj j y;
10. gbffk; goffqfi s tshj j y;
11. tpdhf; Nfi l ypy; gyNtW j pwd; fi s tshj j y;
12. xU rwej nkhangghl MrpahfS f; fhd gz Gfi s tshj j y;
13. ghl j j pl k; mi k j j ypy; etd nj hoy; El g rhj dq; f; spd; gadghLfi s mwj y;
14. ghl j j pl k; mi k j j ypy; css Nfhl ghLfi s mwpar nraj y;

### myF:1 fyt; p Vwghl by; j ha; nkhop ngWk; , l k> j ha; nkhopai dg; gapwWk; Ki w.

- 1.1 Nehffqfs> gadfs; vz z j j j ntspalq; fUt; j j j khf Ngr gbffvOj > thofi f EfhTfs; fwgi dahwwi y tshj j y; moFz uhwwi y tshj j y; r%fg; gz ghl L kugpi dawpAk; fUt; nkhopahFk;
- 1.2 fyt; p; , dwpai kahi k- r%ff; fi l kfi s Nkwnfhs; S j y; thofi f el j j f; Nj i tahd j pwd; fi sg; ngWj y;
- 1.3 gwnkhopfi sf; fwgj w; Fj ; j ha; nkhopNa mbggi l - khey nkhopay; Ue; j ha; nkhopNtWgLk; NghJ VwgLk; rpf; fy; fs;
- 1.4 j ha; nkhopai dggapwW Ki w: gz Nl hh; fz l Ki w- j w; fhy Ki w- tpi sahl L Ki w> nray; j pl l Ki w- j dggapwW Ki w- Nkwghh; t gbgG Ki w- t; p; Ti u Ki w- , k; Ki wi ag; gyNtW epi yapy; (eLepi y> cahepi y, Nky; epi y) gadgLj; J qfhy; vwgLk; epi w Fi wfs;

**myF: 2 nkhoj j p w d f i s f; f w g g j j y;**

2.1 Nf l l y; j p w d; t i u a i w a w w N f l l y p d; t o p f w w y; N f l l y; g o f f j j p i d t s h j j y; n g h U s; k h w h J R U f f p v O j y p d; f b; g a p w r p n g W j y; - g j j p f i s A k; n g h p a g j j p f i s A k; R U f F j y; g y N t W N e h f f q f i s e p i w N t w w g g h j j y; n r a j p f i s m w j y; e a k; g h u h l l y; N g h d w i t f S f f h f t p s k g u k; N f l l Y f F k; g a p w w Y f F k s s N t W g h L f s;

2.2 N g R j y j p w d; : m O j j k h f g; N g R j y; , y f f z t O t p d w p N g R j y; k u G n k h o f s; g o n k h o f s; n j h l f f e p i y N g r r h w w y; n r h w N g h h; f y e J i u a h l y; t p d h b t p d h , t w i w j; n j l f f e p i y > e L e p i y > c a h; e p i y t F g G f S f F n g h U j j k h f m i k j J f; n f h s S j y;

2.3 t h a n k h o g g a p w r p , j d; , d w p a i k a h i k- N e h f f q f s; g a d f s > c r r h g g p y; V w g L k; r p f y f s; k d g g h l k; n r a j y p d; , d w p i k a h i k- j p U e j p a N g r r p y; n g h U e j p a e y y p a y G f s > j p U e j p a N g r r i d t s h f f J i z a h F k; , y f f p a q f s; e h l f q f s > t h a n k h o g; g a p w r p a i d g; g y N t W e p i y f s p y; m s p g g j w f h d K i w f s > M h t j j j j J z L k; j i y g G f i s g; g w w p c i u a h l y; r p W t h; g h l y f s; M l l g g h l y f s > f i j n r h y Y j y; f y e J i u a h l y; n r h w N g h h; n r h w n g h o p T f s; - k d w j j p y; N g r j y;

2.4 g b j j y; j p w d; g b f f f; f w g g j j y p d; N e h f f q f s; g b f f f f w g p f F k; K i w f s > v O j J K i w g g b g G- n r h y; K i w g g b g G- n r h w n w h l h; K i w g g b g G- , t w w p d; e p i w F i w f s; n r h w f s Q r p a g; n g U f f k; g b g g p y; M h t k; J z l y; t h a t p l L g b j j y; K i w f s; e d i k j l l k f s; E y y f i s g; g a d g L j J j y; E y y f g; g b g G > j p d > k h j > t h u , j o f s; g b f F k; g a p w r p N g h d w i t > M o e j g b g G > m f d w g b g G N e h f f q f s; e p i w F i w f s; K j p N a h h f F g; g b f f f; f w g g j j y;

2.5 v O J j y; j p w d - ; i f n a O j J k; v O j J g; g p i o a p d i k A k > v O j t j w F g; g a p w r p m s j j y; r p y K j w g a p w r p f s; v O j f U t p f i s g; g b f F k; K i w- e y y i f n a O j j p d; e y y p a y G f s > n j s p T. m s T. m o F > , i l n t s p v O j J g; g a p w r p K i w f s > t h p a h w w p a O j j y; g h j j v O j y; n r h y t i j v O j j y;

**myF:3 j k p g; g h l k; f w g p f F k; K i w f s;**

3.1. n r a A s; c i u e i l g g h l q f s; g a p w w y p d; N e h f f q f s f f p i l N a m i k e J s s N t W g h L f s; g y N t W t i f a h d c i u e i l f i s A k; n r a A l f i s A k; f w g g j j y y; N k w n f h s S k; t o K i w f s; n r a A s; e y k; g h u h l b r; R i t A z u h w w i y t s h j j y; 3.2 , y f f z k > f l L i u f w g g j j y > n j h y f h g g p a j j p Y k > e d D i y p Y k; \$ w g n g W k; g z i l N a h h; f w g p f F k; K i w f s; c i u a h r p a h f s; f h l L k; K i w f s > j w f h y f; n f h s i f- t j p t U K i w > t j p t p s f f K i w > c i u e i l > f l L i u M f p a g h l q f S l d; , i z j J f; f w g g j j y > j i y g G f i s j; N j h e n j L j j y; t p i s a h l L K i w a y; , y f f z k; f w g g j j y;

3.4 f l L i u v O j t j p d; t s h r r e p i y f s; t i f f s; n r h w n w h l u h f f g; g a p w r p f s; t h o f i f t u y h w W f; f l L i u g h l f f l L i u- t U z i d f; f l L i u r e j i d f f l L i u t p t h j f f l L i u t u y h w W f f l L i u f i j f f l L i u > M a T f f l L i u c i u a h l y; f l L i u ( f b e p i y N y e p i y t F g G f F h p a J

**myF:4 g h l f F w g G > g h l E y > E y f k > n k h o a h r p a h p d; g z G f s;**

4.1 g h l f F w g G j a h h j j y p d; , d w p a i k a h i k- g h l f; F w g g p d; e d i k f s > j l l k f s > M r p a h; k d j j p w; n f h s s j j f f g h l f F w g g p w F k; M r p a h p d; F w g g p w F h p a N t W g h L f s;

4.2. t p d h f N f l l y; t p d h f; N f l l y p d; , d w p a i k a h i k- t p d T j y p d; N e h f f q f s > g a d f s > t p d h f f s; t p d T j y p d; j p w i k- t p d h f f s; t p d T k; K i w f s; t i f f s > f w g p f F k; t p d h f f s; t l l N t i y t p d h f f s > N j h T t p d h f f s; N g h d w i t. R p w e j t p d h f f s p d; r p w g g p a y G f s > e y y N j h t p d g z G f s;

4.3 r p w e j g h l E y y f i s j; j a h h p f F k; n g h O J k d j p y; n f h s s j j f f n r a j p f s; e y y g h l E y y p y; m i k e j p U f f N t z b a e d i k f s; M o e j g b g g p w f h d g h l E y y f s p d; j d i k f s;

4.4 J i z g g h l E y y f s p d; j d i k f s;

4.5 g s s p E y y f k > t F g G E y y f k > f U t p E y y f k;

### **ELECTIVE: SPECIAL COURSES** (Any One)

In order to get better understanding and insight about the particular area of interest and specialization, four special courses are offered. Out of the four special courses one course has to be opted for.

#### **PAPER I: EDUCATIOANL TECHNOLOGY**

The teacher shoulders, today, the great responsibility of preparing his students for the learning society which is fast emerging. The role of educational technology in this context comes into the picture. The knowledge and understanding of educational technology not only helps a teacher to be an effective teacher but also assists him to produce effective learners for the learning society. Both theoretical and practical knowledge of educational technology are, therefore, badly required for every teacher. But teachers get rarely any opportunity to develop theoretical understanding and practical skills of educational technology. Hence, a course on educational technology as part of the Bachelor of Education (B.Ed.) programme has been designed for teachers of secondary schools.

#### **UNIT I EDUCATIONAL TECHNOLOGY: MULTIFACETED PROBLEM SOLVING APPROACH**

- Educational Technology for Learning Society
- Case Study of a Open School
- Case Study of a Participative Learning

#### **UNIT II EDUCATIONAL TECHNOLOGY: STATE OF THE ART**

- Evolution of Educational Technology: Technology of Education and Technology in Education
- Instructional Media and Materials-I
- Instructional Media and Materials-II
- Emerging Technologies

#### **UNIT III SOFTWARE DEVELOPMENT**

- Principles of Organising Learning Experience
- Principles of Preparing Software
- Application to Audio/Video Programmes
- Application to Computer Programmes

#### **UNIT IV OPTIMISING LEARNING**

- Media selection and Integration
- Developing Learning Skills
- Experiential Learning
- Evaluation of Technology
- Managing Technology

#### **PAPER II: COMPUTERS IN EDUCATION**

The present age can be called the 'Age of computers'. Computers have all- pervasive applications and as teachers, you should be aware of the application of computers in education. This course prepares you for using computer technology in education for curriculum- planning, and transactions of instruction and evaluation.

#### **UNIT I COMPUTER AIDED INSTRUCTION**

- Concepts in Computer – based Education

- Design and Development of CBI courseware – I
- Design and Development of CBI courseware – II
- Design and Development of CBI courseware – III

#### **UNIT II DESIGN ISSUES AND STRATEGIES**

- The Teaching and Student Models
- Documentation and Technical support
- Courseware Writing
- Management of CBI Development Project

#### **UNIT III INTRODUCTION TO COMPUTERS IN EDUCATION**

- The Computer System- Hardware for Educational Computing
- Software Tools for Educational Computing
- Impact of Computers in Education
- Evaluation of Educational Software for Use in a Teaching Programme

#### **UNIT IV COMPUTERS IN EDUCATIONAL ADMINISTRATION**

- Role of Computers in Educational Planning
- Role of Computers in Educational Administration
- Question Banking, Answer- Scoring and Item- Analysis
- Computers in Open Learning Systems

#### **UNIT V CASE STUDIES**

### **PAPER III: GUIDANCE AND COUNSELLING**

The teacher has to act as a friend, philosopher and guide to the children. He /She should be equipped with the knowledge, skills and attitudes to understand and solve personal problems of students. This course provides you with the necessary background to understand the problems of students. It also provides you with the necessary background of the concept and need for guidance and counseling and its various aspects such as career- orientation, support systems and group activities.

#### **UNIT I INTRODUCTION TO GUIDANCE AND COUNSELLING**

- Understanding Guidance
- Understanding Counselling
- Guidance in the Classroom
- Role of the Teacher and Career masters in Guidance

#### **UNIT II TECHNIQUES AND PROCEDURES OF GUIDANCE**

- Techniques of Guidance
- Guidance Programme
- Occupational Information
- Group Guidance

#### **UNIT III VOCATIONANL DEVELOPMENT**

- Nature of Work
- Career Development
- Career Patterns
- Career Development of Girls in India

#### **UNIT IV GUIDING STUDENTS WITH SPECIAL PROBLEMS**

- Speech Problem
- Socio-Emotional Problems of Disabled Students
- Problems of Deprived Children (SC/ST)
- Guiding Students with Special Problems

## **PAPER IV: DISTANCE EDUCATION**

Distance Education has been accepted as the most potent mode of imparting education. As a teacher, you need to be acquainted with the concept, scope, processes and applications of distance education. This course provides you with a detailed exposure to various aspects of distance education, its theoretical principals, the various factors affecting distance education and techniques of preparing Self-instructional Materials (SIM)

### **UNIT I DEVELOPMENT OF DISTANCE EDUCATION**

- Distance Education: Concept and Scope
- Distance Education: Need and Features
- Growth of Distance Education
- Organisation of Distance Education System

### **UNIT II TEACHING AT A DISTANCE**

- Selection of Methods and Media
- Design and Preparation of Self- Instructional Material
- Editing for Distance Education
- Distance Educators

### **UNIT III LEARNING AT A DISTANCE**

- Distance Learners
- Self-Learning
- Student Support Services
- Continuous Assessment of Learning
- Media in Distance Education

### **UNIT IV PROGRAMME EVALUATION IN DISTANCE EDUCATION**

- Management of Distance Education System
- Programme Evaluation: Concept and Need
- Process of Programme Evaluation: Method and Procedure
- Economic Perspective

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