

Proposal for Recognition of UGC-DEB



Tamil Nadu Open University

(A State Open University Established by Govt. of Tamil Nadu; Recognised by UGC & DEB;
Member in Asian Association of Open Universities & Association of Commonwealth Universities)

577-Anna Salai, Saidapet, Chennai – 600015, Tamil Nadu.



TAMIL NADU OPEN UNIVERSITY

[A State Open University Established by Government of Tamil Nadu]

Recognized by UGC & DEB, Member in Asian Association of Open Universities & Association of Commonwealth Universities]

No. 577, Anna Salai, Saidapet, Chennai - 600 015. Tele : 91-44-24306644

Mobile : 9840864603, E-mail : registrar@tnou.ac.in, Website : www.tnou.ac.in

Dr. K. Rathnakumar M.F.Sc., Ph.D

F.No.TNOU/UGC-67/2020/220

Dated: 27.10.2020

To

Registrar

The Joint Secretary (Recognition)
University Grants Commission (UGC)
Distance Education Bureau (DEB)
35-Feroze Shah Road
New Delhi - 110 001.

Sir,

Sub: Application for Recognition of TNOU – Programme under Open and Distance Learning Mode (ODL) Regulations, 2018 – Reg.

Ref: UGC F.No.1-1/2020 (DEB-I), dated 23rd September 2020 (ODL/Online).

In the reference cited above, ODL institutions were instructed to seek recognition for offering Programmes through the ODL mode from the Academic Year 2020-2021 by submitting the details in the prescribed format ODL / OL as well as three hard copies within 10 working days from the date of submission of online application.

Accordingly, I am pleased to inform you that the TNOU had already uploaded all the sought for information online on 15th October 2020, a copy of the acknowledgement received for the same from the UGC web portal is enclosed for ready reference.

Now, I enclose 3 hard copies comprising 676 pages, containing the details called for in as well as the duly signed affidavit for perusal and consideration.

We await an early award of recognition from the UGC/DEB for B.Ed, B.LISc, M.A Journalism & Mass Communication and M.A Ancient History and Archaeology Programmes from the Year 2021 and onwards.

With regards,

Yours sincerely,


(K. RATHNAKUMAR)

Encl: As above.

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Tamilnadu Open University

HEI Profile & Administrative Information :

HEI Basic Information :

Registration ID: HEI-P-U-0482		Name of the HEI: Tamilnadu Open University		Institution Type: State Open
Year of Establishment: May 2002	Mode of Education: Single Mode	City: Chennai		District: Chennai
Address_1: 577		Address_2: Anna Salai, Saidapet		Pin Code: 600015
Email: registrartnou@gmail.com		Telephone: 044-24306645	Fax: 044- 24306640	State: TAMIL NADU
Official Website of HEI: www.tnou.ac.in	Official website for Open & Distance Learning: www.tnou.ac.in			

HEI Authorities

Vice Chancellor

Name of the Vice Chancellor: Prof K Parthasarathy		Vice Chancellor Email: tnouvvc@gmail.com	Vice Chancellor Mobile: 9360991143
Phone (Office): 04424306633	Phone (Residence): 9443145620	Highest Education Qualification: PhD	Experience: 40

Registrar

Name of the Registrar: Dr K Rathnakumar		Registrar Email: registrartnou@gmail.com	Registrar Mobile: 9443032439
Phone (Office): 04424306644	Phone (Residence): 9080831169	Highest Education Qualification: PhD	Experience: 31

CIQA

Whether Center for Internal Quality Assurance (CIQA) is established or not : Yes

School of Studies

Srno	Name of School of Studies	Name of Head of School of studies	Designation	Mobile No	Highest Education Qualification	Date of Joining	Appointment Letter
1	School of Tamil and Cultural Studies	Prof.S.Balasubramanian	Professor and Director	9444252674	PhD	20-01-2020	View
2	School of Social Sciences	Prof.M.V.Sudhakaran	Professor and Director	9444170925	PhD	20-01-2020	View
3	School of Special Education and Rehabilitation	Dr.P.Anupama Devi	Assistant Professor and Director Incharge	8428575967	PhD	20-01-2020	View
4	School of Sciences	Dr.T.Ravimanickam	Associate Professor and Director Incharge	9786506522	PhD	20-01-2020	View
5	School of Politics and Public Administration	Dr.R.Arumugam	Assistant Professor and Director Incharge	7904606667	PhD	20-01-2020	View
6	School of Management Studies	Prof.S.Subramanian	Professor and Director	8248201615	PhD	20-01-2020	View
7	School of Library and Information Science	Dr.R.Kalaiarasi	Assistant Professor and Director Incharge	9445811565	PhD	20-01-2020	View
8	School of Journalism and New Media Studies	Dr.P.Chitra	Assistant Professor and Director Incharge	9043651136	PhD	20-01-2020	View
9	School of History and Tourism Studies	Dr.N.Dhanalakshmi	Associate Professor and Director Incharge	9445557116	PhD	20-01-2020	View
10	School of Humanities	Dr.R.Mahendran	Assistant Professor and Director Incharge	9487700180	PhD	20-01-2020	View
11	School of Education	Prof.M.Mannivannan	Professor and Director	9442376000	PhD	20-01-2020	View
12	School of Criminology and Criminal Justice Administration	Dr.S.Anantharamakrishnan	Assistant Professor and Director Incharge	9944998715	PhD	20-01-2020	View
13	School of Computer Science	Er.N.Sivashanmugam	Assistant Professor and Director Incharge	9444697612	MTech	20-01-2020	View
14	School of Continuing Education	Prof.P.Thiyagarajan	Professor and Director	9445611231	PhD	20-01-2020	View

HEI Recognition

Recognition status of the HEI as per UGC Act, 1956: SECTION 2(f)	Is HEI also recognized under 12 B: Yes
Approval of Statutory Authority: Yes	Copy of relevant page of act allowing HEI to offer the programme in ODL : View

UGC DEB Recognition

Are you recognized by UGC, DEB unde UGC(ODL) Regulations, 2017? *

Yes

If applicable	Upload the supporting documents i.e. Recognition letters			
Yes	2018-19	View (/Uploads/Proposal/recognitionletters2018/HEI-P-U-0482/HEI-P-U-0482_recognitionletters2018_20201006162510.pdf)	Letter No :- F.No.2-10/2018(DEB-I)	Date of UGC recognition letter :- 01-11-2018
No	2019-20		Leter No :-	Date of UGC recognition letter :-

Whether HEI is recognized by UGC, DEB under UGC (Online Courses or Programmes) Regulations, 2018? :-

Notrecognized

Have you filled CIQA Report for academic year 2018-19? :-

Yes

When was SLM delivered to student for academic year 2019-20*

	Month	Year
Printing Material	8	2019
Audio-Video Material	8	2019
Online Material	8	2019
Compute based Material	8	2019

IGNOU Recognition

Whether HEI was recognised from IGNOU DEC/DEB Prior to UGC (ODL) Regulations, 2017 :-

Yes

From	To	Document
2007	2008	View

From	To	Document
2008	2009	View

NAAC Details

Whether accredited by NAAC? :- No

Grade :-

Score :-

Validity of NAAC :-

Upload NAAC Document :- View

Year of assessment of NAAC :-

Whether valid for the academic period January 2021 and onwards :-

I/We hereby declare that HEI shall obtain National Assessment and Accreditation Council (NAAC) accreditation prior to the completion of the current recognition period i.e till June, 2023 failing which the Commission shall not accord further recognition to HEI for offering programmes under Open and Distance Learning mode and Online mode. :-

Agree

NIRF Ranking

Year :- 2018

Ranking :- NotApplicable

Upload NIRF Certificate :-

Year :- 2019

Ranking :- NotApplicable

Upload NIRF Certificate :-

Year :- 2020

Ranking :- NotApplicable

Upload NIRF Certificate :-

Territorial Jurisdiction

Information regarding Territorial Jurisdiction

Territorial Jurisdiction of HEI as per its Act :-

Mention District (s) :-

Copy of Relevant Page to act: Upload :-View

Territorial Jurisdiction as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 :- Within State

Mention District (s) :-

Infrastructure

Total Build-up area for Open and Distance Learning activity - Minimum 15000 sq.ft. (carpet area):

Build-up Area Type	Minimum Built up area required as per Regulations	Built-Up Area available(Carpet Area Sq. ft)	Difference	Compliance or Not
Academic	7500	8495	995	Yes
Administrative	1500	2632	1132	Yes
Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	4500	5000	500	Yes
Amenities or other support facilities(Excluding toilets)	1500	2553	1053	Yes
Total built-up area for ODL activities	15000	18680	3680	Yes

Activity Calendar

Academic Year Planner [Programmes under yearly system]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year	
		From (Month)	To (Month)
1	Admission	Jan	Dec
2	Assignment Submission (if any)	Oct	Oct
3	Evaluation of Assignment	Nov	Nov
4	Examination	Dec	Dec
5	Declaration of Result	Dec	Dec
6	Re-registration	Jan	Jan
7	Distribution of SLM	Jan	Jan
8	Contact Programmes(counselling, Practicals,etc.)	Feb	Nov

Academic Year Planner [Programmes under Semester System]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)

Srno	Name of the Activity	Tentative months schedule (specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Apr	Jun	Nov	Dec
2	Assignment Submission (if any)	Sep	Nov	Mar	May
3	Evaluation of Assignment	Sep	Nov	Mar	May
4	Examination	Dec	Jan	Jun	Jul
5	Declaration of Result	Feb	Feb	Aug	Aug
6	Re-registration	Feb	Feb	Aug	Aug
7	Distribution of SLM	Apr	Jun	Nov	Dec
8	Contact Programmes(counselling, Practicals,etc.)	Jul	Nov	Jan	May

Proposed Programmes

Sr No :-1

Name of Programme :-Education/Teachers Training - BACHELOR OF EDUCATION - NA

Programme to be offered in	ODL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor's
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	54

Sr No :-2

Name of Programme :-Library and Information Sciences - BACHELOR OF LIBRARY & INFORMATION SCIENCE - Library and Information Science

Programme to be offered in	ODL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor's
Duration (as per the Specification of Degrees, 2014)	1
Name of the Department	58

Sr No :-3

Name of Programme :-Arts/Humanities/Social Sciences - MASTERS OF ARTS - Ancient History & Archaeology

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor's
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	56

Sr No :-4

Name of Programme :-Journalism/ Mass Communication/Media - MASTER OF ARTS - Journalism & Mass Communication

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor's
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	57

Additional Information

Sr No :- 1

Name of Programme :- Journalism/ Mass Communication/Media - Master of Arts - Journalism & Mass Communication

Year	2020-21
Academic system followed for proposed programme	Yearly
Number of Credits	64
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	28-04-2015
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
If Yes, number of years since when being taught in conventional mode	

Sr No :- 2

Name of Programme :- Arts/Humanities/Social Sciences - Masters of Arts - Ancient History & Archaeology

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	72
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	29-06-2020
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
If Yes, number of years since when being taught in conventional mode	

Sr No :- 3

Name of Programme :- Library and Information Sciences - Bachelor of Library & Information Science - Library and Information Science

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	38
Whether Programme requires Practical or laboratory courses as a curricular requirement	Yes
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	29-06-2020
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
If Yes, number of years since when being taught in conventional mode	

Sr No :- 4

Name of Programme :- Education/Teachers Training - Bachelor of Education - NA

Year	2020-21
Academic system followed for proposed programme	Yearly
Number of Credits	80
Whether Programme requires Practical or laboratory courses as a curricular requirement	Yes
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	28-05-2020
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	Yes
Date of Approval of Regulatory Authority (s) (DD-MM-YYYY) if applicable	01-10-2020
Regulatory bodies approval upload	View
If Yes, number of years since when being taught in conventional mode	

Programme Compliance

Sr No :- 1

Name of Programme :- Journalism/ Mass Communication/Media - Master of Arts - Journalism & Mass Communication

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	No
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	No
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	15000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes 150
Whether any component of the Programme is offered as MOOCs	No
Science Programme	
Whether Open University commensurate with the capacity of the Learner Support Centres to provide Lab facilities to the admitted learners *	;

Sr No :- 2

Name of Programme :- Arts/Humanities/Social Sciences - Masters of Arts - Ancient History & Archaeology

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	No
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	No
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	7600
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes 150
Whether any component of the Programme is offered as MOOCs	No
Science Programme	
Whether Open University commensurate with the capacity of the Learner Support Centres to provide Lab facilities to the admitted learners *	;
Sr No :- 3	
Name of Programme :- Library and Information Sciences - Bachelor of Library & Information Science - Library and Information Science	

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	No
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	No
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	5000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes 75
Whether any component of the Programme is offered as MOOCs	No
Science Programme	
Whether Open University commensurate with the capacity of the Learner Support Centres to provide Lab facilities to the admitted learners *	;
Sr No :- 4	
Name of Programme :- Education/Teachers Training - Bachelor of Education - NA	

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	No
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	No
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	No
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	50000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes 153
Whether any component of the Programme is offered as MOOCs	No
Science Programme	
Whether Open University commensurate with the capacity of the Learner Support Centres to provide Lab facilities to the admitted learners *	;

Mode of Evaluation

Sr No :- 1	
Name of Programme :- Journalism/ Mass Communication/Media - Master of Arts - Journalism & Mass Communication	
Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and Term End
Percentage of Continuous Assessment(%)	30
Percentage of Term End Examination(%)	70
Pass or Fail Criteria	50
Pass/Fail Criteria (% Pass Marks)	50
Mode of Examination	
Whether examination through Online(For ODL Programs)	No

Sr No :- 2

Name of Programme :- Arts/Humanities/Social Sciences - Masters of Arts - Ancient History & Archaeology

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	50
Pass/Fail Criteria (% Pass Marks)	50
Mode of Examination	
Whether examination through Online(For ODL Programs)	No

Sr No :- 3

Name of Programme :- Library and Information Sciences - Bachelor of Library & Information Science - Library and Information Science

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	50
Pass/Fail Criteria (% Pass Marks)	50
Mode of Examination	
Whether examination through Online(For ODL Programs)	No

Sr No :- 4

Name of Programme :- Education/Teachers Training - Bachelor of Education - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and Term End
Percentage of Continuous Assessment(%)	30
Percentage of Term End Examination(%)	70
Pass or Fail Criteria	50
Pass/Fail Criteria (% Pass Marks)	50
Mode of Examination	
Whether examination through Online(For ODL Programs)	No

PPR (Programme Project Report)

Srno	Name of Progrm	Other Details
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Srno	Name of Program	Other Details																																
1	Education/Teachers Training - Bachelor of Education - NA	<table border="1"> <tr> <td data-bbox="480 107 979 165">Year</td> <td data-bbox="979 107 1476 165">2020-21</td> </tr> <tr> <td data-bbox="480 165 979 226">Date of Approval of PPR</td> <td data-bbox="979 165 1476 226">16-11-2019</td> </tr> <tr> <td data-bbox="480 226 979 286">Upload of PPR</td> <td data-bbox="979 226 1476 286">View</td> </tr> <tr> <td data-bbox="480 286 979 347">Upload Approval of PPR</td> <td data-bbox="979 286 1476 347">View</td> </tr> <tr> <td data-bbox="480 347 979 533">Expected outcome</td> <td data-bbox="979 347 1476 533">The Programme B.Ed is offered to meet up to date necessities of aspiring in service teachers and also to build professional competencies and skills required for the educations aspects of the society</td> </tr> <tr> <td data-bbox="480 533 979 712">Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020</td> <td data-bbox="979 533 1476 712">Yes</td> </tr> <tr> <td colspan="2" data-bbox="480 712 1476 801">Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</td> </tr> <tr> <td data-bbox="480 801 979 862">Programme's mission & objectives</td> <td data-bbox="979 801 1476 862">Yes</td> </tr> <tr> <td data-bbox="480 862 979 952">Relevance of the program with HEI's Mission and Goals</td> <td data-bbox="979 862 1476 952">Yes</td> </tr> <tr> <td data-bbox="480 952 979 1012">Nature of prospective target group of learners</td> <td data-bbox="979 952 1476 1012">Yes</td> </tr> <tr> <td data-bbox="480 1012 979 1072">Instructional Design</td> <td data-bbox="979 1012 1476 1072">Yes</td> </tr> <tr> <td data-bbox="480 1072 979 1162">Procedure for admissions, curriculum transaction and evaluation</td> <td data-bbox="979 1072 1476 1162">Yes</td> </tr> <tr> <td data-bbox="480 1162 979 1252">Requirement of the laboratory support and Library Resources</td> <td data-bbox="979 1162 1476 1252">Yes</td> </tr> <tr> <td data-bbox="480 1252 979 1341">Cost estimate of the programme and the provisions</td> <td data-bbox="979 1252 1476 1341">Yes</td> </tr> <tr> <td data-bbox="480 1341 979 1431">Quality assurance mechanism and expected programme outcomes</td> <td data-bbox="979 1341 1476 1431">Yes</td> </tr> <tr> <td data-bbox="480 1431 979 1554">Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence</td> <td data-bbox="979 1431 1476 1554">Yes</td> </tr> </table>	Year	2020-21	Date of Approval of PPR	16-11-2019	Upload of PPR	View	Upload Approval of PPR	View	Expected outcome	The Programme B.Ed is offered to meet up to date necessities of aspiring in service teachers and also to build professional competencies and skills required for the educations aspects of the society	Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes	Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:		Programme's mission & objectives	Yes	Relevance of the program with HEI's Mission and Goals	Yes	Nature of prospective target group of learners	Yes	Instructional Design	Yes	Procedure for admissions, curriculum transaction and evaluation	Yes	Requirement of the laboratory support and Library Resources	Yes	Cost estimate of the programme and the provisions	Yes	Quality assurance mechanism and expected programme outcomes	Yes	Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes
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Cost estimate of the programme and the provisions	Yes																																	
Quality assurance mechanism and expected programme outcomes	Yes																																	
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes																																	

Srno	Name of Program	Other Details	
2	Library and Information Sciences - Bachelor of Library & Information Science - Library and Information Science	Year	2020-21
		Date of Approval of PPR	17-06-2020
		Upload of PPR	View
		Upload Approval of PPR	View
		Expected outcome	The BLISc Programme is offered for the graduates who aspire to become a Librarian. The Curriculum is framed to provide technology based library training
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Program	Other Details																																
3	Arts/Humanities/Social Sciences - Masters of Arts - Ancient History & Archaeology	<table border="1"> <tr> <td data-bbox="480 107 1038 165">Year</td> <td data-bbox="1038 107 1476 165">2020-21</td> </tr> <tr> <td data-bbox="480 165 1038 224">Date of Approval of PPR</td> <td data-bbox="1038 165 1476 224">17-06-2020</td> </tr> <tr> <td data-bbox="480 224 1038 282">Upload of PPR</td> <td data-bbox="1038 224 1476 282">View</td> </tr> <tr> <td data-bbox="480 282 1038 340">Upload Approval of PPR</td> <td data-bbox="1038 282 1476 340">View</td> </tr> <tr> <td data-bbox="480 340 1038 501">Expected outcome</td> <td data-bbox="1038 340 1476 501">The Master Degree in Ancient History and Archeology provides with various aspects very ancient history of India and Archeology resources in Tamil Nadu</td> </tr> <tr> <td data-bbox="480 501 1038 651">Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020</td> <td data-bbox="1038 501 1476 651">Yes</td> </tr> <tr> <td colspan="2" data-bbox="480 651 1476 741">Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</td> </tr> <tr> <td data-bbox="480 741 1038 799">Programme's mission & objectives</td> <td data-bbox="1038 741 1476 799">Yes</td> </tr> <tr> <td data-bbox="480 799 1038 889">Relevance of the program with HEI's Mission and Goals</td> <td data-bbox="1038 799 1476 889">Yes</td> </tr> <tr> <td data-bbox="480 889 1038 947">Nature of prospective target group of learners</td> <td data-bbox="1038 889 1476 947">Yes</td> </tr> <tr> <td data-bbox="480 947 1038 1005">Instructional Design</td> <td data-bbox="1038 947 1476 1005">Yes</td> </tr> <tr> <td data-bbox="480 1005 1038 1102">Procedure for admissions, curriculum transaction and evaluation</td> <td data-bbox="1038 1005 1476 1102">Yes</td> </tr> <tr> <td data-bbox="480 1102 1038 1191">Requirement of the laboratory support and Library Resources</td> <td data-bbox="1038 1102 1476 1191">Yes</td> </tr> <tr> <td data-bbox="480 1191 1038 1249">Cost estimate of the programme and the provisions</td> <td data-bbox="1038 1191 1476 1249">Yes</td> </tr> <tr> <td data-bbox="480 1249 1038 1339">Quality assurance mechanism and expected programme outcomes</td> <td data-bbox="1038 1249 1476 1339">Yes</td> </tr> <tr> <td data-bbox="480 1339 1038 1458">Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence</td> <td data-bbox="1038 1339 1476 1458">Yes</td> </tr> </table>	Year	2020-21	Date of Approval of PPR	17-06-2020	Upload of PPR	View	Upload Approval of PPR	View	Expected outcome	The Master Degree in Ancient History and Archeology provides with various aspects very ancient history of India and Archeology resources in Tamil Nadu	Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes	Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:		Programme's mission & objectives	Yes	Relevance of the program with HEI's Mission and Goals	Yes	Nature of prospective target group of learners	Yes	Instructional Design	Yes	Procedure for admissions, curriculum transaction and evaluation	Yes	Requirement of the laboratory support and Library Resources	Yes	Cost estimate of the programme and the provisions	Yes	Quality assurance mechanism and expected programme outcomes	Yes	Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes
Year	2020-21																																	
Date of Approval of PPR	17-06-2020																																	
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Relevance of the program with HEI's Mission and Goals	Yes																																	
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Instructional Design	Yes																																	
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Requirement of the laboratory support and Library Resources	Yes																																	
Cost estimate of the programme and the provisions	Yes																																	
Quality assurance mechanism and expected programme outcomes	Yes																																	
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes																																	

Srno	Name of Program	Other Details			
4	Journalism/ Mass Communication/Media - Master of Arts - Journalism & Mass Communication	Year	2020-21		
		Date of Approval of PPR	06-04-2015		
		Upload of PPR	View		
		Upload Approval of PPR	View		
		Expected outcome	The MA in Journalism and Mass Communication Programme students will gain the knowledge of latest technology oriented aspects in the field of Journalism and Mass Communication		
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes		
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:			
		Programme's mission & objectives	Yes		
		Relevance of the program with HEI's Mission and Goals	Yes		
		Nature of prospective target group of learners	Yes		
		Instructional Design	Yes		
		Procedure for admissions, curriculum transaction and evaluation	Yes		
		Requirement of the laboratory support and Library Resources	Yes		
		Cost estimate of the programme and the provisions	Yes		
Quality assurance mechanism and expected programme outcomes	Yes				
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes				

SLM (Self Learning Material)

Srno	Name of Program	Other Details		Annexure	Details of Developments of SLM	
1	Education/Teachers Training - Bachelor of Education - NA	Year	2020-21		Development of SLM	In House Faculty
		Outline of the Syllabus	The B.Ed degree Programme curriculum covers the aspects prescribed in the NCTE Regulations 2014		Percentage of SLM developed by In- House Faculty	95

Srno	Name of Progm	Other Details		Annexure	Details of Developments of SLM
		Whether SLM approved by Statutory Authority of HEI	Yes	Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Statutory bodies approval upload	View	Curriculum and Pedagogy:-Yes	
		When was it prepared	01-01-2016	Print Material :-Yes	
		Last Updated	01-01-2020	Audio-Video Material :-Yes	
		Name of the faculty who prepared SLM	Prof.M.Mannivannan	Online Material:-No	
		Designation	Professor and Director	Computer-based material:-No	
		Department	School of Education	Computer Disks:-Yes	
		Reference of Self Learning Material	NCERT and Teacher Education Materials	Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Upload Sample SLM (Only Content Pages)	View	Preparation of Learning Material:-Yes	
		SLM Url	www.tnou.ac.in	Preparedness of Learning Material :-Yes	
				Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	
				1 Year:-Yes	
				2 Year:-Yes	
				3 Year:-Not Applicable	

Srno	Name of Program	Other Details		Annexure	Details of Developments of SLM																											
2	Arts/Humanities/Social Sciences - Masters of Arts - Ancient History & Archaeology	<table border="1"> <tr> <td data-bbox="437 123 600 199">Year</td> <td data-bbox="600 123 930 199">2020-21</td> </tr> <tr> <td data-bbox="437 199 600 472">Outline of the Syllabus</td> <td data-bbox="600 199 930 472">The MA in Ancient History and Archaeology covers different aspects of Archaeology, Indian Paintings, Architecture, Epigraphy, Iconography, Museology, Culture Heritage of India</td> </tr> <tr> <td data-bbox="437 472 600 719">Whether SLM approved by Statutory Authority of HEI</td> <td data-bbox="600 472 930 719">Yes</td> </tr> <tr> <td data-bbox="437 719 600 871">Statutory bodies approval upload</td> <td data-bbox="600 719 930 871">View</td> </tr> <tr> <td data-bbox="437 871 600 958">When was it prepared</td> <td data-bbox="600 871 930 958">01-10-2020</td> </tr> <tr> <td data-bbox="437 958 600 1048">Last Updated</td> <td data-bbox="600 958 930 1048">01-10-2020</td> </tr> <tr> <td data-bbox="437 1048 600 1234">Name of the faculty who prepared SLM</td> <td data-bbox="600 1048 930 1234">Dr.I.Iniyan</td> </tr> <tr> <td data-bbox="437 1234 600 1290">Designation</td> <td data-bbox="600 1234 930 1290">Assistant Professor</td> </tr> <tr> <td data-bbox="437 1290 600 1379">Department</td> <td data-bbox="600 1290 930 1379">School of History and Tourism Studies</td> </tr> <tr> <td data-bbox="437 1379 600 1532">Reference of Self Learning Material</td> <td data-bbox="600 1379 930 1532">Ancient History related Books and Journals also Archaeology related Books and Journal</td> </tr> <tr> <td data-bbox="437 1532 600 1718">Upload Sample SLM (Only Content Pages)</td> <td data-bbox="600 1532 930 1718">View</td> </tr> <tr> <td data-bbox="437 1718 600 1774">SLM Url</td> <td data-bbox="600 1718 930 1774">www.tnou.ac.in</td> </tr> </table>	Year	2020-21	Outline of the Syllabus	The MA in Ancient History and Archaeology covers different aspects of Archaeology, Indian Paintings, Architecture, Epigraphy, Iconography, Museology, Culture Heritage of India	Whether SLM approved by Statutory Authority of HEI	Yes	Statutory bodies approval upload	View	When was it prepared	01-10-2020	Last Updated	01-10-2020	Name of the faculty who prepared SLM	Dr.I.Iniyan	Designation	Assistant Professor	Department	School of History and Tourism Studies	Reference of Self Learning Material	Ancient History related Books and Journals also Archaeology related Books and Journal	Upload Sample SLM (Only Content Pages)	View	SLM Url	www.tnou.ac.in	<p data-bbox="954 152 1166 488">Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</p> <p data-bbox="954 521 1114 577">Curriculum and Pedagogy:-Yes</p> <p data-bbox="954 611 1150 645">Print Material :-Yes</p> <p data-bbox="954 678 1098 734">Audio-Video Material :-Yes</p> <p data-bbox="954 768 1155 801">Online Material:-No</p> <p data-bbox="954 835 1129 891">Computer-based material:-Yes</p> <p data-bbox="954 925 1134 981">Computer Disks:-Yes</p> <p data-bbox="954 1014 1166 1350">Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</p> <p data-bbox="954 1384 1150 1462">Preparation of Learning Material:-Yes</p> <p data-bbox="954 1496 1155 1574">Preparedness of Learning Material :-Yes</p> <p data-bbox="954 1619 1155 1865">Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020</p> <p data-bbox="954 1888 1075 1921">1 Year:-Yes</p> <p data-bbox="954 1955 1075 1989">2 Year:-Yes</p> <p data-bbox="954 2022 1075 2078">3 Year:-Not Applicable</p>	<table border="1"> <tr> <td data-bbox="1198 123 1374 259">Development of SLM</td> <td data-bbox="1374 123 1489 259">In House Faculty</td> </tr> <tr> <td data-bbox="1198 259 1374 443">Percentage of SLM developed by In- House Faculty</td> <td data-bbox="1374 259 1489 443">90</td> </tr> </table>	Development of SLM	In House Faculty	Percentage of SLM developed by In- House Faculty	90
Year	2020-21																															
Outline of the Syllabus	The MA in Ancient History and Archaeology covers different aspects of Archaeology, Indian Paintings, Architecture, Epigraphy, Iconography, Museology, Culture Heritage of India																															
Whether SLM approved by Statutory Authority of HEI	Yes																															
Statutory bodies approval upload	View																															
When was it prepared	01-10-2020																															
Last Updated	01-10-2020																															
Name of the faculty who prepared SLM	Dr.I.Iniyan																															
Designation	Assistant Professor																															
Department	School of History and Tourism Studies																															
Reference of Self Learning Material	Ancient History related Books and Journals also Archaeology related Books and Journal																															
Upload Sample SLM (Only Content Pages)	View																															
SLM Url	www.tnou.ac.in																															
Development of SLM	In House Faculty																															
Percentage of SLM developed by In- House Faculty	90																															

Srno	Name of Program	Other Details		Annexure	Details of Developments of SLM	
3	Journalism/ Mass Communication/Media - Master of Arts - Journalism & Mass Communication	Year	2020-21	<p>Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</p> <p>Curriculum and Pedagogy:-Yes</p> <p>Print Material :-Yes</p> <p>Audio-Video Material :-Yes</p> <p>Online Material:-No</p> <p>Computer-based material:-Yes</p> <p>Computer Disks:-Yes</p> <p>Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</p> <p>Preparation of Learning Material:-Yes</p> <p>Preparedness of Learning Material :-Yes</p> <p>Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020</p> <p>1 Year:-Yes</p> <p>2 Year:-Yes</p> <p>3 Year:-Not Applicable</p>	Development of SLM	In House Faculty
Outline of the Syllabus	The MA in Journalism and Mass Communication covers the Mass Communication aspects such as Media, Journalism, Communication Research, Advertising and Public Relations, Media Laws and Ethics, Radio and Television Production	Whether SLM approved by Statutory Authority of HEI	Yes		Percentage of SLM developed by In- House Faculty	90
Statutory bodies approval upload	View	When was it prepared	28-04-2015		Computer-based material:-Yes	
Last Updated	01-10-2020	Name of the faculty who prepared SLM	Dr.P.Chitra		Computer Disks:-Yes	
Designation	Assistant Professor	Department	School of Journalism and New Media Studies		Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Reference of Self Learning Material	Journalism and Mass Communication and Media related Journals and Books	Upload Sample SLM (Only Content Pages)	View		Preparation of Learning Material:-Yes	
SLM Url	www.tnou.ac.in	Whether SLM approved by Statutory Authority of HEI	Yes		Online Material:-No	
When was it prepared	28-04-2015	Statutory bodies approval upload	View		Computer-based material:-Yes	
Last Updated	01-10-2020	Name of the faculty who prepared SLM	Dr.P.Chitra		Computer Disks:-Yes	
Designation	Assistant Professor	Department	School of Journalism and New Media Studies		Preparation of Learning Material:-Yes	
Reference of Self Learning Material	Journalism and Mass Communication and Media related Journals and Books	Upload Sample SLM (Only Content Pages)	View		Preparedness of Learning Material :-Yes	
SLM Url	www.tnou.ac.in	SLM Url	www.tnou.ac.in		Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	
Year	2020-21	Year	2020-21		1 Year:-Yes	
Outline of the Syllabus	The MA in Journalism and Mass Communication covers the Mass Communication aspects such as Media, Journalism, Communication Research, Advertising and Public Relations, Media Laws and Ethics, Radio and Television Production	When was it prepared	28-04-2015	2 Year:-Yes		
Whether SLM approved by Statutory Authority of HEI	Yes	Last Updated	01-10-2020	3 Year:-Not Applicable		
Statutory bodies approval upload	View	Name of the faculty who prepared SLM	Dr.P.Chitra			
When was it prepared	28-04-2015	Designation	Assistant Professor			
Last Updated	01-10-2020	Department	School of Journalism and New Media Studies			
Name of the faculty who prepared SLM	Dr.P.Chitra	Reference of Self Learning Material	Journalism and Mass Communication and Media related Journals and Books			
Designation	Assistant Professor	Upload Sample SLM (Only Content Pages)	View			
Department	School of Journalism and New Media Studies	SLM Url	www.tnou.ac.in			
Reference of Self Learning Material	Journalism and Mass Communication and Media related Journals and Books	Year	2020-21			
Upload Sample SLM (Only Content Pages)	View	Outline of the Syllabus	The MA in Journalism and Mass Communication covers the Mass Communication aspects such as Media, Journalism, Communication Research, Advertising and Public Relations, Media Laws and Ethics, Radio and Television Production			
SLM Url	www.tnou.ac.in	Whether SLM approved by Statutory Authority of HEI	Yes			
When was it prepared	28-04-2015	Statutory bodies approval upload	View			
Last Updated	01-10-2020	When was it prepared	28-04-2015			
Name of the faculty who prepared SLM	Dr.P.Chitra	Last Updated	01-10-2020			
Designation	Assistant Professor	Name of the faculty who prepared SLM	Dr.P.Chitra			
Department	School of Journalism and New Media Studies	Designation	Assistant Professor			
Reference of Self Learning Material	Journalism and Mass Communication and Media related Journals and Books	Department	School of Journalism and New Media Studies			
Upload Sample SLM (Only Content Pages)	View	Reference of Self Learning Material	Journalism and Mass Communication and Media related Journals and Books			
SLM Url	www.tnou.ac.in	Upload Sample SLM (Only Content Pages)	View			

Srno	Information Science - Library and Name of Program Information Science	Other Details		Annexure	Details of Developments of SLM	
		Outline of the Syllabus	The Bachelor of Library and Information Science covers the main aspects of Information Science, Library Management, Library Sysytem, Knowledge Organisation, ICT, Preservation and Conservation of Library Materials and Information Literacy	Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	Development of SLM	In House Faculty
		Whether SLM approved by Statutory Authority of HEI	Yes	Curriculum and Pedagogy:-Yes	Percentage of SLM developed by In- House Faculty	90
		Statutory bodies approval upload	View	Print Material :-Yes		
		When was it prepared	01-10-2020	Audio-Video Material :-Yes		
		Last Updated	01-10-2020	Online Material:-No		
		Name of the faculty who prepared SLM	Mrs.S.Sakila	Computer-based material:-Yes		
		Designation	Assistant Librarian	Computer Disks:- Yes		
		Department	School of Library and Information Science	Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:		
		Reference of Self Learning Material	Library and Information Science realted Books and Journals	Preparation of Learning Material:- Yes		
		Upload Sample SLM (Only Content Pages)	View	Preparedness of Learning Material :- Yes		
		SLM Url	www.tnou.ac.in	Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020		
				1 Year:-Yes		
				2 Year:-Not Applicable		
				3 Year:-Not Applicable		

Examination Centre

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatio for ODL programme for Upcoming Academic Years															
1	Yes	MEASI College of Education	No.2, Demellows Road, Choolai-Chennai-600112-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1201 459 1257 842">1</td> <td data-bbox="1257 459 1410 842">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 459 1497 842">Yes</td> </tr> <tr> <td data-bbox="1201 842 1257 1120">2</td> <td data-bbox="1257 842 1410 1120">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 842 1497 1120">Yes</td> </tr> <tr> <td data-bbox="1201 1120 1257 1238">3</td> <td data-bbox="1257 1120 1410 1238">Provision of CCTV Cameras</td> <td data-bbox="1410 1120 1497 1238">Yes</td> </tr> <tr> <td data-bbox="1201 1238 1257 1357">4</td> <td data-bbox="1257 1238 1410 1357">Provision of Bio-metric attendance</td> <td data-bbox="1410 1238 1497 1357">Yes</td> </tr> <tr> <td data-bbox="1201 1357 1257 1529">5</td> <td data-bbox="1257 1357 1410 1529">Provision of Video recording</td> <td data-bbox="1410 1357 1497 1529">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes																			
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4	Provision of Bio-metric attendance	Yes																			
5	Provision of Video recording	Yes																			

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatio for ODL programme for Upcoming Academic Years															
2	Yes	Sadakathullah Appa College	Rahmath Nagar-Tirunelveli-627011-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1203 338 1257 719">1</td> <td data-bbox="1257 338 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 338 1477 719">Yes</td> </tr> <tr> <td data-bbox="1203 719 1257 999">2</td> <td data-bbox="1257 719 1410 999">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1477 999">Yes</td> </tr> <tr> <td data-bbox="1203 999 1257 1117">3</td> <td data-bbox="1257 999 1410 1117">Provision of CCTV Cameras</td> <td data-bbox="1410 999 1477 1117">Yes</td> </tr> <tr> <td data-bbox="1203 1117 1257 1236">4</td> <td data-bbox="1257 1117 1410 1236">Provision of Bio-metric attendance</td> <td data-bbox="1410 1117 1477 1236">Yes</td> </tr> <tr> <td data-bbox="1203 1236 1257 1355">5</td> <td data-bbox="1257 1236 1410 1355">Provision of Video recording</td> <td data-bbox="1410 1236 1477 1355">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes																			
2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes																			
3	Provision of CCTV Cameras	Yes																			
4	Provision of Bio-metric attendance	Yes																			
5	Provision of Video recording	Yes																			

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatio for ODL programme for Upcoming Academic Years															
3	Yes	Government Arts College	Chengam Road- Tiruvannamalai- 606603-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1201 338 1259 719">1</td> <td data-bbox="1259 338 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 338 1489 719">Yes</td> </tr> <tr> <td data-bbox="1201 719 1259 999">2</td> <td data-bbox="1259 719 1410 999">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1489 999">Yes</td> </tr> <tr> <td data-bbox="1201 999 1259 1117">3</td> <td data-bbox="1259 999 1410 1117">Provision of CCTV Cameras</td> <td data-bbox="1410 999 1489 1117">Yes</td> </tr> <tr> <td data-bbox="1201 1117 1259 1236">4</td> <td data-bbox="1259 1117 1410 1236">Provision of Bio-metric attendance</td> <td data-bbox="1410 1117 1489 1236">Yes</td> </tr> <tr> <td data-bbox="1201 1236 1259 1406">5</td> <td data-bbox="1259 1236 1410 1406">Provision of Video recording</td> <td data-bbox="1410 1236 1489 1406">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes																			
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4	Provision of Bio-metric attendance	Yes																			
5	Provision of Video recording	Yes																			

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4	Yes	Periyar Government Arts College	Cuddalore-Cuddalore-607001-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1204 338 1257 719">1</td> <td data-bbox="1257 338 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 338 1482 719">Yes</td> </tr> <tr> <td data-bbox="1204 719 1257 994">2</td> <td data-bbox="1257 719 1410 994">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1482 994">Yes</td> </tr> <tr> <td data-bbox="1204 994 1257 1117">3</td> <td data-bbox="1257 994 1410 1117">Provision of CCTV Cameras</td> <td data-bbox="1410 994 1482 1117">Yes</td> </tr> <tr> <td data-bbox="1204 1117 1257 1240">4</td> <td data-bbox="1257 1117 1410 1240">Provision of Bio-metric attendance</td> <td data-bbox="1410 1117 1482 1240">Yes</td> </tr> <tr> <td data-bbox="1204 1240 1257 1364">5</td> <td data-bbox="1257 1240 1410 1364">Provision of Video recording</td> <td data-bbox="1410 1240 1482 1364">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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5	Yes	Park's College (Autonomous)	Chinnakkarai-Tirupur-641605-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1212 347 1260 716">1</td> <td data-bbox="1260 347 1412 716">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1412 347 1476 716">Yes</td> </tr> <tr> <td data-bbox="1212 716 1260 996">2</td> <td data-bbox="1260 716 1412 996">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1412 716 1476 996">Yes</td> </tr> <tr> <td data-bbox="1212 996 1260 1108">3</td> <td data-bbox="1260 996 1412 1108">Provision of CCTV Cameras</td> <td data-bbox="1412 996 1476 1108">Yes</td> </tr> <tr> <td data-bbox="1212 1108 1260 1232">4</td> <td data-bbox="1260 1108 1412 1232">Provision of Bio-metric attendance</td> <td data-bbox="1412 1108 1476 1232">Yes</td> </tr> <tr> <td data-bbox="1212 1232 1260 1355">5</td> <td data-bbox="1260 1232 1412 1355">Provision of Video recording</td> <td data-bbox="1412 1232 1476 1355">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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6	Yes	Padmavani Arts & Science College for Women	Opp to Periyar University-Salem-636011-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
						2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes
						3	Provision of CCTV Cameras	Yes
						4	Provision of Bio-metric attendance	Yes
						5	Provision of Video recording	Yes

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7	Yes	Muthurangam Government Arts College (Autonomous)	Otteri Road-Vellore-632002-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1209 353 1257 719">1</td> <td data-bbox="1257 353 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 353 1477 719">Yes</td> </tr> <tr> <td data-bbox="1209 719 1257 994">2</td> <td data-bbox="1257 719 1410 994">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1477 994">Yes</td> </tr> <tr> <td data-bbox="1209 994 1257 1115">3</td> <td data-bbox="1257 994 1410 1115">Provision of CCTV Cameras</td> <td data-bbox="1410 994 1477 1115">Yes</td> </tr> <tr> <td data-bbox="1209 1115 1257 1236">4</td> <td data-bbox="1257 1115 1410 1236">Provision of Bio-metric attendance</td> <td data-bbox="1410 1115 1477 1236">Yes</td> </tr> <tr> <td data-bbox="1209 1236 1257 1357">5</td> <td data-bbox="1257 1236 1410 1357">Provision of Video recording</td> <td data-bbox="1410 1236 1477 1357">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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8	Yes	H.H. The Rajah's College (Autonomous)	Pudukottai-Pudukottai-622001-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1204 338 1257 719">1</td> <td data-bbox="1257 338 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 338 1476 719">Yes</td> </tr> <tr> <td data-bbox="1204 719 1257 999">2</td> <td data-bbox="1257 719 1410 999">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1476 999">Yes</td> </tr> <tr> <td data-bbox="1204 999 1257 1117">3</td> <td data-bbox="1257 999 1410 1117">Provision of CCTV Cameras</td> <td data-bbox="1410 999 1476 1117">Yes</td> </tr> <tr> <td data-bbox="1204 1117 1257 1236">4</td> <td data-bbox="1257 1117 1410 1236">Provision of Bio-metric attendance</td> <td data-bbox="1410 1117 1476 1236">Yes</td> </tr> <tr> <td data-bbox="1204 1236 1257 1355">5</td> <td data-bbox="1257 1236 1410 1355">Provision of Video recording</td> <td data-bbox="1410 1236 1476 1355">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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9	Yes	Sri Sundareswari College of Education	Sivakasi Road, Malli, Srivilliputhur (Tk)-Virudhunagar-626141-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
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10	Yes	Don Bosco I.T.I.	Jawaharpuram, K.Pudur-Madurai-625007-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1201 338 1259 719">1</td> <td data-bbox="1259 338 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 338 1489 719">Yes</td> </tr> <tr> <td data-bbox="1201 719 1259 999">2</td> <td data-bbox="1259 719 1410 999">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1489 999">Yes</td> </tr> <tr> <td data-bbox="1201 999 1259 1122">3</td> <td data-bbox="1259 999 1410 1122">Provision of CCTV Cameras</td> <td data-bbox="1410 999 1489 1122">Yes</td> </tr> <tr> <td data-bbox="1201 1122 1259 1245">4</td> <td data-bbox="1259 1122 1410 1245">Provision of Bio-metric attendance</td> <td data-bbox="1410 1122 1489 1245">Yes</td> </tr> <tr> <td data-bbox="1201 1245 1259 1406">5</td> <td data-bbox="1259 1245 1410 1406">Provision of Video recording</td> <td data-bbox="1410 1245 1489 1406">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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11	Yes	Dr. N.G.P. Arts and Science College	Dr.N.G.P. Nagar, Kalappatti Road-coimbatore-641048-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1212 347 1260 716">1</td> <td data-bbox="1260 347 1412 716">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1412 347 1484 716">Yes</td> </tr> <tr> <td data-bbox="1212 716 1260 996">2</td> <td data-bbox="1260 716 1412 996">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1412 716 1484 996">Yes</td> </tr> <tr> <td data-bbox="1212 996 1260 1108">3</td> <td data-bbox="1260 996 1412 1108">Provision of CCTV Cameras</td> <td data-bbox="1412 996 1484 1108">Yes</td> </tr> <tr> <td data-bbox="1212 1108 1260 1232">4</td> <td data-bbox="1260 1108 1412 1232">Provision of Bio-metric attendance</td> <td data-bbox="1412 1108 1484 1232">Yes</td> </tr> <tr> <td data-bbox="1212 1232 1260 1355">5</td> <td data-bbox="1260 1232 1412 1355">Provision of Video recording</td> <td data-bbox="1412 1232 1484 1355">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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12	Yes	Oriental Institute of Catering Technology and Hote	No.114, Uthangudi, Near Meenakshi Mission Hospital- Madurai-625107-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1214 353 1257 719">1</td> <td data-bbox="1257 353 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 353 1476 719">Yes</td> </tr> <tr> <td data-bbox="1214 719 1257 994">2</td> <td data-bbox="1257 719 1410 994">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1476 994">Yes</td> </tr> <tr> <td data-bbox="1214 994 1257 1115">3</td> <td data-bbox="1257 994 1410 1115">Provision of CCTV Cameras</td> <td data-bbox="1410 994 1476 1115">Yes</td> </tr> <tr> <td data-bbox="1214 1115 1257 1236">4</td> <td data-bbox="1257 1115 1410 1236">Provision of Bio-metric attendance</td> <td data-bbox="1410 1115 1476 1236">Yes</td> </tr> <tr> <td data-bbox="1214 1236 1257 1357">5</td> <td data-bbox="1257 1236 1410 1357">Provision of Video recording</td> <td data-bbox="1410 1236 1476 1357">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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13	Yes	Jamal Mohamed College (A)	No.7, Race Course Road, Khaja Nagar-Trichy-620020-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
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14	Yes	Arignar Anna Government Arts College	Villupuram-Villupuram-605602-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
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15	Yes	Pachaiyappa's College for Women	Kancheepuram-Kancheepuram-631501-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
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16	Yes	Sir Theagaraya College	No.1047, T.H. Road, Old Washermenpet-Chennai-600021-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1212 347 1260 716">1</td> <td data-bbox="1260 347 1412 716">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1412 347 1484 716">Yes</td> </tr> <tr> <td data-bbox="1212 716 1260 996">2</td> <td data-bbox="1260 716 1412 996">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1412 716 1484 996">Yes</td> </tr> <tr> <td data-bbox="1212 996 1260 1120">3</td> <td data-bbox="1260 996 1412 1120">Provision of CCTV Cameras</td> <td data-bbox="1412 996 1484 1120">Yes</td> </tr> <tr> <td data-bbox="1212 1120 1260 1243">4</td> <td data-bbox="1260 1120 1412 1243">Provision of Bio-metric attendance</td> <td data-bbox="1412 1120 1484 1243">Yes</td> </tr> <tr> <td data-bbox="1212 1243 1260 1355">5</td> <td data-bbox="1260 1243 1412 1355">Provision of Video recording</td> <td data-bbox="1412 1243 1484 1355">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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17	Yes	Annai Veliankanni's College for Women	No.81/33, V.G.P.Salai, Saidapet-Chennai-600015-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	<table border="1"> <tr> <td data-bbox="1214 353 1257 719">1</td> <td data-bbox="1257 353 1410 719">Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations</td> <td data-bbox="1410 353 1476 719">Yes</td> </tr> <tr> <td data-bbox="1214 719 1257 994">2</td> <td data-bbox="1257 719 1410 994">Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations</td> <td data-bbox="1410 719 1476 994">Yes</td> </tr> <tr> <td data-bbox="1214 994 1257 1115">3</td> <td data-bbox="1257 994 1410 1115">Provision of CCTV Cameras</td> <td data-bbox="1410 994 1476 1115">Yes</td> </tr> <tr> <td data-bbox="1214 1115 1257 1236">4</td> <td data-bbox="1257 1115 1410 1236">Provision of Bio-metric attendance</td> <td data-bbox="1410 1115 1476 1236">Yes</td> </tr> <tr> <td data-bbox="1214 1236 1257 1357">5</td> <td data-bbox="1257 1236 1410 1357">Provision of Video recording</td> <td data-bbox="1410 1236 1476 1357">Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes	2	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
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18	Yes	St.Britto's College of Arts & Science	II Main Road, Officer's Colony, Adambakkam-Chennai-600088-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
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19	Yes	Government College of Engineering	Chettikarai-Po-Dharmapuri-636704-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
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20	Yes	Government Arts College	Stone House Hill Post, Udthagamandalam, The Nilgiris-Ooty-643002-Tamil Nadu	Examination processes are fully automated, centres are monitored through CCTV Cameras. Instructions are given through TNOU website, Mobile SMS and E-mail. Provision is made for retotaling, revaluation and photocopying of answer scripts.	Yes	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	Yes
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						3	Provision of CCTV Cameras	Yes
						4	Provision of Bio-metric attendance	Yes
						5	Provision of Video recording	Yes

Regional Centre

Srno	Name of Regional Centre	Address of Regional Centre	City	Pin Code	State	Name of the Coordinator/ Counselor	Contact Details of the Coordinator/ Counselor	Email Details of the Coor Counselor
1	Chennai Regional Centre	No.577, AnnaSalai	Chennai	600015	Tamil Nadu	Dr.C.Barathi	9976698244	chennaizonal@gmail.com
2	Coimbatore Regional Centre	KPR institute of Engineering and Technology, Administrative Block	Coimbatore	641407	Tamil Nadu	Dr. N.Saravanakumar	9943375556	coimbatorezonalcentre@gn

Srno	Name of Regional Centre	Address of Regional Centre	City	Pin Code	State	Name of the Coordinator/ Counselor	Contact Details of the Coordinator/ Counselor	Email Details of the Coordinator/ Counselor
3	Madurai Regional Centre	7/243, Thiruvalluvar Street, NGGO Colony	Madurai	620019	Tamil Nadu	Dr. I.Ambeth	9791234586	zone1.tnou@gmail.com
4	Trichy Regional Centre	No.15D, Mc. Donalds Road	Trichy	620001	Tamil Nadu	Dr.P. Rajasekaran	9003139800	trytnou@gmail.com
5	Dharmapuri Regional Centre	Government Engineering College	Dharmapuri	636704	Tamil Nadu	Dr.T.Sampath Kumar	9445430215	tnoudpi@gmail.com
6	The Nilgiris Regional Centre	Susy Villa, No.7/403	Kotagiri	643217	Tamil Nadu	Dr. N.Saravanakumar	9943375556	nilgiriszc@gmail.com
7	Villupuram Regional Centre	No.101, Salamedu, Behind Theivanai Ammal College	Villupuram	605602	Tamil Nadu	Dr. P. Pandia Vadivu	9952050205	villzonal@gmail.com
8	Tirunelveli Regional Centre	M.S.University	Tirunelveli	627012	Tamil Nadu	Dr.S. Vinodkanna	9894800807	tirunelvelizonalcentre@gmail.com

Learner Support Centre (LSC) details

Srno	Name of College & Address	City	Pin Code	State	Whether the College / institute is Private or Govt	Name of Affiliating University / HEI	Name of Co-ordinator	Contact Details of Co-ordinator	Qualification
1	Stella Maris College for Women , Cathedral Road	Chennai	600086	Tamil Nadu	Private	University of Madras	Dr.J.Maria Saritha	8925806559	PhD
2	Annai Veilankanis College for Women , VGP Salai, West Saidapet	Chennai	600015	Tamil Nadu	Private	University of Madras	Dr.V.Saravanan	9443580361	PhD
3	Annai Veilankanis College for Women , VGP Salai, West Saidapet	Chennai	600015	Tamil Nadu	Private	University of Madras	Dr. V.Saravanan	9443580361	PhD

Srno	Name of College & Address	City	Pin Code	State	Whether the College / institute is Private or Govt	Name of Affiliating University / HEI	Name of Co-ordinator	Contact Details of Co-ordinator	Qualifi
4	Sri Vatsa College of Education , Mettamalai,	Sattur (T.K)	626203	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Mr.K.Guruswamy	9443868259	MPhil.
5	Mahatma College of Education , Ariyur	Pudukkottai	622101	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Dr.V.Jaiganesh	9443646722	PhD
6	St. Mary's College of Education , No. 102/B, St.Joseph Boys Home Campus	Katpadi	632007	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Dr. Aul Raj	9385201446	PhD
7	Sri K. Ramachandra Naidu College of Education , K.R. Naidu Nagar	Sankarankovil Taluk	627753	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Dr.M. Andtony Raj	7904238618	PhD
8	Bharathi College of Education , No.3, Court Road	Salem	636007	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Dr. K. Prema lakshmi	9944266060	PhD
9	Centwin College of Education , 300,Poolavadi Road,	Dharapuram(TK),	638657	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Mr. B. Balasubramanian	9659949999	Post-Gr
10	Bhavani College of Education , K.N. Pettai Main Road,	Cuddalore	607401	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Mr. S. Parthipan	9443073987	Post-Gr
11	Crescent College of Education , Somasipadi Village and Post Tiruvannamalai Taluk	Tiruvannamalai	606611	Tamil Nadu	Private	Tamil Nadu Teachers Education University	Dr. Jasmine Kumar	9280202585	PhD
12	St.Ignatius College of Education , Palayamkottai	Palayamkottai	627002	Tamil Nadu	Government	Tamil Nadu Teachers Education University	Dr.R.Indramary Ezhilselvi	9442394778	PhD

Srno	Name of College & Address	City	Pin Code	State	Whether the College / institute is Private or Govt	Name of Affiliating University / HEI	Name of Co-ordinator	Contact Details of Co-ordinator	Qualifi
13	St. Christopher's College of Education , No. 63-66, E.V.K. Sampath Road	Chennai	600007	Tamil Nadu	Government	Tamilnadu Teachers Education University	Dr. Nithila Devakarunyam	9840247087	PhD

Human Resources Information

Academic Staff for ODL Programmes	
Type of Staff *	No. of Staff Exclusively of ODL*
Head / Professor	5
Associate Professor	4
Assistant Professor	32

Administrative Staff for ODL Programmes	
Type of Staff *	Total No. of Staff Exclusively for ODL
Deputy Registrar	2
Assistant Registrar	2
Section Officer	6
Assistants	8
Computer Operators	5
Class-IV / Mult Tasking Staff	16
Technical / Professional	4
Junior Assistant	25

Administrative Staff for OL Programmes	
Deputy Director	
Assistant Director	
Technical Manager (Production)	
Technical Associate (Audio-Video Recording and Editing)	
Technical Assistant (Audio-Video Editing)	
Technical Manager (LMS and Data Management)	

Administrative Staff for ODL Programmes

Type of Staff *	Total No. of Staff Exclusively for ODL
Technical Assistant (LMS and Data Management)	
Technical Manager (Admission, Examination and Result)	
Technical Assistant (Admission, Examination and Result)	
Examiner(s)	
Junior Assistant	25

Faculty Details for ODL

Srno	Year	Academic Session	Name of Programmes	Faculty			
				Name of faculty	Designation	Phone	Email
1	2020-21	January	Education/Teachers Training - Bachelor of Education - NA	Name of faculty	Designation	Phone	Email
				Dr. T. Sampath Kumar	Assistant Professor	9840546117	sam_tnou@yahoo.co.in
				Dr. D. Vinodh Kumar	Assistant Professor	8778391124	vinodhtnou@yahoo.in
2	2020-21	January	Education/Teachers Training - Bachelor of Education - NA	Name of faculty	Designation	Phone	Email
				Dr.K.S.Ramakrishnan	Assistant Professor	8248025564	drksrk@gmail.com
				Dr. P. Rajasekaran	Assistant Professor	9443674610	navkrish110@gmail.com
3	2020-21	January	Education/Teachers Training - Bachelor of Education - NA	Name of faculty	Designation	Phone	Email
				Dr. D. Sumathi	Assistant Professor	9094498422	sumathidesinguraj@gmail.com
				Dr. C. Barathi	Assistant Professor	7904817131	drcbarathi@gmail.com
4	2020-21	January	Education/Teachers Training - Bachelor of Education - NA	Name of faculty	Designation	Phone	Email
				Dr. M. Manivannan	Professor	9442076655	manivannantnou@gmail.com
				Dr.K.S.Premila	Associate Professor	9840681434	kspremlatnou@yahoo.com

Srno	Year	Academic Session	Name of Programmes	Faculty																
5	2020-21	January	Education/Teachers Training - Bachelor of Education - NA	<table border="1"> <thead> <tr> <th>Name of faculty</th> <th>Designation</th> <th>Phone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Dr. P. PandiaVadivu</td> <td>Assistant Professor</td> <td>9952050205</td> <td>pandiyav@yahoo.com</td> </tr> <tr> <td>Dr.A.S.Arul Lawrence</td> <td>Assistant Professor</td> <td>9994103888</td> <td>drarullawrence@gmail.com</td> </tr> </tbody> </table>	Name of faculty	Designation	Phone	Email	Dr. P. PandiaVadivu	Assistant Professor	9952050205	pandiyav@yahoo.com	Dr.A.S.Arul Lawrence	Assistant Professor	9994103888	drarullawrence@gmail.com				
				Name of faculty	Designation	Phone	Email													
				Dr. P. PandiaVadivu	Assistant Professor	9952050205	pandiyav@yahoo.com													
				Dr.A.S.Arul Lawrence	Assistant Professor	9994103888	drarullawrence@gmail.com													
6	2020-21	January	Library and Information Sciences - Bachelor of Library & Information Science - Library and Information Science	<table border="1"> <thead> <tr> <th>Name of faculty</th> <th>Designation</th> <th>Phone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Ms.C.Manjula</td> <td>Assistant Professor</td> <td>8489665024</td> <td>sudhamanju91@gmail.com</td> </tr> <tr> <td>Mr.A.Ayyappan</td> <td>Assistant Professor</td> <td>9952416103</td> <td>ayyappan291089@gmail.com</td> </tr> <tr> <td>Mr.S.Sathyaraj</td> <td>Assistant Professor</td> <td>9600465409</td> <td>sathiyaraj8@gmail.com</td> </tr> </tbody> </table>	Name of faculty	Designation	Phone	Email	Ms.C.Manjula	Assistant Professor	8489665024	sudhamanju91@gmail.com	Mr.A.Ayyappan	Assistant Professor	9952416103	ayyappan291089@gmail.com	Mr.S.Sathyaraj	Assistant Professor	9600465409	sathiyaraj8@gmail.com
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7	2020-21	January	Arts/Humanities/Social Sciences - Masters of Arts - Ancient History & Archaeology	<table border="1"> <thead> <tr> <th>Name of faculty</th> <th>Designation</th> <th>Phone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Dr.R.Harani</td> <td>Assistant Professor</td> <td>6385454371</td> <td>hariniresh@gmail.com</td> </tr> <tr> <td>Mr.A.Muthurasu</td> <td>Assistant Professor</td> <td>9751671941</td> <td>arasumuthua@gmail.com</td> </tr> <tr> <td>Dr.S.Kumaran</td> <td>Assistant Professor</td> <td>8940696423</td> <td>skumaran064@gmail.com</td> </tr> </tbody> </table>	Name of faculty	Designation	Phone	Email	Dr.R.Harani	Assistant Professor	6385454371	hariniresh@gmail.com	Mr.A.Muthurasu	Assistant Professor	9751671941	arasumuthua@gmail.com	Dr.S.Kumaran	Assistant Professor	8940696423	skumaran064@gmail.com
				Name of faculty	Designation	Phone	Email													
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Dr.S.Kumaran	Assistant Professor	8940696423	skumaran064@gmail.com																	
8	2020-21	January	Journalism/ Mass Communication/Media - Master of Arts - Journalism & Mass Communication	<table border="1"> <thead> <tr> <th>Name of faculty</th> <th>Designation</th> <th>Phone</th> <th>Email</th> </tr> </thead> <tbody> <tr> <td>Mr.Rahul</td> <td>Assistant Professor</td> <td>9710887084</td> <td>rahulstv3@gmail.com</td> </tr> <tr> <td>Ms.Aruna</td> <td>Assistant Professor</td> <td>7010800986</td> <td>naarunaraji@gmail.com</td> </tr> <tr> <td>Ms.A.Alageshwari</td> <td>Assistant Professor</td> <td>9176382124</td> <td>algeshwari21@gmail.com</td> </tr> </tbody> </table>	Name of faculty	Designation	Phone	Email	Mr.Rahul	Assistant Professor	9710887084	rahulstv3@gmail.com	Ms.Aruna	Assistant Professor	7010800986	naarunaraji@gmail.com	Ms.A.Alageshwari	Assistant Professor	9176382124	algeshwari21@gmail.com
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				Mr.Rahul	Assistant Professor	9710887084	rahulstv3@gmail.com													
				Ms.Aruna	Assistant Professor	7010800986	naarunaraji@gmail.com													
Ms.A.Alageshwari	Assistant Professor	9176382124	algeshwari21@gmail.com																	

Computerization / Digitization Status

Srno	Activities	Yes / No
1	Student registration / Admission	Yes
2	Administration	Yes
3	Finance	Yes

Srno	Activities	Yes / No
4	Academic activities	Yes
5	Student Support System	Yes
6	Continuous Evaluation	Yes
7	Online Support	Yes

Status of a Court case(s)

Srno	W.P.No	Court / Jurisdiction	Status as on date
1	NA	NA	NA

Help Desk

Help Desk Address: Tamil Nadu Open University	Name of Contact Person: Dr M V Sudhakaran	Designation: Director University
Phone No: 9444170925	Email: drvmsudhakaran@yahoo.com	Contact hours for Help Desk: 10.00. am to 06.00. pm

Compliance

Compliance to specific provisions of UGC (ODL Programmes and Online Programmes) Regulations, 2020

The HEI undertakes to ensure all the provisions of the regulation and few specific provisions adherence to the following:

Learner Support Centre defined under these regulations will not be the Learner Support Centre for more than two Higher Educational Institutions at a time to offer programmes in Open and Distance Learning mode:-

Yes

Learner Support Centre will not be set up under a franchisee agreement in any case. :- Yes

Academic and instructional facilities at its Learner Support Centres for Open and Distance Learning mode, and information resources for online delivery of programmes meet all the conditions of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and guidelines issued from time to time. :-

Yes

Intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by HEI shall not be more than three times of the approved intake in conventional mode (in case of Dual Mode). :-

NA

Learning enrolment under science discipline will commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners (for Open University). :-

Yes

Private University established under a State Act will be eligible to offer programmes under Open and Distance Learning mode through its Head Quarters. :-

NA

Academic and administrative staff has appointed as per University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in the Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulation, 2018. :-

Yes

Academic Staff mentioned in application are exclusively appointed for the proposed programmes. :- Yes

Examination Centres meet all the guidelines laid under Annexure II of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Upload Affidavit as per the prescribed format :- View

Submission

It is hereby declared and affirmed that the Higher Educational Institution shall adheres to all the provisions mentioned under the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 including following Annexures

Centre for Internal Quality Assurance (CIQA) in Annexure I

Conduct of Examination and Minimum Standards for Examination Centres in Annexure II

Territorial Jurisdiction and Regulating Provisions for Different Types of Higher Educational Institutions in Annexure III (For ODL Programmes)

Human Resource and Infrastructural Requirements in Annexure-IV

Guidelines on Programme Project Report (PPR) in Annexure-V

Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy in Annexure-VI

Guidelines on Self-Learning Material and E-Learning Material in Annexure-VII

Learner Support Centres in Annexure-VIII

Assessment Criteria for Offering Online Programmes through Non-SWAYAM Learning

Learning Platform in Annexure-IX (For ONLINE Programmes)

Grievance Redress Mechanism in Annexure-X

Further undertakes to ensure that the HEI shall display on its website a joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance, authenticating the documents uploaded on its website, in compliance of regulation 9 of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. The Higher Educational Institution shall be solely responsible for any legal issues arising out of non-compliance of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI understand that in case information provided is found to be contrary to the fact, it would entail not only withdrawal of permission/recognition for such ODL courses but also for other courses offered by the institutions, on regular and conventional mode

Submitted Date: 10/15/2020 5:04:13 PM



TAMIL NADU OPEN UNIVERSITY

[A State Open University Established by Government of Tamil Nadu,
Recognized by UGC & DEB, Member in Asian Association of Open Universities & Association
of Commonwealth Universities]

No.577, Anna Salai, Saidapet, Chennai - 600 015.
Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640
E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019 **18.01.2020**
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~ **18.01.2020**

I am, by direction, to nominate Dr. S. Balasubramanian, Professor, SOTCS as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	Faculty of Indian and Foreign Languages	Chairman
2	School of Tamil and Cultural Studies	Director

P. Thiagarajan
20/1/20
REGISTRAR (FAC)

To

The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

Received
in vijw
20/01/2020



TAMIL NADU OPEN UNIVERSITY

DIRECTORATE OF TECHNICAL EDUCATION CAMPUS

GUINDY, CHENNAI 600 025

Phone: (91-44) 2220 0501, 2220 0506, 2230 0704

Fax: (91-44) 2220 0601

PROCEEDINGS OF THE REGISTRAR, TAMIL NADU OPEN UNIVERSITY
DOTE CAMPUS, GUINDY, CHENNAI – 600 025.

PRESENT: Dr. S. SHANMUGIAH, M.A., Ph.D.,

Proc. No. 12-1(1)/PER/2004

January 07, 2010

Sub: Teaching Establishment – Appointment to the post of Professor in the School of Tamil & Cultural Studies, Tamil Nadu Open University, Chennai – Orders issued – Reg.

Ref: 1) Your application for the Post of Professor in the above School.

2) Resolution passed in the 22nd meeting of the Syndicate held on 07.01.10.

ORDER:

With reference to your application cited, I am to inform you that the Syndicate is pleased to appoint you as **Professor** in the **School of Tamil & Cultural Studies**, Tamil Nadu Open University, Chennai on the following terms and conditions:

1. You will be on probation for a period of one year. The probation period is liable to be extended by a maximum period of one more year, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this university shall be subject to satisfactory work and conduct.
2. Your pay is fixed in the scale of pay of Rs. 43,000/- per month in the pay band of Rs. 37400-67000 with AGP of Rs. 10000/- plus allowances admissible under the university rules.
3. The appointment shall take effect from the date of your joining duty.
4. You will be considered for confirmation, after the expiry of the period of probation or extended period of probation, if found suitable. Your continuance in service beyond the period / extended period of probation, shall also be subject to your work and conduct being found to be satisfactory.

5. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
6. You will have to work under the supervision and guidance of the authorities of the University.
7. Apart from giving lectures/ developing study materials using different media to the distance education students of the Department/ Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
8. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
9. You will be governed by Act, Statutes, Ordinances, Rules and Regulations, the University may frame from time to time.
10. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services [Discipline and Appeal] Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
11. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for verification and records. The original certificates will be returned after verification.
12. Your headquarters will be in Chennai. If you desire to move out of the headquarters on official business, prior permission shall be obtained from the authorities.
13. The hours of work will be such as may be fixed from time to time subject to exigencies of work, when you will be required to work outside these hours.

14. If at any time it comes to the notice of the University that you had made any false statement in your application and submitted any false documents therewith, suppressed or concealed from the University or any information which would disqualify your appointment, your services will be terminated without assigning any reason whatsoever. In addition, the University reserves the right to take any suitable action as it deems fit.
15. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned within ten days from the date of this communication to the undersigned as your acceptance and report for duty, not later than one month from the date of issue of this order to the Registrar of Tamil Nadu Open University.

(90) (S. SHANMUGIAH)
REGISTRAR

To:

Dr. S. Balasubramanian
Reader & Head
School of Tamil & Cultural Studies
Tamil Nadu Open University
Guindy, Chennai – 600 025.

[Signature]
7-1-2010

[Signature]
2/1/10

[Signature]
2/1/10

Copy to :

- 1) The Finance Officer, TNOU *[Signature]*
- 2) PC to the Vice-Chancellor, TNOU
- 3) PC to the Registrar, TNOU
- 4) Office copy.



TAMIL NADU OPEN UNIVERSITY

[A State Open University Established by Government of Tamil Nadu,
Recognized by UGC & DEB, Member in Asian Association of Open Universities & Association
of Commonwealth Universities]

No.577, Anna Salai, Saidapet, Chennai - 600 015.

Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640

E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

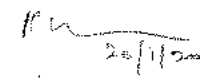
Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019 **18.01.2020**
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~

I am, by direction, to nominate Dr. M.V. Sudhakaran, Professor, SOSS as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	Faculty of Social Sciences	Chairman
2	School of Social Sciences	Director


20/1/20
REGISTRAR (FAC)

To

The staff concerned  20/1/20

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File



TAMIL NADU OPEN UNIVERSITY

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Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrartnou@gmail.com; website : www.tnou.ac.in

PROCEEDINGS OF THE REGISTRAR, TAMIL NADU OPEN UNIVERSITY SAIDAPET, CHENNAI - 600 015.

PRESENT : Dr. S. VIJAYAN

F.No.TNOU/CAS 57/2018/002.

Dated: 03-01-2018

Sub: TNOU - Promotion under Career Advancement Scheme (CAS) -
Dr. M.V. Sudhakaran, Associate Professor, School of Social Sciences
-Orders Issued - Reg.

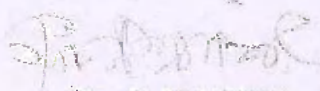
- Ref: 1. G.O. Ms. No.112 Higher Education (H1) Department, Dated,
24-03-1999
2. TNOU Syndicate Resolution Dated, 03-01-2018 vide Item
No.41.08

ORDER

In pursuance of the 41st Syndicate vide reference second cited, I am, by direction, to inform that Dr. M.V. Sudhakaran, Associate Professor, School of Social Sciences in TNOU, Chennai is promoted in the post of Professor under the Career Advancement Scheme in the Scale of Pay of Rs.37400-67000 with AGP of Rs.10,000/- as detailed below and continue to serve as Professor and placed as a Head in the School of Social Sciences of TNOU until further orders.

Name of the Faculty Member	School	Position		With Effect From
		From	To	
Dr. M.V. Sudhakaran	Social Sciences	Associate Professor	Professor	06-09-2011

Orders fixing his pay in the Scale of Pay Rs.37400-67000 with AGP of Rs.10,000/- will be issued shortly.


(Dr. S. VIJAYAN)
REGISTRAR

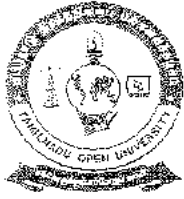
To

Dr. M.V. Sudhakaran
Associate Professor, School of Social Sciences
Tamil Nadu Open University, Chennai - 600 015.

Received
M
9/1/18

Copy to:

1. F.O. *[Signature]*
2. PA to Vice-Chancellor *[Signature]*
3. PA to Registrar *[Signature]*
4. File Copy *[Signature]*



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Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019 **18.01.2020**
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~

I am, by direction, to nominate Dr. B. Anupama Devi, Assistant Professor, SOSER as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	School of Special Education & Rehabilitation	Director (In-Charge)


20/1/20
REGISTRAR (FAC)

To
The staff concerned


21/01/2020

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai – 600 015.

Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.K.Murugan
Registrar i/c.

F. No. TNOU/ Estt/T/Syn.32/2014/ 619
February 27,2014

To

Mrs. B. Anupama Devi
301, Padmavathi towers
Royal Nagar, Tirupathi - 517 501

Sir/Madam,

Sub : Appointment - Post of Assistant Professor - Special Education in the scale of Rs. 15,600/-39,100 with AGP of Rs.6,000/- in Tamil Nadu Open University, Chennai - Orders issued - Reg.

Ref : Your application for the post of Assistant Professor of Special Education.

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as Assistant Professor of Special Education at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 15,600/-39,100 with AGP of Rs.6,000/- per month plus allowances admissible under the University rules.

3. You should report for duty at the University on or before **26/03/2014** failing which your selection for appointment to the post of **Assistant Professor of Special Education** at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.

13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.

21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.

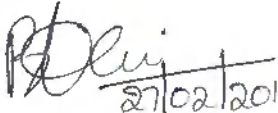
22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,

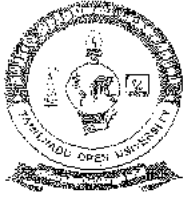

27/2/14
Registrar i/c
REGISTRAR

TAMIL NADU OPEN UNIVERSITY
No. 577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

I accept the offer of appointment on terms and conditions stipulated above.

Signature : 
27/02/2014
Name : B. ANUPAMA DEVI
Date : 27-02-2014.
Copy to :

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file



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Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640

E-mail: registrar@tnou.ac.in; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~ 18.01.2020

I am, by direction, to nominate Dr. T. Ravimanickam, Associate Professor, SOS as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	* Nominated as
1	Faculty of Sciences	Chairman (In-Charge)
2	School of Sciences	Director (In-Charge)
3	Centre for Entrepreneurship and Skill Development (CESD)	Director (In-Charge)

Further, the above order is issued in accordance with the Post held and subject to the clearance of the Audit objection and outcome of the pending legal case..


REGISTRAR (FAC)

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

 20/1/20



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai - 600 015.

Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.M .Murugan
Registrar i/c.

F. No. TNOU/ Estt/T/Syn.34/2015/
January 28,2015

To

Dr. T. Ravimanickam
155, Middle Street, Manganur(PO)
Gandarvakkottai(TK), Pudukottai Dt.
Pin -613301.

Sir,

Sub : Appointment - Post of Associate Professor - Zoology in
the scale of Rs. 37400-67000 with AGP of Rs.9,000/- in
Tamil Nadu Open University, Chennai - Orders issued -
Reg.

Ref : Your application for the post of Associate Professor of
Zoology.

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as of Associate Professor of Zoology at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 37400-67000 with AGP of Rs.9,000/- per month plus allowances admissible under the University rules.


3. You should report for duty at the University on or before **27/02/2015** failing which your selection for appointment to the post of **Associate Professor of Zoology** at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.

13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.
21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this

communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.

22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,



Registrar 28/1/2015

REGISTRAR
TAMIL NADU OPEN UNIVERSITY
No. 577, ANNA SALAI,
CHENNAI - 600 015.

I accept the offer of appointment on terms and conditions stipulated above.

Signature : 

Name : DR. T. RAVIMANICKAM.

Date : 29.1.2015

Conv to :



TAMIL NADU OPEN UNIVERSITY

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E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~ **18.01.2020**

* * *

I am, by direction, to nominate Dr. R. Arumugam, Assistant Professor, SOPPA as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	School of Politics & Public Administration	Director (In-Charge)



REGISTRAR (FAC)

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

Received


20/11/2020



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai – 600 015.

Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.P. Thiyagarajan
Registrar i/c.

F. No. TNOU/ Estt/T/Cir Syn/2018/375
November 16, 2018.

To

Dr. R. Arumugam
No.101/33, K.G.R. Compound
A.S. Pettai
Namakkal - 637 001.

Sir,

Sub : TNOU - Establishment - Order of Hon'ble High Court - Quash the Appointment of Dr. T.C. Karthikheyan, Assistant Professor, School of Politics and Public Administration - Appointing the Petitioner (Dr. R. Arumugam) to the Post of Assistant Professor - School of Politics and Public Administration in the Pay Matrix of Rs. Rs.57700/-; (Academic Level 10) - Tamil Nadu Open University, Chennai - Orders issued - Reg.

Ref : Order of the Hon'ble High Court of Madras, Writ Petition vide No.31001 of 2015, dated 31.10.2018 - Reg.

Order of the Hon'ble High Court of Madras in W.P. No.31001 of 2015, dated 31.10.2018 reads of follows:-

Para 10: Therefore, this Court is of the view that the selection of the fourth respondent as SC candidate, on the ground that he is more meritorious than the writ petitioner, though the post was reserved for SC (Arunthathiar) and the petitioner was a qualified SC (Arunthathiar) on the basis of comparative merit being contrary to the rule of reservation cannot be sustained scrutiny in the eye of law.

Para 11: I would therefore allow this writ petition, consequently quash the impugned selection of the fourth respondent and consequential appointment to the post of Assistant Professor in the School of Politics and Public Administration made pursuant to the advertisement No.10 dated 01.08.2014 and direct the respondent University represented through its Registrar respondent No.3 to appoint the petitioner against the said post within a period of six weeks from the date of receipt of a copy of this Order. Consequently,

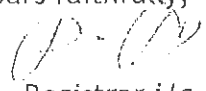
connected miscellaneous petitions are closed. However, in the circumstances there shall be no order as to costs.

With reference to the above subject and as per the Order of the Hon'ble High Court of Madras Read above, I am, by direction, pleased to appoint you (Dr. R. Arumugam) as Assistant Professor, School of Politics and Public Administration in Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the 7th pay matrix of Rs.57700/-, (Academic Level 10) per month plus allowances admissible under the University rules.
3. You should report for duty at the University on or before 14th December 2018 failing which your selection for appointment to the post of Assistant Professor of Political Science at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.

9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.
13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.

19. Your Headquarters will be Chennai. If you desire to move out of the Headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.
21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.
22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,

Registrar i/c

I accept the offer of appointment on terms and conditions stipulated above.

Signature :

Name :

Date :

Copy to :

1. The Head i/c, SOPPA, TNOU.
2. Finance Officer, TNOU.
3. TPO to Vice Chancellor.
4. PA to Registrar
5. Personal file



TAMIL NADU OPEN UNIVERSITY

[A State Open University Established by Government of Tamil Nadu,
Recognized by UGC & DEB, Member in Asian Association of Open Universities & Association
of Commonwealth Universities]

No.577, Anna Salai, Saidapet, Chennai - 600 015.

Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640

E-mail: registrar@tnou.ac.in; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: 31.12.2019
18.01.2020

I am, by direction, to nominate Dr. S. Subramanian, Professor, SOMS as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	Faculty of Management	Chairman
2	School of Management Studies	Director
3	Centre for Online Learning (COL)	Director (In-Charge)

Further, the above order is issued in accordance with the Post held and subject to the clearance of the outcome of the pending legal case.

REGISTRAR (FAC)

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

20/01/2020



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saldapet, Chennai - 600 015.

Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.M.Murugan
Registrar i/c.

F. No. TNOU/ Estt/T/Syn.34/2015/
January 28,2015

To

Dr. S. Subramanian
#6, Kandappan Street
Tiruvallur Town
Tiruvallur-602 001.

Sir,

Sub : Appointment - Post of Professor - Management Studies in the scale of of Rs. 37400-67000 with AGP of Rs.10,000/- in Tamil Nadu Open University, Chennai - Orders issued - Reg.

Ref : Your application for the post of Professor of Management Studies.

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as **Professor of Management Studies** at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 37400-67000 with AGP of Rs.10,000/- per month plus allowances admissible under the University rules.

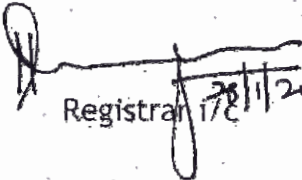
3. You should report for duty at the University on or before **27/02/2015** failing which your selection for appointment to the post of **Professor of Management Studies** at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.

13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice,
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.

21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.

22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,


Registrar 28/11/2015

I accept the offer of appointment on terms and conditions stipulated above.

Signature :

Name :

Date :

Copy to :

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file



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E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: 18.01.2020

I am, by direction, to nominate Dr. R. Kalaiarasi, Assistant Professor, SOCS as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	School of Library & Information Sciences	Director (In-Charge)

Further, the above order is issued in accordance with the Post held and subject to the clearance of the outcome of the pending legal case.

g/e

Do
20/1/2020

REGISTRAR (FAC)

To

The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

m
20/1/2020



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email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.S. Vijayan
Registrar

F. No. TNOU/ Estt/T/Syn.35/2015/
March 04,2015

To

Dr. R. Kalaiarasi
W/o. Dr. N. Rajenderan
No.2/1chandran Street
Maduvankarai Guindy
Chennai - 600 032.
(M) 9445811565

Madam,

Sub : Appointment - Post of Assistant Professor - Computer Science in the scale of Rs. 15,600/-39,100 with AGP of Rs.6,000/- in Tamil Nadu Open University, Chennai - Orders issued - Reg.

Ref : Your application for the post of Assistant Professor of Computer Science


With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as **Assistant Professor of Computer Science** at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 15,600/-39,100 with AGP of Rs.6,000/- per month plus allowances admissible under the University rules.
3. You should report for duty at the University on or before 03/04/2015 failing which your selection for appointment to the post of Assistant Professor of Computer Science at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.

6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.
13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.

17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.
21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.
22. No TA/DA shall be admissible for joining duty at the University,

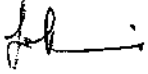
Yours faithfully,


Registrar 04/03/15

REGISTRAR

TAMIL NADU OPEN UNIVERSITY
No. 577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

I accept the offer of appointment on terms and conditions stipulated

Signature : 
Name : R. KALAIARASI
Date : 4/3/15

Copy to :

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file



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Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019 **18.01.2020**
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~

I am, by direction, to nominate Dr. P. Chitra, Assistant Professor, SOJNMS as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	School of Journalism and New Media Studies	Director (In-Charge)
2	Electronic Media Production and Research Centre (EMPRC)	Director (In-Charge)


REGISTRAR (FAC)

To

The staff concerned - P. Chitra
20/1/2020.

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai - 600 015.

Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.K.Murugan
Registrar i/c.

F. No. TNOU/ Estt/T/Syn.32/2014/
February 27, 2014

To

Ms. P. Chitra
Flat No.8B, RC Sandhya Garden
No.6,Chinnasamy Raja Street
Agaram, Chennai - 82.

Sir/Madam,

Sub : Appointment - Post of Assistant Professor -
Journalism & New Media Studies in the scale of Rs.
15,600/-39,100 with AGP of Rs.6,000/- in Tamil
Nadu Open University, Chennai - Orders issued -
Reg.

Ref : Your application for the post of Assistant Professor
of Journalism & New Media Studies.

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as Assistant Professor of Journalism & New Media Studies at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 15,600/-39,100 with AGP of Rs.6,000/- per month plus allowances admissible under the University rules.


3. You should report for duty at the University on or before 26/03/2014 failing which your selection for appointment to the post of Assistant Professor of Journalism & New Media Studies at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.

13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.

21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.

22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,


Registrar/2

I accept the offer of appointment on terms and conditions stipulated above.

Signature : _____

Name : _____

Date : _____

Copy to :

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file



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E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50,06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: 31.12.2019
18.01.2020

I am, by direction, to nominate Dr. N. Dhanalakshmi, Associate Professor, SOHTS as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	Faculty of Arts	Chairman (In-charge)
2	School of History & Tourism Studies	Director (In-charge)

Further, the above order is issued in accordance with the Post held and subject to the clearance of the Audit objection and outcome of the pending legal case.

REGISTRAR (FAC)

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1- Teaching Establishment Section
7. Stock File

20/01/2020



TAMIL NADU OPEN UNIVERSITY

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email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.M .Murugan
Registrar i/c.

F. No. TNOU/ Estt/T/Syn.34/2015/209
January 28,2015

To

Dr. N. Dhanalakshmi
I A, Teachers Colony
Back of Vivekanandha Vidhyalaya
Kundrathur, Chennai - 600 069.

Madam,

Sub : Appointment - Post of Associate Professor - Tourism Studies in the scale of Rs. 37400-67000 with AGP of Rs.9,000/- in Tamil Nadu Open University, Chennai - Orders issued - Reg.

Ref : Your application for the post of Associate Professor of Tourism Studies

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as of Associate Professor of Tourism Studies at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 37400-67000 with AGP of Rs.9,000/- per month plus allowances admissible under the University rules.

3. You should report for duty at the University on or before **27/02/2015** failing which your selection for appointment to the post of **Associate Professor of Tourism Studies** at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.

13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.
21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this


communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.

22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,


Registrar i/c 28/11/2015

I accept the offer of appointment on terms and conditions stipulated above.

Signature : 
Name : Dr. N. Shanalekshmi
Date : 29/01/15
Copy to : Registrar

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file



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of Commonwealth Universities]

No.577, Anna Salai, Saidapet, Chennai - 600 015.
Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640
E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019 **18.01.2020**
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~

* * *

I am, by direction, to nominate Dr. R. Mahendran, Assistant Professor, SOH as per the
Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below
with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	School of Humanities	Director (In-Charge)

REGISTRAR (FAC)

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

Recd.

20/01/2020



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai – 600 015.

Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.K.Murugan
Registrar I/c.

F. No. TNOU/ Estt/T/Syn.32/2014/619
February 27,2014

To

Dr. R. Mahendran
Plot B 101, Race Course Road
T.V.S.Nagar, Khajamalai (Po)
Tiruchirappalli - 620 023.

Sir/Madam,

Sub : Appointment - Post of Assistant Professor - English
in the scale of Rs. 15,600/-39,100 with AGP
of Rs.6,000/- in Tamil Nadu Open University, Chennai
- Orders issued - Reg.

Ref : Your application for the post of Assistant Professor
of English.

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as Assistant Professor of English at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 15,600/-39,100 with AGP of Rs.6,000/- per month plus allowances admissible under the University rules.


3. You should report for duty at the University on or before **26/03/2014** failing which your selection for appointment to the post of **Assistant Professor of English** at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.

13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.

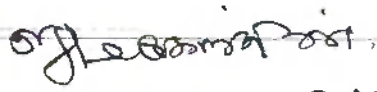
21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.

22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,


Registrar i/c
REGISTRAR
TAMIL NADU OPEN UNIVERSITY
No. 577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

I accept the offer of appointment on terms and conditions stipulated above.

Signature : 
Name : R. MAHENDRAN.
Date : 27-02-2014.
Copy to :

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file



TAMIL NADU OPEN UNIVERSITY

[A State Open University Established by Government of Tamil Nadu,
Recognized by UGC & DEB, Member in Asian Association of Open Universities & Association
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Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640
E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

- Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: ~~31.12.2019~~ 18.01.2020

I am, by direction, to nominate Dr. M. Manivannan, Professor, SOE as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	Faculty of Education	Chairman
2	School of Education	Director

20/1/20
REGISTRAR (FAC)

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

Received

20.1.2020



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai - 600 015.

Phone: (91-44) 2430 6645 / 6600

Fax: (91-44) 2430 6640

email : registrar@tnou.ac.in; website : www.tnou.ac.in

PROCEEDINGS OF THE REGISTRAR, TAMIL NADU OPEN UNIVERSITY SAIDAPET, CHENNAI - 600 015.

PRESENT : Dr. S. VIJAYAN

F.No.TNOU/CAS 57/2018/002.

Dated: 03-01-2018

Sub: TNOU - Promotion under Career Advancement Scheme (CAS) -
Dr. M. Manivannan, Associate Professor, School of Education
Orders Issued - Reg.

Ref: 1. G.O. Ms. No.112 Higher Education (H1) Department, Dated,
24-03-1999
2. TNOU Syndicate Resolution Dated, 03-01-2018 vide Item
No.41.08

ORDER

In pursuance of the 41st Syndicate vide reference second cited, I am, by direction, to inform that Dr. M. Manivannan, Associate Professor, School of Education, presently on Lien as Registrar, Periyar University, Salem, is promoted in the post of Professor under the Career Advancement Scheme in the Scale of Pay of Rs.37400-67000 with AGP of Rs.10,000/- as detailed below and to continue to serve as Registrar, Periyar University Salem till the completion of Lien period of 3 years.

Name of the Faculty Member	School	Position		With Effect From
		From	To	
Dr. M. Manivannan	Education	Associate Professor	Professor	28-06-2013

Orders fixing his pay in the Scale of Pay Rs.37400-67000 with AGP of Rs.10,000/- will be issued shortly.

(Dr. S. VIJAYAN)
REGISTRAR

To

Dr. M. Manivannan
Associate Professor, School of Education
(present : Registrar, Periyar University on lien till 19-08-2018)
Tamil Nadu Open University, Chennai - 600 015.

Copy to:

1. F.O.
2. PA to Vice-Chancellor
3. PA to Registrar
4. File Copy



TAMIL NADU OPEN UNIVERSITY

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Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640
E-mail: registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: 31.12.2019

18.01.2020

I am, by direction, to nominate Dr. S. Anantharamakrishnan, Assistant Professor, SOCCJA as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	School of Criminology & Criminal Justice Administration	Director (In-Charge)

Further, the above order is issued in accordance with the Post held and subject to the clearance of the outcome of the pending legal case.

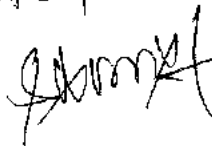

REGISTRAR (FAC)

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File

Received


20/1/2020
5.40pm



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai – 600 015.
Phone: (91-44) 2430 6645 / 6600
Fax: (91-44) 2430 6640
email : registrar@tnou.ac.in ; website : www.tnou.ac.in

Dr.S. Vijayan
Registrar

F. No. TNOU/ Estt/T/Syn.35/2015/679
March 04,2015

To

Dr. S. Anantharamakrishnan
No.5/206, Azhagappapuram
Sambankulam PO, Ambasamudram TK
Tirunelveli - 627 412.

Sir,

- Sub :** Appointment - Post of Assistant Professor - Criminology & Criminal Justice Administration in the scale of Rs. 15,600/-39,100 with AGP of Rs.6,000/- in Tamil Nadu Open University, Chennai - Orders issued - Reg.
- Ref :** Your application for the post of Assistant Professor of Criminology & Criminal Justice Administration

* * *

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as **Assistant Professor of Criminology & Criminal Justice Administration** at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of **Rs. 15,600/-39,100 with AGP of Rs.6,000/-** per month plus allowances admissible under the University rules.
3. You should report for duty at the University on or before **03/04/2015** failing which your selection for appointment to the post of **Assistant Professor of Criminology & Criminal Justice Administration** at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application

6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.
13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.

17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.
21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.
22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,

Registrar

REGISTRAR

ANNAMALAI OPEN UNIVERSITY

NO. 577, ANNA SALAI

CHENNAI - 600 013

I accept the offer of appointment on terms and conditions stipulated above

Signature : *[Handwritten Signature]*

Name : DR. S. ANANTHA RAMAKRISHNAN

Date : 4/3/2015

Copy to :

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file



TAMIL NADU OPEN UNIVERSITY

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Phone: (91-44) 2430 6645; Fax: (91-44) 2430 6640

E-mail : registrartnou@gmail.com; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar (FAC)

F. No. TNOU/Transfer & Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU - Establishment - Teaching Staff Transfer & Nomination of
Chairman of the Faculty/ Director of School/Director of Academic
Oriented Centres- Orders Issued - Reg.

- Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019
2. Approval of the Vice-Chancellor Dated: 18.01.2020

I am, by direction, Er. N. Sivashanmugam, Assistant Professor, SOCS & Regional Co-ordinator, Tirunelveli is transferred to the Headquarter of TNOU and Nominated as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	School of Computer Sciences	Director (In-Charge)
2	Centre for University Informatics (CUI)	Director (In-Charge)

The above order is issued in accordance with the Post held and subject to the clearance of the Audit objection.

Further, he is informed to handover the charges pertaining to the Tirunelveli Regional Centre to Dr. S. Vinodkanna, Assistant Professor, SOS and Regional Co-ordinator, The Nilgiris who is transferred to RC, Tirunelveli.


20/1/20
REGISTRAR (FAC)

- To
1. Er. N. Sivashanmugam, Asst. Prof. SOCS & RC, Tirunelveli
 2. Dr. S. Vinodkanna, Asst. Prof. SOS & RC, The Nilgiris

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman of the Faculties/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File



TAMIL NADU OPEN UNIVERSITY

DIRECTORATE OF TECHNICAL EDUCATION CAMPUS,
GUINDY, CHENNAI 600 025.

Ph: (91-44) 2220 0501, 2220 0506, 2230 0704

Fax : (91-44) 2220 0601.

F.No. TNOU/Estt./34/2005

Date : 12th May 2006

Mr. N. Siva Shanmugam,
Room No.105, R.K.B. Mansion,
Dr.Radhakrishnan Nagar,
EVR High Road,
Arumbakkam,
Chennai - 600 106.

Sir,

Sub: Teaching Establishment – Appointment to the post of Lecturer in the School of Computer Science, Tamil Nadu Open University, Chennai – Orders issued – Reg.

Ref: Your application for the post of Lecturer in the above School.

With reference to your application cited, I am to inform you that the Syndicate is pleased to appoint you as **Lecturer in the School of Computer Science, Tamil Nadu Open University, Chennai** on the following terms and conditions:

1. Your appointment will be on contract for a period of one year renewable upto five years on a consolidated pay of **Rs. 6,000/- (Rupees six thousand only)** per month without any allowances whatsoever. Thereafter you may be absorbed on time scale.
2. During the period of contract the services can be terminated at any time on either side by one month's notice or on payment of one month's pay in lieu of the notice period without assigning any reason whatsoever.
3. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
4. You will have to work under the supervision and guidance of the authorities of the University.

5. Apart from giving lectures/ developing study materials using different media to the distance education students of the Department/ Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
6. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
7. You will be governed by Act, Statutes, Ordinances, Rules and Regulations, the University may frame from time to time.
8. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services [Discipline and Appeal] Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
9. If you are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
10. At the time of joining duty you are requested to produce the following:
 - a. A Medical fitness Certificate obtained from a Medical Officer not below the rank of a Civil Assistant Surgeon
 - b. Originals as well as one attested copies of all your certificates of educational and professional qualification along with the proof of date of birth etc for verification and records. The original certificates will be returned after verification.
11. Your headquarters will be in Chennai. If you desire to move out of the headquarters on official business, prior permission shall be obtained from the authorities.
12. The hours of work will be such as may be fixed from time to time subject to exigencies of work, when you will be required to work outside these hours.
13. If at any time it comes to the notice of the University that you had made any false statement in your application and submitted any false

documents therewith, suppressed or concealed from the University or any information which would disqualify your appointment, your services will be terminated without assigning any reason whatsoever. In addition, the University reserves the right to take any suitable action as it deems fit.

14. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned within ten days from the date of this communication to the undersigned as your acceptance and report for duty, not later than one month from the date of issue of this order to the Registrar of Tamil Nadu Open University.
15. No Travelling allowance shall be payable for your joining duty.

Yours faithfully,


(Dr. S. MANICKAM)
Registrar

I ACCEPT THE OFFER OF APPOINTMENT ON TERMS AND CONDITIONS STIPULATED ABOVE.

Signature: N. Siva Shanmugam

Name: Mr. N. Siva Shanmugam

Dated: 12.3.86

Copy to:

1. Finance Officer, Tamil Nadu Open University, Chennai
2. PC to Vice-Chancellor
3. PC to Registrar



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E-mail: registrar@tnou.ac.in; Website: www.tnou.ac.in

Dr. P. THIYAGARAJAN
Registrar(FAC)

F. No. TNOU/Academic Structure/2019-2020
20th January, 2020

OFFICE ORDER

Sub: TNOU -Establishment- Nomination of Chairman of the Faculty/
Director of School/Director of Academic Oriented Centres- Orders
Issued - Reg.

Ref: 1. Approved Minutes of the 50th Syndicate Committee Vide Item
No.2019-50.06, Dated: 06.11.2019 *18.01.2020*
2. Approval of the Vice-Chancellor Dated: ~~31-12-2019~~

* * *

I am, by direction, to nominate Dr. P. Thiyagarajan, Professor, SOCE as per the Academic Structure approved by the Syndicate Vide references 1 & 2 cited, as indicated below with immediate effect until further orders:

Sl.No	Name of the Faculty/School/Academic oriented Centres	Nominated as
1	Faculty of Extension Education	Chairman
2	School of Continuing Education	Director
3	Centre for Internal Quality Assurance (CIQA)	Director (In-Charge)

P. Thiyagarajan
REGISTRAR (FAC)

P. Thiyagarajan
20/1/20

To
The staff concerned

Copy to

1. PA to VC
2. PA to Registrar
3. F.O
4. Chairman/Director of Schools
5. Personal file
6. R1-Teaching Establishment Section
7. Stock File



TAMIL NADU OPEN UNIVERSITY

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18

Dr.K.Murugan
Registrar I/c.

F. No. TNOU/ Estt/T/Syn.32/2014/619
February 27,2014

To

Dr. P. Thiyagarajan
Associate Professor
TNOU, Saidapet
Chennai - 600 015

Sir/Madam,

Sub : Appointment - Post of Professor - Continuing Education in the scale of of Rs. 37400-67000 with AGP of Rs.10,000/- in Tamil Nadu Open University, Chennai - Orders issued - Rég.

Ref : Your application for the post of Professor of Continuing Education.

With reference to your application cited, I am, by direction, to inform that the Syndicate is pleased to appoint you as Professor of Continuing Education at the Tamil Nadu Open University, Chennai - 15, on the following terms and conditions:

1. Your appointment will be subject to the probation period of two years, exclusive of the periods spent on leave. The probation period is liable to be extended, if your work and conduct are not satisfactory. At the end of the period of probation or extended period of probation, if you are considered fit and suitable for the post, you may be confirmed in the said post. However, the continuation of your appointment at this University shall be subject to satisfactory work and conduct.
2. Your pay will be fixed in the scale of Rs. 37400-67000 with AGP of Rs.10,000/- per month plus allowances admissible under the University rules.

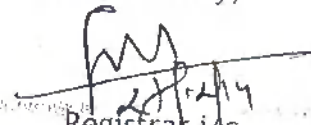
3. You should report for duty at the University on or before **26/03/2014** failing which your selection for appointment to the post of Professor of Continuing Education at the University will be cancelled without any further notice.
4. The appointment shall take effect from the date of your joining duty.
5. At the time of joining duty you are requested to produce the Originals as well as one attested copy of all your certificates of educational and professional qualification along with the proof of date of birth etc for the verification and records. The original certificates will be returned after verification. If the particulars furnished by you in your application are found to be false, at any time, your selection for appointment will be cancelled.
6. The hours of works shall be such, as may be fixed, from time to time subject to the exigencies of work, when you will be required to work outside the office hours also.
7. During the period of your service, you will devote your whole time and attention exclusively to the service for which you have been appointed and not engage either directly or indirectly in any other activity in any capacity.
8. You are liable to be transferred to any University related Departments/ Schools/ Colleges/ Regional Centres, at any time.
9. You will have to work under the supervision and guidance of the authorities of the University.
10. Apart from giving Lectures/ developing study materials using different media to the students of the Department / Schools and other Departments/ Schools of the University where courses are conducted on interdisciplinary basis, you will have to engage yourself in personal research work and guide research students.
11. You will have to perform such other duties as may be assigned to you by the Authorities of the University from time to time.
12. You shall be governed by the conditions of service of teaching staff as laid down in the statutes of the University as framed and amended from time to time.

13. You shall be governed by the Tamil Nadu Open University Employees' Conduct Rules and Professional Ethics as in force from time to time and also all other conditions and procedures relating to the service matters as prescribed or adopted from time to time including Tamil Nadu Civil Services (Discipline and Appeal) Rules. In all matters relating to service conditions and disciplinary proceedings, not expressly covered in the above said rules, Ordinances and Statutes, you shall be governed by the rules of the State Government in those matters.
14. If You are already in service, you shall produce a proper relieving order issued by the competent authority at the time of joining duty.
15. If you wish to hold a lien on your present post, the Tamil Nadu Open University shall not have any Financial Commitment for Contribution towards your Leave Salary and Pension to your Parent Department / Institution.
16. You shall make your own arrangement to obtain necessary orders from the Parent Department/ Institution and also take necessary steps for the renewal of the lien well in advance before the expiry of the lien granted to you and if the extension of lien is not granted by the Parent Department/ Institution you will be reverted to your Parent Department/ Institution immediately on completion of the lien period.
17. During the period of lien and in the event of any report of misconduct, moral turpitude or criminal activities, you will be reverted to your Parent Department / Institution immediately along with the report of the disciplinary proceedings.
18. Should you desire to leave the services of the University, you should give at least a month's notice.
19. Your headquarters will be Chennai. If you desire to move out of the headquarters on official business prior permission shall be obtained from the authorities.
20. At the time of joining duty, you are required to produce a Medical Fitness Certificate obtained from a Medical Officer not below the rank of an Assistant Civil Surgeon.


21. If you accept the appointment on the above terms and conditions, the duplicate copy of this order duly signed by you should be returned, within ten days (10) from the date of this communication, to the undersigned, as your acceptance and report for duty. However, your date of joining in this University will be reckoned as the date for seniority.

22. No TA/DA shall be admissible for joining duty at the University,

Yours faithfully,


Registrar
TAMIL NADU OPEN UNIVERSITY
No. 577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

I accept the offer of appointment on terms and conditions stipulated above.

Signature : 

Name : DR. P. THIYAGARAJAN.

Date : 27 - 02 - 2014.

Copy to :

1. Finance Officer, TNOU.
2. PA to Vc
3. PA to Registrar
4. Personal file

04542

23234251, 23232701, 23237721, 23234116
23235733, 23232317, 23236735, 23239437

UGC website-www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

No. F.9-11/2004 (CPP-I)

August, 2004

NOTIFICATION

20 AUG 2004

A new university named as "Tamil Nadu Open University, Chennai" has been established by Act No. 27 of 2002 of State Government of Tamil Nadu and notified through the State Gazette vide Notification dated 03.06.2002. The said university has been included in the list of universities maintained by the University Grants Commission under Section-2 (f) of the UGC Act, 1956.

However, the above university, will not be eligible to receive any assistance from University Grants Commission and any other source, funded by the Government of India.

S/G
(Mrs. Urmil Gulati)
Under Secretary

Registration 11/8/04
Copy to:-

1. The Vice-Chancellor, Tamil Nadu Open University, Directorate of Technical Education Campus, Guindy, Chennai-600 025.
2. The Secretary, Government of India, Ministry of Human Resource Development, (Department of Secondary & Higher Education), Shastri Bhavan, New Delhi-110 001.
3. The Secretary to the Government of Tamil Nadu, Higher Education, Chennai (T.N).
4. The Secretary General, Association of Indian Universities, 16 Kotla Marg, New Delhi-110 002.
5. Director, (NAAC) National Assessment and Accreditation Council (NAAC), Bangalore-560 010.
6. The Director, Medical Council of India, Kotla Road, New Delhi-110 002.
7. The Secretary, Union Public Service Commission, Shahajahan Road, New Delhi-110 001.
8. The Joint Secretary, (SU), UGC, New Delhi.
9. Senior Statistical Officer, UGC, 35, Ferozshah Road, New Delhi-110 001.
10. JSO (web-site), UGC, New Delhi.
11. Section Officer (Meeting Section), UGC, New Delhi
12. All Regional Offices, UGC.
13. All Section of the UGC, New Delhi.
14. D.T.P. Cell, UGC, New Delhi.
15. Guard file.

Urmil Gulati
(Mrs. Urmil Gulati)
Under Secretary

P. P. 6/11/04
REGISTRAR i/c
TAMIL NADU OPEN UNIVERSITY
No.577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

Ph. 23236351, 23232701, 23237721, 23234116

www.ugc.ac.in



BY SPEED POST

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

E-5 JAN 2016

January, 2016

F. No. 9-11/2004 (CPP-I/PU)

**The Registrar
Tamil Nadu Open University,
577, Anna Salai, Saidapet,
Chennai – 600 015,
Tamil Nadu.**

**Subject: Compliance submitted by the University in respect of the observations/
suggestions given by the UGC's inspection Committee which visited the
University for 12 B status.**

Sir,

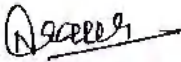
This has reference to the visit of the UGC's inspection Committee to the University on **27-28th May, 2015** to consider 12-B status and subsequent compliance submitted by the University in respect of the observations/suggestions given by the UGC's inspection Committee. The report of the inspection Committee along with the compliance submitted by the University was placed before Committee of UGC members for consideration. The Committee recommended as under:-

"The Committee considered the report of the UGC's inspection Committee along with the compliance report submitted by the University in respect of the observations/suggestions given by the Committee and decided to recommend approval of 12 B status to Tamil Nadu Open University, 577, Anna Salai, Saidapet, Chennai – 600 015 (Tamil Nadu).

The University is advised to get NAAC accreditation at the earliest."


The above recommendations of the Committee along with the Report of the UGC inspection Committee were placed before the Commission in its 511th meeting (Item No. 1.02(a)(ii)) held on 21st December, 2015. The Commission ratified the recommendations of the Committee.

Yours faithfully,


(Nirmal Kaur)
Under Secretary

Perusal of Hon'ble VC
08/01/16

9/1/16


6/11/19
**REGISTRAR i/c
TAMIL NADU OPEN UNIVERSITY
No.577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.**

TAMIL NADU GOVERNMENT GAZETTE EXTRAORDINARY

The following Act of the Tamil Nadu Legislative Assembly received the assent of the Governor on the 26th May 2002 and is hereby published for general information:—

ACT No. 27 OF 2002.

An Act to establish and incorporate an Open University at the State Level for the introduction and promotion of Open University and Distance Education Systems in the educational pattern of the State and for the co-ordination and determination of standards in such systems.

BE it enacted by the Legislative Assembly of the State of Tamil Nadu in the Fifty-third Year of the Republic of India as follows:—

CHAPTER I

PRELIMINARY

1. (1) This Act may be called the Tamil Nadu Open University Act, 2002.
(2) It extends to the whole State of Tamil Nadu.
(3) This act shall come into force on such date as the Government may, by notification, appoint.
2. In this Act, unless the context otherwise requires,—
 - (1) "academic council" means the academic council of the University;
 - (2) "academic year" means a period of twelve months commencing on the first day of July of the year or such other period of twelve months beginning on such date as the Syndicate may specify in respect of all the colleges and institutions under the control of the University or any particular college thereof;
 - (3) "college" means any college or any institution maintained by or admitted to the privileges of the University;
 - (4) "Distance Education System" means the system of imparting education through any means of communication, such as broadcasting, telecasting, correspondence courses, seminars, contact programmes or the combination of any two or more of such means;
 - (5) "Employee" means any person appointed by the University, and includes teachers and other academic staff of the University;
 - (6) "Finance Committee" means the Finance Committee of the University;
 - (7) "Government" means the State Government;
 - (8) "prescribed" means prescribed by this Act or the statutes, ordinances or regulations;
 - (9) "Regional Centre" means a centre established or maintained by the University for the purpose of co-ordinating and supervising the work of Study Centres in any region and for performing such other functions as may be conferred on such centre by the syndicate;
 - (10) "School" means a School of Studies of the University;
 - (11) "Statutes" "Ordinances" and "Regulations" mean, respectively, the Statutes, Ordinances and Regulations of the University;

Short title,
extent and
commence-
ment.

Definitions.

Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

[Handwritten signature]
10/1/02

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Short title,
extent and
commence-
ment.

Definitions.

Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

[Handwritten signature]
10/1/02



सत्यमेव जयते

दूरस्थ शिक्षा ब्यूरो
विश्वविद्यालय अनुदान आयोग
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
बहादुर शाह जफर मार्ग, नई दिल्ली - 110 002
Distance Education Bureau
University Grants Commission
(Ministry of Human Resource Development, Govt. of India)
Bahadur Shah Zafar Marg, New Delhi - 110 002
www.ugc.ac.in/deb



ज्ञान - विज्ञानं विमुक्तये

Speed Post

F.NO-7-3/2019(OL) Pt file I

Date: July, 2019

18 JUL 2019

To
The Registrar,
Tamil Nadu Open University,
No-577, Anna Salai, Saidapet Chennai,
Chennai-600 015, Tamil Nadu

Subject- Further processing of the Compliance Report submitted by HEI in response to observation of Screening Expert Committee on the online application submitted for offering online courses or programmes as per University Grants Commission (Online Courses or Programmes) Regulations, 2018.

Sir,

In continuation of the UGC letter on the above matter, I am directed to inform you that further processing of the Compliance Report submitted by your HEI based on the observations of the Screening Expert Committee shall be undertaken only after reassessment & approval of proposed "non-SWAYAM" Learning Platform by duly constituted Technical Expert Committee. A separate communication about the Learning Platform assessment points has already been sent to the HEI, for further necessary action at the HEI end.

As stipulated under Sub-Regulation 3 of Regulations 6 of the UGC(Online Courses or Programmes) Regulations, 2018 "No Higher Educational Institution shall offer any online course or programme and admit students thereto unless it has been granted recognition by the Commission and admission shall not be made in anticipation of the approval".

Yours faithfully,

(Smita Bidani)

Education Officer

Copy to:-

The Director, Directorate of Distance/Online Education, Tamil Nadu Open University, No-577, Anna Salai, Saidapet, Chennai-600 015, Tamil Nadu

(V.K. Sudharsana Devi)
Section Officer

इन्दिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय
INDIRA GANDHI NATIONAL OPEN UNIVERSITY

मैदान गढ़ी, नई दिल्ली-110068, भारत
MAIDAN GARHI, NEW DELHI-110068, INDIA
फोन PHONE : (0) 91-11-29535923-32, 29533340 (D)
टेलीफैक्स TELEFAX: 91-11-29536668
ई-मेल E-mail : basuswaraj@hotmail.com
वेबसाइट WEBSITE : www.ignou.ac.in/www.dec.ac.in

दूरस्थ शिक्षा परिषद
DISTANCE EDUCATION COUNCIL

F.No: DEC/Univ/ State/ 07 / 5572
Dated: 31-8-07

प्रो० स्वराज बसु
निदेशक

Prof. Swaraj Basu
Director

Sub: Provisional Recognition

Dear Sir,

This has reference to your application to the Distance Education Council requesting for recognition of programmes offered through distance mode by your university.

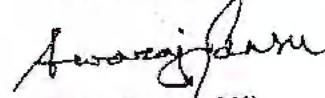
We would like to inform you that your university has been granted provisional recognition for offering programmes (approved by the statutory bodies of your university) through distance mode for a period of one year w.e.f. the date of issue of this letter.

However, for recognition of your institution for offering programmes through distance mode in the next academic year i.e. from June-July, 2008, you are requested to submit a fresh application in the prescribed format developed by the DEC which may be downloaded from the DEC website: www.dec.ac.in.


We would also like to inform you that the DEC has decided not to insist on territorial jurisdiction to be followed by institutions in offering programmes through distance mode and on that matter universities should be governed by their own Acts and Statutes.

With regards,

Yours sincerely,


(SWARAJ BASU)

Prof. M.S. Palanichamy
Vice Chancellor
Tamil Nadu Open University
Directorate of Technical Education Campus
Chennai 600 025
TAMIL NADU


REGISTRAR i/c
TAMIL NADU OPEN UNIVERSITY
No.577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

इन्दिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय
INDIRA GANDHI NATIONAL OPEN UNIVERSITY

मैदान गढ़ी, नई दिल्ली-110068, भारत
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फोन PHONE : (0) 91-11-29535923-32, 29533340 (D)
टेलीफैक्स TELEFAX: 91-11-29536668
ई-मेल E-mail : basuswaraj@hotmail.com
वेबसाइट WEBSITE : www.ignou.ac.in/www.dec.ac.in

दूरस्थ शिक्षा परिषद
DISTANCE EDUCATION COUNCIL

प्रो० स्वराज बसु
निदेशक
Prof. Swaraj Basu
Director

7836

F.No. DEC/OU/Recog/2008
Date: 8.04.2008

Sub: Recognition by the Distance Education Council to State Open Universities (SOUs) -reg.

Dear Prof. Palanichamy,

This has reference to the meeting of Vice-Chancellors of State Open Universities held on 22.08.2007 and 29.02.2008-1.03.2008 in which request was made by the Vice Chancellors of SOUs to the Chairman, DEC for consideration of regular approval to be given to the SOUs. The Chairman, DEC has considered the representations and accorded recognition to your university for offering programmes/courses approved by the statutory bodies/authorities of your university for a period of five years w.e.f. the date of issue of this letter.

Further, we would also like to inform that, it is the responsibility of the university to follow the norms prescribed by the concerned regulatory bodies or seek their recognition for professional/technical programme/s as per the requirements. Getting approval of concerned statutory apex body for relevant programme/s will be the sole responsibility of the university.

With regards,

Yours sincerely,

Swaraj Basu
(Swaraj Basu)

Prof. M S Palanichamy
Vice Chancellor
Tamil Nadu Open University, Chennai (2002)
Directorate of Technical Education Campus,
Guindy, Chennai-600 025

[Signature]
REGISTRAR
TAMIL NADU OPEN UNIVERSITY
No. 577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

R
to file
[Signature]
6/11/14
REGISTRAR i/c
TAMIL NADU OPEN UNIVERSITY
No.577, ANNA SALAI,
SAIDAPET, CHENNAI - 600 015.

[Signature]
12/4

CHAPTER - II

THE UNIVERSITY

3. (1) The Tamil Nadu Open University shall be a body corporate, shall have perpetual succession and a common seal and shall sue and be sued by the name of the "Tamil Nadu Open University" **Sec 3 of the Act.**

(2) The Head Quarters of the University shall be located in Chennai.

(3) The University may establish or maintain Colleges, Regional Centers at such other places in Tamil Nadu, other States of Indian Union and outside the country as it may deem fit.

(4) The University shall endeavour through education, research, training and extension programmes to play a positive role in the development of Tamil Nadu and based on the rich heritage of the State to promote and advance the culture of the people of India, especially Tamil Nadu and its human resources. Towards this end, it shall have the following objects namely:- **Powers, Functions and Objects of the University Sec. 4 of the Act.**

a) to strengthen and diversify the degree, certificate and diploma courses related to the needs of employment and necessary for building the economy of the State on the basis of its natural and human resources;

b) to provide access to higher education for large segments of the population and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields:

Urthas
10/21/20

Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.



TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet, Chennai – 600 015

Phone: (91-44) 2430 6657; Fax: (91-44) 2430 6640

SCHOOL OF EDUCATION

Minutes of Meeting of Board of Studies

The Meeting of Board of Studies, School of Education, Tamil Nadu Open University was held on 16.11.2019 at 10.30 a.m. in the Syndicate Hall of the University.

Members present:

1. Dr.M.Marivannan, Chairman
2. Dr.K.S.Premila, Member
3. Dr. T. Sampath Kumar, Member
4. Dr. D. Vinodh Kumar, Member
5. Dr.K.S.Ramakrishnan, Member
6. Dr. P. Rajasekaran, Member
7. Dr. D. Sumathi, Member
8. Dr. C. Barathi, Member
9. Dr. P. PandiaVadivu, Member
10. Dr.A.S.Arul Lawrence, Member
11. Dr. M. Govindan, Member
12. Ms. J. Jehanalar, Member
13. Ms.A. Selvarani, Member

Agenda: 01

To consider B.Ed. Syllabus, B.Ed. Programme Project Report (PPR), and the vetting and approval of revised Self-Learning Material (SLM) of Bachelor of Education (B.Ed.) along with its Course Coordinator, Course Writers, Translators, Editors/Reviewers, Language Correction Experts, prepared as per the Norms and Regulation of National Council for Teacher Education (NCTE) – 2014 and the Policy document on SLM of Tamil Nadu Open University, 2019.


16.11.19 1 of 16

Resolution

Resolved that the B.Ed. Syllabus, B.Ed. Programme Project Report (PPR) and the following list of revised Self-Learning Material (SLM) of Bachelor of Education (B.Ed.) along with in-house faculty members and external experts involved in Course coordination/ Writing/ Translating/ Editing/ Reviewing/ Language Correction be vetted and approved.

S.No.	Course Code, Name and Unit	Course Coordinator/ Writer/Translator/ Editor/Reviewer/ Language Correction expert	Name, Designation and address of in-house faculty members and external experts who involved in preparing SLM of B.Ed.
1 year			
1	BED-01- Basics In Education Unit 1 – Understanding Education and Its Nature	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit 2 – Knowledge and Knowing	Course Writer	Dr. A.S. Arul Lawrence Assistant Professor School of Education, TNOU
	Unit 3 – Eastern and Western Schools of Philosophy	Course Reviewer (English Medium)	Dr. K.S.Ramakrishnan Assistant Professor School of Education, TNOU.
	Unit 4 – Education System and Agencies	Course Translator	Mrs.V.Priya Assistant Professor Sarada College of Education Salem
	Unit 5 – Education in the Modern Indian Society	Tamil Language Correction	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
2	BED-02 - Learner and Learning Unit 1 – Understanding the Development of Learner	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit 2 – Learning In Learner's Perspective	Course Writer & Translator	Dr. A.S. Arul Lawrence Assistant Professor School of Education, TNOU


16.11.19

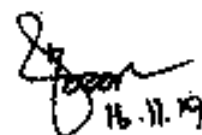
	Unit 3 – Attention, Motivation and Group Dynamics	Course Reviewer (English Medium)	Dr. M. Manivannan Professor & Head School of Education, TNOU
	Unit 4 – Intelligence, Creativity and Mental Health		
	Unit 5 – Personality and Individual Differences	Tamil Language Correction	Dr. D. Sumathi Assistant Professor School of Education, TNOU.
3	BED-69 – Schooling, Socialisation and Identity	Course Coordinator	Dr. K.S. Premila Associate Professor, School of Education, TNOU.
	Unit 1 – Socialisation and Development of Self	Course Writer	Dr. C. Barathi Assistant Professor School of Education, TNOU.
	Unit 2 – Emergence of 'Person' and 'Identity'	Course Reviewer (English Medium)	Dr. D. Vinodh Kumar Assistant Professor School of Education, TNOU
	Unit 3 – Schooling and Identity Formation : A Critical Study	Course Translator	Mrs. S. Vanitha Assistant Professor Subham College of Education Kanchipuram
	Unit 4 – Coping with Social Complexities; Role of Education	Tamil Language Correction	Dr. D. Sumathi Assistant Professor School of Education, TNOU.
	Unit 5 – Evolving an 'Identity' as a Teacher		
4	BED-00A – Social & Environmental Science – Part I A. Education for Peace	Course Coordinator	Dr. K.S. Premila Associate Professor, School of Education, TNOU
	Unit 1 – Understanding Peace as a Dynamic Social Reality	Course Writer & Translator	Mr. T. Sampathkumar Assistant Professor School of Education, TNOU.
	Unit 2 – Understanding Conflicts, Underlying Personal Social Processes and Medication and Transformation of Conflict		

	Unit 3 – Empowerment of Self Through Critical Self Reflection		Dr.Sujitha Sangamithra Associate Professor
	Unit 4 – Orienting Education for Peace Building	Course Reviewer (English Medium)	Stella Matutina College of Education, Chennai
	Unit 5 – Evaluation of The Peace-Building Processes	Tamil Language Correction	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
5	BED-04A –B. Issues of Conservation and Environmental Regeneration	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit 6 – Nature and Scope of Environmental Conservation	Course Writer	Dr. P.Pandiavadivu Assistant Professor School of Education, TNOU.
	Unit 7 – Community Participation in Natural Resource Management	Course Reviewer (English Medium)	Dr. B. William Dharmaraja Professor & Head Manomaniam Sundaranar University Tirunelveli
	Unit 8 – Waste Management	Course Translator (Unit 6 & 7)	Dr. P.Pandiavadivu Assistant Professor School of Education, TNOU.
	Unit 9 – Environment Sustainability	Course Translator (Unit 8,9 & 10)	Dr. K. Sai Kumari Assistant Professor IASE, Saidapet
	Unit 10 – Child Morality, Maternal Health and Diseases		
6.	BED-05 - Assessment for Learning – Part I	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit 1 – Overview of Assessment and Evaluation	Course Writer & Course Translator	Dr. K.S.Ramakrishnan Assistant Professor School of Education, TNOU.
	Unit 2 – Levels of Assessment	Course Reviewer (English Medium)	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit 3 – Assessment of Subject Based Learning		

	Unit 4 – Major Tools of Evaluation and their Uses Unit 5 – Teacher Competencies In Evolving Appropriate Tools	Tamil Language Correction	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
7	BED-11A - Teaching of Tamil - Part I பரிவு 1 – தமிழ் கற்பித்தலின் தளங்கள் இலக்கணம் பரிவு 2 – தமிழ் கற்பித்தலின் நோக்கங்கள் பரிவு 3 – நுண்ணிலைக் கற்பித்தல் - பரிந்துரி பரிவு 4 – பாடம் கற்பித்தல் திட்டம் பரிவு 5 – தமிழ் கற்றலின் மதிப்பீடு	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
		Course Writer	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
		Course Reviewer	Dr.S.Vajravel Principal Lakshmi College of Education Chengalpattu
8	BED-12A - Teaching of Special Tamil - Part I பரிவு 1 - தாய்மொழியின் பணிகளும் முக்கியத்துவமும் பரிவு 2 - தமிழ் கற்றலின் சிறப்பு நோக்கங்கள் பரிவு 3 - நுண்ணிலைக் கற்பித்தல் பரிவு 4 - கற்றல் கற்பித்தல் திட்டம் பரிவு 5 - தாய்மொழி கற்பித்தலின் மதிப்பீடு	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
		Course Writer	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
		Course Reviewer	Dr.S.Vajravel Principal Lakshmi College of Education Chengalpattu
9	BED-13A - Teaching of English - Part I Unit 1 - Nature and Scope of English	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.

	Unit 2 – Aims of Objectives of Teaching English	Course Writer	Dr. D. Vinodhkumar Assistant Professor School of Education, TNOU.
	Unit 3 – Microteaching		
	Unit 4 – Planning for Teaching – Learning English	Course Reviewer	Dr. C. Bhuama Assistant Professor Justice Basheer Ahmed Sayeed College for Women Chennai
	Unit 5 – Evaluation in English		
10	BED-14A - Teaching of Special English – Part I	Course Coordinator	Dr. K.S. Premila Associate Professor, School of Education, TNOU
	Unit 1 - Nature and Scope of Teaching English		
	Unit 2 – Aims, Objectives and Advanced Grammar	Course Writer	Dr. D. Vinodhkumar Assistant Professor School of Education, TNOU.
	Unit 3 - Micro Teaching		
	Unit 4 – Planning Lesson in Teaching – Learning English	Course Reviewer	Dr. Rita Rani Manral Assistant Professor Justice Basheer Ahmed Sayeed College for Women Chennai
Unit 5 – Evaluation in Teaching English			
11	BED-15A - Teaching of Mathematics – Part I	Course Coordinator & Course Writer	Dr. K.S. Premila Associate Professor, School of Education, TNOU.
	Unit 1 – Nature and Scope of Mathematics	Course Reviewer (English Medium)	Dr. E. Ranganesh Dept. of Educational Technology Bharathidasan University Trichirappalli.
	Unit 2 - Aims and Objectives of Teaching Mathematics		
	Unit 3 – Microteaching	Course Translation (Unit 1, 2 & 3)	Dr. K.S. Premila Associate Professor, School of Education, TNOU.
	Unit 4 – Planning for Teaching - Learning of Mathematics	Course Translation (Unit 4 & 5)	Dr. P. Thenmozhi Principal Adhiparasakthi College of Education Vellore
Unit 5 – Evaluation in Mathematics			

12	BED-16A - Teaching of Science - Part I	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit1 - Nature and Scope of Science	Course Writer	Dr. P.Pandiavadivu Assistant Professor School of Education TNOU.
	Unit 2 - Aims and Objectives of Teaching Science	Course Reviewer (English Medium)	Dr.B.William Dharmaraja Professor & Head Manomaniam Sundaranar University Tirunelveli
	Unit 3 - Microteaching		
	Unit 4 - Planning for Teaching - Learning of Science	Course Translation	Mr. T.Sampathkumar Assistant Professor School of Education, TNOU.
Unit 5 - Evaluation in Science.	Tamil Language Correction	Dr. D.Sumathi Assistant Professor School of Education, TNOU.	
13	BED-17A - Teaching of Social Sciences - Part I	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit1 - Nature and Scope of Social Sciences	Course Writer & Translator	Dr. P.Rajasekaran Assistant Professor School of Education, TNOU.
	Unit2 - Aims and Objectives of Teaching Social Sciences	Course Reviewer (English Medium)	Dr.Sujitha Sangamithra Associate Professor Stella Matutina College of Education, Chennai
	Unit3 - Micro-Teaching		
	Unit4 - Planning for Teaching Learning of Social Sciences	Tamil Language Correction	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
Unit5 - Evaluation in Social Sciences			
14	BED-18A - Teaching of Computer Science - Part I	Course Coordinator	Dr.K.S.Premila Associate Professor, School of Education, TNOU.
	Unit1 - Nature and Scope of Computer Science	Course Writer	Dr. K.S.Ramakrishnan Assistant Professor School of Education, TNOU.



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	Unit2 – Aims and Objectives of Teaching Computer Science.	Course Reviewer (English Medium)	Dr. K.S.Premila Associate Professor, School of Education, TNOU.
	Unit3 – Microteaching		Dr. P.Themmozli Principal Adhiparasakthi College of Education, Vellore
	Unit4 – Planning for Teaching – Learning of Computer Science	Course Translator	
	Unit 5 – Evaluation in Computer Science	Tamil Language Correction	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
15	BED-19A - Teaching of Commerce – Part I	Course Coordinator	Dr. K.S.Premila Associate Professor, School of Education, TNOU.
	Unit1 – Nature and Scope of Commerce and Accountancy		Ms. Brintha Saravanan Assistant Professor Sri Muthukumaran College of Education, Chennai
	Unit2 – Aims and Objectives of Teaching Commerce and Accountancy	Course Writer & Translator	
	Unit3 – Microteaching	Course Reviewer (English Medium)	Dr. G.Subramoniam Associate Professor College of Education Ramakrishna Mission Vidyalaya, Coimbatore
	Unit4 – Planning for Teaching – Learning of Commerce and Accountancy	Tamil Language Correction	Dr. D.Sumathi Assistant Professor School of Education, TNOU.
16	BED-20A - Teaching of Economics – Part I	Course Coordinator	Dr. K.S.Premila Associate Professor, School of Education, TNOU.
	Unit 1 – Need and Nature of Teaching Economics	Course Writer & Translator	Dr. D.Sumathi Assistant Professor School of Education, TNOU.



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	Unit 3 – Microteaching Unit 4 – Planning for Teaching – Learning of Economics Unit 5 – Evaluation in Economics	Course Reviewer (English Medium)	Dr. A. Kalaimathi Professor & Director Mother Teresa Women's University, Chennai.
11 year			
17	BED-04B– Social & Environmental Science – Part II BED-04B -A. Gender Issues In Education Unit 1 – Gender Issues : Key Concepts Unit 2 – Gender Studies: Paradigm Shifts Unit 3 – Gender, Power and Education Unit 4 – Gender Issues in Curriculum Unit 5 – Gender, Sexuality, Sexual Harassment and Abuse	Course Design Course Coordinator, Course Writer & Course Translator	Dr. K.S. Premila Associate Professor, School of Education, TNOU. Mr. T. Sampath Kumar Assistant Professor School of Education
18	BED-04B - B. Addressing Special Needs in Classroom Unit 6 Paradigms in Education of Children with Special Needs Unit 7 – Legal and Policy Perspectives Unit 8 - Defining Special Needs Unit 9 – Inclusive Practices in Classrooms for all	Course Design, Course Writer (Unit 6, 7 & 8) & Content Editor (Unit 9 & 10) Course Writer (Unit 9 & 10) & Content Editor (Unit 6, 7 & 8) Course Translator (Unit 6) Course Translator (Unit 7 & 8)	Dr. K.S. Premila Associate Professor, School of Education, TNOU.. Dr. P. Pandiavadivu Assistant Professor School of Education, TNOU. Dr. K. S. Premila Associate Professor, School of Education, TNOU. Dr. D. Sumathi Assistant Professor School of Education, TNOU.



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	Unit 10 – Developing Support Networks	Course Translator (Unit 9 & 10)	Dr. P. Pandiavadivu Assistant Professor School of Education TNOU.
19	BED-05B – Assessment for Learning – Part II Unit 1 – Data Analysis Unit 2 – Examination System – A Sociological Analysis Unit 3 – School – Based Assessment and Evaluation: Policies, Practices and Possibilities	Course Design Course Coordinator, Course Writer & Translator	Dr. K. S. Premila Associate Professor, School of Education, TNOU. Dr. K.S.Ramakrishnan Assistant Professor School of Education, TNOU.
	Unit 4 – Examination Reform Efforts Unit 5 – Directions for Examination Reform	English Language Correction	Dr. D. Vinodhkumar Assistant Professor School of Education TNOU.
20	BED-06 – Curriculum and School Unit 1 - Concept of Curriculum Unit 2 - Curriculum Determinants and Considerations Unit 3 - Curriculum Development (At School Level) Unit 4 - School : The Site Curriculum Engagement Unit 5 - Curriculum Implementation and Renewal	Course Design Course Coordinator, Course Writer & Translator	Dr. K. S. Premila Associate Professor, School of Education, TNOU. Dr. P. Pandiavadivu Assistant Professor School of Education TNOU.

21	BED-07 - Vision of Education in India : Concerns and Issues Unit 1 - Normative Vision of Indian Education Unit 2 - Vision of Education : Four Indian Thinkers Unit 3 - Contemporary Indian Schooling : Concerns and Issues Unit 4 - Education and Development : An Interface Unit 5 - Emerging Global Concerns and Curriculum	Course Design Course Coordinator, Course Writer, Course Translator & English Language Correction	Dr.K.S.Premila Associate Professor, School of Education, TNOU. Dr.D.Vinodhkumar, Assistant Professor School of Education TNOU.
22	BED-118 - Teaching of Tamil -- Part II பிரிவு 1 - தமிழ் கற்பிக்கும் முறைகள் பிரிவு 2 - பாடப்பொருள் பகுப்பாய்வு பிரிவு 3 - கற்றுல், கற்பித்தல் வகைகள் பிரிவு 4 - பாடநெறி கல்வியின் தமிழ்க் கல்வி ஏற்பாடு பிரிவு 5 - தமிழ் கற்பித்தலில் அணுகுமுறை வகைகள்	Course Design Course Coordinator, Course Writer & Tamil Language Correction.	Dr.K.S.Premila Associate Professor, School of Education, TNOU. Dr. D.Sumathi Assistant Professor School of Education, TNOU.
23	BED-128 - Teaching of Special Tamil -- Part II பிரிவு 1 - முத்தமிழின் வளர்ச்சி நிலை பிரிவு 2 - இலக்கியத்தின் வளர்ச்சி பிரிவு 3 - தமிழ்க் கல்வியின் பாடப்பொருள் திறன் வளர்த்தல்	Course Design Course Coordinator, Course Writer & Tamil Language Correction	Dr.K.S.Premila Associate Professor, School of Education, TNOU. Dr. D.Sumathi Assistant Professor School of Education, TNOU.


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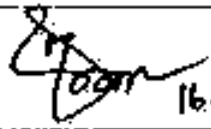
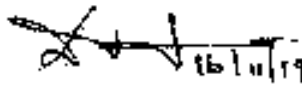

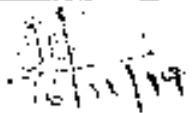
	<p>பிரிவு 4 - குறியிட்ட பாடநெறியைக் கற்றுக் கொடுப்பதில்</p> <p>பிரிவு 5 - தமிழ் குறியிட்ட நெறியைக் கற்றுக் கொடுப்பதில்</p>		
24	<p>BED-138 - Teaching of English - Part II</p> <p>Unit 1 - Instructional Methods of Teaching English</p> <p>Unit 2 - Content Analysis at Secondary and Higher Secondary Level</p> <p>Unit 3 - Learning Resources</p> <p>Unit 4 - School English Curriculum Development</p> <p>Unit 5 - Approaches in Teaching English</p>	<p>Course Design</p> <p>Course Coordinator, Course Writer & English Language Correction</p>	<p>Dr.K.S.Premila Associate Professor, School of Education, TNOU.</p> <p>Dr.D.Vinodhkumar Assistant Professor School of Education TNOU.</p>
25	<p>BED-148 - Teaching of Special English - Part II</p> <p>Unit 1 - English Language Laboratory</p> <p>Unit 2 - English Curriculum at Secondary and Higher Secondary Level</p> <p>Unit 3 - English Class Room Climate</p> <p>Unit 4 - Phonetics and Spoken English</p> <p>Unit 5 - Recent Development in Teaching English</p>	<p>Course Design</p> <p>Course Coordinator, Course Writer & English Language Correction</p>	<p>Dr.K.S.Premila Associate Professor, School of Education, TNOU.</p> <p>Dr.D.Vinodhkumar Assistant Professor School of Education TNOU.</p>
26	<p>BED-158 - Teaching of Mathematics - Part II</p> <p>Unit 1 - Instructional Methods</p>	<p>Course Design, Course Coordinator, Course Writer & Translator</p>	<p>Dr.K.S.Premila Associate Professor, School of Education, TNOU.</p>

	<p>Unit 2 – Content Analysis – Secondary and Higher Secondary Level</p> <p>Unit 3 Learning Resources</p> <p>Unit 4 School Mathematics Curriculum</p> <p>Unit 5 Recent Trends in Mathematics</p>	English Language Correction	Dr.D.Vinodhkumar Assistant Professor School of Education TNOU.
27	<p>BED-16B - Teaching of Science – Part II</p> <p>Unit 1 – Instructional Methods</p> <p>Unit 2 – Content Analysis – Secondary and Higher Secondary Level</p> <p>Unit 3 – Learning Resources</p> <p>Unit 4 – School Science Curriculum</p> <p>Unit 5 – Recent Trends in Science</p>	<p>Course Design</p> <p>Course Coordinator, Course Writer & Translator</p> <p>English Language Correction</p>	<p>Dr.K.S.Premila Associate Professor, School of Education, TNOU.</p> <p>Dr.C.Barathi Assistant Professor School of Education TNOU.</p> <p>Dr.D.Vinodhkumar Assistant Professor School of Education TNOU.</p>
28	<p>BED-17B - Teaching of Social Science – Part II</p> <p>Unit 1 – Instructional Methods</p> <p>Unit 2 – Content Analysis of Social Science Text Book</p> <p>Unit 3 – Learning Resources</p> <p>Unit 4 – Social Science in the School Curriculum</p> <p>Unit 5 – Recent Trends in Social Science</p>	<p>Course Design</p> <p>Course Coordinator, Course Writer & Translator</p> <p>English Language Correction</p>	<p>Dr.K.S.Premila Associate Professor, School of Education, TNOU.</p> <p>Dr.P.Rajasekaran Assistant Professor School of Education TNOU.</p> <p>Dr.D.Vinodhkumar Assistant Professor School of Education TNOU.</p>

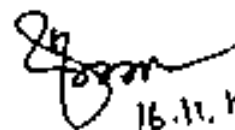
29	BED-18 - Teaching of Computer Science - Part II Unit 1 - Instructional Methods Unit 2 - Content Analysis - Secondary and Higher Secondary Level Unit 3 - Learning Resources Unit 4 - School Computer Science Curriculum Unit 5 - Latest Trends in ICT	Course Design Course Coordinator, Course Writer & Translator	Dr. K.S.Premilla Associate Professor, School of Education, TNOU. Dr. K.S.Ramakrishnan Assistant Professor School of Education, TNOU.
30	BED-19 - Teaching of Commerce - Part II Unit 1 - Instructional Methods Unit 2 - Content Analysis : Higher Secondary Level Unit 3 - Learning Resources Unit 4 - School Commerce and Accountancy Curriculum Unit 5 - Recent Trends in Commerce and Accountancy	Course Design Course Coordinator Course Writer English Language Correction	Dr.K.S Premilla Associate Professor, School of Education, TNOU. Dr. P. Rajasekaran Assistant Professor School of Education TNOU. Ms. S. Brintha Assistant Professor Department of Commerce Sri Muthukumaran College of Education, Chennai Dr.D.Vinodhkumar Assistant Professor School of Education TNOU.
31	BED-20 - Teaching of Economics - Part II Unit 1 - Instructional Methods Unit 2 - Content Analysis : Secondary and Higher Secondary Level	Course Design Course Coordinator, Course Writer & Translator	Dr.K.S.Premilla Associate Professor, School of Education, TNOU. Dr. D.Sumathi Assistant Professor School of Education, TNOU.


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Unit 3 – Learning Resources	English Language Correction	Dr. D. Vinodhkumar Assistant Professor School of Education TNOU.
Unit 4 – School Economics Curriculum		
Unit 5 – Recent Trends in Economics		

1.	Dr. M. Manivannan	 16.11.19
2.	Dr. K.S. Premila	K. S. Premila 16.11.19.
3.	Dr. T. Sampath Kumar	T. Sampath Kumar 16.11.19
4.	Dr. D. Vinodh Kumar	 16/11/19
5.	Dr. K.S. Ramakrishnan	 16.11.19.
6.	Dr. P. Rajasekaran	P. Rajasekaran 16/11/19
7.	Dr. D. Sumathi	D. Sumathi 16.11.19.
8.	Dr. C. Barathi	 16/11/19
9.	Dr. P. Pandja Vadivu	P. Pandja Vadivu 16/11/19
10.	Dr. A.S. Arul Lawrence	A.S. Arul Lawrence 16/11/19

11.	Dr. M. Govindan	m. Govindan 16.11.19
12.	Ms. J. Jebarmalar	J. Jebarmalar 16.11.19
13.	Ms. A. Selvarani	A. Selvarani 16.11.19


16.11.19

F.TN/B.Ed.(DE)/166/SRO/NCTE/2020-2021/ 119281

Date: -

15 OCT 2020

To,

The Registrar,
Tamil Nadu Open University,
Director of Technical Education Campus,
Guindy, Chennai-600025.


Ref: - Your letter No. F. No. TNOU/SOE-04/2020 dt. 28th September 2020.

Sir,

With reference to your letter No. F.No. TNOU/SOE-04/2020 dt. 28th September, 2020 it is to inform that the Tamil Nadu Open University was granted recognition for B.Ed. course (Distance Mode) with an intake of 500 students vide this office order no. F.TN/B.Ed.(DE)/166/SRO/NCTE/2004-2005/8070 dt. 21.10.2004. Further, the University was also granted additional intake of 500 students for B.Ed. (Distance Mode) Course (Tamil Medium) vide this office order no. F.SRO/NCTE/B.Ed.-AI/2006-2007/18152 dt. 25.02.2008.

It is also hereby informed that the above-mentioned recognition to the University is continue till date and there is no need for revised order of recognition in courses recognized by the NCTE under distance mode.

In view of the above, the institution shall continue to operate on strength of the original formal recognition with additional intake for 2020-21 and onwards.


(Dr. Anil Kumar Sharma)
Regional Director



Tamil Nadu Open University, Chennai

School of Education

Bachelor of Education (B.Ed)

(From Calendar Year 2021 onwards)

Programme Project Report (PPR)

&

Detailed Syllabus

Tamil Nadu Open University
School of Education
Bachelor of Education
Programme Project Report
(From Calendar Year 2021 onwards)

Programme's Mission and Objectives

Bachelor of Education (B.Ed.) Programme through distance education is designed to fulfill the higher education needs of all in-service teachers who possess D.T.Ed. recognized by NCTE and are working in schools. The main objectives of the programme are: (1) To train the in-service teachers through updated curriculum and integration of ICTs; (2) To provide practicum and practical oriented training for developing their skills and competencies; and (3) To train them dealing with different abilities of learners in classroom through psycho-social approach. It also aims at enhancing the professional competencies and skills of the teachers who working in elementary, secondary and higher secondary schools in Tamil Nadu.

Relevance of the Programme with HEI's Mission and Vision

The Programme B.Ed. is offered to meet up-to-date necessities of aspiring in-service teachers and also to build professional competencies and skills required for the educational aspects of the society. This Programme aims to develop teacher proficiency and competence among the prospective teachers that would enable and empower them to meet the requirements of the profession and to face the challenges therein.

Nature of prospective target group of Learners

Bachelor of Education (B.Ed.) is meant for the in-service teachers who possess D.T.Ed., recognised by the NCTE and UG/PG degrees, and are working in a recognised School in Tamil Nadu.

Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence

Bachelor of Education Degree Programme is designed especially for the in-service teachers who are working in nursery/primary/elementary schools, by the National Council for Teacher Education (NCTE) for updating their knowledge and professional skills regarding recent developments in the pedagogical techniques.

Instructional Design:

- Level** : Under Graduate Programme
Duration : 2 Years
Medium : English and Tamil Medium

Instructional delivery

The Programme is delivered through the Learner Support Centres (LSCs) i.e., Colleges of Education recognised by NCTE in the State of Tamil Nadu. The faculty members of the LSCs are acting as Academic Counsellors of the Programme and handle the Counselling classes for the learners.

Media of Instruction: Print material in SLM

Procedure for Admissions, Curriculum Transaction and Evaluation:

Eligibility:

- a. Trained in-service teachers in elementary education
- b. Candidates who have completed a NCTE recognised teacher education programme through face-to-face mode

Fee: Rs.50,000/- for two years (collected in two instalments)

Financial Assistance

The Learners of B.Ed Programme are in-service teachers working in the schools of Tamil Nadu hence there is no financial assistance.

Policy of Programme delivery

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be intimated to the students through SMS, over phone and also through a letter.

Evaluation System

Examination to B.Ed., Degree Programme is designed to maintain quality of standard. Theory will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Academic Counsellors of the respective LSC.

Assignment

Assignment are the integral and compulsory component of the instructional system. For each course, there is one assignment. Therefore, for all 13 theory courses the students have to submit 13 theory assignments for two years.

Course Description: The B.Ed programme is essentially a combination of theory and practical courses. The programme consists of the following three groups of courses:

Group A : Core Courses

Group B : Pedagogy Courses

Group C : Developing Teacher Capabilities (Practical)

The programme comprises of 80 credits, 36 credits for 1st year and 44 credits for 2nd year of the B.Ed programme.

Scheme of Evaluation

The scheme of evaluation of the performance of student-teachers will consist of two main components:

- Continuous Internal Assessment (CIA)
- Term-End Examinations (TEE)

a. Evaluation system for Theory courses

The scheme of evaluation of CIA and TEE is as follows:

Scheme of Evaluation

For each Theory Course	Maximum Marks	Minimum Marks
Continuous Internal Assessment of Theory Assignments	30	16 *
Term-End Examinations	70	34
Total	100	50

** If minimum marks not achieved, the student may re-submit the assignment by paying assignment re-submission fee prescribed by the University from time to time.*

b. Evaluation system for Practical courses

For Practical Courses, the ratio of Marks between CIA and TEE will be 31:69 (220:480)

- The student has to secure minimum of 45% (216) out of 480 marks in the Term End Practical Examination.
- However, the student has to secure 50% in aggregate (TEE+CIA) if he/she has to pass in the Practical Courses (350 out of 700).

i. Continuous Internal Assessment (CIA)

Each student-teacher will be evaluated by Mentors / Academic Counsellors / Teacher Educators / Principal / Headmaster for 220 marks through CIA in Group C – Practical Component.

Continuous Internal Assessment

Particulars	Duration	Maximum Marks
Practice Teaching	I Year	20
	II Year	80
Experiences for Teacher Enrichment	I Year	50
	II Year	50
Report	II Year	20
Total		220

ii. Term-End Examinations (TEE)

For Practical Courses, TEE will be held in two parts:

- Assessment of Practical Activities such as reports / records / projects/instructional materials / assignments.
- Assessment of Teaching competency (in two-content methodology courses) Both Practical activities and Teaching competency of each student-teacher will be assessed by External Examiners appointed by the University as detailed below:

Practical: Term-End Examinations (TEE)

Particulars	Maximum Marks	
		I Year
Registers and Records	II Year	225
		330
Teaching Competency		100
Viva-Voce		50
Total		480

Each student-teacher will be evaluated for a maximum of 2,000 marks as follows:

Overall Evaluation

Course	CIA	TEE	Total
Theory	13 x 30 = 390	13 x 70 = 910	1300
Practical	(Internal) 220	(External) 480	700
Total	525	1455	2000

Examination Pattern

Theory Examination: Students shall normally be allowed to appear for theory examination by completing Assignment. The Term-End Examination shall carry Sections: A, B and C.

Part - A	Very Short-Answer Questions [Each 3- Marks] Three out of Five Questions	3 x 3 = 9 Marks
Part - B	Short-Answer Questions [Each 7 - Marks] Three out of Five Questions	3 x 7 = 21 Marks
Part - C	Long-Answer Questions [Each 10- Marks] Four out of Seven Questions	4 x 7 = 40 Marks
Total		70 Marks

Awarding Continuous Internal Assessment (Maximum 30 marks)

Submission and Evaluation of Assignments	15 Marks (Compulsory)
Attending in Academic Counselling Classes at LSCs (50% of Attendance may be considered for maximum marks)	15 Marks
Total	30 Marks

Scheme of Evaluation

Continuous Internal Assessment	30 Marks
Theory Examinations	70 Marks
Total	100 Marks

Passing Minimum

Candidates who have secured 50 per cent of the marks in each course (Both Continuous Internal Assessment and Term End Examinations) shall be declared to have passed the examination in that course. All other candidates shall be declared to have failed in that course.

Completion of the Course

Both letter grade and numerical marks will be used for grading the performance of student-teachers in CIA and TEE. A successful candidate of B.Ed Programme shall be placed in the class based on aggregate marks obtained in all Theory and Practical Courses taken together.

The letter grades and their numerical equivalents are:

TABLE : 8 Grading System

Letter Grade	Qualitative Level	Percentage (%)
F	Not Satisfactory	Below 50% (0-49)
B	Second Class	50-59
A	First Class	60-74
D	First Class with Distinction	75-89
E	First Class with Exemplary	90 & above

The student will be declared successful in the B.Ed Programme if he/ she obtain at least B Grade in theory and practical courses separately.

Requirement of laboratory and Library Resources

The B.Ed (General) programme is offered through the B.Ed Learner Support Centres distributed across the State of Tamilnadu, these Learner Support Centres are the Colleges of Education which are approved by the NCTE and affiliated to Tamilnadu Teachers Education University (TNTEU). They have the required instructional and infrastructural facilities to provide training to the in-service teachers.

A well-equipped Library is available in the University Head Quarters with about 24,000 books out of which 2,269 books are General Education related and 29 Journals. The Learner Support Centres are the Colleges of Education providing the B.Ed and M.Ed in regular, hence they are equipped with adequate library facility as per the norms of NCTE , this facility is utilised by the students of B.Ed. programme.

Cost estimate of the Programme and the provisions:

S.No	Details	Amount in Rs.
1.	Programme Development and launching Cost (Total cost of the Programme 25,38,800 + LSC Share 1,08,00,000)	1,33,38,800
2.	Programme Fee charged for 2 years	50,000
3.	Examination Fee Charged for 2 years (Income)	3000(approx.)
4.	Examination expenses per students for 2 years (Expenditure)	460 (approx)

Quality Assurance Mechanism

The Quality of the B.Ed., Programme is maintaining as per the norms of National Council for Teacher Education (NCTE). As per the NCTE guidelines, the curriculum for B.Ed., programme - the Core Courses and Methodology Courses are framed. The framed curricula are approved by the Board of Studies, Academic Council and the Syndicate of the University, comprised by the subject experts for the field of Teacher Education. As the part of quality assurance, the curricula is being updated as per the norms and standards of the NCTE.

B.Ed-Programme Structure

B.Ed. Curriculum - I Year

S.No.	Course Code	Name of the Course	Total Marks	I	E	Credits
Group A - Core Courses						
1.	BED-01	Basics in Education	100	30	70	4
2.	BED-02	Learner and Learning	100	30	70	4
3.	BED-03	Schooling, Socialisation and Identity	100	30	70	4
4.	BED-04A	Social and Environmental Science – Part I A. Education for Peace B. Issues of Conservation and Environmental Regeneration	100	30	70	4
5.	BED-05A	Assessment for Learning -	100	30	70	4

S.No.	Course Code	Name of the Course	Total Marks	I	E	Credits
		Part I				
	Group B - Pedagogy Courses (Part –I)					
	Optional – I (Any One)					
6.	BED-11A	Teaching of Tamil - Part I	100	30	70	4
	BED-13A	Teaching of English - Part I				
	BED-15A	Teaching of Mathematics - Part I				
	BED-16A	Teaching of Science - Part I				
	BED-17A	Teaching of Social Sciences - Part I				
	BED-18A	Teaching of Computer Science - Part I				
	BED-19A	Teaching of Commerce & Accountancy - Part I				
	BED-20A	Teaching of Economics - Part I				
	Optional – II (Any One) (Major Subject)					
7.	BED-12A	Teaching of Special Tamil - Part I	100	30	70	4
	BED-14A	Teaching of Special English - Part I				
	BED-15A	Teaching of Mathematics - Part I				
	BED-16A	Teaching of Science - Part I				
	BED-17A	Teaching of Social Sciences - Part I				
	BED-18A	Teaching of Computer Science - Part I				
	BED-19A	Teaching of Commerce & Accountancy - Part I				
	BED-20A	Teaching of Economics - Part I				
	Group C - Developing Teacher Capabilities - Practical					
	Experiences for Teacher Enrichment					
8.	BED-21	Strengthening Language Proficiency	50	20	30	2
9.	BED-22	Exploring Library and Other Learning Resources	50	20	30	2
10.	BED-23	Physical Education	25	10	15	1
	General Orientation of Student Teachers - 4 days					1
11.	BED-31A	Learning to function as a Teacher (PT - 1)	50	20	30	2
	Total		875	280	595	36

*I – Internal; E – External;

B.Ed. Curriculum - II Year

S.No.	Course Code	Name of the Course	Total Marks	I	E	Credits
Group A - Core Courses						
1.	BED-06	Curriculum and School	100	30	70	4
2.	BED-07	Vision of Education in India : Concerns and Issues	100	30	70	4
3.	BED-04B	Social and Environmental Science - Part II A. Gender Issues in Education B. Addressing Special Needs in Classroom	100	30	70	4
4.	BED-05B	Assessment for Learning – Part II	100	30	70	4
Group B - Pedagogy Courses (Part II)						
Optional – I (Any One)						
5.	BED-11B	Teaching of Tamil - Part II	100	30	70	4
	BED-13B	Teaching of English - Part II				
	BED-15B	Teaching of Mathematics - Part II				
	BED-16B	Teaching of Science - Part II				
	BED-17B	Teaching of Social Sciences - Part II				
	BED-18B	Teaching of Computer Science - Part II				
	BED-19B	Teaching of Commerce & Accountancy - Part II				
	BED-20B	Teaching of Economics - Part II				
Optional – II (Any One) (Major Subject)						
6.	BED-12B	Teaching of Special Tamil - Part II	100	30	70	4
	BED-14B	Teaching of Special English - Part II				
	BED-15B	Teaching of Mathematics - Part II				
	BED-16B	Teaching of Science - Part II				
	BED-17B	Teaching of Social Sciences - Part II				
	BED-18B	Teaching of Computer Science - Part II				
	BED-19B	Teaching of Commerce & Accountancy - Part II				
	BED-20B	Teaching of Economics - Part II				
Group C -Developing Teacher Capabilities - Practical						
Experiences for Teacher Enrichment						
7.	BED-24	Health and Yoga Education	25	10	15	1

S.No.	Course Code	Name of the Course	Total Marks	I	E	Credits
8.	BED-25	Enriching Learning through ICT	50	20	30	2
9.	BED-26	Arts and Aesthetics	50	20	30	1
10.	BED-31B	Learning to function as a Teacher (PT - 2)	200	80	120	15
11.	BED-32	Reporting	50	20	30	1
12.	BED-33	Practical Exam	150		150	
		Total	1125	330	795	44

*I – Internal; E – External.

Total Weight-age given for Theory Component

S.No.	Course Code	Name of the Course	Maximum Marks		
			I	E	Total
Core Courses - I Year					
1	BED-01	Basics in Education	30	70	100
2	BED-02	Learner and Learning	30	70	100
3	BED-03	Schooling, Socialisation and Identity	30	70	100
4	BED-04A	Social and Environmental Science – Part I	30	70	100
5	BED-05A	Assessment for Learning - Part I	30	70	100
Pedagogy Courses – (Part I)					
6	(BED-11A, BED-13A, BED-15A to BED-20A)	Optional I - Part I	30	70	100
7	(BED -12A, BED-14A to BED-20A)	Optional II - Part I	30	70	100
Core Courses – II year					
1	BED-06	Curriculum and School	30	70	100
2	BED-07	Vision of Education in India : Concerns and Issues	30	70	100
3	BED-04B	Social and Environmental Science – Part II	30	70	100
4	BED-05B	Assessment for Learning - Part II	30	70	100
Pedagogy Courses – (Part II)					
5	(BED-11B, BED-13B, BED-15B to BED-20B)	Optional I - Part II	30	70	100
6	(BED-12B, BED-14B to BED-20B)	Optional II - Part II	30	70	100
		Total	390	910	1300

*I – Internal; E – External;

Practical Components:**Practical Components Description**

S.No	Teaching Competency / Field Assignment	Component	I	E	Total
I Year					
Practice Teaching - I					
1	Observation	PT - 1	10	15	25
2	Micro-Teaching	PT - 1	10	15	25
PT - 1 - Total			20	30	50
Experiences for Teacher Enrichment (ETE)					
3	Strengthening Language Proficiency		20	30	50
4	Exploring Library and Other Learning Resources		20	30	50
5	Physical Education		10	15	25
ETE - 1 - Total			50	75	125
I Year (PT - 1 & ETE - 1) - Total			70	105	175
II Year					
Practice Teaching - II					
6	Lesson Plan - 1	PT - 2	10	15	25
7	Lesson Plan - 2	PT - 2	10	15	25
8	Teaching-Learning Materials	PT - 2	10	15	25
9	Test and Measurement	PT - 2	10	15	25
10	Case Study	PT - 2	10	15	25
11	Action Research	PT - 2	10	15	25
12	Psychology Experiment	PT - 2	10	15	25
13	Text Book Review	PT - 2	10	15	25
PT - 2 - Total			80	120	200
Experiences for Teacher Enrichment (ETE)					
14	Health and Yoga Education		10	15	25
15	Enriching Learning through ICT		20	30	50
16	Arts and Aesthetics		20	30	50
ETE - 2 Total			50	75	125
17	Report		20	30	50
II Year (PT - 2 ,ETE - 2 & Report)-Total			150	225	375
Practical Examination (PE)					
18	Teaching Competency			100	
19	Viva - Voce			50	
PE Total				150	150
I & II year & PE - Total			220	480	700

*I – Internal; E – External;

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE : BASICS IN EDUCATION

COURSE CODE : BED-01

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- acquire knowledge of Education;
- understand the process, functions of education and knowledge;
- state the theory of knowledge and facets of knowledge;
- describe the concept of philosophy and education;
- understand the knowledge of Eastern and western schools of philosophy;
- identify the role of various statutory bodies of education;
- understand the constitutional provisions for education; and
- describe the concept and importance of teacher autonomy.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- implement the nuances of various aspects of education in his/her classroom teaching;
- practice the various dimensions of knowledge and process of knowing;
- able to arrive appropriate strategies based upon eastern and western school of thoughts;
- utilize the various services of different educational organisations; and
- use the provisions of various Acts, polices, and principles on education to cater to the needs of stakeholders.

UNIT-1 UNDERSTANDING EDUCATION AND ITS NATURE

Education: Meaning, Definition, Nature, Concept of Education - Aims of Education- Process and functions of Education - Purpose of Education - Role and Importance of Education in Life - Characteristics of an Educated Person. Aspects of Education: Liberal and Vocational Education, Human Rights Education, Environmental Education, Inclusive Education. Social Aspects of Education: Women Education, Peace

Education, Moral Education, Education for Deprived People, Education for Minority, Education for sustainable Development.

UNIT- 2 KNOWLEDGE AND KNOWING

Knowledge: Meaning, Definition and Nature. Three Conceptions of Knowledge - Theory of Knowledge: Ways of Knowing, Areas of Knowledge, Types of Knowledge, How to Acquire Knowledge. Facets of Knowledge: Local and Universal Knowledge, Concrete and Abstract Knowledge, Theoretical and Practical Knowledge. Forms of Knowledge - Knowledge Hierarchy (DIKW Pyramid) -Knowledge Management.

UNIT -3 EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY

Philosophy: Meaning, Definition, Branches - Relationship between Philosophy and Education - Eastern Schools of Philosophy - Eastern Philosophical Thought: Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J. Krishnamurthy. Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Eclecticism, Constructivism - Educational Implications. Western Philosophical Thought: Rousseau, Froebel, John Dewey, Montessori, Russell.

UNIT -4 EDUCATION SYSTEM AND AGENCIES

Education System: Formal, Informal and Non-formal - Distance Education and Open Education. Innovative Education: e-Learning, Mobile Learning, Online Learning, U-Learning - Value Oriented Education - Role of International Organizations on Education: UNESCO, OECD, The World Bank, ILO, WHO. Role of National Organizations on Education: NCTE, NCERT, NAAC, DEB, UGC, CSIR. Role of State Organizations on Education: DIET, SCERT.

UNIT -5 EDUCATION IN THE MODERN INDIAN SOCIETY

Education in Concurrent List - Directive Principle: Article 21A - Universalisation of Elementary Examination - Wastage and Stagnation - Brain Drain - Brain Gain - Right to Education Act - Equitable Education - University Education Commission (1948) - Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - National Policy

on Education (1986) - Justice J.S.Verma Committee (2012) - Characteristics of Modern Indian Society: Autonomy, Accountability - Comparison of Autonomy and Accountability - Digital Divide - E-Governance in Education.

PRACTICUM

- Study the impact of Right to Education Act on schools
- Critical Analysis of Different Committees and Commissions on Education 3
- Study of Educational Process in Private Schools
- Planning and Implementation of Activities :
- Eco-Club
 - instructional material to inculcate values,
 - field visit to vocational institutes to make reports,
 - awareness development about population explosion in rural / slum areas,
 - creating awareness among SC/ST students about various schemes and scholarships available to them,
 - survey of schools to see the implementation of various incentives of government to equalize

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE : LEARNER AND LEARNING

COURSE CODE : BED-02

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- situate individual development in a socio-cultural context;
 - develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context;
 - acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
 - explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
 - appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.
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COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- transact the curriculum based on psychological approaches and human development;
 - apply various theories of learning and meta-cognitive strategies in teaching-learning process;
 - assess and promote cognitive development of children;
 - promote the efficiency of intelligence, creativity and mental health of the students; and
 - manage the classroom according to the personality and individual differences.
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UNIT -1 UNDERSTANDING THE DEVELOPMENT OF LEARNER

Psychology as Scientific Study Educational Psychology – Scope of Educational Psychology – Education & Psychology: Definition, Relationship - Methods of Psychology – Major Schools of Psychology – Contribution of the Psychology to Education - Nature of the Learner: Growth & Development - Stages of development, factors influencing development - Developmental tasks and their implications in

adolescence - knowledge of growth and development. Theories of development – Piaget's cognitive development – Freud's psycho sexual development – Erikson's psycho – social development – Kohlberg's moral development.

UNIT- 2 LEARNING IN LEARNER'S PERSPECTIVE

Learning- concept, principles and factors affecting learning - Nature and laws of learning – Transfer of Learning, its types theories and methods - Theories of learning: Thorndike's connectionism, Pavlov's classical and Skinners Operant Conditioning, Learning by Insight, Hull's Reinforcement theory, Tolman's theory of Learning and Lewin's Field theory of Learning, Gagne's Hierarchy of learning – Meta-cognition: Meaning and Definition – Elements of Meta-cognition – Skills of Meta-cognition – Meta-cognitive Instructional strategies - Learning Styles.

UNIT -3 ATTENTION, MOTIVATION AND GROUP DYNAMICS

Attention: Meaning, nature, distraction, inattention, divided attention and span of attention – determinants of attention – sensation and perception – laws of perception – concept formation: types and theories - Memory: meaning, types, models - Forgetting: causes, theories and techniques for promoting retention. Motivation : Types of motives - Level of Aspiration – Theories of motivation & Maslow's Theory, Werner's theory and McClelland's theory – Educational implications.

UNIT- 4 INTELLIGENCE, CREATIVITY & MENTAL HEALTH

Intelligence: meaning, definitions, types – theories of intelligence: Spearman, Thurston, Thorndike, Guilford, Gardner, Sternberg and Goleman – measurement of intelligence: verbal, non – verbal and performance – Individual and group – Intelligence tests available in India Creativity: strategies for fostering creativity – Problem solving. Meaning and process of adjustment - adjustment mechanisms, adjustment problems of adolescents - Causes of maladjustment - Differences between adjusted and maladjusted adolescents - criteria of good mental health - role of counsellor in developing good mental health - Techniques of stress management.

UNIT -5 PERSONALITY AND INDIVIDUAL DIFFERENCES

Meaning, definition and Components of Personality – Determinants of Personality – integrated personality – Theories of personality: Psychoanalytic theory, socio psychological theory – measurement of personality: tools and

techniques – Individual Differences: Definition, types - Concept of individual differences – role of Heredity and Environment in individual differences – Measurement of Individual Differences -- Understanding differences among Learners: Dimensions of differences in individual learners - Understanding learners with varying cognitive abilities especially with 'learning difficulties'- Slow learner and Dyslexia, Dyscalculia and Dysgraphia.

PRACTICUM

- List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.
- Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
- Observe some successful individuals and list down the behavioural characteristics which impress you.
- Take interview of five low achievers and five high achievers and find out their ways of learning.
- List down few (classroom) learning situations in % of insightful learning.

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE : SCHOOLING, SOCIALISATION AND IDENTITY

COURSE CODE : BED-03

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;
- begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles;
- begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- adopt the dimensions of socialization in bringing out social behaviour among children;
- promote self-concept and individual identity among children;
- develop identity formation among children in school system;
- apply educational strategies for social conflict management; and
- create himself/herself good teacher identity.

UNIT- 1 SOCIALISATION AND DEVELOPMENT OF SELF

Socialisation – Meaning, Definition, Types, Stages Theories, Features, Factors that affect Socialisation process and Agencies. Social Institution – Home: Family as a social institution, Parenting Style, Transmission of Parental Expectations and values. School - Impact of Entry to School, School as a Social Institution, Value-formation in the context of schooling. Socialisation and Community: Neighbourhood, Extended Family, Religious Group. Self: Various dimensions of self, Impact of socialisation on development of self. Understanding interface between home, community and school-inter-linkages within wider socio-cultural contexts.

UNIT -2 EMERGENCE OF 'PERSON' AND 'IDENTITY'

Level of Aspiration: Meaning, Definitions, Categories. Self-Concept: Definition, Characteristics, Components, Major Qualities, Factors influencing Self-Concept, The Image of Self, Development of Self-Concept, Importance of Self-Concept, Theoretical Views on Self-Concept. Identity: Self-Identity and Social Identity, Dimensions of Identity, Stages and Statuses of Identity Development, Identity Formation, Factors influencing Identity Formation, The Need for a Sense of Identity, Types of Identity, Theories on Identity Formation, Identity Development Models.

UNIT -3 SCHOOLING AND IDENTITY FORMATION: A CRITICAL STUDY

Identity: Gender Identities, Racial and Ethnic Identities, Sexual Identities, Class Identities, Multiple Identities. School: History of School in India, Determines of School Climate, Stages of Education in India, Importance of School, Segmentation of Indian School Education System, Education Boards in India, Apex Educational Organisations. Good Schooling - Importance of Good Schooling. Teacher-Student Relationship: Significance of Teacher-Student Relationships in School, Factors Influencing Teacher-Student Relationship, Effects of Teacher-Student Relationship on Student's Personalities.

UNIT -4 COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION

Social Complexity - Social Stratification: Meaning, Definition, Origin, Types, Characteristics, Features, Categories, Causes - Social Stratification and Education- Stratification and Equality Educational Opportunity - Social Stratification and Social Mobility - Types of Social Mobility. Social Change: Meaning, Definition, Characteristics, Theories, Types - Factors Responsible for Social Change - Relationship between Education and Social Change. Social Conflicts: Meaning, Definition, Characteristics, Forms, Causes, Types, Nature, Functions. Conflict Management: Definition, Modes - Factors Affecting Conflict Management-Criteria for Selecting Conflict Management Style - Information to improve Conflict Management Skills.

UNIT -5 EVOLVING AN 'IDENTITY' AS A TEACHER

Teachers' Self and Identity - Social Image of the Teacher in Present Context - Becoming a Better Teacher - Role of Teacher in School. Definitions of Teacher - Teacher Work -The Paradoxical Commandments - Essential Qualities of a Teacher. Professional Ethics of Teacher: Duties, School Activities, Important of teachers for Society. Teacher Identity: Concept, Overview - Learning to Teach and Identity - Identity and Second Language Teacher Education - Teacher Identity Construction – Key Concepts - Teacher Identity as a Theoretical Construct.

PRACTICUM

- Visit schools and study the sexual harassment cases.
- Text book analysis for Identifying gender issues and gender biases.
- To understand the study of sex ratio and analysis of it State wise
- Creating awareness among SC/ST students about various schemes and scholarships available to them.
- Collection of data regarding children with special needs from municipal records.
- Visit to inclusive schools and to observe classroom transaction of any one of such school and make a report of the same.

- The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

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B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE	:	SOCIAL AND ENVIRONMENTAL SCIENCE- PART-I
COURSE CODE	:	BED-04A
COURSE CREDIT	:	3+1

A. EDUCATION FOR PEACE

COURSE OBJECTIVES

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

- broaden notions of student-teachers about peace and peace education, their relevance and connection to inner harmony;
- understand harmony in social relationships across individuals and groups, based on constitutional values;
- strengthen self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialization;
- orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students; and
- counter negative influence of media and local community to weed out negative effects by influencing parents, families, and local community.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- develop children having good democratic ideals and citizenship;
- apply the conflict management strategies in the classroom;
- enhance self-development of children;
- implement various peace building practices; and
- design peace building activities in curricular and co-curricular aspects.

UNIT- 1 UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

Peace : Awareness, characteristics, challenges, & crises - Conflict reconciliation - Needs and concerns - Negative peace - Peace values, attitudes and beliefs - Constitutional values - Ecological resources - Foundations of peace - Intercultural and cultural harmony - Responsible citizenship - Respect for secular & democratic ideals - Harmony - Sustainable development - Peace education - Various philosophies on peace - National and International initiatives.

UNIT- 2 UNDERSTANDING CONFLICTS, UNDERLYING PERSONAL-SOCIAL PROCESSES AND MEDIATION, AND TRANSFORMATION OF CONFLICT

Incompatibility of needs, aspirations, desires and resulting conflicts - Its levels - Reasons that sustain conflict - Limited resources - Developing capabilities for mediation and conflict transformation - Solutions to overcome / transform conflicts.

UNIT- 3 EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION

Self awareness - Its influences at various levels and places - Stress, anger aggression - Yoga, meditation and stress management - Critical self reflection - Listening and sharing feelings - Feedback, Empathy, Trust - Self management - Multicultural orientation - Ethical behaviour - Daily journal on experiences.

UNIT- 4 ORIENTING EDUCATION FOR PEACE BUILDING

Critical reflection on curricular processes - Opportunities inherent in curriculum for introducing various disciplines and practices - Child rights - Issues and challenges at various levels - Pedagogy of peace education - Skills and strategies - Becoming peace teacher – Acquisition of relevant knowledge, attitudes, values and skills - Constitutional values - Multi-culturalism - Health, yoga, effective parenting, and communication skill building.

UNIT- 5 EVALUATION OF THE PEACE-BUILDING PROCESSES

Assessment of peace building process - Objective indicators - Planning and recording change - Understanding motivation - Feedback, and review of strategies - Visible and objection indicators of peace process inherent in organizations - Work culture - Non-exclusion of caste, gender, education, socio-economic-cultural background etc - Individual level indicators.

PRACTICUM

- Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony
- Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training
- Visits to organisations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
- Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups :
- Approaches to peace education – case studies of local and International Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life
- Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like - Doha Debates, Sadako, etc.
- Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

REFERENCES

- **Barash, P. David**, *"Approaches to peace"*, Oxford University Press, New York (2000).
- **Bernard Jessie.**, *"The Social Study of Conflict"* International Sociological Association, *The Nature of Conflict*, UNESCO Paris (1957).
- **Galtung, Jogan.**, *"The Struggle for Peace Gujarat"*, Vidyapith, Ahmedabad, (1984)
- **Galtung, J.**, *"Searching for peace"*, *The Road to TRANSCEND*, Sterling Virginia (2003).
- **Gandhi, M.M.**, *"Non-Violence in peace and War"*, Navajivan Publishing House, Ahmedabad, (1944).

B. ISSUES OF CONSERVATION AND ENVIRONMENTAL REGENERATION

COURSE OBJECTIVES

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

- understand the importance of need and scope of environmental conservation and regeneration;
- brief the structure and functions of different ecosystems;
- understand India as a mega biodiversity Nation;
- enumerate the role of individual in conservation of natural resources;
- explain consumerism and waste generation and its management;
- describe environmental conservation in the globalised world;
- understand the impact of natural-disaster/man-made disaster on environment; and
- explore child mortality and maternal health.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- create environmental awareness among children;
- mobilise children for natural resource management in the community;
- involve student community for appropriate waste management practices;
- inculcate the importance of managing environmental disasters and environmental sustainability; and
- create awareness on maternal health issues.

UNIT 6 NATURE AND SCOPE OF ENVIRONMENTAL CONSERVATION

Importance, need and scope of environmental education - Structure and functions of different ecosystems - India's mega biodiversity - Role of individuals in conservation of natural resources, and prevention of pollution- Equitable uses of resources for sustainable livelihoods - Environmental legislation and enforcement - Role of ICT and media in environment and human health.

UNIT 7 COMMUNITY PARTICIPATION IN NATURAL RESOURCE MANAGEMENT

Community participation in natural resource management – Deforestation in tribal area - Sustainable land use - Traditional knowledge and biodiversity conservation - Developmental projects and their impact on biodiversity conservation - Role of media and ecotourism in environmental awareness - Role of local bodies in environmental management - Shifting cultivation and its impact on environment - Change in forest cover over time.

UNIT 8 WASTE MANAGEMENT

Consumerism - Waste generation and its management - Genetically-modified crops - Water consumption pattern in rural and urban settlement - Ethno-botany and its role in the present day world - Environmental degradation and its impact on health - Economic growth and sustainability - Organic farming - Agricultural waste management - Rain water harvesting - Biomedical waste management - Changing patterns of energy and water consumption.

UNIT 9 ENVIRONMENTAL SUSTAINABILITY

Environmental conservation in the globalised world - Alternative sources of energy - Impact of natural-disaster/man-made disaster on environment - Biological control for sustainable agriculture - Heat production and green house effect - Impact of industry/mining/transport on environment - Sustainable use of forest produces.

UNIT 10 CHILD MORTALITY, MATERNAL HEALTH AND DISEASES

Role of women in conservation - Female foeticide/infanticide and skewed sex ratio - Development of slum area and their inhabitants - Child mortality and maternal health - HIV/AIDS, malaria-status, measures undertaken for their control/ eradication.

PRACTICUM

- Submit a small assignment in the form of an activity as observation of important relevant days.
- Preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc.
- Form an environment club and associate with some local specific issue pertaining to the place of residence of the student.
- Develop a seminar document, which will be submitted after the seminar

REFERENCES

- **Agarwal S.K. (1997).** *Environmental Issues themes New Delhi: APH publishing Corporation.*
- **C.E.E. (1994)** *Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication.*
- **Garg, B. & Tiwana.(1995)** *Environmental pollution and protection, Deep & Deep Publication, New Delhi.*
- **Nanda V.K.** *Environmental Education, New Delhi: Anmol Publications Pvt. Ltd.*
- **N.C.E.R.T. (1981)** *Environmental Education of the School level. A lead paper. New Delhi NCERT publication.*

* * *

Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – I year (Distance Mode)

COURSE TITLE : **ASSESSMENT FOR LEARNING – PART-I**
COURSE CODE : **BED-05A**
COURSE CREDIT : **3+1**

COURSE OBJECTIVES

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

- gain a critical understanding of issues in assessment and evaluation;
- understand various levels of evaluation and distinguish their situations
- learn types of evaluation
- acquire knowledge about the characteristics of a good tool
- know about the major tools of evaluation and their usages
- become cognisant of teacher competencies in evolving appropriate assessment tools and
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply knowledge of assessment and evaluation in classroom;
- comprehend various levels of assessment;
- consolidate the outcomes of subject-based learning;
- interpret the performance of students learning through various tools of evaluation; and
- bring out standardised evaluation tools for assessing achievement of students.

UNIT 1 OVERVIEW OF ASSESSMENT AND EVALUATION

Distinction between 'Assessment of Learning' and 'Assessment for Learning' - Purposes of assessment - Critical review of current evaluation practices and their assumptions about learning and development - Clarifying the terms (i) assessment, evaluation, test,

examination, measurement (ii) formative and summative evaluation (iii) continuous and comprehensive assessment (iv) grading.

UNIT 2 LEVELS OF ASSESSMENT

Dimensions and levels of learning – Educational objectives - Relationship between educational objectives, learning experiences and evaluation - Problem-solving - Meaning-making propensity; Abstraction of ideas from experiences - Seeing links and relationships; Inference; Analysis; Reflection - Originality and initiative; Collaborative participation; Creativity; Flexibility - Contexts of assessment: Subject-related ; Person-related.

UNIT 3 ASSESSMENT OF SUBJECT-BASED LEARNING

Subject-based Learning - Assessment tools - Kinds of tasks - Kinds of tests and their constructions – Norm Referenced and Criterion Referenced Tests – Characteristics of Instruments of evaluation - Observation of learning processes - Self-assessment and peer-assessment - Constructing portfolios - Quantitative and qualitative aspects of assessment: Appropriate tools for each.

UNIT 4 MAJOR TOOLS OF EVALUATION AND THEIR USES

Paper pencil test, Oral tests and Performance tests – Achievement tests : Standardized and teacher made tests – Diagnostic tests – Intelligence tests and aptitude tests – Rating scales – Check list – Anecdotal records – Socio-metric tests – Interview, Questionnaire, and Inventory.

UNIT 5 TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS

Visualising appropriate assessment tools for specific contexts, content, and student – Teacher made Achievement tests : Essay and Objective type tests – Preparation of a blue print – Characteristics of a good test - Scope for original responses - Evolving suitable criteria for assessment - Student portfolios and rubrics for portfolio assessment - Using assessment feedback for furthering learning.

PRACTICUM

- Framing of various educational objectives
- Preparation of a blue print and a question paper
- Finding the reliability of a question paper using various methods
- Preparation of various tools of evaluation such as aptitude tests – Rating scales – Check list – Anecdotal records – Socio-metric tests – Interview, Questionnaire, and Inventory
- Preparation of a Socio-metric tests and its interpretation

REFERENCES

- **Ebel, R.L., and Freshie, D.A. (2009).** *Essentials of Educational Measurement, Prentice Hall of India, New Delhi.*
- **Ingram Cregg, F. (1993).** *Fundamentals of Educational Assessment. New York: D. Van Nostrand Company*
- **Kubiszyn,T.and Borich,G. (2003),** *Educational Testing an Measurement, John Wiley and Sons, Singapore*
- **Mehta, (2000),** *Educational Measurement and Evaluation, Tandoon Publishers, Ludhiana*
- **Raghu raj, (2006),** *Measurement and Evaluation in Education, Shree publishers, New Delhi*
- **Sharma, R.A. (2008)** *Essentials of Measurement, Lall Book Depot, Meerut*
- **Singh, A.P. and Koshla, M. (2005),** *Educational Measurement and Evaluation, Vinod Publications, Ludhiana*
- **Smith, (2006),** *Theory of Educational Measurement, Commonwealth publishers, New Delhi*

**j kpoehL j pwej epi yg;gyfi yf; fofk;
fyt;papay;gssp
nrđi d - 15**

gpvl ; ghl j j pl l k; - Kj yhk;Mz L (nj hi yepi y)

- ghl j j i ygG : j kpo;fwggj j y;- gFj pl**
- ghl f;FwpaL : BED-11A**
- j Fj pmsntz ; : 3+1**

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eb;fs; , gghl j i j g;gapd;wgpd;

- j kpo;fwggj j ypd; , ayGk;kwWk;vyi yAk;vLj ;Ji uggh;
- j kpo;fwggj j ypd;Nehf;fqfi s tpsf;F th;
- j kpo;fwgpf;Fk;Ki wfi sg;gpd;gwWth;
- nkhoj ;j pd;fs;py;Mwwy;ngWth;
- kj ;ggll ;L Ki wfi s gpd;gwWth;

ghl tpi sTfs;

, ej ghl j i j Kbj j ggwF>khz tMrhpauhy;

- j kponkhopapd;gq;FkwWk;Kf;fpaj ;J tk;Fwj j mwpi t tshgLj j KbAk;
- fyt; Nehf;fqfi sj; j kponkhopay; vOJ tj w;fhd mstpl f; \$ ba tpi drnrhw;fi sg;gadgLj j KbAk;
- tFggi wf;fwggj j ypy;Ez z pi yf;fwggj j y;j pd;fi sg;gadgLj j KbAk;
- fwggj j y;j pl l q;fs;pd;gbj ;pwkgl ;fwgpf;fKbAk;kwWk;
- kj ;ggll ;Lf; fUt;pf;fi sf; nfhz ;L khz th;fs;pd; nrayj ;wi d kj ;ggll ;r; nraaKbAk;

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j hankhopf;fyt;pd; Kf;fpaj ;J tk; - rpwgGNehf;fqfs; -
ntspapLq;fUt;pf;fs; - mbggi l j j pd;fs; - , yff;paek; -
gi l gghwwy; - fwi dahwwy; - r%fg;gz ghl bi d tshj j y; -
kuGfi s mwj y; - moFz hMwwi y tshj j y; -
thof;fi fj j pd;fi sg; ngWj y; Nkyepi yggssp/caHepi yggssp
tFgGfs;py;nkhop , yff;pak;ngWkpl k;

gµpT 2 j kp; fwgg j ypd; Nehffqfs;

nkhop Nehffk; , yffpa Nehffk;r%f gdghl;L tsHrrp-nghJ
Nehffqfs;rpwgG Nehffqfs; vd ti uAi ujj y; - GS kpd;
fwgg j y;Nfhl ghLfs;

gµpT 3 Ez z pi yf; fwgg j y; gapwrrp

Ez z pi yf; fwggG gapwrrp - nghUs; tpsffk; - Nj hwwk; - Nj i t -
gapwrrp Ki wfs; - gapwrrp Rowrrp j pwd,fspd; ti ffs; - Nehffqfi s
ti uAi ujj y; - tYt+l;Lj y; - nj hl qFj y; - tpsfFj y; - gyt i fj ;
J}z ;l y; - fpsHtpdhf; Nfl ;l y; - vLj ;J f; fhl ;Lj j Uj y; - Kbj j y;
, twwpd; cl ;\$ Wfs; gwwpa tpsffk; - , i z gGggapwrrp - tFggi w
capNuhl ;l k;

gµpT 4 ghl k; fwgg j y; j pl ;l k;

fwgg j Yffhd Kd; j ahupgG - cwW Nehff; - mj d; ti ffs; -
MrpupaH tFgi g cwWNeheff; - ghl k; fwggGj ; j pl ;l k; vOJj y; -
ghl k; fwgg j y; j pl ;l ggbt k; - j fty; gFj p - xgGj y; gFj p - j ahhgGg;
gFj p - gbtq,fspd; cl ;\$ Wfi s Ki wggI vOJj y; - nghJ rpwgG
Nehffqfi s ti uaWjj y; - fwgg j y; Ji z f; fUtpfi sg;
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j pl ;l k;

gµpT 5 j kp; fwypd; kj pggL

kj pggL - j di k tpsffk; - kj pggll ;L NehffKk; Nj i tAk; -
tpdhf,fspd; ewgz Gfs; - Gwta-mfta tpdhf,fs; - tpdhj j hs;
j pl ;l ti uTj ; j ahhj j y; - j pl ;l ti uTfF Vwg mi l Tj ; Nj HTj ;
j ahuj j y;

nrayghLfs;

- j kp; fwgg j Yffhd fwwy; nghUs; j ahuj j y;
- VNj Dk; l e; j j pwd,fi s nfhz ;L Ez z pi y gapwrrp; ngWj y;
- Fi wej J 20 ghl k; fwggGgj j pl ;l k; j ahuj j y;
- myFj ; j pl ;l Kk; Mz ;Lj ; j pl ;l Kk; j ahuj j y;

- Gwta tpdhf;fs;j ahupj j y;(xtnthU ti fapy;gj ;J kpfhky)
- tpdhj j hs; j pl l ti uTj ; j ahupj ;J mj w;F Vwg mi l Tj ; Nj HT tpdhj j hs;j ahupj j y;

ghHi t E}y;fs;

- ed;Dhy>ahggUqfyf;fhpi f>j z oyqfhuk>ekgjafgnghUs>GwgnghUs;ntz ghkhi y.
- , *ujj pdrghaj p* kffs;nj hl HGk;khz GW fyt;PAk>N[hj pGj j f epi yak>nrdi d (2004).
- , *ujj pdrghaj p* nrknkhopf; fyt;p(j kpo)> rrej h ggs~ H] >nrdi d (2007).
- *Kdi th;rh. gukrptk* - ewwkpo;- , yffz k;- gl ;L gj jggfk>nrdi d.
- *rq;fhuNt Y Kj ypahH* mgjj hd rrej hkz p rhuj h gj jggfk> epfz ;fLfs> # l hkz p graqfyk> j pthfuk;
- *t[uNt Y* mUej kpo; fwgpf;Fk; Ki wfs> mkrh gj jggfk>nrdi d-(2009)
- *thR mwptofd* j kpo; , yff;pa j j y; csggFggha;T j kpo;ff;fy;t; Muharrp tsHrrp epWtdk>nrdi d-24.
- *tbggd;gh* - caHepi yapy;j kpo; fwgjj j y; kz l yf; fyt;pa;ay; epWtdk; Nj rpa Muharrp gapwrrp epWtdk; i k#H.
- *lhfl h;K. tuj uhrdhh* - j kpo; , yff;pa tuyhW - i rt rjj j hej E}y;gj jggfk>nrdi d.

**j kpoehL j pwej epi yg;gyfi yf; fofk;
fy;tpay;gssp
nrđi d - 15**

gpvl ; ghl j j pl l k;- Kj yhk;Mz Ł (nj hi yepi y)

**ghl j j i ygG : rpwgGj ; j kpo; fwggj j y;- gFj pl
ghl f; FwpaL : BED-12A
j Fj pmsntz ; : 3+1**

Nehf;fqfs;

elq;fs; , gghl j i j g; gapd wgpđ;

- j kpođ; rpwgGfi s tps f;F th;fs;
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- nkhop fwwy; nfhs; i ffi s mwpe; J mtwi wgh; nghUj j khf fwggj j ypy;
gadgLj ; J th;fs;
- khz thpd; Nj Hrrpi a kj pggpL th;fs;
- fwwy; fwggj j y; j pl l qfi s mwpe; J nfhs; th;fs;

ghl tpi sTfs;

, ej ghl j i j Kbj j ggpwF>khz t Mrhpauhy;

- j kponkhopapđ; , yf;fpa , dgk; cz he; J Nghww KbAk;
- j kponkhop fwggj j ypdhy; , yf;fpa Mwwy;fi s tshj; J r%fg; gz ghl ;L
tshrr; papi dAk> r%fj j pw;Fk; j kponkhop;Fk; css cwtpi d mj pfggLj j
KbAk;
- gyNtWEz z pi yf; fwggj j y; j pđ;f;sy; gapw;rngWtJl d; mtwi wg;
gadgLj j ptFggi wf; fwggj j i ynrOi kggLj j KbAk;
- j kponkhop; fwwy;py; ftđj i j mj pfhp;Fk; ti fapy; ghl j i j j ; j pl l kpLj y;
j kponkhop; fwwy;py; Mh;t; j i j J}z ;Lk; ti fapy; j Fej Ji z ffUt;pi sg;
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gapw;pmi l aKbAk;

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j hankhopf; fy;tpapd; j i yaha gz pfs; - caHepi y /
Nkdpi yggssp - epi yapy; - gyNtW fhyfl ;qfs;py; , yf;fpa
tsHrrp - fwggj j ypd; , dwpai kahi k - rpwgG Nehf;fqfs; -
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mwpTffsQrpa thapy; - mbggi l j ; j pwd; tsHrrp - , yf;fpa
, dgk; - gi l gghwwy; - fwgi dahwwy; - r%fg;gz ghl ;L tshrrp -
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gj pT.

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tof;Ffs; - nkhop fwwYffhd cstpay; nfhsi ffs; , afff;
fy;tp fUj ;J f; fy;tp, fnfhsi fahsHfs; nkhop tsHrrp gwwpf;
nfhz ;Lss fUj ;J ffs; - mffUj ;J ffs;pd; VwGk; kWgGk;

gµpT 3 Ez z pi yf;fwggj j y;

Ez z pi y fwggGg; gapw;rp - nghUs;tps f;fk; - Nj i t -Nj hwwk; -
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J}z ;l yfs; - nkhopf;fwggj py; Ez z pi yf; fwggj j ypd; gq;F -
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Kbj j y; , twwpd;cl ;\$ Wfs;gwwpa tps f;fk;

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j hankhopf; fwgggj py; : ghl k; fwggGj ; j pl ;l k; - ghl k; fwggj j y;
j pl ;l j ; Nj i t - Mht%l ;l y; - kj ;ggL - xggi l gG - fwggj j y;
j pl ;l j j py; fhz ggl Ntz ba \$ Wfs; ghl j j i ygG - Kbj j wfhd
fhy msT-Nj i tahd Ji z f; fUtpfs; - fwggj j y; Nehf;fqfs;
(nkhopgghl j j py; nkhop tpOkpak; rhHej Nehf;fqfs;)-Nj i tahd
Ji z f; fUtpfs;fwggj j y; mOj j qfs; (Teachi ng poi nts)-
fwggj j y; Ki wfs; ghl q;fwggj j y; j pl ;l g; gbt k; -
nkhopgghl j j pNfwwthW tbt i kf;fggl ;l tbt k; -nfHghHl ;
myyJ gpw VwGi l a tbtqfs;

gµpT 5 j ha;nkhop fwgj j ypd;kj pggL

Nj HT tpdhf;fs; - mftak> Gwtak> , t;tpU ti ffs;py;
mi kgGf;fs;- xt;nthd;wpd;Nj HTg;gadghLfs;- , twi wg;gwwpa
gpi ogl;l fUj;Jf;fs;- , twi wjahupf;Fk;Ki wfs;- ei l Ki wapy;
fhz ggLk; tpdhg; gpwo;Tfs; : mi l Tj; Nj HT : Nj HTj; jhs;
jahupj j y; - tpdhj jhs; j pl;l ti uT- tpi l j jhs; mstpLj y; -
tpdhg; gFgggha;T - Ki wfs; - khz tupd; tpi l j; jhs;fS f;F
kj pgnz ; msi t toqfp mtHfspd; Nj urrpj; j di kapi d
kj pggpl y;(Gss;py;msi tfs;nfhz ;L).

nrayghLfs;

- fwgj j y; gapw;rp;f;fhf ti uaWf;fggl;l Ez z pi yg; gapw;rp;api d
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- mbggi l j; j p;d; tsHrrp;f;fhd goFnray;fs> Ji z f; fUt;pf;fs;
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- ghl j ; j pl;l mi kgGgb ghl j pl;l k;xd; i wj ; jahupj j y;
- j wNghi j a #oyp; j kpo;f; fyt;papd; epi yapi d kj pggll ;L mw;pf; i f
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- ei l Ki wapYss 6-10 myyJ 9-12 Mk; tFgGj ; j kpo; ghl qfS f;fhd
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jahupj j y;
- ghl g; gFj p;fs;py;css nraAs;f;sp;py; xyp eakp;f;f ghl y; xd;wpi dAk> nrhy;
eakp;f;f ghl y; xd;wpi dAk;Nj Henj Lj ;J mtwWs;mi ke;Jss eaqfi s
nts;pggLj ;Jj y;

ghHi t E}yfs;

, yffz E}yfs;

- *edD}y* > ahgngUqfyf; fhupi f > j z bayqfhuk > ekgrafg; nghUs > GwgnghUs; ntz ghkhi y.
- *R.t[uNt Y* > mUej kpo; fwgrf;Fk; Ki wfs > mkrh gj jggfk > nrd;i d-(2009)
- *gp, ujjpdrghaj p* kf;fs; nj hl HGk; khz GW fy;tAk > N[hj p Gj j f epi yak > nrd;i d (2004).
- *gp, ujjpdrghaj p* nrknkhopf; fy;t (j kpo) > rhej h ggs p~ H] > nrd;i d (2007).
- *Ki dtH rh gukrpt k*; - ewwkpo; - , yffz k; - gl ;L gj jggfk > nrd;i d.
- *rpfhuNt Y Kj yphh* > mggj hd rpej hkz p rhuj h gj jggfk > epfz fLfs > #l hkz p gpqfyk > j pthfuk;
- *thR mwpt of d*; j kpo; , yff;aj j py; csggFggha;T j kpo; ff;fy;t p Muharrp tshrrp epWtdk > nrd;i d-24

Tamil Nadu Open University
School of Education
Chennai – 15

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

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

COURSE OBJECTIVES

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

- comprehend the contents and structures of English textbook at various levels ;
 - see the role of English in India in the right perspective and the importance of learning English as a second language;
 - get familiarized with the various aspects of language skills;
 - acquire knowledge of the current trends in the teaching of English;
 - acquaint with techniques of oral preparation and practice of language items;
 - get familiarized with the approaches and methods of English Language; and
 - understand the evaluation techniques and assessment procedure.
-

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of English;
- use measurable verbs for writing educational objectives in English;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1 NATURE AND SCOPE OF ENGLISH

Meaning-Definition-Scope of English-Importance of learning English -
Difference between language as a school subject and language as a
means of learning and communication- English Teacher with Various

Skills - Constitutional provisions and policies of language education in India- English as a link language in global context.

UNIT 2 AIMS AND OBJECTIVES OF TEACHING ENGLISH

Aims of teaching English at the Primary level, Secondary level and Higher Secondary level - General Instructional Objectives- Objectives of teaching English as a second language- Behavioural or Specific Learning Outcomes- relating to Cognitive, Affective and Psychomotor domains based on Blooms Taxonomy Educational Objectives – The four skills of English language.

UNIT 3 MICROTEACHING

Microteaching- Definition-Origin- need and procedure - Microteaching cycle - Skills of Microteaching - Skill of reinforcement - Skill of Introducing, Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning, Illustration with examples and closure- Link practice- Need for Link practice.

UNIT 4 PLANNING FOR TEACHING-LEARNING ENGLISH

Macro teaching - Importance of lesson plans- Format of a typical Lesson Plan- Instructional objectives both general and specific- Teaching aids- Motivation- Presentation- Application- Recapitulation- Evaluation and Assignment- unit plan-year plan – Study Skills – Teaching Grammar.

UNIT 5 EVALUATION IN ENGLISH

Introduction- Objectives and Need of Evaluation- Characteristics of good test-type of test- Achievement test in English- Subjective and Objective tests- Blue print- preparing model question paper for English subject based on Blueprint.

PRACTICUM

- Prepare a simple linear programme for a unit in grammar.
- Prepare a project proposal to find out the recent trends in teaching of English.
- Prepare exercises for LSRW skills acquisition.

REFERENCES

- **Abha Ram Bisht (2005)** *Teaching English in India*. Agra : Vined Pustak Mandircon Desktop Publishers.
- **Aggarwal, J. C. 2002** *Principles, Methods & Techniques of Teaching*. UP : Vikas Publishing House Pvt Ltd. Aggarwal, J. C. *Essentials of Educational Technology*. UP : Vikas Publishing House Pvt Ltd.
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- **Marlow Ediger, B.S. Venkata Dutt, D. Bhaskara Rao (2003)** *Teaching English Successfully*. Discovery publishing house.
- **Paul Verghese, C. (2003)** *Teaching English as a Second Language*, Sterling Publishers.
- **Sharma. S.R. (2003)** *Modern Methods of Teaching English*. Book Enclave Publishers.
- **Dr. Sachdeva. M.S. (2001)** *A New Approach to Teaching of English in India* Tandon Publication.
- **Sareswathi. V. (2004)** *English Language Teaching* Orient Longman Publishers.
- **Tamil Nadu Text Book Corporation (2002)** *English Language Education*.
- **Vaidyanathan, P.K. (2003)** *Methods of Teaching English* Shantha Publishers, Chennai-8.
- **Venkateswaran. S. (1995)** *Principles of Teaching English*, New Delhi : Vikas Publishing House.
- **Verma, S.K. (1994)** *Teaching English as a Second language*, India.

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B.Ed Syllabus – I year (Distance Mode)

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

COURSE OBJECTIVES

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

- develop competencies and skills in the student-teacher;
- refresh and enrich their knowledge of English grammar and vocabulary;
- realize the value of English after completion of the course;
- comprehend and adopt various methods and approaches in learning English;
- prepare and use different kinds of instructional materials for teaching English;
- understand and identify the difficulties faced by the students in learning a foreign language and suggest remedial measures; and
- formulate instructional objectives in terms of observable terminal behaviors of learners.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of special English;
- use measurable verbs for writing educational objectives in English;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1 NATURE AND SCOPE OF TEACHING ENGLISH

Scope of teaching English at the secondary level – Role of English in India - The functions of a Second Language in a multilingual society – History of Linguistics – Meaning and scope of linguistics.

UNIT 2 AIMS, OBJECTIVES AND ADVANCED GRAMMAR

Aims of teaching English - Objectives of learning English as second language at higher secondary level- Blooms Taxonomy of Educational Objectives. Advanced grammar - The Noun phrase - The Verb phrase, type of sentences - sentence patterns - Direct and Indirect speech - question forms - Tag questions – Analysis and classification of grammatical errors- transformation of sentences.

UNIT 3 MICRO- TEACHING

Micro-teaching - Procedure - Microteaching cycle-Skills of Microteaching- Skills of reinforcement- Skill of Introducing, Skill of Explaining- Skill of Stimulus variation-Skill of probing Questioning- Illustration with examples and Closure- Link practice- Need for link practice. – Role of Micro teaching in teaching learning of English language.

UNIT 4 PLANING LESSON IN TEACHING- LEARNING ENGLISH

Importance of Lesson Plan - Format of typical Lesson plan to teach English- Teaching aids-Motivation-Presentation- Application- Recapitulation- Evaluation and Assignment- Unit plan and Year plan. Qualities of an English Teacher.

UNIT 5 EVALUATION IN TEACHING ENGLISH

Introduction- Objectives and Need of Evaluation- Characteristics of good test-type of test- Achievement test in English- Subjective and Objective tests- Blue print- preparing model question paper for English subject based on Blueprint. Statistics.

PRACTICUM

- Prepare to make use of different teaching material in the English classroom.
- Prepare three activities to develop a good classroom climate.
- Practice any 5 skills in Microteaching.

REFERENCES

- **Ahuja G.C.K. Pramila (1994).** *How to increase reading speed* Sterling Publishers.
- **Brown K. (Editor) (2005)** *Encyclopaedia of Language* cup.
- **Doughty Peter (1994)** *Language English and the curriculum Schools Counselling Programme in Linguistic and English Teaching.*
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- **Kudchedkar (2002)** *English Language Teaching in India, Chennai : Orient Longman.*
- **Ladousse. G.P. (2004)** *Role play; Oxford : Oxford University Press.*
- **Dr. Sachdeva. M.S. (2001)** *A New Approach to Teaching of English in India Tandon Publication.*
- *The Internet Test Journal Vol VIII, No.7, July 2002 Retrieved Sep 1, 2007 from [http://iteslji.org/Kodot chigora - Roleplay.html](http://iteslji.org/Kodot%20chigora%20-%20Roleplay.html).*
- **Vaidyanathan, P.K. (2003)** *Methods of Teaching English* Shantha Publishers, Chennai-8.
- **Yule G. (1996).** *The study of Language* Cambridge.

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

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

COURSE OBJECTIVES

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

- develop an insight into the meaning, nature and scope of mathematics;
- understand the aims and objectives of teaching mathematics;
- identify the educational objectives in teaching and learning of mathematics;
- acquire competence in teaching mathematics and structuring lesson plans;
- appreciate the importance of microteaching; and
- acquire various Evaluation Techniques in mathematics education.;

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Mathematics;
- use measurable verbs for writing educational objectives in Mathematics;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1 NATURE AND SCOPE OF MATHEMATICS

Meaning – Definition - Scope of Mathematics – Importance of learning Mathematics – Structure, Abstractness, Symbolism, Precision – Mathematics as a Science of measurement and quantification - Aesthetic sense in Mathematics - Mathematics and its relationship with other disciplines – History of Mathematics – Indian Mathematicians – Western Mathematicians.

UNIT 2 AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Aims: Practical – Social – Disciplinary and Cultural – Instructional

Objectives: General Instructional Objectives (G.I.O's) and behavioural or Specific Learning Outcomes (S.L.O's) – relating to Cognitive, Affective and Psychomotor domains – based on – Bloom's Taxonomy Educational Objectives.

UNIT 3 MICRO -TEACHING

Microteaching – Definition - Origin, Need, and Procedure - Microteaching Cycle – Skills of Microteaching - Skill of Set Induction, Skill of Explanation, Skill of Probing Questioning, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Blackboard Writing and Skill of Closure - Link Practice - Need for Link practice.

UNIT 4 PLANNING FOR TEACHING - LEARNING OF MATHEMATICS

Macro teaching - Year plan - Unit plan - Lesson planning - Importance of lesson plans - Herbartian Steps – Format of a typical Lesson Plan – G.I.O's & S.I.O's – Teaching aids – Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment.

UNIT 5 EVALUATION IN MATHEMATICS

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in Mathematics – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint.

PRACTICUM

- Prepare any four instructional aids to teach Mathematics.
- Practice any five micro skills in Mathematics Education.
- Prepare a minimum of 20 Lesson Plans in Mathematics
- Prepare Unit Plan and Year Plan for Mathematics.
- Construct an achievement test question paper with clear blue print.
- Review any one of the Tamil Nadu State Board text books in Mathematics

REFERENCES

- **Anice James (2005)**. *Teaching of Mathematics* . Hyderabad: Neelkamal Publications.
- **Bill Handley (2012)**. *Speed Mathematics*; Wiley-Blackwell; 3rd Edition
- **Mangal.S.K.(2007)**. *Teaching of Mathematics*. Tandon Publications, Ludhiana
- **Marilyn Burns (2007)**. *About Teaching Mathematics: A K-8 Resource, Math Solutions*; 3rd edition
- **NCERT (2015)**. *Mathematics Text Book for class for class 6 to 10*; NCERT Publication, New Delhi
- **Rajesh Kumar Thakur (2009)**. *Vedic Mathematics*; Unicorn Books
- **Raju B.S.P & Upadhyaya.B.S. et,al (2011)**. *Pedagogy of Mathematics two year B.Ed Course, NCERT*; First Edition
- **Steven G. Krantz (1999)**. *How to Teach Mathematics*; American Mathematical Society; 2nd edition
- **Steven G. Krantz (2003)**. *A Mathematician's Survival Guide: Graduate School and Early Career Development*; American Mathematical Society
- *Mathematics School Text book of Government of Tamilnadu.*
- www.eltguide.wordpress.com

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

COURSE TITLE : TEACHING OF SCIENCE – PART-I

COURSE CODE : BED-16A

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- develop insight into the meaning, nature, scope, aim and objectives of science education;
 - appreciate science as a tool to engage the mind of every student;
 - identify the educational objectives in teaching and learning of science;
 - appreciate the process of developing a concept;
 - acquire various teaching skills;
 - channelise, evaluate, explain and reconstruct their thinking;
 - acquire competence in teaching science and structuring lesson plans; and
 - develop competencies for teaching-learning science through various measures.
-

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Science;
- use measurable verbs for writing educational objectives in Science;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1 NATURE AND SCOPE OF SCIENCE

Science: Meaning, Definition, Scope, Characteristics - The Utility of the Subject - The Cultural Values of the Subject - Importance of Teaching Science based on the Nature of Science - Impact of Science and Technology on Modern Living - Inter Disciplinary Approach - Science and its relationship with other disciplines – History of Science – Indian scientists – Western scientists.

UNIT 2 AIMS AND OBJECTIVES OF TEACHING SCIENCE

Taxonomy of Educational Objectives - Classification of Educational Objectives - Bloom's Taxonomy - Categories in Cognitive Domain, Affective Domain and Psycho-motor Domain - Writing objectives in behavioural terms - Objectives of Science Education at Various Levels - Aims of Teaching Science at different levels: Primary, Secondary and Higher Secondary Levels.

UNIT 3 MICRO -TEACHING

Microteaching: Meaning, Definition, Origin, Need and Procedure - Microteaching Cycle – Skills of Microteaching: Skill of Reinforcement, Skill of Introducing a Lesson, Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning, Skill of Illustrating with examples and Closure - Link Practice - Need for Link practice.

UNIT 4 PLANNING FOR TEACHING - LEARNING OF SCIENCE

Macro teaching - Lesson planning - Importance of lesson plans - Herbartian Steps– Lesson Plan: Characteristics of a good Lesson Plan - Format of a typical Lesson Plan: Criteria for Writing G.I.Os & S.L.Os, Teaching aids, Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment – Unit Plan– Year Plan.

UNIT 5 EVALUATION IN SCIENCE

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in science – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint.

PRACTICUM

- Prepare any two improvised apparatus in science.
- Practice of a minimum five skills in microteaching.
- Prepare a minimum of 20 Lesson Plans in science.

- Prepare a Unit Plan and Year Plan.
- Construct an achievement test question paper with clear blue print.
- Review any one of the Tamil Nadu State Board text books in science
- Prepare any two working models in your own.

REFERENCES

Aggarwal, D.D. (2008). *Modern Method of Teaching Biology, Karan Paper Backs.* Ahmadabad: Shitya Mudranalaya.

Carin & Robert, S. (1989). *Teaching Modern Science (5th edition), USA: Merill Publishing.*

Dhananjay Joshi, (2012). *Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd.*

Joseph, (1966). *The Teaching of Science, Harvard University Press.*

Pandey, (2003). *Major Issues in Science Teaching, New Delhi: Sumit Publications,*

Radha Mohan. (2010). *Teaching of Physical Science. New Delhi: Neelkamal Publishers.*

Sharma, R.C. (2006). *Modern Science Teaching, Dhanpat Rai Publications, New Delhi.*

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

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

COURSE OBJECTIVES

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

- develop insight into the meaning, nature, scope, aims and objectives of social science education;
- identify the educational objectives in teaching learning of social science;
- acquire various teaching skills; and
- acquire competency in teaching social science and structuring lesson plans, and
- understand the various micro-teaching skills.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Social Sciences;
- use measurable verbs for writing educational objectives in Social Sciences;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1 NATURE AND SCOPE OF SOCIAL SCIENCES

Social Sciences: Meaning, definitions, nature & scope – importance of learning social science – approaches to education – correlation of social science with other subject – values of teaching social science in school.

UNIT 2 AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCES

Aims and objectives of Teaching Social Sciences in schools – Instructional Objectives - General instructional objectives (GIOs) and

Behavioural or General Instructional objectives (SIOs) - relating to Cognitive, Affective and Psychomotor domains – based on Bloom's Taxonomy Educational objectives.

UNIT 3 MICROTEACHING

Microteaching – meaning – definitions – origin , need and procedures – micro teaching cycle – skills of micro teaching – introducing - reinforcement - stimulus variation – probing questioning - explaining – using black board - link practice – need for link practice.

UNIT 4 PLANNING FOR TEACHING LEARNING OF SOCIAL SCIENCES

Macro teaching :- Lesson planning – importance of lesson plan – Herbartian steps – format of a typical lesson plan – (GIO'S) & (SIO's) – Teaching aids – motivation , presentation – application – recapitulation , evaluation and assignment - unit plan - year plan

UNIT 5 EVALUATION IN SOCIAL SCIENCES

Meaning – Objectives, Concept, Aspects. Tools of Evaluation – Recent Trends in Evaluation – Blue print - preparing model question paper Based on Blue print.

PRACTICUM

- Preparation of Instructional materials in social science
- Practice of a minimum five skills in micro teaching
- Preparation of at least 20 lesson plans
- Preparation of unit plan and year plan
- Tools constructions – objective type , achievement test
- Preparation of a Blue print and question paper

REFERENCES

- **Bining. A. C. & Binny D.H. (1952).** *Teaching Social science in Secondary schools, Third Edition: Tata Mc Graw Hill Publishing Co. Ltd., Bombay.*
- **Battachary & Srinivas and Daiji D.R (1966).** *Teaching Social Science in Indian Schools, McGraw Hill, New York.*

- **Edgar, B.W & Stanley, P.W (1958).** *Teaching social science in high schools, fourth Edition,:* Health and company, Boston D.C.
- **Mehalinger, M.D. (1981).** *UNESCO Hand Book for the Teaching of Social Science.*
- **NCERT (1969).** *Teaching in Social science, Dept. Of Field Services, NCERT, New Delhi.*
- **NCERT (2015).** *Content cum methodology of teaching social science. New Delhi: NCERT*
- **NCERT (2015).** *Social science Text books for X Std. NCERT, New Delhi.*
- **Survey R.E. (1981).** *Elementary Social science: A skill emphasis, Allyn and Bacon-Inc.*
- **Vashist S. R. (2004).** *Theory of Social Science, Anmol Publications PVT Ltd., New Delhi*
- **Yajnik, K.S. (1966).** *Teaching Social science in India, Orient Longmans Ltd., Bombay.*

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

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

COURSE OBJECTIVES

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

- obtain in-depth knowledge about key concepts of computer science;
- comprehend the concepts of growth and development of computers;
- learn various microteaching techniques;
- acquire knowledge about various types of planning; and
- gain knowledge about evaluation in Computer Science.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Computer Science;
- use measurable verbs for writing educational objectives in Computer Science;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the students' performance adopting the tools of evaluation.

UNIT 1 NATURE AND SCOPE OF COMPUTER SCIENCE

Meaning and introduction of computer -- Importance of Computer Science –Computer curriculum – Its place and relationship with other subjects - Interdisciplinary approaches in school curriculum – Various branches of computer science–Computer generations - types of computers - Significant discoveries – Hardware - Software - Programming languages–Computer Network - Computer virus and protection –Use of computers in education.

UNIT 2 AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Aims and objectives of teaching computer science – Bloom's Taxonomy: Cognitive, Affective and Psychomotor domains - Computer science teaching at different levels: Primary, Secondary and Higher Secondary – Attainment of the objectives of computer science teaching.

UNIT 3 MICROTEACHING

Microteaching – Definition, origin, need, and procedure - Microteaching Cycle – Communication skills: verbal and non verbal communication - Types of Skills - Skill of Introducing, Explaining, Stimulus variation, Questioning, Demonstration, Reinforcement, verbal and non-verbal cues, Illustration with examples, and Closure - Link Practice - Need for Link practice.

UNIT 4 PLANNING FOR TEACHING - LEARNING OF COMPUTER SCIENCE

Lesson planning – Importance of lesson plans - Writing Instructional Objectives – Planning for specific behavioural changes - Preparation and use of Unit Plan – Teaching and Teaching aids - Evaluation, Recapitulation and Assignments.

UNIT 5 EVALUATION IN COMPUTER SCIENCE

Difference between Measurement, Assessment and Evaluation - Characteristics of good Measurement - Diagnostic Test and Remedial Teaching - Criterion Referenced Testing and Norm Referenced Testing - Different types of items - Multiple Discriminant Type Item – Development and Standardization of Achievement Test in Computer Science.

PRACTICUM

- Practice of a minimum five skills in Micro teaching.
- Preparation of at least 20 Lesson Plans.
- Preparation of Unit Plan and Year Plan.

- Test construction – Objective type and Achievement Test in Computer Science
- Preparation of a blue print and a question paper in Computer Science

REFERENCES

- **Bloom, B.S. (1956).***Taxonomy of Educational Objectives, Cognitive Domain Book.* New York: Moleay
- **Craig Zacker. (2001).***Networking: The Complete Reference.* Tata McGraw- Hill Publishing
- **Goel, H.K (2007).***Teaching of computer science.* New Delhi:R.Lall Books
- **Harley, H.K. (2007).** *The internet: complete reference.* New Delhi: Tata McGraw Hill Publishing Company Limited.
- **Krishna Sagar, (2005).***ICTs and teacher training, Delhi: Tarun offset.*
- **Krishnan, N. (2001).** *Computer Fundamentals and Windows with Internet Technology .* SciTech Publications Pvt. Ltd
- **NCERT (2015).***Computer Science Text book for class XI.* New Delhi: NCERT Publication.
- **NCERT (2015).***Computer Science Text book for class XII.* New Delhi: NCERT Publication.
- **NCERT (2015).***Content-Cum-Methodology of Teaching Computer Science.* New Delhi: NCERT.
- *The Current Text book in Tamilnadu for Computer Science.*

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

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

COURSE OBJECTIVES

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

- develop insight into the meaning, nature, scope, aim and objectives of Commerce and Accountancy education;
- appreciate Commerce and Accountancy as a tool to engage the mind of every student and its application in daily life;
- identify the educational objectives in teaching and learning of Commerce and Accountancy; and
- acquire competence in teaching Commerce & Accountancy and structuring lesson plans.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Commerce & Accountancy;
- use measurable verbs for writing educational objectives in Commerce & Accountancy;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the student's performance adopting the tools of evaluation.

UNIT 1 NATURE AND SCOPE OF COMMERCE AND ACCOUNTANCY

Meaning – Definition - Nature Scope of Commerce and Accountancy – need -Importance of learning Commerce and Accountancy – Commerce Education – History of Commerce Education – Introduction – meaning – relationship of commerce with other subjects – International business.

UNIT 2 AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Aims: Teaching and learning – educational goal – Aims of Teaching Commerce – Values of Commerce and Accountancy - Practical – Social – Disciplinary and Cultural – Instructional Objectives: General Instructional Objectives (G.I.O's) and behavioral or Specific Learning Outcomes (S.L.O's) – relating to Cognitive, Affective and Psychomotor domains – based on – Bloom's Taxonomy Educational Objectives.

UNIT 3 MICROTEACHING

Microteaching – Definition - origin, need, and procedure - Microteaching Cycle – Steps - Skills of Microteaching - Skill of Introducing -, , Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning - Skill of Reinforcement Skills of black board usage and Closure –link practice - need for link practice.

UNIT 4 PLANNING FOR TEACHING-LEARNING OF COMMERCE AND ACCOUNTANCY

Unit plan – Year plan - Macro teaching - Lesson planning - Importance of lesson plans –Difference between unit planning and lesson planning– various approaches in the preparation of daily lesson plan Format of a typical Lesson Plan – G.I.O's & S.I.O's – Teaching aids – Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment.

UNIT 5 EVALUATION IN COMMERCE AND ACCOUNTANCY

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in Commerce and Accountancy – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint – Item Analysis.

PRACTICUM

- Practice of a minimum four skills in Micro teaching.
- Preparation of at least 20 Lesson Plans.
- Preparation of Unit Plan and Year Plan.
- Test construction – Objective type and Achievement Test.
- Preparation of a blue print and a question paper
- Preparation of instructional materials in Commerce and Accountancy
- Collection of business documents, newspapers, magazine and articles (cuttings)

REFERENCES

- **Aggarwal (2008)**. *Teaching of Commerce: A practical Approach (2nd ed)*. UP: Vikas publishing house pvt ltd.
- **Bloom, B.S. (1956)**. *Taxonomy of Educational Objectives, Cognitive Domain Book*. New York: Moleay.
- **Brintha, S. (2015)**. *Teaching of Commerce & Accountancy*. New Delhi: APH Publication Corporation.
- **Ghosh, A.B. (1969)**. *Commerce Education*. New Delhi: Sultan Chand and Company.
- **Gupta, U.C. (2007)**. *Teaching of Commerce*. New Delhi Khel Sathiya Kendra.
- **Khan, M.S. (n.d)**. *Commerce Education Sterling publisher pvt ltd*.
- **NCERT (2015)**. *Commerce and Accountancy Text book for Class XI & XII*. New Delhi: NCERT Publication.
- **NCERT (2015)**. *Content-Cum-Methodology of Teaching Commerce and Accountancy*. New Delhi: NCERT.
- **Singh Y.K. (2009)**. *Teaching of Commerce*. New Delhi. APH Publishing Corporation.
- *The Current Text book in Tamilnadu for Commerce and Accountancy*.

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

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

COURSE OBJECTIVES

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

- develop insight into the meaning, nature, scope, aim and objectives of economics education;
- appreciate economics as a tool to engage the mind of every student;
- identify the educational objectives in teaching and learning of economics;
- acquire various teaching skills;
- acquire competence in teaching economics and structuring lesson plans;
- develop competencies for teaching-learning economics through various measures; and
- examine the language of economics, engaging with research on children's learning in specific areas.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- enrich his/her knowledge on role and significance of Economics;
- use measurable verbs for writing educational objectives in Economics;
- apply skills of micro-teaching in regular classroom teaching;
- teach effectively as per the instructional plans; and
- evaluate the student's performance adopting the tools of evaluation.

UNIT 1 NEED AND NATURE OF TEACHING ECONOMICS

Meaning – Definitions - Scope and nature of economics – Importance of economics education - The nature of subject materials and learning experiences included in the study of teaching economics. Need for economics in the school curriculum.

UNIT 2 AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Distinction and relationship among educational aims, objectives and goals of teaching- – aims of teaching economics - objectives and goals of teaching Economics at higher secondary level - attainment of objectives through economics. Teaching.

UNIT 3 MICROTEACHING

Origin, need, procedure – micro teaching cycle – uses of microteaching – stages in microteaching – principle and steps in microteaching skills – meaning, definition components – Skill of introducing lesson, skill of explaining, skill of illustrating with examples, skill of blackboard writing, skill of reinforcement, skill of stimulus variation – skill of probing question – skill of questioning – skill of closure.

UNIT 4 PLANNING FOR TEACHING – LEARNING OF ECONOMICS

Lesson Planning – Meaning – difference between lesson and unit plan – importance of lesson plan – various approaches in planning lesson Herbartian approach in planning lesson. stages in lesson plan. Unit planning – measuring, difference between lesson plan and unit plan - characteristics of good unit – steps in preparation of unit – advantages and disadvantages.

UNIT 5 EVALUATION IN ECONOMICS

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in Economics – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint.

PRACTICUM

- Preparation of instructional materials in Economics.
- Practice of a minimum five skills in Micro teaching.
- Preparation of at least 20 Lesson Plans.
- Preparation of Unit Plan and Year Plan.
- Test construction – Objective type and Achievement Test.
- Preparation of a blue print and a question paper.

REFERENCES

- **Arthur, C. Bining and David, H. Bining (1952).** *Teaching the Social Studies in Secondary Schools.* London: McGraw Hill Book Company.
- **Avtar Singh (2004).** *Instructional Objectives of School Subjects.* New Delhi: National Council of Educational Research and Training.
- **Harikrishnan, M. (2006).** *Methods of Teaching Economics,* Chidambaram: Thirumalvalavan Publications.
- *Higher Secondary Economics Text Books – Both first year and Second year of Tamil Nadu.*
- **Santhosh Sharma (2006).** *Constructivist Approaches to Teaching and Learning.* New Delhi. National Council of Educational Research and Training.
- **Swarupa Rani, T.et.al. (2004).** *Educational Measurement and Evaluation.* New Delhi, Discovery Publishing House.
- **Vernon, S. Gerlach Donald, P. Ely. (1980).** *Teaching and Media – a Systematic Approach.* New Jersey: Prentice-Hall, Inc. Englewood Cliffs.

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : CURRICULUM AND SCHOOL
COURSE CODE : BED-06
COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- learn Bases of Knowledge;
- understand about Knowledge and Education;
- understand the concepts of curriculum;
- understand the types of curriculum;
- know about the basic task of curriculum development and design;
- develop the skills of various approaches to curriculum development; and
- gain insight curriculum transaction.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various curricular aspects in classroom teaching;
- synthesize the determinants of curriculum;
- design the curriculum at school level;
- practice the curricular aspects at school; and
- implement updated curriculum and work for the consistent renewal.

UNIT 1 CONCEPT OF CURRICULUM

Understanding the meaning and nature of curriculum: Need for curriculum in schools Differentiating curriculum framework, curriculum and syllabus; their significance in school education - Notion of the textbook - Facets of curriculum: Core curriculum—significance in Indian context - Meaning and concerns of 'hidden' curriculum - Curriculum

visualised at different levels: National-level; state-level; school-level; class-level and related issues of curriculum – Meaning, Definition, Characteristics and Types. Curriculum as a process – Curriculum and Syllabus - Curriculum and instruction. Need for curriculum development - Principles of curriculum construction – Curriculum determinants. Subject–Centered curriculum, integrated curriculum, Core curriculum, Student – centered curriculum, Co-related curriculum, Life – centered curriculum.

UNIT 2 CURRICULUM DETERMINANTS AND CONSIDERATIONS

Broad determinants of curriculum making:(At the nation or state-wide level) (i) social-political-cultural-geographical-economic diversity; (ii)socio-political aspirations, including ideologies and educational vision;(iii)economic necessities;(iv) technological possibilities;(v) cultural orientations;(vi)national priorities;(vii)system of governance and power relations; and(viii)International contexts. • Considerations in curriculum development:(At the level of the school)(i) Forms of knowledge and its characterisation in different school subjects(ii)Relevance and specificity of educational objectives for concerned level (iii) Socio-cultural context of students – multi-cultural, multi- lingual aspects (iv) Learner characteristics (v) Teachers' experiences and concerns (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT 3 CURRICULUM DEVELOPMENT (AT SCHOOL LEVEL)

Curriculum designing – Understanding different approaches to curriculum development: Subject-centred; environmentalist; behaviourist; competency-based - learner-centred teacher – centred and constructivist - Process of curriculum making - Formulating aims and objectives curricular aims and syllabus - Selection and organisation of learning situations. Basic tasks for curriculum development – Formulating goals and objectives, Guidelines in the formulation of

educational objectives. Selection and organization of content – Selection of learning experience - Evaluation of curriculum. Major categories of curriculum development – Subject – centered approaches, Social – problem approaches, Learner – centered approaches. Models of curriculum development. Role of individuals in organization in curriculum development.

UNIT 4 SCHOOL: THE SITE OF CURRICULUM ENGAGEMENT

Role of school philosophy, administration in creating a context for development of curriculum - Available infrastructure, curricular sites and resources - school culture, climate and environment as the context for teachers' work Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching - curriculum' - Space for teacher as a critical pedagogue - Role of external agencies - supports to teachers within schools – local, regional, national. Improving quality of Curriculum Transaction – Strategies – Strategies for curriculum transaction – Organization of instruction. Models of Teaching - Team teaching - Emerging trends in curriculum development.

UNIT 5 CURRICULUM IMPLEMENTATION AND RENEWAL

Operationalising curriculum into learning situations - Teachers' role in generating dynamic curricular experiences through - flexible interpretation of curricular aims; and -contextualisation of learning;(iii)varied learning experiences - Selection and development of learning resources - Evolving assessment modes - Appropriate reviewing and renewal of aims and processes - Process of curriculum evaluation and revision - Need for a model of continual evaluation - Feedback from learners, teachers, community, and administrators - Observable in congruence's and correspondence between expectations and actual achievements.

PRACTICUM

- Assignment for developing writing skills on summary, letter, paragraph, essay speech.
- Assignments on developing speaking skills – oral presentation, debates elocution, discussion, brain storming.
- Preparation of lesson/unit plan by following different methods of teaching based on present curriculum
- Preparation of materials & programmes to inculcate cognitive approach of new syllabus
- Script writing, using and evaluating for Radio/TV/Video on different subject(Optional)
- Analysis of text book(8th to 10th STD)
- Evolving suitable technique(s) to evaluate new syllabus

REFERENCES

- **Akmajain,A.et.al. (2010).** *An introduction to Language and Linguistics. (6th ed) .Cambridge. MITPress..*
- **Audi, Robert., (1993)** " *The Structure of Justification*", Cambridge University Press, Cambridge,.
- **Fasold,R.& Connor- Linton, J.(2013).** *An introduction to language and linguistics.(6th ed). Cambridge. Cambridge University press. First and second language acquisition- a Brief comparison. Retrieved from [https://www. Uni-dueELE/FIA-SLA brief copmarision.pdf](https://www.Uni-dueELE/FIA-SLA%20brief%20comparison.pdf).*
- **Floyd,K.(2009).** *Interpersonal communication. New York.McGraw Hill Companies Inc.*
- **Fronklin,V. Rodman,R.& Hymys, (2011)** *Introduction to language (9th ed).Canada. Cenganga Learning.*
- **Pearson,J.C.et.al.(2011).** *Human communication (4th ed). New York.McGraw Hill Companies Inc.*

Tamil Nadu Open University
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B.Ed Syllabus – II year (Distance Mode)

**COURSE TITLE : VISION OF EDUCATION IN INDIA :
CONCERNS AND ISSUES**

COURSE CODE : BED-07

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- explain the nature and structure of the Vision of Education in India;
- employ meaning of system approach and its implication in teaching issues of Indian education;
- describe the recent developments of Normative Orientation of Indian education;
- discuss the modern methods of teaching Contemporary Indian Schooling;
- explain Education for National Development; and
- define normative vision of Indian Education.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- provide knowledge on constitutional proclamation about education to the students;
- inculcate various educational thoughts of Indian philosophers;
- create conducive environment for all children irrespective of challenges in school education;
- follow the recommendations made by various commissions on education; and
- promote best practices in school environment by adopting global trends.

UNIT 1 NORMATIVE VISION OF INDIAN EDUCATION

Normative orientation of Indian Education – A historical enquiry - constitutional provisions on education that reflect national ideals – Democracy, equality, liberty, secularism, and social justice – India as an

evolving Nation, state – Implications for educational system – Aims and purposes of Education drawn from the normative vision.

UNIT 2 VISION OF EDUCATION: FOUR INDIAN THINKERS

Salient features of the philosophy and practice of Education – Rabindranath Tagore: Liberationist pedagogy – M.K.Gandhi's Basic Education for self sufficiency – Aurobindo Ghosh's Integral education – J.Krishnamurthi 's Education for Individual and social transformation.

UNIT 3 CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES

Universalisation of school Education – Right to Education and Universal Access - Issues of Universal enrolment – Universal retention – Universal success – Issues of quality and equity – Physical, economic, social and cultural access to girl child, weaker sections and differently abled children - Equality of educational Opportunity and constitutional provisions – prevailing nature and forms of inequality – Inequality in schooling systems – public and private schools – rural and urban schools – single teachers and other forms of inequalities in school systems.

UNIT 4 EDUCATION AND DEVELOPMENT: AN INTERFACE

Education for National development - Education commission 1964-66 – Emerging trends in the interface between political process and education, economic developments and education, social-cultural changes and education.

UNIT 5 EMERGING GLOBAL CONCERNS AND EDUCATION

Education for peace - Issues of national and international conflicts, social injustice, communal conflicts and individual alienation – pro-active role of individuals in making peace – Education for Environmental conservation – Global environmental crises and local environmental

issues – urgency of action for environmental conservation and regeneration.

PRACTICUM

- The students on completion of each topic of the units will submit a small assignment in the form of an essay.
- The students may develop a seminar document on the units which will be evaluated by teacher educators.

REFERENCES

- *Adult Education and Development 73-2009.*
- **Agarwal J.C., Agarwal S.P. (1992).** *Role of UNESCO in Educational, vikas publishing, Delhi.*
- *Learning without Burden, Report of the National Advisory Committee Education Act. Ministry of HRD, Department of Education, October-2004.*
- **Ministry of Human Resources Development (2010).** *Annual Report 2008-09 MHRD, Government of India, New Delhi.*
- **Seventh All India School Education Survey, NCERT, New Delhi – 2002**
- **UGC (2012)** *Annual Report 2011-12, Government of India, New Delhi.*
- **UNESCO (2004)** *Education for all: The quality Imperative EFA Global Monitoring Report Paris.*

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : SOCIAL AND ENVIRONMENTAL SCIENCE - PART-II
COURSE CODE : BED-04B
COURSE CREDIT : 3+1

A. GENDER ISSUES IN EDUCATION

COURSE OBJECTIVES

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

- develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- manage the classroom without any social and gender discrimination;
- design curricular activities based upon social reforms to avoid discrimination;
- apply the outcomes of various theories on gender issues;
- maintain the curriculum transaction free from gender issues; and
- take active steps to curb gender menace and sexual harassment.

UNIT 1 GENDER ISSUES: KEY CONCEPTS

An understanding of some key concepts and terms and relate them with their context in understanding the power relations - Gender, sex,

sexuality, patriarchy, masculinity and feminism - Gender bias, gender stereotyping, and empowerment - Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

UNIT 2 GENDER STUDIES: PARADIGM SHIFTS

An understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop - Construction of the impact of policies, programmes and scheme for promotion of gender equality and empowerment - Paradigm shift from women's studies to gender studies - Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education - Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

UNIT 3 GENDER, POWER AND EDUCATION

An understanding of different theories on gender and education and relate it to power relations - Analysis of the institutions involved in socialisation processes and their impact on power relations and identity formation - Theories on Gender and Education: Application in the Indian Context - Socialisation theory - Gender difference - Structural theory - Deconstructive theory - Gender Identities and Socialisation Practices in: Family, Schools, Other formal and informal organisation - Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

UNIT 4 GENDER ISSUES IN CURRICULUM

Relationship between gender and schooling - School as an institution addresses gender concerns in curriculum, textual materials and pedagogy - Linkages between life skills and sexuality - Gender, culture and institution: Intersection of class, caste, religion and region - Curriculum and the gender question - Construction of gender in curriculum framework since Independence: An analysis - Gender and the hidden curriculum - Gender in text and context (textbooks' intersectionality with other disciplines, classroom processes, including pedagogy) - Teacher as an agent of change - Life skills and sexuality.

UNIT 5 GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

Application of the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse - Linkages and differences between reproductive rights and sexual rights - Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) - Sites of conflict: Social and emotional - Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions - Agencies perpetuating violence: Family, school, work place and media (print and electronic) - Institutions redressing sexual harassment and abuse.

PRACTICUM

- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.
- Project on women role models in various fields with emphasis on women in unconventional roles.
- Discussion on theories of gender and education with its application in the Indian context
- Project on analysing the institution of the family

- Marriage, reproduction
- Sexual division of labour and resources
- Collection of folklores reflecting socialisation processes.
- Preparation of tools to analyse reflection of gender in curriculum
- Field visits to schools, to observe the schooling processes from a gender perspective.
- Debate on how they perceive role models in their own lives
- Preparing analytical report on portrayal of women in print and electronic media.

REFERENCES

- *NCERT Sex education manual, 2012.*
- *UNICEF, sex education for school children 2012.*
- *UNESCO International Technical Guidance on sexuality Education 2009.*
- *United Nations Population Division, world population prospectus: The 2010 Revision.*
- **H.Salem (2010)**, *cancelation of sex education in schools, Al-young El-Sabeie press.*
- *www.Prb.org/pdf 12/working manual 2012.*

B. ADDRESSING SPECIAL NEEDS IN CLASSROOM

COURSE OBJECTIVES

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

- to demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- to reformulate attitudes towards children with special needs;
- to identify needs of children with diversities;
- to contribute to the formulation of policy; and
- to implement laws pertaining to education of children with special needs.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply the strategies for inclusive education based upon historical perspectives special education;
- provide justice for special children based on legislative and policy perspectives;
- set atmosphere in regular classroom for all kinds children with disabilities;
- handle various kinds of children with disabilities in inclusive classroom; and
- arrange various networks to support for the education of children with special needs.

UNIT 6 PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Historical perspectives and contemporary trends - Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model - Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT 7 LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; Constitutional Provisions; The Persons with Disabilities Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. National Policy – Education in the National Policy on Disability, 2006. Programmes and Schemes of Education of Children with Disabilities: Special Role of Institutions for the Education of Children with Disabilities.

UNIT 8 DEFINING SPECIAL NEEDS

Understanding diversities–concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities) - Special needs in terms of the curriculum in the context of different disabilities and their learning styles - Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach - Community-based education.

UNIT 9 INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

School's readiness for addressing learning difficulties - Assessment of children to know their profile - Technological advancement and its application – Classroom management and organisation - Making learning more meaningful - Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM - Pedagogical strategies to respond to individual needs of students: Supportive services required for meeting special needs in the classroom - Development and application of learner - friendly evaluation - procedures; Different provisions for examination by CBSE and the - board in their State - Documentation, record keeping and maintenance.

UNIT 10 DEVELOPING SUPPORT NETWORKS

Addressing social climate of the classroom - Child-to-child programme - Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home - Involving community resources as source of support to teachers - Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals - Liaising for reciprocal support of pre-school programmes, prevocational training programmes, social security, different provisions, concessions, etc.

PRACTICUM

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases
- To understand study of sex ratio and analysis of it state wise
- Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power point and Presentations.

- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room)
- Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

REFERENCES

- **Bhatnagar, Asha and Gupta., Nirmala, (1999)** *Guidance and Counselling Vol I and Vol II., Vikas Publishing House Pvt. Ltd., New Delhi*
- **Brown D. & Brooks L. (eds) (1984, 1990)** *Career Choice and Development, Jossey-Bass, San Francisco.*
- **Dhoundiyal V.R., Dhoundiyal N.C., and Shukla A. (eds) (1994)** *The Indian Girls, Shri Almora Book Depot, Almora (U.P.)*
- **Joneja G.K. (1994)** *Occupational Information in Guidance, NCERT, New Delhi.*
- **Kulshrashta, Indira (1992)** *Indian Women – Images and Replicas, Blaza Publishers, New Delhi.*
- **Myrick R.D. (1993)** *Developmental Guidance and Counselling: A Practical Approach. (second edition) Mineapolis, M.N. Educational Media Corp.*
- **Rao D.B. and Rao K.R.S.S. (eds.) (1996)** *Current Trends In Indian Education, Discovery Publishing House, New Delhi.*
- **Samuel H. Osipoco (1983)** *Theories of Career Development, The Ohio State University, Prentice Hall Inc., Englewood Cliffs, New Jersey.*

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B.Ed Syllabus – II year (Distance Mode)

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

COURSE OBJECTIVES

- gain a critical understanding of nature and meaning of data;
- learn various statistical measures and their characteristics
- critically analyse various examination patterns and their social backgrounds
- acquire a critical understanding of various school based assessments and evaluation methods
- understand recent examination reforms
- exposed to the directions for examination reforms

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- interpret the results of statistical analysis of students' data;
- involve in fair conduct of examinations;
- adopt the examination policies and practices in school;
- put in practice the suitable examination reforms in school; and
- offer ideas and suggestions for future examination systems.

UNIT 1 DATA ANALYSIS, FEEDBACK AND REPORTING

Objectives, meaning and Nature of Data – Measurement Scales - Graphical representation - Frequency distribution - Central tendency : Mean, Median and Mode - Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation - Normal distribution and its applications - Divergence - Percentile rank - Correlation - Feedback and its types - Marks, grades and qualitative descriptions - Comprehensive learner profile - Reporting a consolidated learner profile.

UNIT 2 EXAMINATION SYSTEM: A SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS OF THE RELATED ISSUES

Examination for gradation - Examination for social selection and placement - Impact of the prevailing examination system on student learning and stakeholders - Entrance tests and their influence on students and school system.

UNIT 3 SCHOOL-BASED ASSESSMENT AND EVALUATION: POLICIES, PRACTICES AND POSSIBILITIES

Impact of examination-driven schooling - On pedagogy: Content-confined, information focused testing; Memory-centric teaching and testing - On school culture - De-linking school-based assessment from examinations: Some possibilities and alternate practices.

UNIT 4 EXAMINATION REFORM EFFORTS

Examination reform efforts in India based on: Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - National Policy on Education (1986) and Programme of Action (1992) - National Curriculum Framework (2005) developed for school education - National Focus Group Position Paper on Examination Reform

UNIT 5 DIRECTIONS FOR EXAMINATION REFORM

Introducing flexibility in examination-taking requirements - Improving quality and range of questions in exam papers - Including school-based credits - Alternative modes of certification - Examination management - Role of ICT in examination

PRACTICUM

- Use of statistical tools for analysis of the test result and preparation of graphs
- Fitting a Normal Distribution Curve and its analysis
- Writing a report on various examination reforms
- Preparation of an online examination using any free testing software.

REFERENCES

- **Ebel, R.L., and Freshie, D.A. (2009).** *Essentials of Educational Measurement*, Prentice Hall of India, New Delhi.
- **Ingram Cregg, F. (1993).** *Fundamentals of Educational Assessment*. New York: D. Van Nostrand Company
- **T.and Borich,G. (2003),** *Educational Testing an Measurement*, John Wiley and Sons, Singapore
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- **Raghu raj, (2006),** *Measurement. Evaluation in Education*, Shree publishers, New Delhi
- **Sharma, R.A. (2008)** *Essentials of Measurement*, Lall Book Depot, Meerut
- **Singh, A.P. and Koshla, M. (2005),** *Educational Measurement and Evaluation*, Vinod Publications, Ludhiana
- **Smith, (2006),** *Theory of Educational Measurement*, Commonwealth publishers, New Delhi

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- *gp, ujj;pd;rgh;j;p nrknkhop;f; fyt;p (j kpo)> rhej h ggs;p~ H] > nrd; d (2007).*
- *Nguhr;p;pa;H fz gj ;p tp & gpwH> j kpo; fwg;gj j y;py; GJi kfs> rhej h ggs;p~ H] > nrd; d (2007).*
- *I hf;l H K.tuj uhr;d;hH - j kpo; , yff;pa tuyhW -i rt r;j j hej E)y; gj ;ggfk> nrd; d.*
- *, ujj;pd;rgh;j;p gp -fyt;pa;py; Nj HT - rhej h ggs;p;rh;] > nrd; d.*
- *Nguhr;p;pa;H: fz gj ;p tp -eww;kpo; fwg;pf;Fk; Ki wfs; - rhej h ggs;p~ H] > nrd; d.*
- *thR mw;pt;of;d; j kpo; , yff;pa;j j py; cs;ggFggha;T j kpo;ff;fy;tp Muharr;p tsHrr;p epWtdk> nrd; d-24.*
- *M.RNyhr;d;h> muqNfw;pa Ma;Tfs> j kpo;ff;fy;tp Muharr;p tsHrr;p epWtdk> nrd; d-24.*

**j kpoehL j pwej epi yg;gyfi yffofk;
fy;tpapay;gSSp
nrđi d - 15**

gpvl ; ghl j j pl ĩ k;- , uz ĩ hk;Mz ĩ (nj hi yepi y)

ghl j j i ygG : rpwgGj ;j kpo;fwggj j y;- gFj pĩĩ
ghl f;FwpaL : BED-12B
j Fj pmsntz ; : 3+1

Nehffqfs;

ebqfs; , gghl j i j gapdwgpd;d h;

- Kjj kpo; tsHrrpepi yfi s vLj ;J f;fhl ;Lfs;j eJ tpsf;F th;fs;
- , yf;fpaqfi s mtwwpd; ti ffNfwg j p;wdha;T nraAk; Ki wfi s khz th; Nkwnfhss nra;th;fs;
- khz th;fs;nkhopahffj ;j p;wdngw topfhl ;Lth;fs;
- , yf;fpa;fy;tp thapyhf khz th;fspĩ Na tpOkqfi s gj gggh;fs;
- khz th;fspĩ ĩ gi ĩ ggghwwy;j pwi d tsHf;Fk; Ki wfi s Nkwnfhst;th;fs;

ghl tpi sTfs;

, ej ghl j i j Kbj j ggpwF>khz tMrphpauhy;

- fwwy;fwggj j ypy;Kjj kpi og;gadgLj j pkfpoKbAk;
- nraAs; fwggj j ypy; Mrphpahpd; fUjj pi dj; nj sptha; cst;hq;f;pf; fwgpf;fKbAk;
- khz th;fspĩ ĩ Nagi ĩ ggghwwi yAk; t;phrpej i di aAk; tsh;f;Fk; j p;wd; ngwKbAk;
- nkhopapd;j i yahagz p;vd;cz uKbAk;
- j kponkhopapdhy; kd;gj Neak>rKj hat;Okq;fs;>ei ĩ Ki wkj pgGfs; Kj ypatwi wf; fi ĩ gpbj ;J xUKdkhj phpahfj ;j pfoKbAk;

gpupT 1 Kjj kpopd; tsHrrpepi y

, yf;fpa ti f : f;tpi j ahggpay; E)w;fs;- xtbthd;wg; gwwpAk; r;pw FwpggGfs; - j w;fhy kuGf; f;tpi j r; rhd;NwhHfs; - ghuj pahH> ghuj p j hrd> R.Ruj h> ehkff;f; f;tp;QH> f;tpkz p> Rejhdej ghuj p fz z j hrd> GJ f;f;tpi j : ti uai wfs; - GJ f;f;tpi j f; fhyk; kz p;fnf;hb. thd;kg;hb;f; fhyq;fs;> GJ f;f;tpi j Gi deNj hH :

F.gpr%Hj j p GJi kg; gij d> i tuKj J mgJ y; uFkhd> maf;\$
ftpi jj ;Nj hwwk; tSHrrp

gµpT 2

, yffpaj ;j pvdha;T

j pvdha;tpd;Nj hwwk;- , di wa j pvdha;T epyT - j pvdha;T ti ffs;-
Nfhl ghLfs; - , yffpa Ma;T newpKi wfs; - , yffpa
ti ffS fNfwg Ma;T newpKi wfs; Gj pdk> rpWfi j> rpWtH
, yffpak>ehl fk>ehl ;Lg;Gw , yffpak>gaz , yffpak;Kj ypad.

gµpT 3

j kpof; fy;tpad;gi l gghwwy;j pvd; tshj j y;

tFggi way; nraY}ffk; - gi l gghwwy; : gFj j y; - nj hFj j y; -
ei l Ki wg; gadghl l hffk; - gi l gghwwy; j di kfs; - gi l gghwwi y
tshf;Fk; # oyfs; : j fty; j pul l y; - NkkgLj j y; - j Oty; - <Lfl l y;
- kpFj ;k; Fi wj ;k; fhz y; - kls i tj j y; - , i z j j y; - gi l gghwwy;
tbtqfs; - gi l gghwwy; tshf;Fk; nrayghLfs; : j sHepi y -
tshEpi y.

gµpT 4

nkhopad;gz pfs k;nkhopahf;fKk;

nkhopad; gz pfs; : RI l y; (Referential), fshj j y; (Expressive),
J}z l y; (Cognitive), nrwpt+l y; (Progress), vj puhl y; (Phatic),
nkhopay; (Linguistic). nkhopahf;f topKi wfs; : nkhopngahgGk;
nkhopahf;fKk; - xyngaHgG> nkhop ngaHgG> fUj ;g; ngaHgG>
GJgnrhw; gi l gG> nkhopahf;fg; gz Gfs; : msT> , dpi k> ril k>
nkhopahf;f Ki dgGfs;- fUj j j ffd.

gµpT 5

j kpnkhopAk; tOk;gj pTk;

tOk ti ffs; - xOfk; rhHej tOkqfs; : ekpfi fAi la gz pT-
nghWgG -NeHi k- gwi uf; fUJ j y; - Fbi k -gUgnghUs; tOkqfs; :
KUfjay; : KUfjay; tOkqfS k; fy;tpAk> mwpt hHej tOkqfs;
kdij Neak> j pvdha;Tr; rpej i d - gbgghHej kj pgGfs; (Academic
values) - mwptjay; tOkqfs; - csspayG (Intrinsic) tOkqfs; -
GwTej y; (Extrinsic) tOkqfs; - Ftya cz HT (International
Understanding) tOkqfs; - FORhhh (rKj ha tOkqfs) -
tOk ti ffs;pd; , ayG - , yffpaqfs;py; tOkqfs; : rqf
, yffpaqfs;pd; Kj y; j wfhk; , yffpaqfs; ti u. tOk r;
rloptpi dr; rHnraa , yffpaqfs;

nrayghLfs;

- ei l Ki wYss 6-10 myyJ 9-12 Mk; tFgGj ; j kpo; ghl qfS f;fhd fwwy; - fwgj j y; Nehf;fqfi s ti uaWj j y;
- j wNghi j a #oypy; j kpo; f;yt;pa; d; epi yapi d kj jggll ;L mwpi; f j ahuj j y;
- mbggi l j ; j p;wd; tSHrrp;f;fhd goFnray;fs> Ji z f; fUt;pf; s; j ahuj j y;
- fwgj j y; gapwrp;f;fhf ti uaWf;fggl ; Ez z pi yg; gapwrpapi d Nkwnfhz ;L mtwi wg; gj pTnraj y;
- fwgj j y; gapwrp;f;fhf ti uaWf;fggl ; cwWNehf;fy; Ghl k; fwgjGj ; j pl ; g; gj pNtLfi s epi wTnraj y;
- Ghl j ; j pl ; mi kgGgb ghl j pl ; k; xdi wj ; j ahup;f;fTk;
- khz tHfs;pi l Na tpi sahl ;L Ki w fwgj j Yf;F Vww ghl ggFj pi a fwgj j Yf;fhf j ahH nraj y;
- ghl g; gFj p;fs;py; css nraAs;fs;py; xyp eakp;f;f ghl y; xdwp; dAk> nrhy; eakp;f;f ghl y; xdwp; dAk; Nj Henj Lj ;J mtwWs; mi keJss eaqfi s nts;ggLj ;J y;

ghHi t E}yfs;

, yffz E}yfs;

- **t [uNtY>R.** kwWk; t;[ah> F.fy;t;pa; d; GJ i kg; Nghf;F fs> nrdi d: N[hj p Gj j f epi yak> 9A. Nkfk;pyd; nj U.
- ed;D}y> ahggUq;fyf; fhupi f> j z bayq;fhuk> ek;p;af;g; nghUs> GwngnhUs; ntz ghkhi y.
- **R.t [uNtY>mUej kpo; fwgj;Fk; Ki wfs> mkrh gj jggfk> nrdi d-(2009)**
- **gp, uj j pdrghgj p** nrknkhop; f;yt; (j kpo)> rhej h ggs~ H] > nrdi d (2007).
- **Nguhrp;ah fz gj p tp & gpwH> j kpo; fwgj j ypy; GJ i kfs> rhej h gfs~ H] > nrdi d (2007).**
- **l hf; H K.tuj uhrdhH** – j kpo; , yff;pa tuyhW – i rt rj j hej E}y; gj jggfk> nrdi d.
- **Nguhrp;ah: fz gj p tp** – ewwkpo; fwgj;Fk; Ki wfs; - rhej h ggs~ H] > nrdi d.
- **thR mwptofd;** j kpo; , yff;pa j py; csggFggha;T j kpo;f;fy;t; Muharr; tSHrr; epWtdk> nrdi d-24.
- **M.RNyhr;rdh>** muqNfwpa Ma;Tfs> j kpo;f;fy;t; Muharr; tSHrr; epWtdk> nrdi d-24.

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : TEACHING OF ENGLISH - PART-II
COURSE CODE : BED-13B
COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- formulate instructional objectives in terms of observable terminal behavior of learners.
- enumerate the various instructional methods of teaching English;
- content analysis English subject at Secondary and Hr.Secondary level;
- understand the learning resources available for English;
- describe the principles of curriculum construction and curriculum development; and
- know about recent trends in teaching English.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching English in his/her classroom;
- transact the contents of English through appropriate teaching techniques;
- utilise various learning resources for Teaching English;
- refine English curriculum based on the principles of curriculum development; and
- adopt various approaches of English Teaching.
(apply latest trends of Science/Social Science, etc. in the classroom teaching)

UNIT 1 INSTRUCTIONAL METHODS OF TEACHING ENGLISH

Story telling – dialogues - situational conversations - role plays – simulations – speech - games and contexts - language laboratories – pictures - authentic materials and multimedia resources - Reading aloud and silent reading - Extensive and intensive reading - Study skills -

using thesauruses, dictionary, encyclopaedia, etc. - Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. - Methods - Grammar translation method - Direct method - Dr. West's New Method – Audio - lingual method - Natural method.

UNIT 2 CONTENT ANALYSIS AT SECONDARY AND HR. SECONDARY LEVEL

Teaching Prose – Poetry – Grammar – Composition – Teaching aids- Aims and procedure for teaching Intensive reader and Extensive reader -Teaching the communication skills – Listening – Speaking – Reading – Writing - Teaching English as a skill rather than a knowledge subject - challenges of teaching and learning English – Teaching grammar.

UNIT 3 LEARNING RESOURCES

Flash cards, Pictures, Charts, Models, Blackboard sketches- Mechanical aids – Overhead projector, Tape recorder, Lingua phone records, Radio and Television -Programmed learning – Language laboratory – Its advantages and utilization - Computer assisted language learning – Power point presentation – Identifying websites - Multimedia- Teamwork – Debate – Extempore – Brain Storming - Equitable participation and Simultaneous interaction.

UNIT 4 SCHOOL ENGLISH CURRICULUM DEVELOPMENT

Principles of Curriculum Construction - Limitations in the existing school English language curriculum – Skill of Fluency – Elements of English phonetics – The listening process – The oral skills – Skill of reading – Vocabulary – Skill of writing Qualities of a good English text book-Text book review.

UNIT 5 APPROACHES IN TEACHING ENGLISH

The impetus for the development of communicative language Teaching(CLT)- English for Occupational purpose(EOP)-Priorities to promote the climate in classrooms – Study skills and Teaching grammar

– Teaching Literature – Teaching Aids. Communicative approach – Eclectic approach to language teaching and learning.

PRACTICUM

- Prepare a lesson plan for teaching prose, structural items, vocabulary items, Comprehension passages, poetry and composition.
- Prepare a blue print to set questions for a unit test.
- Collect ten examples of Grammar in context from English Text books of classes VI to VIII and have a group discussion.

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : TEACHING OF SPECIAL ENGLISH - PART-II
COURSE CODE : BED-14B
COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- enumerate the various advanced instructional methods of teaching English;
- content analysis school text book from VI to XII std.;
- understand English as a Foreign Language;
- explain Phonetics and Spoken English;
- describe ELT through drama, newspaper, songs and Multimedia; and
- learn Communicative Language Teaching (CLT) and English for Occupational Purpose (EOP).

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- teach effectively with help of language laboratory;
- design English curriculum based on the principles of curriculum development;
- make English classroom lively to learn as second language;
- teach phonetics and production of speech mechanism; and
- adopt recent development in English in his/her career.

UNIT 1 ENGLISH LANGUAGE LABORATORY

Instructional objectives (General, specific) Learning at Language laboratory - Impact of language laboratory on English language learning- - Role of Language Lab in developing spoken skills - modern language teaching - Audio Resources- Linguaphone, Audio cassettes, CD's, recorder, dictionaries , Radio Broadcast, educational films, Computer Assisted Instruction- Concept.

UNIT 2 ENGLISH CURRICULUM AT SECONDARY AND HIGHER SECONDARY LEVEL

Analyse school English text book from VI to XII std. Planning co-curricular activities like dialogues, group discussion, debates, extempore, dramatics, Interviews, workshops, quiz, puzzle , short speech, choral recitation of rhymes, pair work, group work , eliciting and seminar etc. The curriculum of English in the secondary school.

UNIT 3 ENGLISH CLASSROOM CLIMATE

English as a Second language, English as a Foreign Language ESL/EFL - Communicative Language Teaching (CLT): - Design and complete a plan to measure the school climate and identify resources to improve the climate in English classrooms - how Students learn in a mixed environment of the intellectual, social, emotional and physical environments in English classroom. develop and use of different teaching material in the English classroom - Traditional learning resources - Technology based learning resources.

UNIT 4 PHONETICS AND SPOKEN ENGLISH

Phonetics and phonology-Production of speech Mechanism – Phonetic symbols – consonants. Word stress-Sentence-Stress. Intonation and Rhythm – Wovels and Diphthongs.

UNIT 5 RECENT DEVELOPMENT IN TEACHING OF ENGLISH

ELT Through Drama, Newspaper songs and multimedia – Varieties of Language – Immediate constituent Analysis - Ways to develop creative writing among school children. Note taking and Note making Teamwork – Debate – Extempore – Brain Storming - Communicative language Teaching(CLT)- English for Occupational purpose(EOP) – Use of Reference material.

PRACTICUM

- Write a report of your observation on a prose teaching of your English teacher.
- Use your class Teamwork to acquire English language learning.
- Write a lesson plan to teach the grammar Tens and its four kinds.
- Prepare different types of vocabulary exercises.

REFERENCES

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : TEACHING OF MATHEMATICS – PART-II

COURSE CODE : BED-15B

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- learn important mathematics: mathematics is more than formulas and mechanical procedures;
- channelize, evaluate, explain and reconstruct their thinking;
- acquire competence in teaching mathematics and structuring lesson plans;
- develop competencies for teaching-learning mathematics through various measures;
- examine the language of mathematics, engaging with research on children's learning in specific areas; and
- understand the recent trends in mathematics.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Mathematics in his/her classroom;
- transact the contents of Mathematics through appropriate teaching techniques;
- utilise various learning resources for Teaching Mathematics;
- refine Mathematics curriculum based on the principles of curriculum development; and
- apply latest trends of Mathematics in the classroom teaching.

UNIT 1 INSTRUCTIONAL METHODS

Different Approaches of Teaching Mathematics - Inductive and Deductive methods – Analytical and Synthetic – Lecture - Lecture cum demonstration method - Heuristic/Discovery Methods - Project method – Problem Solving Method - Techniques – Individualized Instruction –

Programmed Instruction – CAI :Steps for developing, advantages and disadvantages, CAL, CMI – Play-way Technique.

UNIT 2 CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL

Selecting the content for instruction - Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry and Statistics etc.); Organisation of concepts for teaching-learning of mathematics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT and its applications – catering to different learning needs of learners.

UNIT 3 LEARNING RESOURCES

Mathematics for all – Identifying learners strength and weaknesses - Activities enriching mathematics learning –supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities and Textbooks - Using community resources for mathematics learning - pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNIT 4 SCHOOL MATHEMATICS CURRICULUM

Curriculum – Meaning, Definition, Types of Mathematics Curriculum - Principles, Approaches and Models of curriculum development in mathematics - designing curriculum at different stages of schooling - Some highlights of curriculum like vision of school mathematics - Main goal of mathematics education - Pedagogical analysis and Planning.

UNIT 5 RECENT TRENDS IN MATHEMATICS

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning - Maths website – Math Journal – Mathematics as Resource – Mathematics in Astronomy - Mathematics in Engineering – Mathematics in Bio Informatics, Mathematics in Scientific Computing.

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).
- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in Mathematics.
- Critical analysis of content – Syllabus of Standard VI – XII.

REFERENCES

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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : TEACHING OF SCIENCE-PART-II

COURSE CODE : BED-16B

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- stimulate curiosity, inventiveness and creativity in science;
- acquire competence in teaching Science and structuring lesson plans;
- develop competencies for teaching-learning Science through various measures;
- interpret Science text book from VI to XII std.; and
- understand the recent trends like multimedia, Web based Learning, Scientific computing related to Science .

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Science in his/her classroom;
- transact the contents of Science through appropriate teaching techniques;
- utilise various learning resources for Teaching Science;
- refine Science curriculum based on the principles of curriculum development; and
- apply latest trends of Science in the classroom teaching.

UNIT 1 INSTRUCTIONAL METHODS

General Methods of Teaching Science – Teacher – centred Methods: Lecturer method, Lecture cum demonstration method – Pupil-centred Methods: Laboratory method, Assignment method, Discussion method, Heuristic method, Project method, Problem solving method, Scientific method – Techniques of Teaching Science: Panel Discussion, Seminar, Symposium, Workshop, Team teaching, Personalised System of Instruction, Computer Assisted Instruction, Modular approach, Active learning method, Activity based learning – Merits and Limitations.

UNIT 2 CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL

Content Analysis: Meaning, Definition, Need – Framework for Pedagogical Content Knowledge in Science Teaching - Selecting the Content for Instruction Identification of Concepts - Developing learning experiences/activities - Identifying concepts to be transacted at various level - Organisation of concepts for teaching-learning of science: Stating Instructional Objectives, Identifying Learning Experiences, Appropriate Strategies, Teaching Aids (Using low-cost material & preparation of various activities) - ICT applications: Evaluation tools and learners participation in developing instructional materials, etc.

UNIT 3 LEARNING RESOURCES

Meaning, Importance of teaching aids, Classification of teaching aids, Criteria for selection of appropriate teaching aids, Mass media and its advantages, Qualities of good text book, Use of Text Book in and outside the classroom, criteria for evaluation of science textbook - science library.

UNIT 4 SCHOOL SCIENCE CURRICULUM

Science Curriculum - Modern concept of curriculum - Defects in the present curriculum construction - Principles of Curriculum construction - Factors that affect curriculum organization - Principles to be observed in the selection and organization of science content - Organization of content - Criteria for organization - Development of syllabus in relation to major concepts in science - Types of content organization - Approaches to curriculum organization - A critical study of Tamil Nadu Secondary Science Curriculum

UNIT 5 RECENT TRENDS IN SCIENCE

Multimedia - Internet and its uses - E-Learning: definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning - Science Websites – Scientific Computing – Science Journals – Science Lab – Science Resource Centre.

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).
- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in science.
- Critical analysis of content – Syllabus of Standard VI – XII.

REFERENCES

- **Anderson, R.D et al. (1992).** *Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project, University of Colorado, U.S.A.*
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B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : **TEACHING OF SOCIAL SCIENCES–PART-II**
COURSE CODE : **BED-17B**
COURSE CREDIT : **3+1**

COURSE OBJECTIVES

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

- apply different teaching methods and techniques while teaching Social Science;
- understand the principles of curriculum constructional process;
- enumerate the principles of social science curriculum while analyzing the contents in the text books prescribed by the Government of Tamil Nadu;
- content analysis Social Science text book from VI to XII std.; and
- demonstrate the recent trends in Social Science.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Social Sciences in his/her classroom;
- transact the contents of Social Sciences through appropriate teaching techniques;
- utilise various learning resources for Teaching Social Sciences;
- refine Social Sciences curriculum based on the principles of curriculum development; and
- apply latest trends of Social Sciences in the classroom teaching.

UNIT 1 INSTRUCTIONAL METHODS

Teaching methods :- Lecture method, Text book method, Inductive and Deductive method, Problem Solving method, Oral method, Review, Drill and practices, Drama or play method, Historical method, Project method, Assignment writing method – Heuristic / Discovery method /

laboratory method or Dalton plan. Teaching Technique, Strategies: - Socialized Recitation Techniques, Team teaching, Field trips, Survey and Source project, Seminar, Symposium, Panel discussion, Brain Storming, Workshop and Debate – Individualised Instruction.

UNIT 2 CONTENTS ANALYSIS OF SOCIAL SCIENCE TEXT BOOKS

Subject content prescribed for classes VI, VII, VIII, IX, X by the Tamilnadu Text Book Society - content selection on instruction - identifying concepts to be transacted at various level with special emphases on content - organization of concepts for teaching learning of social science – stating instructional objectives, identifying learning experience, appropriate strategies, teaching aids - preparation of various activities using low cost materials – ICT applications, evaluation tools and learners participation in developing instructional materials.

UNIT 3 LEARNING RESOURCES

Identifying learners strength and weakness – activities enriching social science learning – assisting learning, supplementary text materials - Need for selection of appropriate media and resources in Learning: media and resources and its application in class room instruction – Edgar Dales cone of experience, Audio visual Aids: Library and Laboratory – museum - study circles – social studies clubs, instructional aids – preparation & improvisation and effective using chart – models - scrap books - media (print, non print and electronic media) maps, globe, bulletin board – display board smart – using community resources for learning social science.

UNIT 4 SOCIAL SCIENCE IN THE SCHOOL CURRICULUM

Meaning - objectives of curriculum – importance and principles of Curriculum designing curriculum – designing school curriculum at different stages of schooling – some highlights of curriculum - vision of

school social science – organization and planning of co-curricular activities in social science : school magazine, exhibition. Visit to assembly and parliament, students council, youth parliament, educational tours, album making, photography, projects on great historical figures – Social Science in the School curriculum.

UNIT 5 RECENT TRENDS IN SOCIAL SCIENCES

Multi media – internet and its uses – E-Learning : Definition, meaning, models and characteristics , E. Learning tools – Benefits – web based learning – social science journal , social science resource centre – current trends in teaching social sciences.

PRACTICUM

- Multimedia presentation minimum 20 slides
- Linear programming (minimum 20 frames)
- Identification and cataloguing of three websites related to the prescribed school curriculum
- Evaluating reports of three websites in social science
- Critical analysis of syllabus of standard VI – X

REFERENCES

- **Blooms ,B.S. (1956)** Taxonomy of Educational Objectives, Cognitive Domain Book, New York.
- **Ediger Marlow (1998)** Caring and the Elementary Curriculum ERIC – ED. 422168.
- **Mehalinge, M.D. (1981)** UNESCO Hand Book for the Teaching of Social Science.
- **NCERT (2015)** Content cum methodology of teaching social science NCERT ,New Delhi
- **NCERT (2015)** Social science text books for X Std NCERT New Delhi.
- **Seema Sharma (2004)** Theory of Social, Anmol Publications Pvt Ltd., New Delhi -2.
- **Vashist S. R. (2004)** Theory of Social Science, Anmol Publications PVT Ltd, New Delhi – 2.

Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : **TEACHING OF COMPUTER SCIENCE-PART-II**
COURSE CODE : **BED-18B**
COURSE CREDITS : **3+1**

COURSE OBJECTIVES

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

- identify the educational objectives in teaching and learning of computer science;
- gain knowledge about various instructional methods;
- learn different types of teaching aids and understand their purpose;
- set up and maintain a computer laboratory; and
- Know about recent developments in teaching Computer Science.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Computer Science in his/her classroom;
- transact the contents of Computer Science through appropriate teaching techniques;
- utilise various learning resources for Teaching Computer Science;
- refine Computer Science curriculum based on the principles of curriculum development; and
- apply latest trends of Computer Science in the classroom teaching.

UNIT 1 INSTRUCTIONAL METHODS

Approaches and Methods of Teaching Computer Science - Inquiry and Problem solving approach - Inductive and Deductive approach - Lecture cum demonstration method - Project method - Scientific Method and Concept Mapping – Individualized instruction – Programmed instruction – CAI, CAL, CMI – CAI : steps for developing, modes, advantages and disadvantages.

UNIT 2 CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL

Selecting the content - Identifying concepts at various levels - with special emphasis on content - Organization of concepts - Stating instructional objectives - Identifying learning experiences - Appropriate strategies - Teaching aids – Activities (verification of programmes, power point slides, developing application software, identification and evaluation of websites, usage of Office 365, preparation of a network model, etc.) - ICT applications - Evaluation tools.

UNIT 3 LEARNING RESOURCES

Need and importance of Instructional Resources - Audio–Visual aids and their classification - Visual media - Projective aids - Improvised teaching aids - Interactive White Board - Power Point presentation - Instructional Resource Centre – Planning - Preparation of Teaching Aids. Computer Science Laboratory: Need, importance, setting, organization - Computer practical - Laboratory Techniques – Registers.

UNIT 4 SCHOOL COMPUTER SCIENCE CURRICULUM

Curriculum in computer science - Principles of planning Computer Science - Curriculum at Secondary/Higher secondary school level – Process of computer science Curriculum Construction - Modern Trends in computer science Curriculum - Characteristics of Progressive Curriculum- NCERT Curriculum – CBCS and Nuffield Secondary Science Project.

UNIT 5 LATEST TRENDS IN ICT

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Virtual Learning - Web Based learning - Teleconferencing / Videoconferencing - Desk top publishing - Online courses - Social Networks - Blogs - Cloud computing - Android - Cyberspace - Threats and Solutions - Spyware protection - MS Office 2013.

PRACTICUM

- Preparation of instructional materials in Computer Science
- Developing application software at least two in number in education.
- Multimedia Presentation (Minimum 20 slides)
- Linear Programming (Minimum 20 frames)
- Identification, cataloguing, evaluating and writing reports of 3 websites related to the prescribed school curriculum
- Preparation of networking model
- Usage of Office 365

REFERENCES

- **Bloom, B.S. (1956).** *Taxonomy of Educational Objectives, Cognitive Domain Book.* New York: Moleay
- **Craig Zacker. (2001).** *Networking: The Complete Reference.* Tata McGraw- Hill Publishing
- **Goel, H.K (2007).** *Teaching of computer science.* New Delhi:R.Lall Books
- **Harley, H.K. (2007).** *The internet: complete reference.* New Delhi: Tata McGraw HillPublishing Company Limited.
- **Krishnan, N. (2001).** *Computer Fundamentals and Windows with Internet Technology .* SciTech Publications Pvt. Ltd
- **KrishnaSagar, (2005).** *ICTs and teacher training, Delhi: Tarun offset.*
- **NCERT. (2015).** *Content-Cum-Methodology of Teaching Computer Science.* New Delhi: NCERT.
- **NCERT. (2015).** *Computer Science Text book for class XI.* New Delhi: NCERT Publication.
- **NCERT. (2015).** *Computer Science Text book for class XII.* New Delhi: NCERT Publication.
- *The Current Text book in Tamilnadu for Computer Science.*

Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

COURSE TITLE : TEACHING OF COMMERCE AND ACCOUNTANCY - PART-II

COURSE CODE : BED-19B

COURSE CREDIT : 3+1

COURSE OBJECTIVES

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

- learn the importance of Commerce and Accountancy in economic and business organization;
- channelize, evaluate, explain and reconstruct their thinking;
- acquire competence in teaching Commerce and Accountancy at Secondary and Higher Secondary Level;
- develop competencies for teaching-learning Commerce and Accountancy through various branches; and
- examine the trade of Commerce engaging with research on children's learning in future consumerism.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Commerce & Accountancy in his/her classroom;
- transact the contents of Commerce & Accountancy through appropriate teaching techniques;
- utilise various learning resources for Teaching Commerce & Accountancy;
- refine Commerce & Accountancy curriculum based on the principles of curriculum development; and
- apply latest trends of Commerce & Accountancy in the classroom teaching.

UNIT 1 INSTRUCTIONAL METHODS

Different Approaches of Teaching Commerce and Accountancy –
Lecture - Lecture cum demonstration method - Inductive and Deductive
methods – serve and market studies - project method – Problem solving

method - seminar – Symposium – workshop technique – panel discussion - Role playing - Individualized Instruction – Programmed Instruction –PSI – CAI - CMI - Video conferencing - types of CAI, advantages and disadvantages.

UNIT 2 CONTENT ANALYSIS – HIGHER SECONDARY LEVEL

Selection of content for instruction gradation of Materials for school and college level vocational areas. Identified in the Tamil Nadu Higher Secondary stage under the heading “Business and Commerce” organization of concepts for teaching learning of Commerce and Accountancy knowledge about the subject- Identifying learning experiences – appropriate strategies – teaching aids (using low-cost Material – Preparation of various activities such as verification of branches of Commerce, Banking, Insurance, types of Transport, ware housing, advertisement, online trading, e-commerce, etc) ICT applications evaluation tools and learners participation in developing instructional materials etc.

UNIT 3 LEARNING RESOURCES

Human being day today activities is Commerce – Identifying learners – strength and weakness - Activities enriching Commerce and Accountancy learning – assisting learning Using community resources for commerce and establishing link between school and community – Field trip – work experience, education programs involve teachers, counsellor, Students, Parents, and employers – Guest – Speakers – Developing Commerce Interest and attitude activities – Commerce Department – Commerce laboratory and its effective use – Commerce club and its association activities – School Bank – School Co-operative Societies – Text books – business journals – Importance of collateral readings.

UNIT 4 SCHOOL COMMERCE AND ACCOUNTANCY CURRICULUM

Curriculum – Definition – types of Curriculum - Principles for designing curriculum - designing curriculum at different stages of schooling – XI & XII standard Commerce and Accountancy Syllabus. Selection of materials – Gradation of material for school and College level – comparison of CBSE, State board Commerce and Accountancy Syllabus – Defects of the present Curriculum of Commerce and Accountancy Education. Suggestion of removing of defects of Curriculum – latest trends Curriculum

Construction in developed countries. Academic and Vocational Curriculum – different approaches Commerce Curriculum – Curriculum and Syllabus.

UNIT 5 RECENT TRENDS IN COMMERCE AND ACCOUNTANCY

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning – Commerce and Accountancy website – module preparation of e-Content development – exploration of IT resources and Commerce and Accountancy – Role of Computer in Teaching Commerce and Accountancy – World Trade Organization (WTO) – Liberalization , Privatization and Globalization (LPG) – Value added tax (VAT).

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).
- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in Commerce and Accountancy
- Critical analysis of content – Syllabus of Standard XI & XII
- Preparing Digital lesson plan any one of Commerce lesson in XI Standard.

REFERENCES

- **Bloom, B.S. (1956).** *Taxonomy of Educational Objectives, Cognitive Domain Book.* New York: Moleay
- **Boynion L.O (1995)** *Methods of teaching book keeping Cincinatti.* South Weston Publication Company
- **Brintha. S (2015)** *Teaching of Commerce & Accountancy APH Publication Corporation New Delhi.*
- **Carey, L.M. (1988).** *Measuring and Evaluating School Learning.* Boston: Allyn and bacon.
- **James M.L (1965)** *Principles and methods of secondary education New York. McCraw – Hill publisher company ltd.*
- **James M.L (1965)** *principles and methods of secondary education New York. McCraw – Hill publisher company ltd.*
- **NCERT. (2015).** *Content-Cum-Methodology of Teaching Commerce and Accountancy New Delhi: NCERT.*
- **NCERT. (2015).** *Commerce and Accountancy Text book for class X. New Delhi: NCERT Publication.*
- *The Current Text book in Tamilnadu for Commerce and Accountancy XI & XII*

Tamil Nadu Open University
School of Education
Chennai – 15

B.Ed Syllabus – II year (Distance Mode)

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

COURSE OBJECTIVES

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

- learn the different Instructional Methods of teaching Economics;
- understand the importance of Evaluation tools for Economics;
- describe the significance of instructional material available for teaching Economics;
- appreciate the objectives, principles and designing of school Economics curriculum; and
- examine the recent ICT available for teaching of Economics.

COURSE LEARNING OUTCOMES

After completing this course, the student-teacher will be able to:

- apply various methods of teaching Economics in his/her classroom;
- transact the contents of Economics through appropriate teaching techniques;
- utilise various learning resources for Teaching Economics
- refine Economics curriculum based on the principles of curriculum development; and
- apply latest trends of Economics in the classroom teaching

UNIT 1 INSTRUCTIONAL METHODS

Different Approaches of Teaching economics. Inductive and Deductive methods –panel discussion method - Lecture cum demonstration method – Socialized recitation method- Project method – Problem Solving Method - Techniques – Individualized Instruction – Programmed Instruction – CAI, CAL, CMI, CAI : Steps for developing, advantages and disadvantages – Play-way Technique.

UNIT 2 CONTENT ANALYSIS – SECONDARY AND HIGHER SECONDARY LEVEL

Selecting the content for instruction - Identifying concepts to be transacted at various level with special emphasis on content (Interest, Attitude, motivation - Negotiating with learner's meaning). Organisation of concepts for teaching-learning of economics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.

UNIT 3 LEARNING RESOURCES

Meaning of the term instructional materials – significance of instruction material in the teaching of economics, Principles for the effective use of Instructional Materials Edgar Dale's cone of experiences - classification – Types of conventional and modern instructional aids in teaching of economics.

UNIT 4 SCHOOL ECONOMICS CURRICULUM

Objectives of curriculum - Principles for designing curriculum - designing curriculum at different stages of schooling - Some highlights of curriculum like vision of school economics - Main goal of economics education - Core areas of concern in school economics - Curricular choices at different stages of school economics education - Construction of syllabi in various disciplines of economic-methods of organising content material-latest trends in curriculum construction in developed countries and developing countries.

UNIT 5 RECENT TRENDS IN ECONOMICS

Multimedia - Internet and its uses - E-Learning : definition, meaning, modes, and characteristics - E-Learning tools - Benefits - Web Based learning - Economic website – Security scam – FERA, FEMA – Foreign investment and its impact – sustainable development – water economy – Waste Management – Women self help groups – Hyper market – Balance of Global Economy – Pressure on Commodities – Environmental

Change – Rogue Economics – contribution of recent noble laureate in economics.

PRACTICUM

- Multimedia Presentation (Minimum 20 slides).
- Linear Programming (Minimum 20 frames).
- Identification and cataloguing of 3 websites related to the prescribed school curriculum.
- Evaluating reports of three web sites in Economics.
- Critical analysis of content – Syllabus of Standard XI & XII.

REFERENCES

- **Arthur, C. Bining, David H. Bining, (1952).** *Teaching the Social Studies in Secondary Schools, London : McGraw Hill Book Company.*
- **Arthur, C. Bining, David H. Bining, (1952).** *Teaching the Social Studies in Secondary Schools, New York : McGraw Hill Book Company Inc.*
- **Avtar Singh. (2004).** *Instructional Objectives of School Subjects. New Delhi: National Council of Educational Research and Training.*
- **Earl. S. Johnson, (1956).** *Theory and Practice of the Social Studies. New York : The Macmillan company.*
- **Georgia Sachs Adams.** *Measurement and Evaluation in Education, Psychology and Guidance. New York, Rinehart and Winston.*
- **Harikrishnan, M. (2006).** *Methods of Teaching Economics, Chidambaram : Thirumalvalavan Publications.*
- **Hary, A. Greene, Albert, N. Jorgensen and Raymond Gerberich. J.** *Measurement and Evaluation in the Secondary School, New York. Longmans, Green and Co.*
- **James Hemming (1950).** *The Teaching of Social Studies in Secondary Schools, London : Longmans.*
- **Vernon, S. Gerlach Donald, P. Ely. (1980).** *Teaching and Media – a Systematic Approach. New Jersey : Prentice-Hall, Inc. Englewood Cliffs.*

Annexure Back Flush Costing

S.No.	Task	Person days	People	Cost
1	Syllabus creation (1 Programme with 29 Courses)	15 days	Prof., Assoc. Prof. & Asst. Prof.	(Salary) $1,50,000/30 \times 15 = 75,000$ $1,20,000/30 \times 15 = 60,000$ $90,000/30 \times 15 = 45,000$ 1,80,000/29 = 6,207
2	Board approval	1 day	BOS incl. photocopying, papers, OA time, etc,	2000×10 experts = 20,000 $150 \times 10 = 1500$ (Meal) $1000 \times 5 = 5000$ (TA) (Salary) 26,500/29 = 914
3	Course Writer and Course Translator identification, communication, etc.	3 days	JA - School/ Fin./ Admin./VC/ (Typing, Email, File Movement., etc.) Prof./ Assoc. Prof. & Asst. Prof.- Discussion	(Salary) $1000+5000+4000+3000 = 13,000 \times 3 = 39,000$ 39,000/29 = 1,345
4	Course Writing and Course Translating		Experts	$20,000$ (Remuneration) + $5,000$ (Typing charges) = $25,000$ (EM) $20,000$ (Remuneration) + $6,250$ (Typing charges) = $26,250$ (TM) 25,000 x 29 EM = 7,25,000 26,250 x 25 TM = 6,56,250 13,81,250/29 = 47,629
5	Editing	60 days	Prof./ Assoc. Prof. & Asst. Prof./JA/OA - Photocopy, papers, CD., etc.	$1,50,000.00+1,20,000+$ $90,000+20,000 \times 2 = 7,60,000$ 7,60,000/29 = 26,207
6	CRC to MPDD (Printer identification, etc.)	2 days	Supdts/Assts./JAs./ & Officers of MPDD, Fin., Admn., & VCO (Approval, file movement, etc.)	(Salary) $1,000 \times 2 = 2,000$ 2,000/29 = 69
7	Print			A4 (250 pages/1,000 copies) 13 course/student $\times 1000$ copies $\times 75 = 9,75,000$ 9,75,000/29 = 33,621
8	Distribution	10 days	OA/Packer & Postage	(Salary) $500 \times 10 = 5,000$ $200/student \times 1000 = 2,00,000$ 2,05,000/29 = 7,069
			Total cost of the Programme = 35,68,750.00	Total cost per course: 35,68,750.00/29 = 1,23,060.00

As the Programme fee is Rs. 50,000/- (for 2 years), the University gets Rs. 39,200/- after payment of 60% in the Tuition fees i.e. 10,800/student to the PSC. As per NCTE, the maximum intake eligible for B.Ed., is 1000/year ($39,200 \times 1,000$) = Rs. 3,92,00,000

TAMIL NADU OPEN UNIVERSITY
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Minutes of the Meeting of the Board of Studies (BoS)

17th June 2020

The Meeting of the Board of Studies (BoS) of the School of Library and Information Science, Tamil Nadu Open University (TNOU) was held on 17th June 2020, at 11.00am via virtual platform.

The following members were present:

- | | |
|----------------------------|---------------|
| (1) Dr. V. Chandrakumar | - Chairperson |
| (2) Mrs. S. Sakila | - Member |
| (3) Dr. R. Sevukan | - Member |
| (4) Dr. Fazlunnisa H | - Member |
| (5) Dr. R. Kalaiarasi | - Member |
| (6) Dr. G.Rathinasabapathy | - Member |
| (7) Dr. Mahendra N. Jadhav | - Member |

The Meeting began with a welcome note by Dr. V. Chandrakumar, the Chairperson, School of Library and Information Science. Then, he introduced the Members of the BoS as they are newly nominated on the restructured BoS.

Following this, the Chairperson moved the following agenda items that were already circulated among the members through email on 13th June 2020 for discussion:

Item: 1 Preparation of Programme Project Reports containing the relevance of curricula (local, national, regional and global), Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes for the following Programmes:

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item: 2 Proposal for introduction of the new Programmes during the academic year 2021-2022:

- (i) B.Lib.I.Sc.

Item: 3 Review of the syllabi of the following Programmes:

- (i) M.Lib.I.Sc

- (ii) PGDLAN

Item: 4 Proposal for launching Massive Open Online Course - MOOCs

- (i) Content Development
- (ii) Digital Library
- (iii) Library Automation
- (iv) Information Sources, Systems and Services

Item: 5 Proposal for inclusion of Open Educational Resources (OER) in the Course Materials as additional learning resources

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item: 6 Adaptation of the Syllabi designed by the Tamil Nadu State Council for Higher Education (TANSCHE) and subsequent introduction of the Programmes in semester pattern as listed below:

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item: 7 Approval and ratification of the panel of in-house faculty who have involved or are going to be involved in the Curriculum Designing, Writing, Editing and Vetting while developing the Self-Learning Materials as Course Writers

- (i) Mrs.S.Sakila

Item: 8 Proposal for new initiatives for the empowerment of women, SC, ST, OBC, PwD, Transgender, Jail Inmates, Defence Personnel and Persons residing in remote and rural areas, backward and tribal areas.

Item: 9 Proposal for disabled friendly learning environment in TNOU

Item: 10 Ratification of Policy Document on Self-Learning Materials approved by the statutory bodies of the University

Item: 11 Approval of the panel of Board of Examiners in Library and Information for Question Paper Setting and Evaluation

Item:12 Proposal for introduction of Uniform Question Pattern in the following Programmes, for students joined from the inception of the University till AY 2019-20 and for students joined from CY – 2020 onwards.

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item:13 Any other items

After thorough deliberations on each agenda item, it was resolved that:

Item:1 The Programme Project Reports of Library and Information Science Programmes be approved as enclosed at **Annexure -1**

Item:2 Proposal for the introduction the following new Programme be approved based upon the syllabi and regulations enclosed at **Annexure -2** and this Programme be commenced from the Academic Year 2021-2022:

- (i) B.Lib.I.Sc.

Item:3 The Syllabi of the following Programme be revised as enclosed at **Annexure – 3**:

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item:4 Approved the proposal to launch the Programmes through MOOCs adhering to the UGC's Guidelines as listed below:

- (i) Content Development
- (ii) Digital Library
- (iii) Library Automation
- (iv) Information Sources, Systems and Services

Item:5 Proposal for inclusion Open Educational Resources for the Courses be approved.

Item:6 There is no curriculum designed for truncated pattern (one year B.Lib.I.Sc and one year M.Lib.I.Sc) by the Tamil Nadu State Council for Higher Education (TANSCHE) for the discipline Library and Information Science Programme. However, the syllabi designed by this BoS be approved. Further, BoS resolved to recommend that the non-semester pattern to be continued.

Item: 7The panel of in-house faculty who served as Course Writers for the existing Programmes be ratified and for new Programmes be approved.

Item: 8Proposal for the initiatives be approved with regard to the empowerment of Women, SC, ST, OBC, PwD, Transgender, Jail Inmates, Defence Personnel and Persons residing in remote and rural areas, backward and tribal areas.

Item: 9Proposal for accessible Course Materials in the form of Braille, audio books and etc., be suggested for the benefits of for the persons with disability

Item: 10The Document on Self-Learning Materials approved by the statutory bodies of the University be ratified.

Item:11The panel of Board of Examiners be approved for Question Paper Setting and Evaluation enclosed at **Annexure-4**. In addition, the Chairperson and the Programme Coordinator be authorised to update the panel as and when required and then be ratified by the BoS.

Item:12Uniform Question Pattern for the following Programmes be approved for implementation for AY 2019-20 and CY 2020-21 onwards as enclosed at **Annexure -5**:

- (i) M.Lib.I.Sc
- (ii) PGDLAN
- (iii) B.Lib.I.Sc.

The Meeting of the Board of Studies came to a close with a vote of thanks proposed by Mrs. S. Sakila, Programme Coordinator.

Signatures

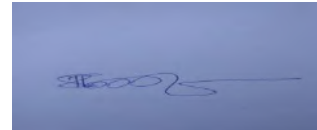
(1) Dr. V. Chandrakumar - Chairperson -



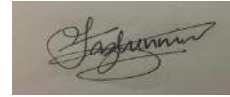
(2) Mrs. S. Sakila - Member -



(3) Dr. R. Sevukan - Member -




(4) Dr. Fazlunnisa H - Member -



(5) Dr. R. Kalaiarasi - Member -



(6) Dr. G.Rathinasabapathy - Member -



(7) Dr. Mahendra N. Jadhav - Member -





**தமிழ்நாடுதிறந்தநிலைப்பல்கலைக்கழகம்,
சென்னை- 60015**

**Tamil Nadu Open University
Chennai – 60015**

School of Library and Information Science

Bachelor of Library and Information Science

**Programme Project Report (PPR)
&
Detailed Syllabus**

Bachelor of Library and Information Science

(Distance Mode – Semester)

Programme Project Report (PPR)

(From Academic Year 2021-2022 onwards)

Programme's Mission and Objectives

- To impart education to the students to meet the varied and changing information needs of individual and groups in a society.
- To train the students to keep pace with the magnanimous developments in Library Science field.
- To provide students with learning experiences that help to instill deep interests in learning Library and Information Science;
- To develop broad and balanced knowledge and understanding of fundamental concepts, principles, and theories related to Library and Information Science;
- To equip students with skills essential to carry out library housekeeping activities and to provide various library and information services using Information and Communication Technologies; and
- To impart students with the knowledge and skill base that would enable them to undertake further studies in Library and Information Science and in related areas or in multidisciplinary areas that involve Library and Information Science

Relevance of the Programme with HEI's Mission and Goals

The Bachelor of Library and Information Science (B.Lib.I.Sc) Programme to be offered through Open and Distance Learning mode is purely relevant and aligned with the goals and missions of the University.

Nature of Prospective Target Group of Learners

The Bachelor of Library and Information Science (B.Lib.I.Sc) is highly demanded for a large number of trained human resources in the field of library and information activities. Such human resources are required to be appointed in various positions in libraries, documentation centres and information centres / institutions in the country. The advancement of computer and information communication technologies has brought tremendous changes in the field of Library and Information Science. As per the needs of the learners, the University has prepared the course curriculum of B.Lib.I.Sc Programme.

The Prospective target group of learners are:

- Students of the weaker sections of the society and of rural background seeking for higher education in Library and Information Science.
- Students seeking for job opportunities
- Untrained persons working in the field of Library and Information Science
- Persons having interest in development of knowledge and skills in the field of Library and Information Science and getting higher education.
- Women group

Appropriateness of Programme to be conducted in ODL Mode to Acquire Specific Skills and Competence

Bachelor of Library and Information Science programme has been offered through ODL Mode in order to acquire specific Competencies related to Library and Information Science . This Programme has a lot of Scope for the students in pursuing Library Management, Information processing and retrieval and Digital Library.

Instructional Design

The Curriculum of the Programmes are designed by the efficient Library professionals and approved by the Board of Studies of the School of Library and Information Science, Tamil Nadu Open University, Chennai, to enlighten the candidates in all aspects of the Information Professionals such as faculty of Library and Information Science and Librarians.

Instructional Delivery Mechanism

The methodology of instruction is different from the conventional mode of teaching. Most of the instructions are imparted through distance education methodology rather than face to face mode of communication. However, Personal Contact Programme (PCP) for theory and practice will be for a total of 12 days in two rounds of 6 days each.

The Learning Resource Centres will be entrusted to conduct PCP with the following reading materials:

- a. Dewey Decimal Classification (DDC – 23rd Edition).
- b. Sears List of Subject Headings (21st Edition – 2014).
- c. Colon Classification (6th Edition).

For the practical session. Self Learning Materials (SLM) will be made available to the student for better understanding of the subjects. However, in case if the student will have any doubts / clarification that will be clarified in the PCP.

Procedure for Admissions, Curriculum Transaction and Evaluation

The eligibility for Admission to the Bachelor of Library and Information Science Programme in any degree. The medium of instruction and examination shall be English only. The Programme Fee is Rs.5000/- for one year plus Registration and other Charges. The admissions are carried out by Tamil Nadu Open University and through its Regional Centres located within the State of Tamil Nadu. The Theory Counselling and the Practical Counselling will be conducted through the Learners Support Centres of Tamil Nadu Open University. The evaluation will be carried by Tamil Nadu Open University consists of Continuous Internal Assessment through Assignment and External Assessment through Term End Examination.

Financial Assistance

Scholarship for SC/ST category available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the Physically Challenged/ Differently abled persons.

Policy of Programme Delivery

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be uploaded in the TNOU website and the same will be intimated to the students through SMS.

Evaluation System

Examination to Bachelor of Library and Information Science Programme is designed to maintain quality and standard. Theory /practical Examination will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Evaluators appointed by the University.

Assignment: 30 Marks – Through Continuous Internal Assessment (CIA)

Theory /practical Examination

Students shall normally be allowed to appear for theory/practical examination after completing the Assignments. The Term -End Examination shall Carry 70 Marks and the Question Paper has two Sections: A & B for the duration of 3 hours.

QUESTION PAPER PATTERN

Time: 3 Hours

Maximum Marks: 70

PART – A (5x5=25 Marks)

Answer any five questions out of eight questions in 300 words

All questions carry equal marks

Question Distribution Method:

1. From Unit –I
2. From Unit –II
3. From Unit –III
4. From Unit – IV
5. From Unit – V
6. From any unit
7. From any unit
8. From any unit

PART – B (3X15=45 marks)

Answer any three questions out of five questions in 1000 words

All questions carry equal marks

9. From unit -1
10. From unit-II
11. From unit – III
12. From unit –IV
13. From unit -V

Passing Minimum: A minimum requirement for a student to pass a course (both theory and practice) is 40 percent. A student should obtain a minimum of 13 marks out of 30 in Internal Assessment (IE) and 25 marks out of 70 in Term End Examination (TEE) to pass a course. To obtain an overall passing aggregate the respective course in addition to minimum marks in each category (IE + TEE) the Student should obtain 2 marks either from the IA or TEE.

Classification of Successful Candidate

Candidates who pass all the Courses and who secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class. All other successful candidates will be placed in the Third class.

Requirement of laboratory and Library Resources

The B.Lib.I.Sc Programme contains Application of ICT paper. The University provides computer laboratory facility to the learners to perform the practical work with computer and fulfill the need of the course curriculum. The practical and other reference books are also available in the Library for ready use of the learners to support their study.

Cost Estimate of the Programme and the Provisions

The cost estimate for development, delivery and maintenance of the Bachelor of Library and Information Science Programme is provided in the following Table.

S.No.	Details	Amount in (Rs.)
1.	Programme Development (Expenditure)	5,55,543
2.	Programme Delivery and Maintenance (Expenditure)	2,000
3	Programme Fee Charged for 1 Years (Income)	5,000
4.	Examination Fee Charged for 1 Years (Income)	1,500
5.	Examination Expenses Per Student for 1 Years (Expenditure)	1,000

Quality Assurance Mechanism and expected Programme Outcome

Quality assurance comprises the policies, procedures and mechanisms which that specified quality specifications and standards are maintained. The University has policies, procedures and mechanisms which include continuous revision and monitoring activities to evaluate aspects such as suitability, efficiency, applicability, currency and efficacy. The University ensures maintaining quality in education provided through open and distance learning mode. As per the need of the information society and professional requirement, the University ensures to change the mechanism from time to time along with enhancement of standard in course curriculum and instructional design.

- Demonstrate in depth knowledge of the basic concepts, principles, theories and laws related with the broad field of Library and Information Science and its sub-fields such as types of libraries, types of information sources, library management, reference and information services.
- Apply skills in carrying out professional activities such as (i) acquisition, accessioning, classification, cataloguing, and physical processing of documents; (ii) housekeeping operations using library management software and Information and Communication Technologies; (iii) maintaining library collection and; (iv) educating users.
- Demonstrate knowledge, understanding and skills that offer job opportunities as librarians in any library system.
- Demonstrate professional attitude through commitment for providing every user his/her document/information; ensuring every document/information its user; saving time of the user and enhancing use of reading material and user satisfaction through effective and efficient library services.

Bachelor of Library and Information Science(B.Lib.I.Sc.)

(Distance Mode – Semester)

Programme Structure

I - Semester

Course Code	Course Title	Core / Elective	Duration	Credits	Marks Extern	Marks Intern	Marks Total
BLS-01	Foundations of Information Science	C	3	3	70	30	100
BLS-02	Library Management	C	3	3	70	30	100
BLS-03	Knowledge Organisation:	C	3	3	70	30	100
BLS-04	Knowledge Organisation:	C	4	4	70	30	100
BLS-E1	Public Library System	E	3	3	70	30	100
BLS-E2	School Library System	E	3	3	70	30	100

II Semester

Course Code	Course Title	Core / Elective	Duration	Credits	Marks Extern	Marks Intern	Marks Total
BLS-05	Knowledge Organisation: Cataloguing (Theory)	C	3	3	70	30	100
BLS-06	Knowledge Organisation: Cataloguing (Practice)	C	4	4	70	30	100
BLS-07	Information Sources, Systems and Services	C	3	3	70	30	100
BLS-08	Fundamentals of Information and Communication Technology	C	3	3	70	30	100
BLS-E3	Preservation and Conservation of Library Materials	E	3	3	70	30	100
BLS-E4	Information Literacy	E	3	3	70	30	100

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DETAILED SYLLABUS

Bachelor of Library and Information Science (B.Lib.I.Sc.)

Ist Semester

COURSE TITLE: FOUNDATIONS OF INFORMATION SCIENCE

COURSE CODE: BLS-01

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Foundation of Information Science course, student shall be able to:

- Understand the concept of information and the discipline of Library and Information Science
- Understand the development of libraries
- Know the role of libraries in the development of various aspects of society
- Understand laws related to libraries and information
- Understand librarianship as a profession
- Know the various professional associations and organisations

COURSE OUTCOMES

After completion of Foundation of Information Science course, the student will be able to:

- Classify libraries on the basis of their purpose and functions
- Assess the role of national and international library associations and organizations
- Highlight role of various library promoters at the national and international level

BLOCK – I: INFORMATION, KNOWLEDGE AND SOCIETY

Unit – I Information – Meaning, Notion and Characteristics

Unit – II Data, Information, Knowledge – Information Society; Knowledge Society

Unit – III Library and Information Science as a Discipline

BLOCK – II LIBRARY SYSTEM

Unit – I Types of Library and Information Centres – Objectives, Features, Functions;

Unit – II Role of Libraries in social, cultural, economic, political, scientific and technological developments.

Unit – III National policy on Libraries

BLOCK – III DEVELOPMENT OF LIBRARIES

Unit – I Historical Development of Libraries in India

Unit – II Development of Library System in USA

Unit – III Development of Library System in UK

BLOCK – IV LAWS RELATED TO LIBRARIES AND INFORMATION

Unit – I Five Laws of Library Science

Unit – II Library legislation – Need, Features; Library legislation in India

Unit – III The Press and Registration of Books Act; The Delivery of Books and Newspapers (Public Libraries) Act; Copyright Act

Unit – IV Model Public Library Act; Tamil Nadu Public Libraries Act; Other state Acts

Unit – V Right to Information Act; Intellectual Property Rights; Information Technology Act;

BLOCK – V PROFESSIONAL ASSOCIATIONS AND ORGANISATIONS

Unit – I Librarianship as a profession

Unit – II Professional Ethics

Unit – III National and International Professional Associations: ILA, IASLIC, IATLIS, IFLA, ALA, ASLIB and SLA

Unit – IV Roles of UNESCO, UGC and RRRLF in the development of libraries

SUGGESTED READINGS

1. Bawden, D. & Robinson, L. (2013). *Introduction to Information Science*. Chicago: Neal Schuman.
2. Bhatt, R. K. (1995). *History and development of libraries in India*. New Delhi: Mittal Publications.
3. Chapman, E A. & Lynden, F.C. (2000). *Advances in librarianship*. San Diego: Academic Press.
4. Chowdhury, G. G, Burton, P. F & McMenemy, D. (2008). *Librarianship: the complete introduction*. New York: Neal-Schuman Publishers.
5. Davies, D. L. (2013). *Library and Information Science*. New Delhi: Random Exports.
6. Feather, J. (2008). *The Information Society: a study of continuity and change*. 5th ed. London : Facet Publishing.
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8. Isaac, K. A. (2004). *Library legislation in India: A critical and comparative study of state library acts*. New Delhi: Ess Ess Publications.
9. Krishan Kumar (1993). *Library organisation*. New Delhi: Vikas.
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12. McIntosh, J. (2011). *Library and Information Science: Parameters and Perspectives.* Oakville, Ont: Apple Academic Press.
13. Ranganathan, S. R. (1957). *The Five Laws of Library Science.* Bombay: Asia Publishing House.
14. Rout, R. K. (1986). *Library legislation in India: Problems and Prospects.* New Delhi: Reliance Publishing House.
15. Rubin, Richard E. (2013). *Foundations of Library and Information Science. 3rd ed.* New Delhi: DBS Imprints.
16. Singh, S P (2005). *Special libraries in the electronic environment.* New Delhi: Bookwell.
17. Stock, W. G., Stock, M., & Becker, P. (2013). *Handbook of Information Science.* Berlin; Boston: De Gruyter Saur.
18. Venkatappaiah, V. & Madhusudhan, M. (2006). *Public library legislation in the new millennium: New model public library Acts for the Union, States, and Union Territories.* New Delhi: Bookwell.

COURSE TITLE: LIBRARY MANAGEMENT

COURSE CODE: BLS-02

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Library Management course, student shall be able to:

- Understand the concept of managements, management principles and theories
- Learn library sections and its routines
- Understand the human resources mananeemnt and finanical resources management
- Know the library rules, records and statistics

COURSE OUTCOMES

After completion of Library Management course, the student will be able to:

- Carry out various operations of Library and Information Centres
- Manage, preserve and provide access to various print and non-print information sources
- Apply the concept of financial management and human resource management in Library and Information Centres
- Maintain the library statistics and prepare annual report

BLOCK – I PRINCIPLES AND FUNCTIONS OF MANAGEMENT

Unit – I Management – Concept, Scope and Functions

Unit – II School of Management Thoughts – Classical School, Neo-Classical School

Unit – III Scientific Management; POSDCORB

BLOCK – II LIBRARY SECTIONS AND ITS ROUTINES

Unit – I Acquisition Section – Collection Development, Policies and Principles; Procedures and Routines; E-books Acquisition and Maintenance

Unit – II Periodical Section – Periodical subscription, Registration and Maintenance; E-journals Access and Maintenance

Unit – III Circulation Section – Circulation Methods and Processes

Unit – IV Technical Processing Section – Classification, Cataloguing, indexing

Unit – V Maintenance – Stock Verification, Shelf Rectification, Binding, Preservation

BLOCK – III HUMAN RESOURCE MANAGEMENT

Unit – I Job analysis and Job description

Unit – II Organisational Structure - Staff, Staffing, Staff Pattern, Dr Ranganathan's

Staff formula

Unit – III Recruitment, placement, Training, Promotion

BLOCK – IV FINANCIAL RESOURCES MANAGEMENT

Unit – I Source of Library Finance, Estimation of Library's Financial Requirements

Unit – II Budgeting, Budgeting techniques, Accounting and Auditing

Unit – III Cost Effective Analysis and Cost Benefit Analysis

BLOCK – V LIBRARY COMMITTEE, RULES AND REPORTS

Unit – I Library Committees

Unit – II Library Rules and Regulations

Unit – III Library Statistics; Annual Report

Unit – IV Library Buildings and Space Management

SUGGESTED READINGS

1. Beard W. Ian & Holden, Len. (1996). *Human Resource Management: A contemporary perspectives*. London: Longman.
2. Bryson, Jo. (1996). *Effective library and information management*. New Delhi: Jaico Publishing House.
3. Clayton, P. R. & Gorman, G. E. (2006). *Managing information resources in libraries: collection management in theory and practice*. London : Facet Publishing.
4. Evans, G. E. & Saponaro, M. Z. (2005). *Developing library and information center collections. 5th ed.* London : Libraries Unlimited.
5. Evans, G. Edward & Layzell, Patricia. (2007). *Management basics for information professionals. 2nd ed.* London : Libraries Unlimited.
6. Harvey, Poss. (1993). *Preservation in libraries: a reader*. London: R.R. Bowker.
7. Johnson, P. (2014). *Fundamentals of collection development and management. 3rd ed.* Chicago :American Library Association.
8. Koontz, H. &Weihrich, H. (2015). *Essentials of management. 10th ed.* Chennai, McGraw Hill Inc.
9. Krishan Kumar (2007). *Library management in electronic environment*. New Delhi : Har- Anand Publications.
10. Krishan Kumar, (2007). *Library management in electronics environment*. New Delhi: Har -Anand Publications.
11. Matthews, J. (2005). *Strategic planning and management for library managers*. London : Libraries Unlimited.
12. Mittal, R. (2007). *Library administration: Theory and practice*. New Delhi: Ess Ess Publications.

13. Narayana, G J. (1991). *Library and information management*. New Delhi: Prentice Hall of India.
14. Seetharama, S. (1990). *Guidelines for planning of libraries and information centers*. Calcutta: IASLIC.
15. Stoner, James A.F. et al. (1996). *Management: Global perspectives. 10th ed.* New Delhi: McGraw Hill Inc.
16. Stueart, Robert D. & Moran, B. (2007). *Library and information centre management, 7th, ed.* London: Libraries Unlimited

COURSE TITLE: KNOWLEDGE ORGANISATION: CLASSIFICATION (THEORY)

COURSE CODE: BLS-03

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Knowledge Organisation - Classification course, student shall be able to:

- Understand the universe of knowledge, modes of formation of subjects, knowledge classification and book classification
- Learn overview of general library classification schemes and specialised classification schemes
- Understand general theories, principles, arrangement and notation
- Under the current trends in library classification

COURSE OUTCOMES

After completion of Knowledge Organisation - Classification course, the student will be able to:

- Explain the nature and attributes of universe of knowledge
- Elaborate meaning and types of subjects and modes of subject formation
- Express the meaning, purpose, functions, theories and canons of library classification
- Elucidate various facets of notation and call number
- Highlight salient features of major classification schemes
- Review current trends in library classification

BLOCK – I BASIC OF LIBRARY CLASSIFICATION

- Unit – I Universe of Knowledge; Modes of Formation of Subjects
- Unit – II Knowledge Classification and Book Classification
- Unit – III Library Classification – Meaning, Need, Functions, Types, Qualities

BLOCK – II CLASSIFICATION SCHEMES

- Unit – I Species of Library Classification Schemes
- Unit – II General classification schemes - Dewey Decimal Classification, Universal Decimal Classification, Colon Classification, Library of Congress Classification
- Unit – III Specialized Classification Schemes

BLOCK – III PRINCIPLES OF LIBRARY CLASSIFICATION

- Unit – I General Theory of Classification – Normative Principles - Canons and Postulates

- Unit – II Fundamental Categories - Facet Analysis

BLOCK – IV CLASSIFICATION AND ARRANGEMENT

- Unit – I Physical Arrangement
- Unit – II Notation – Meaning, Need, Functions, Types, Qualities
- Unit – III Call Number; Book Number – Book Numbering Systems

BLOCK – V TRENDS IN LIBRARY CLASSIFICATION

- Unit – I Simple Knowledge Organisation Systems (SKOS)
- Unit – II Automatic Classification, Web Dewey
- Unit – III Taxonomies

SUGGESTED READINGS

1. Chan, L. M. & Salaba, Athena (2015). *Cataloguing and Classification: An Introduction. 4th ed.* Lanham, Md: Rowman & Littlefield Publishers
2. Dhyani, Pushpa (2000). *Theory of Library Classification.* Delhi: Vishwaprakashan.
3. Jennifer, E. R. (1987). *Organizing Knowledge: An Introduction to Information Retrieval.* Aldershot: Gower.
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7. Lazarinis, Fotis (2014). *Cataloguing and Classification: An Introduction to AACR2, RDA, DDC, LCC, LCSH And MARC 21 Standards.* Oxford: Chandos Publishing.
8. Mann, Margaret (1943). *Introduction to Cataloguing and the Classification of Books. 2nd ed.* Chicago: American Library Association.
9. Ranganathan, S. R. (2006). *Prolegomena to Library Classification. 3rd ed.* New Delhi: Ess Ess Publications.
10. Ranganathan, S.R. (1990). *Descriptive account of the Colon Classification.* Bangalore : Sarada Ranganathan Endowment for Library Science.
11. Rowley, Jennifer & Hartley, Richard (2008). *Organizing Knowledge: An Introduction To Managing Access To Information. 4th ed.* London: Routledge.
12. Sayers, W. C. B. (1958). *Introduction to library classification.* Rev. by Arthur Maltby. Ed. 9. London : Grafton.
13. Sayers, W. C. B. (1975). *Manual of classification for librarians.* Rev. by Arthur Maltby. Ed. 5. London: Andre Deutsch.
14. Wynar, Bohdan S (1985). *Introduction to cataloguing and classification.* Ed. New York: Libraries Unlimited.

**COURSE TITLE: KNOWLEDGE ORGANISATION CLASSIFICATION
(PRACTICE)**

COURSE CODE: BLS-04

COURSE CREDIT: 4

COURSE OBJECTIVE

While studying the Knowledge Organisation – Classification course, student shall be able to:

- Learn to classify the documents according to Dewey Decimal Classification Scheme and Colon Classification Scheme.

COURSE OUTCOME

After completion of Knowledge Organisation - Classification course, the student will be able to:

- Apply principles and procedure to classify the library collection as per the specific schemes of classification viz., Dewey Decimal Classification and Colon Classification.

BLOCK – I Classification of Books and Periodicals as per the DDC 23rd Ed.

BLOCK – II Classification of Book and Periodicals as per the CC 6th Revised Edition.

SUGGESTED READINGS

1. Dewey, Melvil & Mitchell, Joan S. (2011). *Dewey Decimal Classification and Relative Index*. 23rd ed. Dublin: OCLC
2. Kaula, P N. (1985) *A treatise on Colon Classification*. New Delhi : Sterling Publishers.
3. Ranganathan, S.R. (1989). *Elements of library classification*. Bangalore : Sarada Ranganathan Endowment for Library Science.
4. Ranganathan, S. R. & Gopinath, M. A. (1989). *Colon classification. 7th ed.* Vol. 1, schedules for classification. Bangalore : Sarada Ranganathan Endowment for Library Science.
5. Ranganathan, S. R. (2008). *Colon Classification. 6th rev. ed.* New Delhi: Ess Ess Publications.
6. Satija, M.P. (1995). *Manual for practical Colon Classification. Rev. Ed.3*. New Delhi : Sterling Publishers.
7. Satija, M.P. (2007). *The theory and practice of the Dewey Decimal Classification System*. Oxford : Chandos Publishing

COURSE TITLE: PUBLIC LIBRARY SYSTEM

COURSE CODE: BLS-E1

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Public Library System course, student shall be able to:

- Know the public library and its role in society
- Understand the genesis and development of public libraries
- To educate and train about range of professional challenges associated with public library administration and management

COURSE OUTCOMES

After completion of the Public Library System course, the student will be able to:

- To foster the development of professional knowledge to successful public librarianship
- Have knowledge of and can operate hassle free run public library system at different levels
- Can offer range of public library specific services and activities

BLOCK – I BASICS OF PUBLIC LIBRARY SYSTEM

Unit – I Public Library - Definition, Purpose, Functions

Unit – II Development of Public Library System in India

Unit – III Role of Public Library in Formal and Informal Education

Unit – IV Role of Government and other agencies in the Development of Public

Libraries: UNESCO, IFLA, Raja Rammohun Roy Library Foundation and National Mission on Libraries including National Knowledge Commission

Unit – V Organizational Structure of Public Libraries as depicted in Public Library Acts of States and Union Territories in India

BLOCK- II COLLECTION DEVELOPMENT AND MANAGEMENT

Unit – I Printed Information Sources: Selection, Acquisition, Evaluation

Unit – II Electronic Information Sources: Selection, Acquisition, Evaluation –

information Sources for Special Categories of Users: Children, Young Adults, Senior Citizens, Differently Abled People

Unit – III Organization and Management of Library Collection

BLOCK – III MANAGEMENT OF PUBLIC LIBRARY

Unit – I Library Governance: Composition, and Functions of Library

Authority/Library Committee in Public Library Acts of States and Union Territories in India

Unit – II Financial Management: Sources of Finance, Financial Provisions in Public Library Acts; Budgeting Methods

Unit – III Human Resource Management

Unit – IV Resource Sharing and Library Networking

BLOCK – IV PUBLIC LIBRARY SERVICES

Unit – I Circulation Service, Reference service, Readers' Advisory Service

Unit – II Information literacy - Extension Services: Author Talk, Book Clubs, Exhibition, Lectures

Unit – III Outreach Activities: Mobile Library Services, Online Services

Unit – IV Community Information Services

BLOCK – V ICT AND PUBLIC LIBRARIES

Unit – I Automation of Public Libraries

Unit – II Electronic Resources

SUGGESTED READINGS

1. Agarwal, U.K. (1994). *Public library Services in India*. New Delhi: Himanshu Pub.
2. Bertot, J. C., Jaeger, P. T., & McClure, C. R. (2011). *Public libraries and the Internet: Roles, perspectives, and implications*. Santa Barbara, Calif: Libraries Unlimited.
3. Chowdhury, G., Poulter, A., & McMenemy, D. (July 01, 2006). Public Library 2.0: Towards a new mission for public libraries as a 'network of community knowledge?'. *Online Information Review*, 30, 4, 454-460.

4. *Creating public paradise: Building public libraries in the 21st century.* (2004). Leidschendam: BiblionUitgeverij.
5. Curran, K., Murray, M., & Christian, M. (January 01, 2007). Taking the information to the public through Library 2.0. *Library Hi Tech*, 25, 2, 288-297.
6. Garrod, P. (2004) The Changing Face of the Public Library, *Ariadne*, 39, Available at <http://www.ariadne.ac.uk/issue/39/public-libraries/>
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9. Goulding, Anne (2017). *Public libraries in the 21st century: Defining Services and debating the Future*. London: Routledge.
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11. Koontz, Christie & Gubbin, Barbara. (2010). *IFLA public library service guidelines. 2nd Rev ed.* Berlin: Walter de Gruyter & Co.
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14. McClure, C. R., & Jaeger, P. T. (2009). *Public libraries and internet service roles: Measuring and maximizing Internet services*. Chicago: American Library Association.
15. McCook, Kathleen de la Pena (2011). *Introduction to public librarianship*. New York: Neal Schuman Publication.
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17. Nicholson, Kirstie (2017). *Innovation in public libraries: Learning from international library practice*. London: Chandos Publishing.
18. Pateman, John & Willimen, Ken (2017). *Developing community-led public libraries: Evidence from the UK and Canada*. London: Routledge.
19. Prentice, A. E. (2011). *Public libraries in the 21st century*. Santa Barbara, Calif: Libraries Unlimited.
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21. Shaffer, Gary L. (2018). *Creating the sustainable public library: The triple bottom line approach*. London: Libraries Unlimited.
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25. Venkatappaiah, Velega. (2007). *Public library legislation in the new millennium*. New Delhi: Bookwell Publications.
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27. Waller, Vivienne. (2012). Legitimacy for large public libraries in the digital age. *Library Review* V57(5): pp: 372-385. Available at <http://www.emeraldinsight.com/Insight/ViewContentServlet?contentType=Article&Filename=Published/EmeraldFullTextArticle/Articles/0350570504.html>
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COURSE TITLE: SCHOOL LIBRARY SYSTEM

COURSE CODE : BLS-E2

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the School Library System course, student shall be able to:

- To provide an overview of principles and practices in school library systems
- To understand the challenging roles of school libraries and media specialists

COURSE OUTCOMES

After completion of School Library System course, the student will be able to:

- Select, acquire organize and manage collection of School Library
- Promote reading among children and young adults through the use of quality literature that reflect and fulfils diverse developmental, cultural, social and linguistic needs of school students
- Provide various types of library services to school students
- Organize library orientation programmes for school students

BLOCK – I BASICS OF SCHOOL LIBRARY SYSTEM

Unit -1 School Library: Definition, Objectives, Functions

Unit – II Types of School Library Users: Their Reading Habits and Information Needs

Unit – III Role of School Library in Inculcating Reading Habits

BLOCK – II COLLECTION DEVELOPMENT AND MANAGEMENT

Unit – I Collection Development and Management

Unit – II Print Information Sources: Selection, Acquisition, Evaluation

Unit – III Electronic Information Sources: Selection Acquisition, Evaluation

Unit – IV Information Sources for Children: Illustrated Books, Literary Genre, Reference Books, Magazines, Comics, Audio-Video Collection, Internet Resources, Websites, Subject Portals, Digital Library Resources

Unit – V Organization and Management of Library Collection

BLOCK – III RESOURCES MANAGEMENT

Unit – I Financial Management

Unit – II Skills and Competencies for School Library personnel

BLOCK – IV SERVICES

Unit – I Circulation Service; Reference Service

Unit – II Storytelling, Read Aloud, Summer Reading Programmes

Unit – III User Orientation

BLOCK – V AUTOMATION AND RESOURCE SHARING

Unit – I Library Automation - Need and Importance

Unit – II Resource Sharing and Library Networking

SUGGESTED READINGS

1. Barr, Catherine & Gillespie, John T. (2009). *Best books for high school readers: Grades 9–12. 2nd ed.* Westport: Libraries Unlimited.
2. Brophy, P. (2005). *The academic library.* London: Facet Pub.
3. Budd, J. (2005). *The changing academic library: Operations, cultures, environments.* Chicago: Association of College and Research Libraries.
4. Christian, A. R. (2013). *Academic library management: Universities, colleges and institutions.* Jaipur: Vista Publishers
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8. Fontichiaro, K. (2009). *21st-century learning in school libraries.* Santa Barbara, Calif: Libraries Unlimited.
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12. Martin, Barbara Stein & Zannier Marco (2009). *Fundamentals of school library media management: A how-to-do-it manual*. New York: Neal-Schuman Publishers, Inc.
13. McGhee, M. W., & Jansen, B. A. (2010). *The principal's guide to a powerful library media program: A school library for the 21st century*. Santa Barbara, Calif: Linworth.
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15. Mohanraj, V. M. (2011). *School library: An educational tool*. New Delhi: EssEss Publications.
16. Ranganathan, S R., (2006). *New education and school library*, New Delhi: EssEss Publications.
17. Repman, Judi & Dickinson, Gail K. (2007). *School library management, 6th ed.* Columbus: Linworth Publishing.
18. United States Office of Education (2018). *Public, society, and school libraries* (Classic Reprint). London: Forgotten Books.
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20. Verma, S. R. (2005). *Academic library system*. New Delhi: Shree Publishers & Distributors
21. Wilson, Martha (2013). *School library management*. Charleston: Nabu Press.
22. Woolls, Blanche & Loertscher, David V. (2013). *The whole school library handbook 2*. Chicago: American Library Association.

**COURSE TITLE: KNOWLEDGE ORGANISATION : CATALOGUING
(THEORY) COURSE**

COURSE CODE: BLS-05

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Knowledge Organisation – Cataloguing course, student shall be able to:

- Understand the concept of library catalogue and types
- Know about the normative principles of cataloguing
- Understand various approaches of deriving subject headings
- Understand the concept of co-operative and centralized cataloguing
- Know the standards for bibliographic interchange and communication

COURSE OUTCOMES

After completion of Knowledge Organisation - Cataloguing course, the student will be able to:

- Apply principles for preparing main and added entries for documents collection
- Prepare records using standards and formats.

BLOCK – I BIBLIOGRAPHIC ENTITIES AND CATALOGUE

Unit – I Bibliographic Entities – Types and Characteristics

Unit – II Library Catalogue – Concept, Definition, Need, Objectives, Functions

Unit – III Types of Catalogue – Dictionary Catalogue, Classified Catalogue,
Alphabetic-Classed Catalogue

Unit – IV Bibliography, Union Catalogue, Trade Catalogue

BLOCK – II NORMATIVE PRINCIPLES

Unit – I Normative Principles – Canons, Laws, Principles

BLOCK – III CATALOGUING CODES

Unit – I Cataloguing Codes – History and Development

Unit – II ISBDs; Classified Catalogue Code ; Anglo American Cataloguing Rules

Unit – III Catalogue entry – Access Point, Description; Authority file

BLOCK – IV SUBJECT CATALOGUING

Unit – I Subject Catalogue – Concept, Need, Functions

Unit – II Tools and Techniques for deriving subject headings – Sears List of
Subject Headings, Library of Congress Subject Heading Lists

Unit – III Trends in subject cataloguing – General Theory of subject indexing;
Keyword indexing

BLOCK – V TRENDS IN CATALOGUING

Unit – I Standards and Formats – MARC, CCF, FRBR, RDA and Bibframe

Unit – II Metadata standards – Dublin Core, METS, EAD, TEI

Unit – III Standards for Bibliographic Interchange and Communication: ISO 2709,
Z39.50 and Z39.71

SUGGESTED READINGS

1. Bowman, J. H. (2003). *Essential cataloguing*. London: Facet Publishing.
2. Brenndorfer, Thomas (2016). *RDA Essentials*. Chicago, American Library Association.
3. Bristow, Barbara A. (2018). *Sears List of Subject Headings*. 22nd ed. New York: Grey House Publishing.
4. Chan, L. M., & Hodges, T. (2007). *Cataloging and Classification: An introduction*. 3rd ed. Lanham, Md: Scarecrow Press.
5. Chowdhury, G. G., & Chowdhury, S. (2007). *Organizing information: From the shelf to the Web*. London: Facet Publishing.
6. Girja Kumar & Krishan Kumar (2011). *Theory of cataloguing*. 5th ed. Delhi: Vikas Publishing House.
7. Gorman, M., & Winkler, P. (2005). *Anglo-American Cataloguing Rules -2R*. Chicago: American Library Association.
8. Krishan, G. (2000). *Library online cataloguing in digital way*. Delhi: Authors press.
9. Lazarinis, Fotis (2014). *Cataloguing and Classification: an introduction to AACR2, RDA, DDC, LCC, LCSH and MARC 21 Standards*. London: Chandos Publishing.
10. Mitchell, A. M., & Surratt, B. E. (2005). *Cataloging and organizing digital resources: A how to-do-it manual for librarians*. London: Facet Publication.
11. Ranganathan, S. R. (1964). *Classified Catalogue Code: With Additional Rules for Dictionary Catalogue*. 5th (Reprint) ed. New Delhi: Ess Ess Publications.
12. Taylor, A. G. & Miller, D. P (2007). *Introduction to cataloging and classification*. 10th ed. Westport, Conn: Libraries Unlimited.
13. Welsh, A., & Batley, S. (2012). *Practical cataloguing: AACR, RDA and MARC 21*. London: Facet Publishing.

COURSE TITLE: KNOWLEDGE ORGANISATION : CATALOGUING

(PRACTICE)

COURSE CODE: BLS-06

COURSE CREDIT: 4

COURSE OBJECTIVE

While studying the Knowledge Organisation – Cataloguing course, student shall be able to:

- Learn to catalogue the books and periodicals as per the Classified Catalogue Code Ed5.
- Learn to catalogue the books and periodicals as per the Anglo-American Cataloguing Rules, Ed 2 Revised.

COURSE OUTCOME

After completion of Knowledge Organisation – Cataloguing course, the student will be able to:

- Apply rules to prepare main and added entries for the bibliographic entities such as books and periodicals as per Classified Catalogue Code
- Apply rules to prepare name and title catalogues for the books and periodicals as per the Anglo-American Cataloguing Rules.
- Assign the subject headings using Sears List of Subject Headings.

BLOCK – I : Cataloguing of Books and Periodicals as per Classified Catalogue Code, Ed 5

BLOCK – II: Preparation of Name and Title catalogues for Books and Periodicals as per the AARCR -2 Revised Edition; Preparation of Subject Catalogue as per Sears List of Subject Headings

SUGGESTED READINGS

1. American Library Association (1998). *Anglo-American Cataloguing Rules*. Rev Ed. London : Library Association.
2. Bristow, Barbara A. (2018). *Sear's List of Subject Headings. 22nd ed.* New york: Grey House Publishing
3. Ranganathan, S. R. (1989). *Classified Catalogue Code with Additional Rules for Dictionary Catalogue Code. Ed. 5* (with amendments). Bangalore : Sarada Ranganathan Endowment for Library Science.

COURSE TITLE: INFORMATION SOURCES, SYSTEMS AND SERVICES

COURSE CODE: BLS-07

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Information Sources, Systems and Services course, student shall be able to:

- Understand, identify and explore the different types of information sources
- Evaluate various types of information sources
- Explore, collate and facilitate access to the electronic resources, such as e-journals, e-books, databases and institutional repositories
- Understand the concept of library resource sharing and consortia

COURSE OUTCOMES

After completion of Information Sources, Systems and Services course, the student will be able to:

- Use different types of information sources to provide information services to the clientele
- Provide library services using sources such as portals, wikis, subject gateways, digital libraries

BLOCK – I INFORMATION SOURCES

Unit – I Information Sources – Nature, Characteristics, Types and Formats

Unit – II Documentary and Non- Documentary Sources

Unit – III Primary, Secondary and Tertiary Sources of Information

Unit – IV Human and Institutional Sources of Information

BLOCK – II REFERENCE SOURCES AND ELECTRONIC INFORMATION SOURCES

Unit – I Reference Sources – Characteristics and Types

Unit – II Electronic Sources – E-books, E-journals, Databases, ETDs

Unit – III Subject Gateways, Portals, Bulletin Boards, Discussion Group / Forum, Databases, Institutional Repositories

BLOCK – III REFERENCE AND INFORMATION SERVICES

Unit – I Reference Service – Concept, Purpose, Types

Unit – II Documentation Services – Current Awareness Service (CAS), Selective Dissemination of Information (SDI), Bibliographic Services, Abstracting and Indexing Services

Unit – III Translation Services ; Reprographic Services

BLOCK – IV ELECTRONIC INFORMATION SERVICES

Unit – I Alerting Services, FAQs, Ask a Librarian, Instant messaging, RSS feeds,
Table of Content Services

Unit – II Documentary Delivery Services, Inter Library Loan (ILL) Services

Unit – III Social Networks, Social bookmarking; Community Information Services

BLOCK – V INFORMATION SYSTEMS AND NETWORKS

Unit – I Information System – Characteristics, Types, Functions

Unit – II National Information Systems and Networks – NISCAIR, NASSDOC,
DESIDOC, SENDOC, ENVIS, NICNET, ERNET

Unit – III Global Information Systems and Networks – MEDLARS, AGRIS, INIS,
INSPEC, BIOSIS, ERIC, Biotechnology Information System,
Patent Information System

SUGGESTED READINGS

1. Bopp, R. E. & Smith, L. C. (Eds.). (2011). *Reference and Information Services: An Introduction*. Santa Barbara: Abc-Clio Publishing.
2. Cassell, K. A. & Hiremath, U. (2013). *Reference and Information Services: An Introduction*. Chicago: American Library Association.
3. Chowdhury, G. & Chowdhury, S. (2001). *Information Sources and Searching on the World Wide Web*. London: Facet Publishing.
4. Cheney, F N. & Williams, W. J. (2000). *Fundamentals of Reference Sources*. Chicago: American Library Association.
5. Grogan, Dennis (1982). *Science and Technology: An Introduction to Literature*. London: Clive Bingley.
6. Guha, B. (1999). *Documentation and Information Services (2nd Ed.)*. Kolkata: World Press.
7. Higgs, C. (Ed.). (1980). *Printed Reference Materials*. London: Library Association.
8. Katz, W. A. (2000). *Introduction to Reference Work*. London, Butterworths.
9. Krishan Kumar (1984). *Reference Service*. New Delhi, Vikas Publishing House.
10. Ranganathan, S. R. (1991). *Reference Service*. Bangalore: Saradaranganathan Endowment For Library Science.
11. Rowley, J. E. (1996). *The Basics of Information Systems*. London: Facet Publishing.
12. Shuman, Bruce A. (2004). *Issues for Libraries and Information Science in the Internet Age*. London: Libraries Unlimited Inc

**COURSE TITLE: FUNDAMENTALS OF INFORMATION AND
 COMMUNICATION TECHNOLOGY**

COURSE CODE: BLS-08:

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Fundamentals of Information and Communication Technology course, student shall be able to:

- Understand the structure of computer and functions of its various units
- Know the concept of database and database management system
- Identify and state the features of telecommunication channels, modes, media, modulation, standards and protocols
- Highlight the nature and components of computer networks and their protocols and standards

COURSE OUTCOMES

After completion of Fundamentals of Information and Communication Technology course, the student will be able to:

- Apply the DBMS concept in creating database
- Plan and implement automation in library housekeeping operations and services
- Evaluate various library management software
- Examine the concept of library networks and highlight their types and importance

BLOCK – I FUNDAMENTALS OF COMPUTER

- Unit – I Computer – Concept, Generation, Types, Organisation, Hardware,
- Unit – II Software – System Software – Operating System – MS- Windows, Unix
and Linux
- Unit – III Application Software – MS – Word, MS-Excel and MS- Power point
- Unit – IV Character encoding - ASCII, ISCII and Unicode

BLOCK – II DATABASE MANAGEMENT SYSTEM

- Unit – I Database – Concept, Functions, Models
- Unit – II Database Management System – Concept, Functions; Types
- Unit – III RDBMS - MS- Access; Query Language

BLOCK – III COMPUTER NETWORKS AND LIBRARY NETWORKS

- Unit – I Computer Networks – Concept, Need, Topologies, Types – LAN, MAN,
WAN
- Unit – II Internet – Web browser, WWW, E-mail; Search Engines; Internet protocol
and standards – HTTP, SHTTP, FTP, SMTP, TCP/IP, URL

- Unit – III Data Security and Network Security; Firewalls
- Unit – IV Library Networks – Concept, History, Need, Types (Regional, National, International)

BLOCK – IV TELECOMMUNICATION TECHNOLOGIES

- Unit – I Transmission Channels, Mode, and Media, ISDN, PSDN
- Unit – II Modulation, Frequency, Bandwidth and Multiplexing
- Unit – III Wireless Communication – Media, Wi-fi, Li-fi, Satellite Communication
Mobile Communication

BLOCK – V LIBRARY AUTOMATION

- Unit – I Library Automation – Concept, Need, Historical Development
- Unit – II Planning and Implementation of Library Automation in House-keeping
Operations
- Unit – III Library Management Software – Proprietary, Open Source Software;
Evaluation

SUGGESTED READINGS

1. Bharihoke, Deepak (2012). *Fundamentals of Information Technology*. 4th ed. New Delhi: Excel Books.
2. Borgman, Christine L. (2017). *Big data, little data, no data: Scholarship in the networked world*. Cambridge: The MIT Press.
3. Clayton, Marlene (2018). *Managing library automation*. 2nd ed. London: Routledge.
4. Haravu, L. J. (2014). *Library automation: Design, principles and practice*. Allied Publishers, New Delhi.
5. Hennig, Nicole. (2017). *Keeping up with emerging technologies: Best practices for information professionals*. Santa Barbara: Libraries Unlimited.
6. Joiner, Ida. (2017). *Emerging library technologies: It's not just for geeks*. Oxford: Chandos Publishing.
7. Leon-Garcia, Alberto & Widjaja, Indra (2006). *Communication networks: Fundamental concepts and key architectures*. 2nd ed. New Delhi: McGraw-Hill.
8. Marmel, Elaine (2015). *Office 2016 Simplified*. Hoboken. New Jersey: John Wiley & Sons.
9. Mishra, Vinod Kumar (2016). *Basics of library automation, Koha library* Delhi: Ess Ess Publications
10. Phadke, D. N. (2017). *Library information technology*. Pune: Universal Publications.
11. Rajaraman, V. & Adabala, Neeharika (2014). *Fundamentals of computers*. 6th ed. New Delhi: Prentice-Hall of India.
12. Ravichandra Rao, I.K. (1992). *Library Automation*. New Delhi: Wiley Eastern.
13. Satyanarayana, N.R. (1995). *A Manual of Computerization in Libraries*. New Delhi : Wishwa Prakashan.
14. Tanenbaum, Andrew S (1998). *Operating Systems*. New Delhi: Prentice Hall of India.
15. Tanenbaum, Andrew S. & Wetherall, David J. (2013). *Computer networks*. 5th ed. New Delhi: Prentice Hall

**COURSE TITLE: PRESERVATION AND CONSERVATION OF LIBRARY
MATERIALS**

COURSE CODE: BLS-E3

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Preservation and Conservation of Library Materials course, the student shall be able to:

- understand the nature of preservation and conservation management, its components and implications.
- understand the physical composition of reading material and causes of deterioration.
- understand preservation and conservation standards.
- identify technological options in the preservation.

COURSE OUTCOMES

After completion of the Preservation and Conservation of Library Materials course, the student will be able to:

- plan the preservation activities and can set up preservation labs for the rehabilitation of the document in their respective workplaces.

BLOCK – I BASICS OF PRESERVATION AND CONSERVATION

Unit – 1 Preservation and Conservation – Concepts, Needs and Purposes

Unit – II Writing materials – Evolution, Types and Characteristics

BLOCK – II CAUSES AND CONTROL MEASURES

Unit – I Book and paper deterioration ; Photograph deterioration; AV and electronic media Deterioration

Unit – II Environmental factors

Unit – III Chemical factors

Unit – IV Biological factors

Unit – V Binding, Repair, Reformatting

BLOCK – III PRESERVATION PROGRAMMES

- Unit – I Collection assesment
- Unit – II Preservation Planning
- Unit – III Budgeting for Preservation activities

BLOCK – IV DIGITAL PRESERVATION

- Unit – I Digital preservation – Concept
- Unit – II Strategies of Digital preservation
- Unit – III Digital preservation: Issues and challenges

SUGGESTED READINGS

1. Barateiro, José, GonçaloAntunes, Filipe Freitas, and José Borbinha. Designing digital preservation solutions: A risk management-based approach. *The International Journal of Digital Curation* 5.1 (2010). <http://www.ijdc.net/index.php/ijdc/issue/archive>
2. Bradley, Kevin. Defining digital sustainability. *Library Trends* 56/1 (2007): 148-63. Posted on the CTools site, <https://ctools.umich.edu/portal>
3. Calvi, Elise, Yvonne Carignan, Liz Dube, and Whitney Pape. The preservation manager’s guide to cost analysis. Chicago: ALCTS/PARS American Library Association, 2006. Chapter 3: Identifying and calculating costs, pp. 7-28. Posted on the CTools site, <https://ctools.umich.edu/portal>
4. Courant, Paul N., and Matthew “Buzzy” Nielsen. On the cost of keeping a book. In *The idea of order: Transforming research collections for 21st century scholarship*, Washington, D.C. Council for Library and Information Resources (June 2010): 81-105. <http://www.clir.org/pubs/abstract/pub147abst.html>
5. Definitions of Digital Preservation. Chicago: American Library Association Preservation and Reformatting Section, 2007. <http://www.ala.org/ala/mgrps/divs/alcts/resources/preserv/defdigpres0408.cfm>
6. Demas, Sam, and Wendy Lougee. Shaping a national collective collection: Will your campus participate? *Library Issues*, 31.6 (July 2011). <http://samdemasconsulting.com/wpcontent/uploads/2011/08/LibraryIssues-Article- July-20112.pdf>
7. Digital Preservation FAQs. National Archives [UK]. <http://www.nationalarchives.gov.uk/information-management/projects-and-work/digitalpreservation-faqs.htm>

8. Handling Rare Materials. YouTube: Folger Shakespeare Library, 28 June 2011.
<http://www.youtube.com/watch?v=5NWYruNYILw>
9. Kenney, Anne R., Nancy Y. McGovern, et al. Digital Preservation Management: Implementing Short-Term Strategies to Long-Term Problems, online tutorial:
<http://www.icpsr.umich.edu/dpm/>
10. Lacinak, Chris, Project outsourcing: Navigating the client/vendor relationship to achieve your project goals. Brooklyn, NY: AudioVisual Preservation Solutions, 2006.
<http://www.avpreserve.com/avpsresources/papers-and-presentations/>
11. Meeting the challenge of media preservation: Strategies and solutions. Indiana University Bloomington Media Preservation Task Force, Aug 2011. Read chapters 4 and 5.
<http://www.indiana.edu/~medpres/>
12. Model Preservation Policies for Ohio's Cultural Heritage Institutions
<http://cdm16007.contentdm.oclc.org/cdm/landingpage/collection/p16007coll7>
13. Northeast Document Conservation Center (NEDCC) Preservation leaflets,
<http://nedcc.org/resources/leaflets.list.php>
14. Roberts, Matt T. and Don Hetherington, Bookbinding and the Conservation of Books: A Dictionary of Descriptive Terminology.
<http://palimpsest.stanford.edu/don/don.html>
15. Simpson, Duncan, Contracting out for digital preservation services: information leaflet and checklist. The Digital Preservation Coalition, 2004.
<http://www.dpconline.org/advice/dpc-reports> [scroll to the bottom of the page to find the link under DPC Guides]
16. Smith, Abby. Valuing preservation. Library Trends 56.1 (Summer 2007) 4-25. Access via U-M Library/Project Muse: http://muse.jhu.edu/journals/library_trends/[accessible from a U-M IP address or via login to the University Library]; a pdf copy is posted to the class CTools site, <http://ctools.umich.edu>

COURSE TITLE: INFORMATION LITERACY

COURSE CODE: BLS-E4

COURSE CREDIT: 3

COURSE OBJECTIVES

While studying the Information Literacy course, the student shall be able to:

- Acquaint with the concept of Information Literacy, ICT and media literacy, information literacy standards and guidelines
- Understand role and impact on modern Libraries and on students information seeking behaviour.

COURSE OUTCOMES

After completion of Information Literacy course, the student will be able to:

- Familiar with various literacy skills required for knowledge exploration, retrieval and dissemination.

BLOCK – I BASIC OF INFORMATION LITERACY

Unit – I Information Literacy – Concept, Need and Objectives

Unit – II Information Society and Information Literacy

BLOCK - II ICT AND MEDIA LITERACY

Unit – I Computer Literacy and Media Literacy

Unit – II Digital Literacy – Concept, Policies and Practices ; Digital Literacy –
Competences and skills

BLOCK – III INFORMATION LITERACY STANDARDS AND MODELS

Unit – I Society of College, National and University Libraries (SCONUL)

Unit – II Information Literacy Framework

Unit – III Information literacy skills and competences

BLOCK - IV INFORMATION LITERACY GUIDELINES

Unit – I Information Literacy – Policies, Guidelines

Unit – II Guidelines - Association of College and Research Libraries; Council of Australian University Librarians

BLOCK - V INFORMATION LITERACY AND LIBRARIES

Unit – I Public, Academic and Special Librarians

Unit – II User orientation and User education User training

Unit – III Information Literacy Products

SUGGESTED READINGS

1. Blanchett, H., Powis, C., & Webb, J. (2012). *A guide to teaching information literacy: 101 practical tips*. London: Facet Publishing.
2. Films Media Group, & Motion Masters Film & Video Production. (2016). *Introduction to Information Literacy*.
3. Godwin, P., & Parker, J. (2012). *Information literacy beyond Library 2.0*. London: Facet Pub.
4. Grassian, E. S., & Kaplowitz, J. R. (2009). *Information literacy instruction: Theory and practice*. New York: Neal-Schuman Publishers.
5. Iannuzzi, P., Mangrum, C. T., & Strichart, S. S. (1999). *Teaching information literacy skills*. Boston: Allyn and Bacon.
6. Lau, J. (2006). *Guidelines on information literacy for lifelong learning*. IFLA, Veracruz.
7. Mackey, T. P., & Jacobson, T. E. (2011). *Teaching information literacy online*.
8. Perdeu, L., & Stebbins, L. F. (2017). *Information literacy in the digital age*. Essential Library
9. Plotnick, E., & ERIC Clearinghouse on Information & Technology. (1999). *Information literacy*. Syracuse, NY: Clearinghouse on Information & Technology.
10. Riedling, A. M. (2004). *Information literacy: What does it look like in the school library media center*. Westport, Conn: Libraries Unlimited.
11. The Association of College and Research Libraries. (2000). *Information Literacy Competency Standards for Higher Education*. Chicago.
12. Watts, M. M. (2008). *Information literacy: One key to education*. San Francisco, CA: Jossey-Bass.

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ITEM NO. 2020-13.17

TO CONSIDER THE MINUTES OF THE BOARD OF STUDIES OF THE SCHOOL OF COMPUTER SCIENCE HELD ON 16-06-2020

RESOLVED THAT the Board of Studies of the School of Computer Science held on 16-06-2020 through Virtual Platform considered the Conversion from Non-Semester to Semester Pattern, Programme Project Reports, Question Paper Pattern and Panel of Question Paper Setter and Evaluator for the following PG and UG Programmes in line with the Regulations of TANSCHÉ and as per Norms of the UGC with effect from the Academic Year 2020-2021,

S.NO	NAME OF THE PROGRAMME	NATURE
1.	M.Sc., Computer Science	Existing Programme converted as Semester Pattern
2.	Master of Computer Applications (MCA) and Lateral Entry	Existing Programme converted as Semester Pattern
3.	B.Sc., Computer Science	Existing Programme converted as Semester Pattern
4.	Bachelor of Computer Applications (BCA) and Lateral Entry	Existing Programme converted as Semester Pattern

as given in Annexure - 14 Page Nos.206 to 787, to this BoS Minutes, BE APPROVED.

ITEM NO. 2020-13.18

TO CONSIDER THE MINUTES OF THE BOARD OF STUDIES OF THE SCHOOL OF HISTORY AND TOURISM STUDIES (INTEGRATED BOARD) HELD ON 17-06-2020

RESOLVED THAT the Board of Studies of the School of History and Tourism Studies held on 17-06-2020 through Virtual Platform, considered the New Programme, the Conversion from Non-Semester to Semester Pattern, Programme Project Reports, Question Paper Pattern and Panel of Question Paper Setter and Evaluator for the

Handwritten signature

Handwritten signature and date: 10/7/2020

Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

TAMIL NADU OPEN UNIVERSITY
School of History and Tourism Studies
Department of History
&
Department of Archaeology

Minutes of the Meeting of the Board of Studies (BoS)
was held on 17.06.2020

The Meeting of the Board of Studies (BoS) of the Department of History & Department of Archaeology in the School of History and Tourism Studies, Tamil Nadu Open University TNOU was held on 17.06.2020, at 11.30 am via virtual platform. (ZOOM APP) link: <https://us02web.zoom.us/j/89524196720>.

The following members were present:

- | | | | |
|-----|--|---|--------------------|
| 1) | Dr. P. Rajan | - | Chairperson |
| 2) | Dr. N. Dhanalakshmi | - | Member |
| 3) | Dr. E. Iniyan | - | Member |
| 4) | Dr. P. Sumabala | - | Member |
| 5) | Dr. J. Soundararajan | - | Member |
| 6) | Dr. Cinthia Jude | - | Member |
| 7) | Dr. K. Pannerselvam | - | Member |
| 8) | Dr. A. Vasanthi | - | Member |
| 9) | Mr. N. Kumaresan | - | Member |
| 10) | Mr. V. Rajaguru | - | Member |
| 11) | Mr. Joshva Christopher Benjamin | - | Member |

The Meeting began with a welcome note by Dr. N. Dhanalakshmi, Director i/c. SOHTS, TNOU and Hon'ble Vice Chancellor Prof. K. Parthasarathy, inaugurate the BOS meeting and given suggestions. BOS meeting was handed over to Prof. P. Rajan, Chairperson to conduct the BOS for B.A & M.A History & M.A. Ancient History and Archaeology. The chairperson has briefed the Board about the achievements and future plans of the Department as well as the University. Then, he requested the members of the Board to introduce themselves, as they are newly nominated on the restructured Board of Studies.

Accordingly, the members formally introduced themselves highlighting their subject specialisations, academic experiences and achievements.

Following this, the Chairperson moved the following agenda items that were already circulated among the members through email for discussion:

Item: 1 Preparation of Programme Project Reports containing the relevance of curricula (local, national, regional and global), Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes for the following Programmes:

- (i) **B.A History**
- (ii) **M.A History**
- (iii) **M.A Ancient History and Archaeology**

Item: 2 Proposal for introduction of the new Programmes:

- (i) **M.A Ancient History and Archaeology – AY 2020- 2021**

Item: 3 Review of the syllabi of the following Programmes:

- (i) **B.A. History**
- (ii) **M.A. History**

Item: 4 Proposal for launching Massive Open Online Course - MOOCs
NIL

Item: 5 Proposal for inclusion of Open Educational Resources (OER) in the Course Materials as additional learning resources
NIL

Item: 6 Adaptation of the Syllabi designed by the Tamil Nadu State Council for Higher Education (TANSCHÉ) and subsequent introduction of the Programmes in semester pattern as listed below:

- (i) **B.A. History**
- (ii) **M.A History**
- (iii) **M.A Ancient History and Archaeology**

Item: 7 Action on the feedbacks collected from the stakeholders with regard to the Programme, Syllabi and Course Materials

Item: 8 Introduction of ----- Programme in collaboration with ----- **NIL**

Item: 9 Approval and ratification of the panel of in-house faculty who have involved or are going to be involved in the Curriculum Designing, Writing, Editing and Vetting while developing the Self-Learning Materials as Course Writers

1. **Dr. N.Dhanalakshmi, Associate Professor & Director i/c, SOHTS**
2. **Dr.E. Iniyan, Assistant Professor, SOHTS**

Item: 10 Proposal for new initiatives for the empowerment of women, SC, ST, OBC, PwD, Transgender, Jail Inmates, Defence Personnel and Persons residing in remote and rural areas, backward and tribal areas.

New Course: **Women and Law in India**

Item:11 Proposal for disabled friendly learning environment in TNOU
Online Teaching with virtual illustrations

Item:12 Ratification of Policy Document on Self-Learning Materials approved by the statutory bodies of the University

Item:13 Approval of the panel of Board of Examiners in History & Archaeology for Question Paper Setting and Evaluation

1. **Dr. Soundararajan**, Associate Professor & Head, Dept. of History, V.O.C. College, Toothukudi
2. **Dr. L. Selva Muthu Kumarasami**, Associate Professor, Dept. of History, Presidency College, Chennai
3. **Dr. Dolly Thomas**, Associate Professor, Dept. of History, Stella Mari's College, Chennai
4. **Dr. Pushpalatha**, Associate Professor & Head, Dept. of History, DDE Maurai Kamaraj University, Madurai
5. **Dr.V.Thirumurugan**, Assistant Professor, Dept. of History, Annamalai University, Chidambaram

6. **Dr. R. Jagannath Raja**, Assistant Professor, Raju's College, Rajapalayam
7. **Dr. Ashok**, Assistant Professor, MCC College, Chennai
8. **Dr. Sthanislas**, Assistant Professor, Govt. Arts College, Tiruvannamalai
9. **Dr. Cinthia Jude**, Assistant Professor, Stella Mary's College, Chennai
10. **Dr. Balamurugan**, Associate Professor & Head, LN Govt. Arts College, Ponneri
11. **Dr. Yesupatham**, Assistant Professor, LN Govt. Arts College, Ponneri
12. **Dr. S. Sudarkodi**, Assistant Professor, Govt. Arts College, Villupuram
13. **Dr. Arputhaselvi**, Assistant Professor, Loyola College, Chennai
14. **Dr. Jayanthi**, Assistant Professor, Queen Mary's College for Women, Chennai
15. **Dr. Muthukumar**, Associate Professor, Alagappa Govt. Arts College, Karaikudi
16. **Dr. Radhakrishnan**, Assistant Professor, Nandanam Govt. Arts College, Chennai
17. **Dr. P. Dhandayuthapani**, Assistant Professor, PG & Research Department of History, Arignar Anna Govt. Arts College, Villupuram
18. **Dr. Akbar**, Associate Professor & Head, Dept. of History, Jamal Mohammed College, Trichy
19. **Dr. G. Paranthaman**, Assistant Professor, Dept. of History, Alagappa University, Karaikudi
20. **Dr. K. Napoleon**, Assistant Professor, PG Dept. of History, Govt. Arts College, Trichy
21. **Dr. Preetha**, Assistant Professor, Dept. of History, Meenakshi College for Women, Kodambakkam
22. **Dr. Karkuzhali**, Assistant Professor, Dept. of History, Kunthavai Nacchiyar College for Women, Thanjavur
23. **Dr. J. Soundararajan**, Associate Professor, Dept. Ancient History and Archaeology, University of Madras
24. **Dr. A. Vasanthi**, Assistant Professor, Dept. of Tourism and Management, Anna Adarsh College for Women, Chennai

Course Writers from Outside (M.A Ancient History and Archaeology)

1. **Dr. A. Vasanthi**, Commissioner i/c (Retd)
Dept of Archaeology, Govt. of Tamilnadu
2. **Dr. Sumabala**, Assistant Professor, Dept. of History, Quiat-de-Mullet College for Women, Chennai
3. **Dr. Preetha**, Assistant Professor, Dept. of History, Meenakshi College for Women, Kodambakkam, Chennai
4. **Dr. Madhan**, Assistant Professor, Music University, Chennai

Course Writers from Outside (B.A & M.A History)

1. **Dr. G. Radhakrishnan**, Associate Professor (Rtd), Raju's College, Rajapalayam
2. **Dr. R. Jaganthraja**, Assistant Professor & Principle i/c, Raju's College, Rajapalayam
3. **Dr. A. Antony Selvaraj**, Associate Professor, Govt. Arts College, Melur
4. **Dr. Ilangovan**, Associate Professor, Govt. Arts College, Melur
5. **Dr. S. Ravichandran**, Assistant Professor & Principle i/c, Raju's College, Rajapalayam
6. **Dr. Cinthia Jude**, Assistant Professor, Dept. of History and Tourism, Stella Maris College, Chennai
7. **Mr. Sankar**, PG Assistant, Govt. Hr. Sec. Schol, Nallamanayakanpatti, Rajapalayam

Item:14 Proposal for introduction of Uniform Question Pattern in the following Programmes, for students joined from the inception of the University till AY 2019-20 and for students joined from AY – 2020-2021 onwards.

(i) Name of the Programme

M.A - Ancient History and Archaeology

M.A – History

Part – A (5x5 = 25 Marks)

Answer any **Five** questions out of Eight Questions in 300 words
All questions carry equal marks

1. From Unit - I
2. From Unit - II
3. From Unit - III
4. From Unit - IV
5. From Unit - V
6. From any unit
7. From any unit
8. From any unit

PART - B (3 × 15 = 45 marks)

Answer any **Three** questions out of Five Questions in 1000 words.
All questions carry equal marks.

9. From Unit - I
10. From Unit - II
11. From Unit - III
12. From Unit – IV
13. From Unit – V

B.A – History

PART - A (3 × 3 = 9 marks)

Answer any **Three** questions out of Five questions in 100 words
All questions carry equal marks

1. From Unit - I
2. From Unit - II

3. From Unit - III
4. From Unit - IV
5. From Unit - V

PART - B (3 × 7 = 21 marks)

Answer any **Three** questions out of Five questions in 200 words
All questions carry equal marks

6. From Unit - I
7. From Unit - II
8. From Unit - III
9. From Unit - IV
10. From Unit - V

PART - C (4 × 10 = 40 marks)

Answer any **Four** questions out of Seven questions in 500 words.
All questions carry equal marks.

11. From Unit - I
12. From Unit - II
13. From Unit - III
14. From Unit - IV
15. From Unit - V
16. From any unit
17. From any unit

Item:15 Implementation of a two credit Course “Research and Publication Ethics (RPE)”, as per the recommendation of the UGC vide D.O.No.F.1-1/2018 (Journal/CARE) dated December 2019

NIL

Item:16 Any other items

NIL

After thorough deliberations on each agenda item, it was resolved that:

Item: 1 Preparation of Programme Project Reports containing the relevance of curricula (local, national, regional and global), Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes for the following Programmes which is enclosed at Annexure – I be approved.

- (i) **B.A History**
- (ii) **M.A History**
- (iv) **M.A Ancient History and Archaeology**

Item: 2 Proposal for introduction of the new Programmes: Annexure – II be approved.

- (i) **M.A Ancient History and Archaeology – AY 2020-2021**

Item: 3 Review of the syllabi of the following Programmes: Annexure – I

- (i) **B.A. History**
- (ii) **M.A. History**

Item: 6 Adaptation of the Syllabi designed by the Tamil Nadu State Council for Higher Education (TANSCHÉ) and subsequent introduction of the Programmes in semester pattern as listed below:

- (i) **B.A. History**
- (ii) **M.A History**
- (iii) **M.A Ancient History and Archaeology**

Item: 9 Approval and ratification of the panel of in-house faculty who have involved or are going to be involved in the Curriculum Designing, Writing, Editing and Vetting while developing the Self-Learning Materials as Course Writers which is enclosed at Annexure-III be approved.

1. **Dr. N.Dhanalakshmi, Associate Professor & Director i/c, SOHTS**
2. **Dr.E. Iniyan, Assistant Professor, SOHTS**

Item: 10 Proposal for new initiatives for the empowerment of women, SC, ST, OBC, PwD, Transgender, Jail Inmates, Defence Personnel and Persons residing in remote and rural areas, backward and tribal areas.

New Course: **Women and Law in India**

Item:11 Proposal for disabled friendly learning environment in TNOU
Online Teaching with virtual illustrations

Item:13 Approval of the panel of Board of Examiners in History & Archaeology for Question Paper Setting and Evaluation which is enclosed Annexure – IV be approved.

1. **Dr. Soundararajan**, Associate Professor & Head, Dept. of History, V.O.C. College, Toothukudi
2. **Dr. L. Selva Muthu Kumarasami**, Associate Professor, Dept. of History, Presidency College, Chennai
3. **Dr. Dolly Thomas**, Associate Professor, Dept. of History, Stella Mari's College, Chennai
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1. **Dr. S.Vasanthi**, Commisioner i/c (Retd)
Dept of Archaeology, Govt. of Tamilnadu
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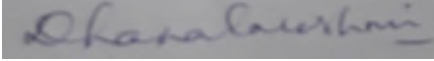
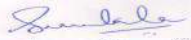
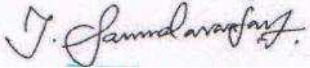
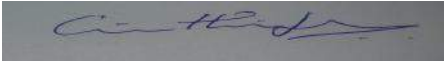
Course Writers from Outside (B.A &M.A History)


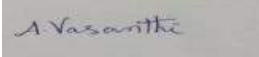



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Item:14 Proposal for introduction of Uniform Question Pattern in the following Programmes, for students joined from the inception of the University till AY 2019-20 and for students joined from AY – 2020-2021 onwards.

The Meeting of the Board of Studies came to a close with a vote of thanks proposed by **Dr. E. Iniyar**, Assistant Professor of Archaeology, SOHTS, TNOU.

Signatures

- | | | | |
|----|-----------------------------|---|--|
| 1) | Dr. P. Rajan | - |  |
| 2) | Dr. N. Dhanalakshmi | - |  |
| 3) | Dr. E. Iniyar | - | |
| 4) | Dr. P. Sumabala | - |  |
| 5) | Dr. J. Soundararajan | - |  |
| 6) | Dr. Cinthia Jude | - |  |

- 7) Dr. K. Pannerselvam -  Signature
K. Pannerselvam
Superintending Epigraphist.
- 8) Dr. A. Vasanthi -  A. Vasanthi
- 9) Mr. N. Kumaresan - 
- 10) Mr. V. Rajaguru - 
- 11) Mr. Joshva Christopher Benjamin - 



**தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்,
சென்னை- 600015**

**Tamil Nadu Open University
Chennai – 600015**

School of History and Tourism Studies

**Master of Arts
In Ancient History & Archaeology**

**Programme Project Report (PPR)
&
Detailed Syllabus**

Tamil Nadu Open University
School of History and Tourism Studies
Master of Arts (Ancient History and Archaeology)
(Distance Mode – Non -Semester)
Programme Project Report (PPR)

Programme's Mission and Objectives

To construct a wide knowledge of theory and research on archaeology and sub-disciplines of archaeology among the learners is the ultimate objective. It is enable to present critical analyses of research in public forums and to demonstrate the ability to collect and analyze archaeological data. To collect, analyze, and interpret archaeological data in a way that adds to the understanding of cultural heritage in proper context. To provide with an archaeologically informed description and understanding of commonalities and differences of human ways of life and thinking.

Relevance of the Programme with HEI's Mission and Goals

As per the Mission of Tamil Nadu Open University to meet the currents and emerging the needs of the Adult Population by widening the access to higher education and providing a learning environment as any time any where learning, the Master of Arts Programme in Ancient History and Archaeology has been developed and being offered through ODL Mode.

Nature of Prospective Target Group of Learners

Master of Arts Programme in Ancient History and Archaeology has been designed for who are preparing for competitive examinations, those who are interested in cultural heritage management and preservation of ancient monuments, interested in art and architectural development, seeking job, especially as faculties, archaeologists, epigraphist, involved in temple construction and also those who want to excel in archaeological expeditions.

Appropriateness of Programme to be conducted in ODL Mode to Acquire Specific Skills and Competence

Master of Arts Programme in Ancient History and Archaeology has been offered through ODL Mode in order to acquire specific Competencies related to archaeological research. This Programme has a lot of Scope in the architectural development. As an outcome of the Programme, Learners may gain knowledge about the various archaeological aspects of the Indian Ancient History and learn the different methods employed in archaeological research.

Instructional Design

The Curriculum and the Syllabus for Master of Arts Programme in Ancient History and Archaeology has designed covering all the aspects of Indian Archaeology consisting of Pre and Proto History, Epigraphy, Numismatics, Architecture, Iconography, Museology etc. The duration of the Programme is two Years and the medium of instruction is English.

The Master of Arts Programme in Ancient History and Archaeology is offered through the Learner Support Centres established by TNOU in the affiliated Arts and Science College, where the faculties pertaining to the archaeology disciplines will be handling the classes.

The Faculty Member available at School of School of History and Tourism Studies, Tamil Nadu Open University and the faculties approved as Academic Counsellors of TNOU at Learner Support Centres will be used for delivering the Master of Arts Degree Programme in Ancient History and Archaeology.

The credits systems suggested as per UGC-ODL Regulations-2020 have been assigned to Master of Arts Degree Programme in Ancient History and Archaeology. The total number of credit assigned for the Programme is 72. The Self Learning Materials in the form of print, e-content and audio/video materials wherever required will be developed for the Programme.

Procedure for Admissions, Curriculum Transaction and Evaluation

The eligibility for Admission to the Master of Arts Degree Programme in Ancient History and Archaeology is Bachelor Degree in any discipline recognised by any University. The Programme Fee is Rs.7,600/- for two years in addition to the Registration and other Charges Rs. 550/-. The admissions are carried out by Tamil Nadu Open University and through its Regional Centres located within the State of Tamil Nadu. The Theory Counselling will be conducted through the Learners Support Centres of Tamil Nadu Open University. The evaluation carried out by Tamil Nadu Open University consists of Continuous Internal Assessment through Spot Assignment and External Assessment through Term End Examination.

Financial Assistance

Scholarship for SC/ST category is available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver is available for the Physically Challenged/ Differently abled persons.

Policy of Programme Delivery

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be uploaded in the TNOU website and the same will be intimated to the students through SMS.

Evaluation System

Examination to Master of Arts Degree Programme in Tamil is designed to maintain quality and standard. Theory Examination will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Evaluators appointed by the University.

Assignment: 30 Marks – Through Continuous Internal Assessment (CIA)

Theory Examination

Students shall normally be allowed to appear for theory examination after completing the Assignments. The Term -End Examination shall Carry 70 Marks and the Question Paper has two Sections: A & B for the duration of 3 hours.

QUESTION PAPER PATTERN

Time: 3 Hours

Maximum Marks: 70

PART – A (5x5=25 Marks)

Answer any five questions out of eight questions in 300 words

All questions carry equal marks

Question Distribution Method:

1. From Unit –I
2. From Unit –II
3. From Unit –III
4. From Unit – IV
5. From Unit – V
6. From any unit
7. From any unit
8. From any unit

PART – B (3X15=45 marks)

Answer any three questions out of five questions in 1000 words

All questions carry equal marks

9. From unit -1
10. From unit-II
11. From unit – III
12. From unit –IV
13. From unit -V

Passing Minimum: Candidates who have secured 50 percent of the marks in each course (both Continuous Internal Assessment and Term End Examinations) shall be declared to have passed the examination in that course. All other candidates shall be declared to have failed in that course.

Classification of Successful Candidate

Candidates who pass all the Courses and who secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class.

Requirement of laboratory and Library Resources

The Programme will be offered through the Learner Support Centre (LSC) maintained by Tamil Nadu Open University. The LSC has the required infrastructural facilities to conduct the Counselling for the students who wish to clear their doubts. There is no lab component in Master of Arts Degree Programme in Ancient History and Archaeology.

A well equipped Library is available in the University Headquarters and the Regional Centres with required books and research journals. The Learners Support Centre through which the Degree Programme is to be offered is also equipped with a full-fledged library having books and journals related Tamil.

Cost Estimate of the Programme and the Provisions

The cost estimate for development, delivery and maintenance of the Master of Arts Degree Programme in Ancient History and Archaeology is provided in the following Table.

S.No.	Details	Amount in (Rs.)
1.	Programme Development (Expenditure)	9,26,258
2.	Programme Delivery and Maintenance (Expenditure)	3,040
3	Programme Fee Charged for 2 Years (Income)	7,600
4.	Examination Fee Charged for 2 Years (Income)	2,500
5.	Examination Expenses Per Student for 2 Years (Expenditure)	1,000

Quality Assurance Mechanism and expected Programme Outcome

The Quality of the Master of Arts Degree Programme in Ancient History and Archaeology is maintained by adopting the curriculum suggested by the UGC and Tamil Nadu State Council for Higher Education. As per UGC guidelines the Core courses, Elective courses, Subject specific elective courses, Skill enhancement courses are included in the Programme. The Curriculum Master of Arts Degree Programme in Ancient History and Archaeology was approved by the Board of Studies held on 17.06.2020. As a part of Quality assurance the curriculum for the Programme will be updated once in three years. Necessary steps will be taken to obtain feedback from the students and the Academic Counsellors who are part of the Programme for effective delivery of the Programme.

After completion of the Master of Arts Degree Programme in Tamil, the Learners will acquire knowledge in Ancient History and Archaeology, architectural excellence that was available in India, deciphering the inscriptions, study of coins, display techniques in museology, iconographic features etc.

Master of Arts - Ancient History and Archaeology

(Distance Mode – Semester)

S No.	Course Code	Course title	No. of Credits	Exam Hrs.	Marks Distribution		Total Marks	Pass Marks
					Internal	External		
First Year					First Semester			
1.	MAHA-11	Introduction to Archaeology	4	3 Hrs	30	70	100	50
2.	MAHA-12	Pre and Proto History of India	4	3 Hrs	30	70	100	50
3.	MAHA-13	Principles and Practices of Tourism	3	3 Hrs	30	70	100	50
4.	MAHA-11	Indian Paintings	3	3 Hrs	30	70	100	50
5.	MAHA-11	Principles and Methods of Archaeology	4	3 Hrs	30	70	100	50
Second Semester								
1.	MAHA-21	Indian Architecture	4	3 Hrs	30	70	100	50
2.	MAHA-22	Indian Epigraphy	4	3 Hrs	30	70	100	50
3.	MAHA-23	Iconography	4	3 Hrs	30	70	100	50
4.	MAHA-24	Exploration Report (Pre and Proto Historic Sites)	4	3 Hrs	30	70	100	50
Elective Paper								
5.	MAHA-25 A	History of North India upto 1200 C.E	2	3 Hrs	30	70	100	50
OR								
6.	MAHA-25 B	Eco – Tourism						
Second Year					Third Semester			
1.	MAHA-31	Museology	4	3 Hrs	30	70	100	50
2.	MAHA-32	Indian Numismatics	4	3 Hrs	30	70	100	50
3.	MAHA-33	History of South India upto 1500 C.E	4	3 Hrs	30	70	100	50
4.	MAHA-34	Exploration Report (Art and Architecture, Iconography, Inscriptions, Coins)	4	3 Hrs	30	70	100	50
Elective Paper								
5.	MAHA-35 A	Cultural Heritage of India	2	3 Hrs	30	70	100	50
OR								
	MAHA-35 B	Geography of Tourism						
Fourth Semester								
1.	MAHA-41	World Ancient Civilizations	4	3 Hrs	30	70	100	50
2.	MAHA-42	Archaeology and Science	4	3 Hrs	30	70	100	50
3.	MAHA-43	Ethnoarchaeology	4	3 Hrs	30	70	100	50
4.	MAHA-44	Marine Archaeology	4	3 Hrs	30	70	100	50
5.	MAHA-45	Social and Cultural Heritage of Tamilnadu	2	3 Hrs	30	70	100	50
Total Courses - 20			Total Credits - 72					

I YEAR
I –SEMESTER

Course Title: Introduction to Archaeology

Course Code: MAHA – 11

Course Credit: 4

Course Objective

While studying the Introduction to Archaeology, the Learner can be able to

- ❖ Basics of Archaeology
 - ❖ Archaeological Theories and the evolution of Script
 - ❖ Use of science in Archaeological research
-

Course Outcome

Learners are able to classify the archaeological history of India in the chronological sequence with various illustrations. Learners outcome in this course would be:

- ❖ Goals of Archaeological studies, Different Kinds of Archaeology
- ❖ Interpretative studies with other disciplines
- ❖ Branches of Archaeology, Pre and Proto history of India
- ❖ Recent scientific developments in archaeological research

BLOCK – 1 : Introduction to Archaeology

Unit – 1 - Introduction - Definition of Archaeology –Goals of Archaeology

Unit – 2 - Prehistoric Archaeology – Historical Archaeology – Environmental Archaeology – Settlement Archaeology – Cognitive Archaeology – Industrial Archaeology – Underwater Archaeology – Ethnoarchaeology – Linguistic Archaeology – Salvage Archaeology

Unit – 3 - Archaeology and Physics – Chemistry – Botany – Zoology – Computer – Anthropology – Geology – Statistics

BLOCK – 2 : History of Archaeology

Unit – 4 – Classical Archaeology – Antiquarianism – Three Age Theory – Scandinavian Archaeology – Antiquity of Mankind - Racism

Unit – 5 - Concept of Culture – Culture-Historical approach – Functionalism – New Archaeology – Processual Theory – General System Theory

Unit – 6 - Behavioural Archaeology – Post - Processual approaches – Contextual archaeology – Archaeology and Gender

Unit – 7 – Foundations for the Indological studies – Sir William Jones – Establishment of Asiatic Society – James Prinsep – Alexander Cunningham – Archaeological Survey of India – Robert Bruce Foote – Sir John Marshall – Mortimer Wheeler – Post Independence Era

BLOCK – 3: Branches of Archaeology

Unit – 8 - Pre and Proto History: Palaeolithic, Mesolithic, Neolithic, Chalcolithic, Megalithic, cultures

Unit - 9 – Origin of Writing – Palaeography – Petroglyph – Cuneiform writing – Ashokan Brahmi – Tamil Brahmi – Vatteluttu - Grantha

Unit – 10 – Punch Marked Coins – Chronology – Foreign Coins in India – Distribution of Symbols

Unit – 11 - Coins of North Indian Dynasties – Kushan, Shatavahana, Isvaku, Gupta, Maurya – Symbols - Coins of South Indian Dynasties – Sangam Coins, Pallava, Chola, Pandya, Vijayanagar, Sultan and Mughal coins.

Unit - 12 - Development of Architecture in India – Nagara – Vesara and Dravidian Architecture

Unit – 13 - Buddhist and Jain Architecture – Indo – Islamic Architecture – Various Monuments

BLOCK – 4: Recent Developments in Archaeology

Unit – 14 - Various concepts in Archaeological studies – Use of Remote Sensing in Archaeology

Unit - 15 - Role of GPS, GPR and GIS in Archaeology

BLOCK – 5: Archaeological Sites

Unit – 16 Palaeolithic Sites: Marwar & Mewar (Rajasthan) – Nevasa, Patne (Maharashtra) - Gudiyam (Tamilnadu) – Mesolithic sites: Bagor, Tilwara (UP) – Teri Sites (Tamilnadu)

Unit – 17 – Neolithic Sites: Burzahom, Gufkral (Kashmir) – Koldihwa and Mahagara (UP) – Chirand (Bihar) – Daojali Hading (Assam) – Piklihal (Karnataka) - Paiyampalli (Tamilnadu)

Unit – 18 – Chalcolithic Culture: Kayatha, Eran, Nagda, Navdatoli (MP) – Megalithic Culture: Tekkalakota (Karnataka) – Langhnaj (Gujarat) – Porkalam (Kerala) – Nagarjunakonda (AP) – Naikund, Talakhat (Maharashtra) – Adichanallur, Paiyampalli, Sanur, Kodumanal (Tamilnadu)

Reference Books

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Course Title: Pre and Proto History of India

Course Code: MAHA – 12

Course Credit: 4

Course Objective

While studying the Pre and Proto History of India, the Learner can be able to

- ❖ Methods of investigations in Archaeological Research and Analysis of Cultural Materials
- ❖ Stone age Settlements in India and the techniques of tool of making
- ❖ Metal age and its influence in cultural changes in ancient India

Course Outcome

Learners can understand the Pre and Proto Historic Chronological sequence and the following information's:

- ❖ Geological background of Indian sub-continent
- ❖ Stratigraphical methods and Dating methodology
- ❖ Different types of stone ages
- ❖ Types of Burials and the distribution of the sites

BLOCK – 1: Natural Resources of India

Unit – 1 – Geological History of India – Physical Division of India – Influence on Prehistory and Protohistory

Unit – 2 – Stone Tools – Fossils – Flora – Stratigraphy – Climatic Changes – Human Skeleton - Hearths

Unit – 3 – Rock Shelters – Pottery – Metal – Terracottas – Seals – Literary Sources

BLOCK – 2: Archaeological Investigations

Unit – 4 – Aim of the Study – Interdisciplinary investigation – Exploration and Excavation – Analysis of Cultural Materials – Statistical Methods

Unit – 5 – Terraces – Correlation of Deposits – Units of Deposits – Comparison and Correlation

Unit – 6 – Palaeontological – Archaeological – Chemical Analysis – Radioactivity – C14 – Varve Clay Analysis – Potassium Argon Dating Methods

Unit – 7 – Geomorphological Study – Palaeopedological Study – Palaeontological Study

BLOCK – 3: Old Stone Age

Unit – 8 – Sohan Palaeolithic Culture – Chopper Chopping Complex – Sub Himalayan Region

Unit - 9 – Introduction to Lower Palaeolithic Culture – Location of the Settlement – Raw materials – Tool Types – Abbevillian and Acheulian Techniques and Hand axes – Proto Levallois and Levallios Techniques – Distribution of Sites

Unit – 10 – Middle Palaeolithic culture – Change in environment and tools – Stratigraphic position – Technology – Raw Materials – Tool Types – Distribution of Sites

Unit – 11 – Upper Palaeolithic culture – Main Features – Raw Materials – Settlements – Techniques – Tool types – Distribution of Sites

BLOCK – 4: Middle and New Stone Age

Unit - 12 - Mesolithic Culture – Different trends – location of the sites – Technological evolution – Raw Material – Techniques – Tool forms – Distribution of sites

Unit – 13 – Neolithic culture – Origin and Evolution – Tools and Techniques – Pottery – Life and Economy – Distribution of Sites

BLOCK – 5: Metal Age

Unit – 14 – Chalcolithic culture of India – Banas, Malwa, Jorwe, Ahar, cultures – Harappa, Mohenjadaro, Kalibangan, Lothal, Dolavira – Evolution of Town ships

Unit – 15 – Iron Age cultures – Painted Grey ware culture – Northern Black Polished ware - Economy

Unit – 16 – Megalithic Culture in Deccan and South India – Distribution of sites – Burial types – Grave Goods – Pottery – Life and Economy

Reference Books

1. Dilip K. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, Munshiram Manoharlal, N.Delhi, 1988
2. Dilip K. Chakrabarti, India:An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations, Oxford University Press, N.Delhi, 1999
3. Ghosh, A., A Encyclopedia of Indian Archaeology, Vol. I&II, Munshiram Manoharlal Publishers Pvt. Ltd, N.Delhi, 1989
4. Raman, K.V., Principles and Methods of Archaeology
5. Rajan, K., Archaeology:Principles and Methods
6. Sankalia, H.D., Indian Archaeology Today, N.Delhi, 1979
7. K.C. Jain, Pre and Proto History of India
8. B. Narasimaiah, Megalithic Culture of South India, Sundeep Prakashan, 1972
9. S.A. Shali, Stone Age India, Shankar Publications, 1990

Course Title: Principles and Practices of Tourism

Course Code: MAHA – 13

Course Credit: 3

Course Objective

While studying the Principles and Practices of Tourism, the Learner can be able to

- ❖ Various concepts involved in Tourism, concepts of Demand and Supply in Tourism
- ❖ Management approaches in Tourism,
- ❖ Functions of Travel agencies, various types of package tours, different types of Travel organizations.
- ❖ Role of transport in Tourism, Types of different transportation

Course Outcome

Learners can understand the various process of tourism development namely:

- ❖ Types of Tours and the factors affecting supply in tourism
- ❖ Development strategies in the tourism marketing
- ❖ Travel organizations and their functions
- ❖ Use of information technology and transport facility in Tourism
- ❖ Legal Measures carried out in the tourism department

BLOCK – 1: Aspects of Tourism

Unit – 1 - The Concept of Tourism - Definition and Meaning of Tourism, Traveler, Visitor, Excursionist & Transit Visitor, International and Domestic Tourist - Nature and characteristics of tourism industry - Historical Development, Transportation Advances

Unit – 2 - Typologies of Tourists - Concept of Demand and Supply in Tourism - Factor Affecting demand and supply in tourism - Tourism Product, Feature of Tourism Products - Type of Tourism Products (TOPs, ROPs, BTEs) - Difference between Tourism Products and other products

BLOCK – 2: Tourism Management

Unit – 3 – Introduction to Management, roles of a manager, Key elements of Managerial skill in Tourism & hospitality Industry - Development of management theories - Early management approaches - Modern management approaches

Unit – 4 - Organising – Meaning, process, principles of organizing, Organization structure - Controlling – control process, need for control, and essentials of effective control

Unit – 5 - Change management concept, process, resistance to change, Social Responsibility of Business

BLOCK – 3: Travel Agencies

Unit – 6 - History and growth of travel agency businesses - The travel Market: Business Travel - Corporate Travel - Commercial Group Travel - Institutional Travel - Leisure Travel - Family Travel - Single Resort Travel

Unit - 7 – Types of travel agency and tour operations - Indian travel agents and tour operators - Travel agency/Tour operations - Functions –

Unit - 8 Sources of income -Setting up of a travel agency - IATA & DOT Approval - Approval from various government bodies

Unit – 9 – Tour operation and staffing - Travel Documentation: Passports - various types and requirements - Package tours – Custom Tours – Tour Wholesalers

Unit – 10

Types of Package Tours: Independent Package, hosted tour, escorted tour, sightseeing tours - Travel Organizations - WTO, IATA, UFTAA, TAAI, IATO, ASTA, PATA - Their organizational structure and functions

BLOCK – 4: Growth and Diversification

Unit – 11

Information Technology & Tourism: Operating systems: Basic functions and types of an operating systems - working knowledge of Internet protocols

Unit – 12

Hospitality Management: Origin, Growth and diversification of accommodation - Role of accommodation in tourism - Types of accommodation - primary accommodation and supplementary accommodation

Unit – 13

Categorizations and classification of hotels - Front Office, Housekeeping, Food and Beverage, Engineering and Maintenance, Accounts, Human Resource, Security, Sales and Marketing - Role of FHRAI -Different personnel working in H/K and their roles - Types of Restaurants and their characteristics - Restaurant Organization - Duties and responsibilities of restaurant staff

BLOCK – 5: Transportation

Unit – 14

Role of transport in tourism – Growth and Development of Road Transport system in India - Types of roads – Public transportation system - Car, coach, bus Tour, Rent-a-car Scheme - Transport & Insurance documents - Rail Transport: Evolution and Development –Types of trains - Classes of Journey – Introduction to the types of rail tours in India: luxury trains, hill trains, express train, mail and passenger – IRCTC - Mountain Railways of India in the UNESCO world heritage list

Unit – 15

Airlines Transportation- Origin and growth - Scheduled and Nonscheduled Airlines services, Classification of Aircrafts, Multinational Air Transport Regulations

Unit – 16

Water Transport: Categories of water transport- Boats, Ships, Hover crafts, Ferries, Submarines, Safari boats - Harbors, Docks, Jetties, Landing stages and Wharves - Cruises: Types of cruises - Facilities

Unit – 17

Legal and Ethical Issues in Tourism - Indian Contract Act; 1972 - Partnership Act; 1932 - Partnership Act; 1932 - MRTP Act, Applicable tourism as consumers - FEMA – 1999 -

Foreigner's Act - Passport Act - Tourism bill of rights - Custom & currency regulations - Travel insurance, passport, visa & health

Reference Books

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2. **Page Stephen J. Brunt Paul, Busby Graham and Cornell .J** (2007). Tourism: Modern Synthesis. Thomson Learning. London. U.K.
3. **Gee, Chuck Y., James C. Makens,, and Dexter J.L. Choy.** (1997). The Travel Industry, Van Nostrand Reinhold, New York.
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5. **Mill R.C & Morrison** Tourism System
6. **R.Garther** Tourism Development
7. **Pran Nath Seth** Successful Tourism Management
8. **Kamra.K.K. & Chand.M.** Basics of Tourism: Theory, Operation and Practice. Kanishika Publishers.
9. **Sinha, P.C.** Tourism Management. Anmol Publications, New Delhi.
10. **Swain, S.K.** and Mishra, J.M. Tourism : Principles and Practices.
11. **Bhatia, A.K.** Tourism Development: Principles and Practice. Sterling Publishers
12. **Jayapalan.N.** An Introduction to Tourism. Atlantic Publishers.
13. **Gupta, SP Lal, K. Bhattacharya.M,** Cultural Tourism in India, DK Print
14. **RK Malhotra,** Fundamentals of Hotel Management and Operations, Anmol Publishers, New Delhi.
15. **Sudhir Andrews,** Hotel front office Management, Tata McGraw Hill, New Delhi.

Course Title: Indian Paintings

Course Code: MAHA – 14

Course Credit: 3

Course Objectives:

While studying the Indian Paintings, the Learner can be able to

- ❖ Know the various genres of Paintings
 - ❖ Learn different styles of Paintings practised in ancient India
 - ❖ Understand different techniques involved in Indian Paintings
-

Course Outcome:

Learners can obtain painting skills of ancient people and process involved in painting. Learners acquire knowledge in following aspects:

- ❖ Different types of paintings and techniques involved
- ❖ Manuscript paintings
- ❖ Different schools of paintings in India
- ❖ Mughal Paintings

BLOCK – 1: Genres of Indian Paintings

Unit – 1 - Rock Art — Murals - Fresco-buno and Fresco-secco techniques – Tulika - Kurchaka

Unit – 2 - Buddhist Theology and its Implication in Painting; Ajanta (Jainayana and Mahayana) Aesthetic Considerations in Ajanta and Bagh Murals - ‘Theme and Technique of Ajanta Murals

Unit – 3 - Extension of Ajanta Style in Asia: Fandukistan, Miran, Turfan, Bamiyan, Kizil and Sigiri — Material used in paintings

BLOCK – 2: Themes of Indian Painting Style

Unit – 4 – Pre Mauryan Paintings ~ Gupta Paintings - Taranath’s account regarding Eastern and Western Schools - Ellora, Madanpur

Unit – 5 - Tanjavur Wall Painting and Paramara Copper Plate Grants – Pala Manuscript Painting

Unit – 6 - Themes of Western Indian Style: Jaina, Hindu, Buddhist and Secular - Sultanate Manuscripts

Unit – 7 – Origin of early Rajasthani style and its related manuscripts - Manuscript Painting in Orissa: Technique of Manuscript Illumination

BLOCK – 3: South Indian Painting

Unit – 8 - Pallava Paintings: Kanchipuram and Panamalai ~ Pandyan paintings: Sitthanavasal

Unit - 9 – Features of Chola paintings: Chola Murals

Unit – 10 – Rashtrakuta paintings: Ellora Caves ~ Chalukya painting: Badami

BLOCK – 4: Malwa and Vijayanagar Paintings

Unit – 11 - Malwa Paintings: Malwa and Bundelkhand — Jaunpur Paintings

Unit – 12 Vijayangara Paintings: Virupaksha temple, Hampi, Veerabathra temple, Lepakshi - Nayak Paintings: Thanjavur - Tenkasi, Perur

Unit – 13 Mysore Paintings: Murals, important sites having mysore paintings

Unit – 14 Rajput Paintings: Various Schools: Bikaner, Bundi-Kota, Jaipur, Marwar, Mewar, Raagamala, Kishengarh schools

BLOCK – 5: Mughal and Central Indian Paintings

Unit – 14 Mughal Painting: Origin and Development — Main features of Mughal paintings - Growth of the Mughal Painting Under Various Emperors - Evolution of Deccani Paintings — Notable Works: Ahmednagar, Bijapur, Hyderabad styles

Unit – 15 – Company style of painting: Techniques — Growth of styles — Famous artists: Sewak Ram, Ghulam Ali Khan ~ Decline - Bengal School of Painting: Origin ~ Salient Features ~ Prominent Artists: EB Havell, Abinandranath Tagore, Nandalal Bose, Jamini Roy, Ramkinkar Baij, Rabindranath Tagore

Reference Books

1. Sivaramamoorthy, C., Indian Painting, N. Delhi, 1970
2. Sivaramamoorthy, C, South Indian Painting, N. Delhi, 1968
3. Lokesh Chandra Sharma, Brief History of Indian Painting, Krishna Prakashan Media
4. Dallapiccola, Indian Painting, Bookwise
5. Partha Mitter, Indian Art, Oxford University Press, 2001
6. Tanjore: A Portfolio of Paintings, Prakash Books, 2010
7. B.N. Goswamy, The Spirit of Indian Painting
8. Mira Seth, Indian Painting: The Great Mural Tradition, 2006
9. Ernst Kuhnle, Indian Book Painting: From Jahangir's Album in the State Library in Berlin, Aryan Book International, 2013
10. Glimpses of Painting from Kala Mandapa, D.K. Print World, 2002

Course Title: Principles and Methods of Archaeology

Course Code: MAHA – 15

Course Credit: 4

Course Objective

While studying the Principles and Methods of Archaeology, the Learner can be able to

- ❖ Know the Exploration and Excavation Methods
- ❖ Know the Photographic representations of archaeological materials
- ❖ Understand the role of archaeological staffs

Course Outcome

The following details could be very much useful for the students to perform an archaeological survey very effectively:

- ❖ Kinds of Archaeology
- ❖ Methods employed in the explorations
- ❖ Photo documentation and data acquisition
- ❖ Site Preservation and Mapping

BLOCK – 1: Introduction to Archaeology

Unit – 1 - Definition of Archaeology –Goals of Archaeology - Prehistoric Archaeology – Historical Archaeology – Environmental Archaeology – Settlement Archaeology

Unit – 2 – Cognitive Archaeology – Industrial Archaeology – Underwater Archaeology – Ethnoarchaeology – Linguistic Archaeology – Salvage Archaeology

BLOCK – 2: Archaeological Theories

Unit – 3 - Concept of Culture – Culture-Historical approach – Functionalism – New Archaeology – Processual Theory – General System Theory

Unit – 4 - Behavioural Archaeology – Post - Processual approaches – Contextual archaeology – Archaeology and Gender

BLOCK – 3: Investigation in Archaeology

Unit – 5 – Types of Sites – Selection of a Site – Investigation on the sites – Designing the surveys – Field walking

Unit – 6 – Map reading – Photogrammetry – GPR – Magnetometry – Resistivity Surveying

Unit – 7 – Excavation Techniques – Types of Excavation – Datum Point – Quadrant Method – Dump Stripping – Open Area excavation – Stratigraphy – Principles of Excavation – Digging Methods

Unit – 8 – Excavation of a Burial – Interments – Documentation – Removing a Burial

Unit - 9 – Site Note Book – Antiquity Register – Index Card – Soil Description – Label – Catalogue card – Grid Frame

BLOCK – 4: Documenting and Dating

Unit – 10 – Photo Documentation – Photographic Equipments – Conservation of Organic Materials – Natural Preservation – Dry Preservation – Cold Preservation – Volcanic Preservation

Unit – 11 – Analysis of Stone, Ceramic, Human Remains, Botanical remains, Faunal, Metal remains

Unit - 12 - Relative Dating – Absolute Dating – Radio Carbon Dating – Thermoluminescence dating – Potassium Argon dating –

Unit - 13 - Fission Track – Obsidian Hydration dating – Fluorine Method – Varve analysis – Dendrochronology – Pollen Analysis

Unit – 14 – Indian Survey – Remote Sensing – Site Grid – GPS – GIS

BLOCK – 5: Underwater Archaeology

Unit – 15 – Introduction – Position Fixing – Optical Method – Electronic Method – Geophysical Survey – Echo Sounder – Sub Bottom profiler – Side Scan Sonar – Grid Search – Recording – Excavation

Unit – 16 - Field Director – Assistant – Surveyor – Draftsman – Cataloguer – Conservator – Artifact Analyst – Photographer – Site Supervisor – Foreman – Equipment – Excavation tools – Photo Equipment

Reference Books

1. Dilip K. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, Munshiram Manoharlal, N.Delhi, 1988
2. Childe, V. Gordon, A Short Introduction to Archaeology, Collier, New York, 1960
3. Ghosh, A., A Encyclopedia of Indian Archaeology, Vol. I&II, Munshiram Manoharlal Publishers Pvt. Ltd, N.Delhi, 1989
4. Raman, K.V., Principles and Methods of Archaeology
5. Rajan, K., Archaeology:Principles and Methods
6. Fleming, S., Dating in Archaeology
7. Sankalia, H.D., Indian Archaeology Today, N.Delhi, 1979

II-SEMESTER

Course Title: Indian Architecture

Course Code: MAHA – 21

Course Credit: 4

Course Objective

While studying the Indian Architecture, the Learner can be able to

- ❖ Evolution of Temple Architecture in India
- ❖ Learn different styles prevailing in Indian Architecture
- ❖ Know varieties of Plans in the construction style and the materials used

Course Outcome

Learners can understand the different architectural styles in India and their evolution process.

They can learn:

- ❖ Pre historic and Harappan art
- ❖ Elements of Indian Temple architecture
- ❖ Different schools of art
- ❖ Buddhist and Jain Architecture
- ❖ Development of Indo-Islamic architecture

BLOCK – 1: Features of Indian Architecture

Unit – 1

Pre Historic Art – Palaeolithic Age art – Mesolithic art – Harappan Art – Discovery and Excavations – Harappan and Mohendaro sites – Stone Statues –Pottery – Seals - Chalcolithic art – Iron Age art

Unit – 2

Origin of Architecture in India – The Concept of Hindu Temples – Development of Architecture from Early Historic Period to 13th Century C.E

Unit – 3

Architecture – Town Planning at Harappa and Lothal – Grid Pattern – City Walls – Acropolis – Drainage System – Granery – Greath Bath – Lothal Dockyard – Sanitation – Building Materials

Unit – 4

Evolution of Temple form: meaning, symbolism – ritual – social importance of Temple - Origin of Stupa Architecture and its various styles – Vihara and Chaitya Architecture

Unit – 5

Mauryan monolithic pillars – Finely carved capitols – Four Gateways - Mauryan stupas – Early Shrines of Gupta – Temple Architecture in Gupta Period – Bhitargaon temple – Parvathi Temple, Nachana Kuthara – Shiva Temple, Bhumara – Amaravati - Gupta – Difference between Mathura and Gandhara Art –Dhasavathara Vishnu temple, Deogarh – Ladkhan Shiva temple, Aihole

Unit – 6

Rock – cut art and architecture – Nagara – Vesara – Dravida architecture and their features

BLOCK – 2: Buddhist and Jain Architecture

Unit – 7

Buddhist Art: 5th Century BCE to 1st Century CE – 1st Century CE to Present – Buddhist Art: Afganistan – South East Asia – Srilanka, Cambodia, Siam, Java

Unit – 8

Early Development of Buddhist Architecture in Ashoka rule – Hinayana tradition as rock – cut architecture – Lomas Rishi Doorway and Interior – Mahayana tradition (Ellora caves)

Unit - 9 – Origin of Stupa in Buddhist Tradition – Development of Stupas – Elements of Stupas – Types of Stupas - Purpose of Erection of Stupas - Development of Stupas under Gandhara School of Art – Pyramidal Stupas – Sarnath Stupas, Sanchi stupa, Amaravathi Stupa – Bharhut Stupa

Unit – 10 – Origin of Chaityas – Development in its Construction – Chaityas of Hinayana sect – its General Characteristics – Bhaja, Kondane, Pitalkhora, Ajanta Caves 9, 10, Bedsa, Karle, Kanheri -

Unit – 11 - Origin of Viharas – Etymology and Nomenclature – Basic Characteristics – Construction Pattern - Viharas as Monasteries – Pleasure Centres – Difference between Viharas and Chaityas – Taxila – Nalanda – Somapura – Nagarjunakonda – Vikramasila – Valabhi – Varanasi – Kanchipuram - Manyakheta

Unit - 12 - Origin – Elements of Jain Architecture – Interior Layout of the Jain Temples – Jain Architecture in Indian History

BLOCK – 3: North Indian Architecture

Unit – 13 - Introduction to Gupta Architecture – Materials and Features – Evolution of Temple Architecture in India during Gupta Period – Types of Gupta Temples - Dasavathar Temple, Deogarh - Kankali Devi Temple, Tigawa - Bhumara – Lakshman Temple, Kanpur - Mahabodhi Temple, Bodh Gaya

Unit – 14 Basic Features of Nagara Style of Architecture – Three Sub-types of Nagara Temples – Three Subschoools in Nagara style of architecture – Odisha Temple Architecture

Unit – 15 - Introduction to Vesara Style of Architecture – Characteristics of Vesara Architecture — Examples of Vesara style of Temples - Basic Features of Ancient Temples of Rajasthan – Surya Temple, Osia - Temples dedicated to Harihara, Osia – Neminatha Temple, Kumbaria – Vimala Vasahi, Mount Abu

Unit – 16 - Khajuraho Temples – Architecture and Sculpture - Lakshmnana Temple – Kandariya Mahadeo Temple – Devi Jagadambi Temple – Matangeswara Temple – Varaha Temple – Parasvanatha Temple – Adhinatha Temple – Brahma Temple – Vamana Temple

BLOCK – 4: South Indian Architecture

Unit – 17 - Origin and History of Dravidian Architecture – Composition and Structure – Evolution of Rock Cut architecture – Plan - Temple Architecture Stages: Mahendra Varman Style – Narasimha Varman Style – Rajasiman Style – Nandivarman Style

Unit – 18 - Plan of Construction: Vimana – Gopurams (Gateways) – Mukha mandapa – Ardha Mandapa – Antarala – Garbagriha – Pillars - Introduction to Pallava Architecture – Rock cut temples – Monolithic Rathas – Structural Temples: Rajasimha and Nandivarman Style - Five

Rathas – Shore Temple – Mandapattu Cave Temple – Kailasanatha Temple, Kanchipuram - Mahendra Visnugriha, Mahendravadi –

Unit – 19 - Characteristic features of Chalukyan Architecture – Plan of Temples - Lad Khan, Aihole - Pattadakal group of temples - Evolution of Western Chalukyan architecture – Elements of Architectural features of Western Chalukyas: Vimana, Mantapa, Sculptures – Monuments - Introduction to Hoysala Architecture – Features of Hoysala Architecture – Chennakesava temple, Belur – Hoysalesvara temple, Halebid – Chennakesava Temple, Somanathapura

BLOCK – 5: Indo-Islamic Architecture

Unit – 20 - Origin of Indo Islamic Architecture – Identification of Islamic Architecture - Salient Features – New Elements added by Muslims to Indian Architecture - Different Kinds of Buildings: Mosques and its elements: Mimbar, Mihrab, Aiwan, Haud, Sahn or Sehan, Riwaq, Minar, Minaret – Tombs: Rauza, Makbara, Cenotaph - Dargahs, Hammams, Gardens, Madarasa and Sarais

Unit – 21 - Imperial Style: Slave Dynasty (Mamluk) Architecture – Khilji Dynasty Architecture – Tuqlaq Dynasty Architecture - Lodi Dynasty Architecture - Qutub Minar – Arhai Din ka Jhompra – Tomb of Nasir-ud-Din Mohammed (Sultan Ghari) - Provincial Style of Architecture: Punjab School: Multan and Lahore cities – Shah Yusuf Gardizi's, Shah Bahau- I – Haqq, Shadna Shahid's, tombs - Gujarat School of Architecture: Three Phases in this School and their Salient Features – Monuments: Tomb of Shikh Farid, Jami Masjid

Unit – 22 - Mughal Style of Architecture: - Characteristic Features – Babur, Sher Shah Sur, Humayun, Akbar, Jahangir, Shah Jahan - Monuments - Introduction to Deccan Style of Architecture – Influence of Various Styles: Delhi and Persian Style – Various Phases: Gulbarga Phase – Bidar Phase – Various Monuments

REFERENCE BOOKS

1. Edith Tomory, A History of Fine Arts in India and the West, Chennai, 1977
2. Vincent Smith, History of Fine Arts in India and Ceylon, Bombay, 1962
3. Percy Brown, Indian Architecture
4. Roy C. Craven, Indian Art
5. Soundara Rajan K.V., Cave Temples of Deccan, ASI, 1981
6. Balasubramaiah, S.R., Early Chola Temples, Orient Longman, 1971
7. Balasubramaiah, S.R., Middle Chola Temples, Thomas Press India Ltd, 1975
8. Balasubramaiah, S.R., Later Chola Temples, Mudgala Trust, 1979
9. Srinivasan, K.R., Temples of South India, Publications Division, N.Delhi, 1998
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11. Gopinatha Rao, T.A., Elements of Hindu Iconography, Vols. I & II, Madras, 1914, 916 (reprint 1997)
12. Banerjee, J.N., Development of Hindu Iconography, Calcutta, 1985
13. Ganguly, O.C., South Indian Bronzes, 1914
14. Krishnasastri, H., South Indian Image of Gods and Goddess, Madras

Course Title: Indian Epigraphy

Course Code: MAHA – 22

Course Credit: 4

Course Objective

While studying the Indian Epigraphy, the Learner can be able to

- ❖ Learn evolution and development of Scripts in India
- ❖ Know the materials used in engraving the inscriptions
- ❖ Learn the dating methods

Course Outcome

Learners can understand the writing system and evolution of scripts in India. They can learn:

- ❖ Origin of Writing and History of Writing in India
- ❖ Format of a script and method of collection of inscriptions
- ❖ Institutions of Epigraphical studies
- ❖ Digitizing the Epigraphical Data

BLOCK – 1: Introduction to Indian Epigraphy

Unit – 1 – Origin of writing –Logography, Phonogram, Cuneiform, Hieroglyph

Unit – 2 History of writing in India – writing materials .

Unit – 3 – Ashokan Brahmi script – Kharoshti – Indus script – Ashokan Rock Edicts

Unit – 4 Format of the script – Method of collection of inscriptions

BLOCK – 2: Different Scripts

Unit –4 – Inscriptions of Ancient Tamil country – Tamil Brahmi, Vatteluttu, Grantha, Nagari

Unit – 5 - Distribution of sites – Mangulam, Jambai, Poolankurichi, Pulimankombai – Reasons for preservation

Unit –6 - Vatteluttu script – its importance and significance – Herostone inscriptions

BLOCK – 3: Jain and Tamil Scripts

Unit – 7 – Jain cave inscriptions – Importance – Distribution in Tamilnadu

Unit – 8 – Tamil inscriptions – Distribution – Inscriptions of Pallava, Chola, Pandya, Vijayanagar etc.

BLOCK – 4: Materials for Engraving and Dating Methods

Unit – 9 – Copper Plate inscriptions – format – significance and distribution – Royal seals, symbols of ruling powers of North and South India

Unit – 10 – Inscriptions on Potsherds – Graffiti marks – Clay Materials

Unit – 11 Dating methods – Eras - Vikrama, Saka, Kollam, Kali

BLOCK – 5: Institutes and Digitalization

Unit – 12 – Institutions of Epigraphical studies – Institute of Archaeology, New Delhi, Department of Archaeology, Govt of Tamilnadu, University of Madras, Tamil University, Thanjavur

Unit – 13 - Digitization of Epigraphical Data

Reference Book

1. Buhler, G., Indian Palaeography, Indological Book House, N.Delhi, 1968
2. Pandey, R.B., Indian Palaeography, Motilal Banarsidas, Benaras, 1952
3. Dani, A.H., Indian Palaeography
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5. Sivaramamurthy, Indian Epigraphy and South Indian Scripts
6. Burnell, A.C., Elements of South Indian Palaeography
7. Mahalingam, T.V., Early South Indian Palaeography
8. Rajan, K., Kalvetiyal (Tamil), Mano Pathippagam, Thanjavur
9. Natana. Kasinathan, Kalleluttukalai, (Tamil)
10. Subramanian, T.N., South Indian Temple Inscriptions

Course Title: Iconography

Course Code: MAHA – 23

Course Credit: 4

Course Objective

While studying the Iconography, the Learner can be able to

- ❖ Learn sources for the study of Iconographical representations
- ❖ Know various types of Iconographic terminologies
- ❖ Understand various traditions in Iconographic styles

Course Outcome

Learners can understand the writing system and evolution of scripts in India. They can learn:

- ❖ Concept and Symbolism in Image worship
- ❖ Nomenclature of Different Mudras

BLOCK – 1: Introduction and Origin of Iconography

Unit – 1

Indian Iconography – Literary Sources for the study of Iconography and Iconometry

Unit – 2

Concept and symbolism in Image worship – Origin and Antiquity of Image Worship in India – Its various stages of developments – Materials used for making idols

BLOCK – 2: Iconographic Terminologies and Principles

Unit – 3

Mudras: Nomenclature – Forms of Mudras: Hasta, Paatha, Sarira Mudras – Abhaya, Varada, Jnana, Vyakhyana, Katyavalambita, Namaskara, Gajahasta, Dhyana, Harini, Kartari, Kataka, Vitarka, Suci, Tarpana, Ksepana, Uttarabodhi, Buddhasramana, Bhumisparsha, Bhutadamara, Vajrahumkara mudras

Unit – 4

Bangas: Samabhanga, Abhanga, Tribhanga, Atibhanga - Visnudharmottara

Unit – 5

Asanas: Ardhaparyanka, Paryanka, Bhadra, Dhyana, Kurma, Lalitha, Vama Lalitha, Pralambapada, Simha, Sopasraya, Svastika, Utkutika, Vajra, Vira, Yoga

Unit – 6

Attributes: Weapons of War, Chase – House Hold and Agricultural implements – Fruits, Flowers – Musical Instruments

Unit – 7

Vahanas: Gaja, Gardabha, Garuda, Hamsa, Kurma, Makara, Mayura, Musaka, Nandi or Vrsabha, Simha, Uluka

Unit – 8

Iconometric Principles: Tala Manas

BLOCK – 3: Iconography of Three Murthy’s

Unit – 8

Introduction to Iconography of Shiva and his forms: Kala Bairava, Tripurantaka, Ardhanareeswara, Nataraja and their Attributes

Unit – 9

Symbolism in Vishnu Iconography – Various forms of Lord Vishnu: Matsya, Kurma, Varaha, Narasimha, Vamana, Parasurama, Balarama, Kalki – Ayudhas

Unit – 10

Origin of Brahma worship – Symbolism - Iconography – Vehicle – Consort

BLOCK – 4: Iconography of Durga

Unit – 11

Goddess Durga: Etymology and Nomenclature – Nine forms of Durga – Attributes – Vehicles – Mahishasuramardhini’s symbolism and features, attributes – Ganesha: Etymology and epithets – Symbolism - iconographic history – consorts – vehicle

Unit – 12

Lakshmi: Symbolism and Iconography – Avatars: Dhanyalakshmi, Adi Lakshmi, Dhairya Lakshmi, Gaja Lakshmi, Santana Lakshmi, Vijaya Lakshmi, Dhana Lakshmi, Vidya Lakshmi – Dikpalas - Three forms: Asta Dikpalas, Dasa Dikpalas, Nava Dikpalas – Vehicle, Weapon, Consort – Navagrahas

BLOCK – 5: Buddhist and Jaina Iconography

Unit – 13

Introduction – Significance of Art and Iconography in Buddhism – Lakshanas and their symbolisms – Other images: Elongated Ears, Lotus Flowers, Wheel of Law

Unit – 14

Mudras: Bhumisparsha, Dharmachakra, Abhaya, Varada, Dhyana – Asanas – Dhyani Buddha: Vairocana, Amoghasiddhi, Amitabha, Ratnasambhava, Akshobhya – Bodhisattava: Descriptions of various Bodhisattva images

Unit – 15

Introduction to Jaina Iconography – Evolution of Jaina Images – Characteristics of Jaina Images – Jaina Iconographic norms - Adinatha – Neminatha – Parsvanatha – Mahavira - Standing Jaina Images – Other Iconographic Elements of Jainism – Yakshas and Yakshinis

Unit – 16

Adhinatha: Introduction – Idols and Colossal statues – Neminatha: Nomenclature and features – Parshvanatha: Historicity – Iconography – Colossal Statues – Mahavira: Symbolism and Features

REFERENCE BOOKS

1. Vincent Smith, History of Fine Arts in India and Ceylon, Bombay, 1962
2. Percy Brown, Indian Architecture
3. Roy C. Craven, Indian Art
4. Soundara Rajan K.V., Cave Temples of Deccan, ASI, 1981
5. Balasubramaiaam, S.R., Early Chola Temples, Orient Longman, 1971
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8. Srinivasan, K.R., Temples of South India, Publications Division, N.Delhi, 1998
9. Srinivasan, K.R., Cave Temples of Pallavas, ASI, N.Delhi, 198
10. Gopinatha Rao, T.A., Elements of Hindu Iconography, Vols. I & II, Madras, 1914, 916 (reprint 1997)
11. Banerjee, J.N., Development of Hindu Iconography, Calcutta, 1985
12. Ganguly, O.C., South Indian Bronzes, 1914
13. Krishnasastri, H., South Indian Image of Gods and Goddess, Madras

Course Title: Exploration Report

Course Code: MAHA – 24

Course Credit: 4

Course Title: History of North India upto 1200 C.E

Course Code: MAHA – 25 A

Course Credit: 4

Course Objective

While studying the History of North India upto 1200 AD, the Learner can be able to

- ❖ Learn Pre and Proto History of India and Significance of Vedic Culture
- ❖ Understand Social Stratification and Rise of New Religious groups
- ❖ Different styles of Indian Architecture, Effects of Arab Conquests

Course Outcome

Learners has the chance to obtain comprehensive knowledge in the north Indian history namely:

- ❖ Stone age cultures in N.India and Harappan civilization
- ❖ Vedic Period and origin and extent of Mauryan empire
- ❖ Social Stratification and rise in new religious groups
- ❖ Different styles of Hindu temples
- ❖ Arab conquest of India

BLOCK – 1: Pre and Proto History

Unit – 1

Palaeolithic Culture: Chronology and Distribution – Mesolithic Culture: Distribution and Sequence – Neolithic Culture and its Distribution

Unit – 2

Development in the Metal Age and its distribution – The advent of food production – Understanding the regional and chronological distribution

Unit – 3

Origin and Development of Harappan Civilization – Distribution of Sites – Town Planning – Economy during Harappan Civilization – Society – Religion – Art – Decline of Harappan Civilization

BLOCK – 2: Vedic Period

Unit – 4

Vedic Period: Polity, Society, Economy and Religion – Literature – Pottery: Ochred Coloured Pottery, Painted Grey ware, Black and Red ware – Northern Black Polished Ware

Unit – 5

Origin and Extent of Mauryan Empire – Asoka’s Dhamma – State and Administration – Economy – Art and Architecture

Unit – 6 Post Mauryan: Kushan and Shatavahana**Unit –7**

Emergence of Gupta’s – Political achievements of the rulers – Administration – Their contemporaries – Economy – Society – Art and Architecture – Notion of Classical age and threshold times

BLOCK – 3: Social Stratification**Unit – 8**

Beginning of the Varna hierarchy in the vedic period – position of women – marriage and property relations – slavery – vedic religion

Unit – 9

changing notion of god and goddesses – sacrificial practices – rise of new religious groups & philosophical thoughts – Buddhism, Jainism – Philosophy of the Ajivikas and Charvakas

BLOCK – 4: Architecture, Education and Agricultural Production**Unit 10**

Hindu Temples: Vesara Style – Stupas – viharas – chaityas – mauryan sculpture – Gandhara and Mathura school of art – fundamentals of ancient Indian Education

Unit – 11

The four Vedas – Main Characteristics of Vedic Education – Forms of Educational Institutions – Brahmanic Education – Education during Buddhist era

Unit – 12

Agrarian Economy – Non – Agricultural production – crafts – guilds – Currency pattern – Land grants and its political implications – Economic significance

BLOCK – 5: Arab Conquests and Trade Networks**Unit – 13**

Effects of Arab Conquest on India: Religious Changes – Political and Social Impact

Unit – 14

Economic and Cultural Development – Invasion of Muhammed-bin-Qasim – Conclusion

Unit – 15

Trade and Urban Development – Second urbanization – Trading networks: Inland and Maritime – Merchants and Market

Unit – 16

History and Origin of Rajput States – Women status – Rajput Kingdom

Reference Books

1. **Agrawal, D.P.**, The Archaeology of India. London 1982
2. **Allchin, F.R. / D.K. Chakravarti**, Source-book of Indian Archaeology. Vol. I: Background, Early Methods, Geography, Climate and Early Men, Domestication of Plants and Animals. London 1979; Vol. II: Settlement, Technology and Trade. New Delhi 1997
3. **Basham, A.L.** (ed.), A Cultural History of India. Oxford 1975
4. **Das Gupta, K.K.** et al. (ed.), Studies in Ancient Indian History. D.C. Sircar Commemoration Volume. Delhi 1988
5. **Habib, I.**, A Shared Heritage. The Growth of Civilization in India and Iran. Delhi 2002
6. **Majumdar, R.C.** (ed.), The History and Culture of the Indian People. Bombay (Bharatiya Vidya Bhavan) 1951-1969. Vol. 1 - 7
7. **Majumdar, R.C. / H.C. Raychaudhury / K.K. Datta**, An Advanced History of India. Calcutta 1946. 4. ed. Madras 1978
8. **Majumdar, R.C.**, Ancient India, 6. ed., Delhi 1971
9. **Agrawal, D.P. / J.S. Kharkwal**, South Asian Prehistory. A Multidisciplinary Study. New Delhi 2002
10. **Bhattacharya, N.N.**, Ancient Indian History and Civilization. New Delhi 1988
11. **Thapar, R.**, Ancient Indian Social History. Some Interpretations. Delhi 1978
12. **Kenoyer, J.M.**, The Ancient Cities of the Indus Civilization. Karachi 1998
13. **Lahiri, N.** (ed.), The Decline and Fall of the Indus Civilization. New Delhi 2000
14. **Bhargeva, P.L.**, India in the Vedic Age. A History of Aryan Expansion in India. New Delhi 1956, 3. enl. ed. 2001
15. **Sharma, R.S.**, Material Culture and Social Formations in Ancient India. New Delhi 1983

Course Title: Eco- Tourism

Course Code: MAHA – 25 B

Course Credit: 4

Course Objective

While studying the Eco-Tourism, the Learner can be able to

- ❖ Learn Principles of Eco-Tourism
- ❖ Economic Impact of Eco - Tourism
- ❖ Business development in Eco-Tourism

Course Outcome

Learners can understand the various processes of eco-tourism and its development such as:

- ❖ Principles of Eco-tourism
- ❖ Economic and Environmental impacts on ecotourism
- ❖ Business of Ecotourism

BLOCK: Introduction and Types of Ecotourism

Unit – 1: Ecotourism - Principles of Ecotourism

Unit – 2: Types of Ecotourism - Global Growth and Magnitude of Ecotourism.

BLOCK II: Venues

Unit – 3: Ecotourism Venues – Public Protected Areas – Privately Owned Protected Areas

Unit – 4: Modified spaces – Indigenous territories.

BLOCK III: Impacts of Ecotourism

Unit – 5: Ecotourism – Economic impact

Unit – 6: Environmental impacts – Exploring socio-cultural impacts on Local Communities

Unit – 7: Developing Indicators for Destination Sustainability.

BLOCK IV: Organizations

Unit – 8: Ecotourism in the Inter Sectoral Context –Ecotourism Related Organizations – Place of Ecotourism in Public Policy and Planning.

BLOCK V: Business in Ecotourism

Unit – 9: Business of Ecotourism - Accommodation

Unit – 10: Tour operators - Tour Guides and Interpretation - Pursuit of excellence - accreditation and benchmarking.

Reference Books:

1. David A Fennell, Ecotourism An Introduction, Routledge, London, 1999
2. David Bruce Weaver, The Encyclopedia of Ecotourism, CABI Publishing, UK, 2001.
3. Dhulasi Birundha. V, Environmental Challenges Towards Tourism, Kanishka Publishers and Distributors, New Delhi, 2003.
4. Govind Prasad, Shardendu Kislaya, Kanhaiyalal Gupta, Ecotourism and Environmental Management, Discovery Publishing House, New Delhi 2007.
5. Harish Bhatt, Badan B.S, Ecotourism, Crescent Publishing Corporation, New Delhi, 2006.
6. Hosetti .B.B, Ecotourism Development and Management, Pointer Publishers, Jaipur, 2007.
7. Hosetti .B.B, Kumar. A, Environmental Impact Assessment and Management, Daya Publishing House, Delhi, 1998.
8. Meenakshi Thakur, Ecotourism and Sustainable Tourism, Omega Publication, New Delhi, 2008.
9. Nikhil Mukherjee, Ecotourism and Sustainable Development, Cyber Tech Publications, New Delhi, 2008.
10. Raju.G.P, Ecotourism Guidance for Tour Operators, Mangalam Publication, Delhi, 2009.
11. Romila Chawla, Ecotourism Planning and Management, Sonali Publication, New Delhi, 2006.
12. Romila Chawla, Impacts of Tourism, Sonali Publication, New Delhi, 2006.

II- YEAR
III-SEMESTER

Course Title: Museology

Course Code: MAHA – 31

Course Credit: 4

Course Objective

While studying the Museology, the Learner can be able to

- ❖ Learn Origin and Development of Museums of India
- ❖ Know Introduction to Museum Architecture
- ❖ Know the process of Preservation of Organic and Inorganic Materials

Course Outcome

Learners study about the process involved in the museum management and artifacts preservation. The students learn:

- ❖ Origin and Development of museums, role of museum in education
- ❖ Museum architecture
- ❖ Policies for collection of artifacts
- ❖ Preservation of organic and in-organic materials
- ❖ History and principles of conservation

BLOCK – 1: Museology and its History

Unit – 1 - What is Museology – Museography - Scope of Museum studies - Use of Museums

Unit – 2 - History of Museum in the World – History of Museum Movement in India – Grace Morley as the First Director of the National Museum, New Delhi – Growing Aspects of Museology

Unit – 3 - Educational Museum – Crafts museum, Textile museum, Industrial museum, Rail museum, Agricultural museum, Anthropological museum, Archaeological museum, Folk art museum, Children’s museum, Coins museum, Fort museum

Unit – 4 - Research work based on museum collections, publications, catalogue – guide books, brochures, pamphlets, posters, picture postcards

Unit – 5 - Museum Management – Administration – Security – Public safety – Insurance – Budgeting and Human Resources - Identifying the forgeries, copies, replicas, reproductions – Museum Marketing – Role of Curator/Director of museums – Governing body – Committees – Visual storage

BLOCK – 2: Museum Architecture and Techniques

Unit – 6 – Introduction – Requirements of a Museum Building - Adaptation and use of old buildings – important principles in display - Legal Measures – Indian Legislative Measures – The Indian Treasure Trove Act, 1878 – The Ancient Monuments Preservation Act, 1904

Unit – 7 - The Antiquities Budget, Financial Management, Collection Management, Storage, Storage Furniture

Unit – 8 - Export Control Act, 1947 - The Ancient Monuments and Archaeological Sites and Remains Act, 1958 – The Antiquities and Art Treasure Act, 1972

Unit- 9 - Different Techniques and Methods – Basic components of Display – Exhibits, Space, Showcase, Lightning, Labels - Principle of Presentation – Designing – the work of Evaluation – Principles of Display for permanent exhibition and reserve collection

BLOCK – 3: Documentation and Policies

Unit – 10 - Policies of collection – Methods of Acquisition of Objects in Museum – Gift, Loan, Purchase, Scientific Expedition, Mutual Exchange, Treasure Trove - Importance of Documentation - Documentation types – The Day Book, Inventory, Cataloguing of Objects, Preparation of Registers, Preparing Index cards

Unit – 11 - Accession – Digital Documentation – De – Accessioning - Curatorial care – Preventive conservation – Chemical Preservation – Conservation Laboratory – Museum Staff, Necessary Equipments, Instruments, Tools

BLOCK – 4: Preservation

Unit – 12 - Preservation of Organic Materials - Manuscripts, Palm Leafs, Paper, Leather, Textiles, Wood, Parchments, Fur, Birch Bark - Preservation of Paintings - Mural Paintings: Fresco, Secco and Tempera – Oil Paintings: Historical Background

Unit -13 - Preservation of Inorganic Materials: Stones, Semi – Precious stones, Mineral, Mud, Terracotta, Pottery, Glass, Glaze, Stucco

Unit – 14 - Preservation of Metallic Antiquities: Gold, Silver, Copper, Bronze, Lead, Iron

BLOCK – 5: History of Conservation

Unit – 15 - History of Archaeological Conservation - Ethics of Conservation – Restoration and Preservation - Principles of Conservation of Materials

Unit – 16 - Conservation Laboratory – Museum Staff, Necessary Equipments, Instruments, Tools and Chemicals - Cause of Decay: Physical, Chemical and Bio Deterioration - Paintings: Causes for Decay – Treatment for Decay process – Consolidation, Restoration, Repair and General Maintenance

Unit – 17 - Field Conservation Techniques: Reconstruction and Restoration of Monuments – Grouting by Pressure Gravity, Guniting, Under Pinning, Filleting, Edging, Monitoring of Cracks - Conservation of Excavated Site – Consolidation and Strengthening of Foundation - Salvaging and Transplantation of Monuments

Unit – 18 - Basic Chemistry – Organic and Inorganic Materials – Elements and Compounds of Preservation – Conservation of Metals: Silver, Gold, Copper, Iron, Lead and Non Metals - Causes of Decay – Physical, Chemical and Biological deteriorating agencies – Preventive and Curative methods of control - Air Pollution – Monitoring and Control – Environmental Parameters

Reference Books

1. Howie, F., (Ed), Safety in Mueums and Galleries
2. Lawrence J. Fenny, Museum, Archives and Library Security
3. Sarkar, Museums and Protection of Monuments & Antiquites in India
4. Nigam, Fundamentals of Museology
5. Diwedi, V.P., & Pant, G.N., Museums and Museology
6. Biswass, S.S., Protecting the Cultural Heritage
7. Jeyaraj, V., Museology – Heritage Management
8. Richard, B.L.,(ed), Museum Documentation System
9. John, M.A., Thomson (ed), Manual of Curatorship: A Guide to Museum Practice
10. Agarwal, D.P., Conservation of Cultural Property in India
11. Conservation of Manuscripts and Paintings of South Asia
12. Swarna Kamal, Protection and Conservation of Museum Collections

Course Title: Numismatics

Course Code: MAHA – 32

Course Credit: 4

Course Objective

While studying the Numismatics, the Learner can be able to

- ❖ Learn minting technology
- ❖ Know the methods of documentation of coins
- ❖ Know the process of Preservation of Coins

Course Outcome

Learners acquire knowledge on the types and manufacturing of various ancient coins and further studies about:

- ❖ Minting technology
- ❖ Coins of various periods
- ❖ Documentation of coins
- ❖ Preservation of coins

BLOCK – 1: Introduction to Coinage

Unit – 1

Definition of Numismatics – Value of Numismatics for historical reconstruction – Origin and evolution of coinage in India

Unit – 2

Literary reference of coins – coinage as a science

BLOCK – 2: Technology

Unit - 3

Punch Marked coins – Casting Technique – Die Struck - Metal content, weight, shape

Unit – 4

Tribal coins: Panchal, Mathura, Kausambi, Yaudheya, Audumbaras, Kunindas

Unit – 5

Coin Issuing authority: Janapadas, Guilds, Ganas,

Unit – 6 – Coins of Various Dynasties

Unit – 7

Coin Finds: Individual finds, Casual Finds, Stray Finds, Hoards and their classification

Unit – 8 - Coins from Excavation, Explorations

BLOCK – 3: North Indian Coins

Unit – 9

Coins of Guptas, Kushans – Their impact and Significance in Indian History

Unit – 10

Coins of City States: Nagaras

BLOCK – 4: Sangam Age Coins

Unit – 11

Sangam Age Coins – Coins of Pallavas, Cholas, Pandyas

Unit – 12

Coins of Minor dynasties of Tamilnadu

Unit -13

Coins of Satavahanas, Ishvaku, Vijayanagara Hoysala

Unit - 14

Roman Coins – Indo – Greek Coins – Chinese coins: their significance

BLOCK – 5: Documentation of Coins

Unit – 15

Documentation of coins: Mode of acquisition, name of the issuing authority, material, weight, shape, symbol – Photography, Drawing, Model

Unit – 16

Preservation of Coins: Proper handling of coins, cleaning of coins: Brushes, Cotton swabs, Soap water, Distilled water, Olive oil, Heavy Penetrating oils, Baking Soda and Vinegar

Reference Books

1. Gupta, P.L., Coins, NBT, N.Delhi, 1969
2. Krishna Murthy, Y.S., Sangam Age – Tamil Coins
3. Bhandarkar, D.R., Ancient Indian Numismatics
4. Vidya Prakash, South Indian Coins
5. Nagasami, R., Tamil Coins – A Study, Inst. Of Epigraphy, Dept.of Arch, Govt. Of T.Nadu, 1981
6. Vanaja, R., Indian Coinage
7. Chakraborti, S.K., A Study of Ancient Indian Numismatics, Bharathiya Publishing House, Varanasi, 1973
8. Altekar, A.S., Corpus of Indian Coins, Vol. IV,
9. Vidhya Prakash, South Indian Coins
10. Sathyamurthy, S., Catalogue of Roman Coins
11. Biddulph, C.H., Coins of the Cholas, The Numismatic Society of India, Varanasi, 1968

Course Title: History of South India upto 1500 C.E

Course Code: MAHA – 33

Course Credit: 4

Course Objective

While studying the History of South India upto 1500 CE, the Learner can be able to

- ❖ Know the sources relevant for the history of South India
- ❖ Know the administration, architecture, economy and society of South Indian dynasties

Course Outcome

Learners have the chance to obtain comprehensive knowledge in the South Indian history namely:

- ❖ Sources of south Indian history
- ❖ Political history of various dynasties
- ❖ Administration, economy, arts and architecture
- ❖ Polity

BLOCK – 1: Sources of South Indian History, Administration and Religion

Unit – 1

Sources of South Indian History: Archaeological, Literary, Epigraphy, Numismatics, Arts and Architecture, Foreign Accounts

Unit – 2

Pre Sangam Age: Megalithic Culture – Brahmi Script – Origin of Sangam Age – Literature – Early Tamil Works – Ettuthogai and Patthupattu – Pathinenkeezhkanaku

Unit – 3

Sangam Polity – The Pandyan – Cholas – Sangam Administration – Revenue System – Economy – Religion and Society

BLOCK – 2: History of Pallava, Pandya, Chalukya, Rashtrakutas

Unit – 4

Origin of Pallava rule in Tamilnadu – Chronology – Political History – Administration – Economy – Religion and Society – Art and Architecture – Origin of Pandya rule – Sources of Pandya History – Political History – Coinage – Administration – Architecture – Society

Unit – 5

Western Chalukyan Empire – Administration – Religion – Society – Literature – Architecture – Economy – Origin – Rashtrakuta dynasty – Expansion – Administration – Economy – Religion – Society – Literature – Architecture - Decline

BLOCK 3: History of Kadamba, Kadava, Aravidu, Cholas

Unit – 6

The Kadamba dynasty – Ganga dynasty – Tuluva – Aravidu – Telugu Cholas: Origin – Velanati Cholas – Renati Cholas – Pottapi Cholas – Konidena Cholas – Nannuru Cholas - Kadavas

Unit – 7

History of Chola dynasty – Administration and Society under the Cholas – Art and Architecture – Literature – Religion

Unit – 8

Later Pandyas: 7th – 10th C.E – Later Pandyas under Chola Influence 10th -13th C.E – Pandyas: 13th -14th C.E

BLOCK 4: Invasion of Malikafur, History of Chalukyas of Kalyani and Hoysalas

Unit – 9

Malik Kafur Invasion: Kannanur, Madurai, Rameswaram – Madurai Sultanate

Unit – 10

Chalukyas of Kalyani – Polity – Administration – Religious Development – Art and Architecture

Unit – 11

History of Hoysalas – Economy – Administration – Architecture – Society - Religion

BLOCK – 5: History of Eastern Chalukyas, Vijayanagars, Nayaks

Unit –12

Origin of Eastern Chalukyas: Administration – Society – Religion – Architecture – Literature

Unit –13

Emergence of Kakatiya rule – Society and Economy – Architecture

Unit –14

Origin of Vijayanagara rulers – Administration – Revenue Administration – Army – Position of Women – Economic Condition – Contribution to Art and Architecture

Unit –15

Evolution of Nayaks – Madurai Nayaks: Polity, Administration, Society and Architecture

Unit –16

Thanjavur Nayaks: Polity, Administration, Society and Architecture

Unit –17

Nayaks of Gingee: Polity, Administration, Society and Architecture – Nayaks of Vellore: Polity and Administration

Reference Books

1. **Nilakanta Sastri, K. A.** (2000). *A History of South India*. New Delhi: Oxford University Press.
2. **Nilakanta Sastri, K. A.;** Srinivasachari (2000). *Advanced History of India*. New Delhi: Allied Publishers Ltd.
3. **Nilakanta Sastri, K. A., R.Champakalakshmi** , *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford Edition, 1997
4. **Rajan Gurukkal**, *Social Formations of Early South India*, 2010.
5. **R. Champakalakshmi**, *Trade, Ideology and urbanization: South India 300 BC- AD 1300*, 1996.
6. **Kesavan Veluthat**, *The Early Medieval in South India*, New Delhi, 2009

7. **N. Karashima**, South Indian History and Society (Studies from Inscriptions, AD 850 - 1800
8. **Jain, N.K.**, Muslims in India. A Biographical Dictionary, 2 vols., New Delhi 1979
9. **Subbarayalu, Y.**, The Political Geography of the Chola Country. Madras 1973
10. **Srivastava, K.S.**, Indian History, Historians and Historiography. Patna 2000.
11. **Balambal, V.**, Studies in the History of the SaÉgam Age. New Delhi 1998.
12. **Kanagasabhai, V.**, The Tamils Eighteen Hundred Years Ago. Madras 1904. 2. ed. Tirunelveli 1956.
13. **Nilakanta Sastri, K.A.**, The Cholas. Madras 1941.
14. **Shastri, A.M.**, Early History of the Deccan. Problems and Perspectives. Delhi 1987.
15. **Subrahmanian, N.**, Sangam Polity: The Administration and Social Life of the Sangam Tamils. Bombay 1966

Course Title: Exploration Report

Course Code: MAHA – 34

Course Credit: 4

Course Title: Cultural Heritage of India

Course Code: MAHA – 35 A

Course Credit: 2

Course Objective

While studying the Cultural Heritage of India, the Learner can be able to

- ❖ Understand the concepts and characteristics of Culture in India
- ❖ Learn concept of Gods and art
- ❖ Learn Aeronautical, astronomy, astrology of ancient India

Course Outcome

Learners acquire knowledge on various aspect of Indian cultural heritage and further studies about:

- ❖ Concepts and Characteristics of Culture in India
- ❖ Epics, Dances of India, Music of India
- ❖ Aeronautical and Marine Times in ancient India
- ❖ Indian Numeral System
- ❖ Education in ancient India

BLOCK – 1: Salient Features of Indian Culture

Unit – 1

Definition of Culture – Concepts and Characteristics of Culture in Indi – Unity in Diversity – Culture through the ages: Ancient India – Dynamism of Indian Culture

Unit – 2

Roots of Indian Culture in Indus Civilization – Religious Reforms during Rajputs, Cholas, Pallavas and in Medieval India – Muslim Invasion – Sufism – Cultural Development in India – Cultural Influence on Religion and Society

Unit – 3

Mughal Culture – Rise of Modern Indian Languages – Western Impact on India – Socio Religious reformers: Raja Ram Mohan Roy, Swami Dayanad, Jyothiba Govindarao Phule, Narayan Guru

BLOCK – 2: Language, Literature and Art

Unit –4

Indian Languages – The Upanishads – Epics: Ramayana and Mahabharatha – The Bhagavat Gita – Puranas – Buddhist and Jain Literature – Sanskrit Literature – Urdu and Persian literatures

Unit – 5

Development of Languages: Hindi, Bengali, Oriya, Assamese and their literature – Punjabi, Marathi, Kashmiri Literature – Concept of God – Epistemology – Agnosticism, Skepticism, Affirmation of knowledge

Unit – 6

Philosophy of Yoga – Vedanata Philosophy – Advaita Metaphysics – Charvaka School: Characteristics – Concept of Art: Painting, Sculpture – Evolution of Art: Mauryas, Mughals, British

Unit – 7

Modern Indian Art: Mithila, Kalamkari, Warli, Kalighat, Pahadi paintings – Evolution of Indian Architecture

BLOCK – 3: Dances of India

Unit – 8

Dances of India: Bharathanatyam, Kathakali, Kathak, Manipuri, Odissi, Kuchipudi, Mohiniyattam – Music of India: Hindustani, Carnatic (Gitam, Suladi, Svarajati, Jatisvaram, Varnam, Kirtanam, Kriti, Pada, Javali, Tillana, Pallavi, Tanam)

Unit – 9

Regional: Rasiya Geet U.P, Pankhida, Rajasthan, Lotia Rajasthan, Pandavani, Chattisgarh, Mando, Goa, Alha, Powada, Villu Pattu, T.N Ammanaivari, TN

Unit -10

Musical Instruments: Kamaicha, Sushira Vadya, Flutes, Avanaddha Vadhya, Oordhwaka, Tabla, Ankya, Alingya) – Different Forms: Bhand Pather (Kashmir), Nautanki (U.P), Bhavani (Gujarat), Jatra (W.B), Maach (M.P), Bhaona (Assam), Tamaasha (Maharashtra) – Puppet Forms of India: String Puppets, Shadow Puppets, Rod Puppets, Glove Puppets – Early History of Education in India

BLOCK – 4: Aeronautical and Marine Time, Numeral System in Ancient India

Unit – 11

Aeronautical and Marine Times in ancient India – Astronomy – Astrology – Physics – Chemistry – Natural Sciences and Ayur Veda – Concept of Ecological Balance rooted in Traditions

Unit – 12

Indian Numeral System: Baudhyam, Aryabhatta, Bhaskaracharya, Nagarjuna, Kanad, Phalit Jyotish – Patanjali – Srinivas Ramanujam – Chandershekhar V. Raman – Jagdish Chander Bose – Homi Jehangir – Bhabha – Dr. Vikram Sarabhai – Dr. A.P.J. Abdul Kalam

Unit – 13

Concept of Four Rinas – Gurukul System – Teacher Student Relationship (Guru-Shisya Parampara) – Concept of Biksha and Guru Dakshina

BLOCK – 5: Education and Family System in Ancient India

Unit – 14

Education: Under Buddhism – Mughal period – Salient Features of Muslim Educations – Education under the British Rule – Domination by Christian Missionaries – Sri Aurobindo’s National System of Education – School Education in the Post Independence India – Problems of Contemporary Education

Unit – 15

Varna System: Brahmin, Kshatriya, Vaishya, Shudra – Emergence of Caste System – Concept of Purusharth – Social Institution of Ashram – Brahmacharya, Grihasth, Vanprasth and Sanyas – Social Significance of the Ashram system – Concept of Family – Characteristics of Family, Functions of Family – Family System in India – Status and Role of Women in the Indian Society – Dowry Problem

Unit – 16

Spread of Indian Culture through Traders – Spread of Indian Culture to Afganistan, Japan, Mongolia, Bhutan, Srilanka, Burma, Cambodia, Loas, Vietnam, Malaysia, Singapore, Indonesia – Indian contact with Africa and Rome

Reference Books

1. **Haridas Bhattacharyya**, The Cultural Heritage of India, Vols. I-VI, Ramakrishna Mission Inst. of Culture, 2002
2. **Sahana Singh**, The Educational Heritage of Ancient India: How an Ecosystem of Learning Was Laid to Waste, Notion Press, Inc.; 1st edition, 2017
3. **Daud Ali**, Hands-On History! Ancient India: Discover the Rich Heritage of the Indus Valley and the Mughal Empire, Armadillo , 2014
4. **Library Book House Author’s Division**, Cultural Heritage of India, Library Book House, Ahmedabad, 2016
5. **Anurag Mathur, Agam Prasad Mathur, Subrata Roy Sahara, O.P Srivatsava**, Indian Culture and Heritage, Createspace Independent Pub, 2017
6. **C.P. Ramaswami Aiyar**, The Cultural Heritage of India, Vol. II, The Ramakrishna Mission Inst. of Culture, 1962
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8. **P.R.Rao**, Indian Heritage and Culture, Sterling Publishers, 1989
9. **Manas Kumar Das**, Indian Cultural Heritage, Lulu Publishers, USA, 2017
10. **Sarit K. Chaudhuri, Mini Bhattacharyya Thakur**, Cultural Heritage Of Assam, Gyan Publishing House
11. **N.K. Bhandari**, Cultural Heritage of India, Pointer Publishers
12. **Suresh Soni**, Sources of our Cultural Heritage, Prabhat prakashan

Course Title: Geography of Tourism

Course Code: MAHA – 35 B

Course Credit: 2

Course Objective

While studying the Geography of Tourism, the Learner can be able to

- ❖ Learn significance of geography in Tourism, Political division
- ❖ Understand impact of climatic factors in tourism
- ❖ Learn agricultural pattern in midst of geography of tourism

Course Outcome

Learners acquire knowledge on various aspect of tourism and its geographic materialism and further studies about:

- ❖ Geographical divisions of tourism
- ❖ Natural resources and significance of monsoon and rainfall in India
- ❖ Agriculture related to tourism plantation

BLOCK I: Geography of Tourism in India

Unit – 1: Geography and Tourism-India and the sub continent – Position and its significance

Unit – 2: Location – size and shape – Boundaries – Political Divisions – Physical features – The coast and islands.

BLOCK II: Impact of Climatic factors in Tourism

Unit – 3: Impact of Geographical Division and climatic factors on Tourism

Unit – 4: Factors influencing the climate of India – significance of Monsoon and Rainfall in India – Famines and Floods.

BLOCK III: Geographical Divisions

Unit – 5: Geographical Divisions, Urban, rural, cities, town, mountains -

Hill stations : Kashmir, Sri nagar, Shimla, Manali, Kulu Valley, Nainital, Darjeeling Mt Abu, Mahabaleswar, Ooty, Kodaikanal.

Unit – 6: Beaches: Puri, Konark, Gopalpur on sea. Juhu: Goa, Visakhapatnam, Chennai, Mahabalipuram, Pondichery, Kovalam, Trivandrum

Unit – 7: Ports: Mumbai, Kolkota, Kochi, Chennai, Marmugoa, Paradeep, Vishakapatnam.

BLOCK IV: Natural Resources

Unit – 8: Natural Resources and Tourism-Soils, Flora and Fauna, Wild life of India conservation of wild life

Unit – 9: National Parks, Wild Life Sanctuaries, Safaris – Aforestation programme.

BLOCK V: Agriculture

Unit – 10: Agriculture - related to tourism plantations – Problems and Types of Agriculture

Unit – 11: Types of crops and cropping season – methods of cultivation – Irrigation – **Unit**

Unit – 12: Rivers of India and River valley projects - floriculture.

REFERENCE BOOKS

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2. **Velvet Nelson**, An Introduction to the Geography of Tourism, 2014
3. **Lloyd Hudman and Richard Jackson**, Geography of Travel and Tourism , 2002
4. **Mohan Mishra, Dr. Sampath Kumar**, Tourism: Principles and Practices, Oxford University Press
5. **Sunil Baghla**, Tourism Geography, Book Enclave, 2017
6. **H. Robinson**, A Geography of Tourism, 1976
7. **Stephen Williams**, Tourism Geography, Psychology Press, 1998
8. **Deepa Garg**, Geography of Tourism, Mohit Publishers

IV-SEMESTER

Course Title: World Civilization

Course Code: MAHA – 41

Course Credit: 4

Course Objective

While studying the World Civilization, the Learner can be able to

- ❖ Learn settlement of Mankind and art of Writing
- ❖ Learn the town planning in Indus Civilization
- ❖ Study various civilizations in the world

Course Outcome

Learners have the chance to obtain comprehensive knowledge in the Ancient Civilizations of the world namely:

- ❖ Egyptian, Mesopotamia Civilization
- ❖ Indus, Sumerian, Greek, Chinese Civilization
- ❖ Science and Technology

BLOCK- 1: Concepts of Civilization

Unit – 1

History and Concept of Civilization – Difference between Culture and Civilization – Cultural Identity and Characteristics – Complex System

Unit – 2

Geographical Location of Egyptian Civilization – Archaeology and Literary Sources - Prehistoric age – Settlement of Mankind - Art of Writing

Unit – 3

Pre Dynastic Period (5000 – 3100 CE) – Merger of Neolithic age with metals – Trade and Commerce – Dynastic Period (3100 CE – 2686 BCE) – Old Kingdom:Pyramid Builders (2686- 2181 BCE)

Unit – 4

First Intermediate Period (2181 – 2055 BCE) – Middle Kingdom (2055-1786 BCE) – Second Intermediate Period (1786-1567 BCE) – New Kingdom (1567-1085 BCE) – Third Intermediate Period (1085 – 664 BCE) – From Late Period to Alexander’s Conquest

BLOCK- 2: History of Mesopotamia and Sumeria

Unit – 5

History of Mesopotamia: Periodization – Science and Technology – Religion and Philosophy – Festivals – Society – Games and Music – Burials – Agriculture – Economy – Administration – Religion – Architecture

Unit –6

History of Sumerian Civilization – Society – Economy – Administration – Art of Writing – Religion – Art and Architecture – Astrology – Calendar – Trade and Commerce – Technology

Unit –7

Assyrian History – Geographical Location – Administration – Religion – Society – Economy - Culture

BLOCK- 3: History of Indus and Mayan Civilizations

Unit – 8

Discovery of Indus Civilization – its Extent – Pre Harappa – Early Harappan phase – Mature Harappan phase - Late Harappan phase – Post Harappan phase

Unit – 9

History of Greek Civilization – Archaic Period – Classical Period – Hellenistic Period

Unit – 10

Roman Greek – Political Structure – Administration – Society – Education – Economy – Script – Literature – Arts and Architecture – Science and Technology

Unit – 11

Religion – History of Mayan Civilization – Politics and Administration – Society – Warfare – Trade – Architecture – Language – Art of Writing – Agriculture – Religion and Mythology

BLOCK- 4: Chinese and Roman Empire

Unit – 12

Chinese Civilization: Pre History – The First Dynasties – The Zhou Dynasty – The Qin Dynasty – The Chu Han Contention – Han Dynasty – Xin Dynasty – Tang Dynasty – The Song Dynasty

Unit – 13

Location of Ancient Persian Civilization – Synthesis of Persian Conquests – Organization of Persian Empire – Economy – Society – Religion – Agriculture – Persian Art

Unit – 14

Historical Background of Roman Empire – Languages – Society – Women in Roman Law – Government and Military – Economy – Transportation – Trade – Architecture – Sculpture – Painting – Literature and Religion

BLOCK- 5: Byzantine and Parthian Empire

Unit – 15

Byzantine Empire: Nomenclature – Early History – Constantinople – Emperors – Government – Society – Territories – Language – Literature – Science and Technology – Art and Architecture – Religion and Economy

Unit – 16

Origin of Parthian Empire – Government – Language – Society – Art and Architecture – Religion – Economy – Military

Unit – 17

Early History of Sassanian Civilization – Government – Society – Literature – Arts – Trade and Commerce – Religion

Reference Books

1. **Burns Edward Macnall**, World Civilizations, Goyal Book Depot
2. **Parragon**, World History, 2015
3. **Parragon**, Encyclopedia of World History, 2015
4. **Manoj Sharma**, History of World Civilizations, Anmol Publishers, 2006
5. **Susan Wise, Bauer**, The History of the Ancient World: From the Earliest Accounts to the Fall of Rome, Audible Studios, 2013
6. **Edward Gibbon**, The History of the Decline and Fall of the Roman Empire, Penguin Press, 1994
7. **R.K. Pruthi**, Indus Civilization, Discovery Publishing House, 2004
8. **Jonathan M. Kenoyer**, Ancient Cities of the Indus Valley Civilization, Oxford University Press, 1998
9. **Jacques Gernet**, A History of Chinese Civilization, Cambridge University Press, 1996
10. **Jing Liu**, Foundation of Chinese Civilization, Stone Bridge Press, 2016
11. **Samuel Noah Kramer**, The Sumerians: Their History, Culture and Character, University of Chicago Press, 1971

Course Title: Archaeology and Science

Course Code: MAHA – 42

Course Credit: 4

Course Objective

While studying the Archaeology and Science, the Learner can be able to

- ❖ Use of Science in Archaeological Research
- ❖ Learn the different dating techniques
- ❖ Study the statistical studies in archaeology

Course Outcome

Learners can study about the following factors:

- ❖ Use of science in archaeological research
- ❖ Zoo-Archaeological studies
- ❖ Geoarchaeological, Statistical studies

BLOCK- 1: Archaeological Research through Science

Unit – 1

Introduction – Use of Science in Archaeological Research – Various Science Disciplines involved in Archaeology Research

Unit – 2

Introduction: Physical and Chemical Dating Methods – Absolute and Relative chronological studies

BLOCK- 2: Analysis of Samples

Unit – 3

Radiocarbon Dating – Radiometric Techniques – Luminescence dating- Thermoluminescence and Optical dating – ground penetrating radar – Archaeological Chemistry

Unit –4

Trace Elements of Lithic artifacts – Chemical analysis of Potteries –

Unit – 5

Composition of metal and art objects

Unit –6

Composition of Organic artifacts – Organic residues and fibres

BLOCK- 3: Study of Plant and Animal Remains

Unit – 7

Initial Developments in the Zoo-Archaeological studies – Requirements for the study of animal remains – Techniques

Unit – 8

Preservation of Plant remains – Recovery methods – identification and quantification – palynology: definition – Early History of Palynological studies – methods of studying polymorphs: Chemical Preservation, analysis – application

BLOCK- 4: Geoarchaeological Research

Unit – 9

Techniques employed in Geoarchaeological research: Column sampling, Loss on ignition testing, magnetic susceptibility

Unit – 10

Phosphate and orthophosphate content with spectrophotometry, particle size analysis – trace element geochemistry, clay mineralogy analysis, Ostrcod analysis

Unit – 11

GIS – GPS – Remote sensing – Drone

BLOCK- 5: Dating Techniques

Unit – 12

Objectives of statistical studies in archaeology – AutoCAD – Relative Dating: Definition – Stratigraphy – Cross Cutting Relationship – Harris Matrix – Nitrogen Dating

Unit – 13

Fluorine Absorption Dating – Seriation – Palynology – Tephrochronology

Unit – 14

Absolute Dating: Definition – C14 Dating – Dendrochronology – Obsidian Hydration Dating

Unit – 15

Fission Tracking Dating – Pottassium Argon Dating - Archaeomagnetic dating – Rehydroxylation dating

Reference Books

1. **Schiffer, Michael Brian**, The Archaeology of Science, Springer, 2013
2. **Barbara A, Purdy**, How to do Archaeology the Right Way, University Press of Florida, 1996
3. **Doug Macdougall**, Nature's Clock: How Scientists Measure the Age of Almost Everything, University of California Press, 2008
4. **Wagner, Gunther A**, Age Determination of Young Rocks and Artifacts, Springer, 1998
5. **R.E Taylor and M.J Aitken**. (eds) 1997. *Chronometric dating in Archaeology. Advances in Archaeological and Museum Science, volume 2*. Oxford University, England.
6. **Aitken, M.J.** 1990. Science-based Dating in Archaeology. Longman, England.
7. **Bowman, S.G.E**, 1991. Questions of Chronology. In, *Science and The Past*. Bowman, S. (ed). British Museum Press.
8. **Geyh, Mebus A. and Helmut Schleicher**, 1990. Absolute age determination : physical and chemical dating methods and their application. Springer-Verlag, NY.
9. **K.Rajan**, Principles and Methods of Archaeology, Manoo Pathipagam, Thanjavur, 2002
10. **K.V. Raman**, Principles and Methods of Archaeology, Parthajan Publications, 1986
11. **Gupta, S.K. and Polach, H.A**, 1985. Radiocarbon Dating Practices at ANU. Handbook, Radiocarbon Dating laboratory, Research School of Pacific Studies, ANU, Canberra.
12. **Garlick, J.D.**, 1969. Buried bone. In Brothwell, D., and E. Higgs (eds), Science in Archaeology: A survey of progress and research, pp503-512. Great Britain: Thames and Hudson.
13. **Elizabeth J. Reitz, Elizabeth S. Wing**, Zooarchaeology, Cambridge University Press, 2008
14. **Deborah M. Pearsall**, Palaeoethnobotany: A Handbook of Procedures, Academic Press, 1989
15. **Daniel P. Bigman**, GPR Basics: A Handbook for Ground Penetrating Radar Users, Createspace Independent Pub; 1 edition, 2018

Course Title: Ethno-Archaeology

Course Code: MAHA – 43

Course Credit: 4

Course Objective

While studying the Ethno-Archaeology, the Learner can be able to

- ❖ Learn Interrelationship of Archaeological and Ethnographic records
- ❖ Learn the relevance of Ethnographical Research for reconstructing the early pastoral communities
- ❖ Tribal Ethnography of Tamilnadu

Course Outcome

Learners can study about the following factors:

- ❖ Ethnographical research in India
- ❖ Tribal ethnography of North and South India
- ❖ Living megalithic traditions of India

BLOCK – 1: Archaeology and Ethnography Interrelation

Unit – 1

Nature and Interrelationship of Archaeological and Ethnographic records – Definition, scope and Methods of Ethno-archaeology

Unit – 2

Brief Review of Ethnographical Researches in India – Theorizing Ethno-archaeology – Important Theoretical Methods and their applications

Unit – 3

Settlement Pattern – Technology – Crafts – Ceramics – Food Processing

BLOCK – 2: Ethnoarchaeological Studies of living Hunter Gatherer Societies

Unit – 4

Ethnoarchaeological studies of living Hunter Gatherer Societies of India: Katkaris, Andaman Islanders, Van Vaghri, Birhors, Veddas, Kanjars

Unit – 5

Ethnoarchaeological Studies of living Nomadic and Sedentary (tribals) Pastoral Societies of India: Dhnagars, Wharlis, Rabris, Todas, Gujjars, Gadris

BLOCK – 3: Reconstruction of Ancient Pastoral Life through Ethnographical Records

Unit – 6

Relevance of Ethnographical Research for reconstructing the early pastoral Chalcolithic Communities of Central and Western India: Mahadeokolis, Bhils – Its Merits and Demerits

Unit –7

Forager/Collector Model to Palaeolithic and Mesolithic societies: Andaman Islanders

Unit- 8

Ethno-Archaeology of South Indian Neolithic Culture-Living Megalithic Tradition in India

Unit –9

Ethno-archaeology of Fishing Economics – Ethno-archaeology of Marginal resource utilization (shell fishing)

Unit – 10

Important Ethno-archaeological studies outside India: Eskimos of Alaska, Bushmen of the Kalahari Desert and Australian aboriginals

BLOCK – 4: Ethnography of Tamilnadu and N.East India

Unit –11

Tribal Ethnography of Tamilnadu Highlighting their settlement, subsistence, art and crafts, mortuary practices, trade and exchange: special reference to Todas, Irulas, Mayalalis, Kadar, Muthuvar

Unit –12

Living Megalithic traditions in NE India: Nagas, Kahsis, Jaintias, Karbis, Gonda Murias, Dorlas, Mundas – Direct Historical Approach

Unit –13

General Comparative Approaches – Examples of Ethno-archaeology in India

BLOCK – 5: Analogies

Unit –14

Formal and Relational analogies – Direct Historical – Approach

Unit - 15

Bio-anthropology – Ethno-Botany – Social Zoo-archaeology

Reference Books

1. **R.A Gould**, Living Archaeology, Cambridge University Press, 1980
2. **Nicholas David**, Ethnoarchaeology in Action, Cambridge University Press, 2001
3. **R. Layton**, Conflict in the Archaeology of Living Traditions. Routledge, 2017
4. **A.K Kanungo**, Studies in Prehistory and Ethnoarchaeology of South Asia, Research India Press, 2011
5. **Gautam Sengupta**, Past and Present Ethnoarchaeology in India, Kaveri Book Service, 2006.
6. **Brad Chase**, Ethnoarchaeology in South Asia: An Introduction and Review, Indian Council of Historical Research, 2004
7. **Bridget Allchin**, Living Traditions: Studies in the Ethnoarchaeology of South Asia, Oxbow Books Limited, 1994
8. **Kishor K. Basa**, Megalithic Traditions in India, Aryan Books International, 2015

Course Title: Marine Archaeology

Course Code: MAHA – 44

Course Credit: 4

Course Objective

While studying the Marine Archaeology, the Learner can be able to

- ❖ Learn the development of Under Water Archaeological studies in India
- ❖ Learn the types of Survey in Under water
- ❖ Understand the Geomorphology of Indian water bodies
- ❖

Course Outcome

Learners acquire knowledge on various aspect of Marine Archaeology and further studies about:

- ❖ Introduction and Development of Marine Archaeology
- ❖ Types of Surveys and excavations
- ❖ Remote Sensing, GIS, GPS applications in archaeology
- ❖ Geomorphology

BLOCK – 1: Underwater Archaeological Research in India

Unit – 1

Introduction to Under Water Archaeology - Development Of Underwater Archaeology In India

Unit – 2

Achievements in Underwater Archaeology - Maritime Culture Landscape, Coastal Archaeology

BLOCK – 2: Types of Survey and Processessing

Unit – 3

Types of Surveys - methodology techniques, use of maps, literature, instrumentation, trenches, interpretations and collection of data, Process and fixing survey strategy, Application of model, bouring, and sampling

Unit – 4

Geophysical and magnetic surveys for marine archeological explorations - Coastal processes: definitions, Tides, waves, Currents, flow types, coastal sediments, sediment transport, erosion/accretion processes

Unit – 5

Underwater excavation - Diving techniques: Basics physics of diving, Divers safety; tracking and guidance - mapping and documentation of maritime archaeological data

BLOCK – 3: Remote Sensing and Digitalization

Unit – 6

Remote sensing and its applications: Optical remote sensing – bio-optical properties of sea water - Inherent and apparent optical properties - scattering - absorption-attenuation - diffuse attenuation – Remote sensing reflectance

Unit – 7

Thermal infrared remote sensing- Thermal infrared properties - - Emissivity - Sensor characteristics – MSS, GOES, AVHRR, CZCS, SeaWiFS, IKONOS, MODIS, OCM I and OCM – II

Unit – 8

GIS and its applications in Archaeology - Data acquisition and integration in GIS software

Unit – 9

Photogrammetry in Marine Archaeology – GPR in Marine Archaeology - 3D Digitization of Archaeological Artifacts

BLOCK – 4: Maritime Trade**Unit – 10**

Ports and Harbours: Introduction, Definitions, scope and importance, Historical background, explorations and excavations - Some case histories in India - Ports in the west coast: Dwarka, Gulf of Khambat, Kucch in Gujarat - Sindhudurga, Vijayadurga, Palshet in Maharashtra - Gopikapattanam in Goa.

Unit – 11

Mangalore in Karnataka – Kollam, Cochin in Kerala – Kaveripoompattinam, Muziri in Tamilnadu – Vishakapatnam in Andhra Pradesh

Unit – 12

Maritime Trade: Harappa and Early Historic Period – Medieval Period – Colonial Period – Ship Wrecks: Formation Process – Sites – Early Ship Building activities - Corrosion of ship wrecks metals

BLOCK – 5: Geomorphology and Instrumentation**Unit – 13**

Geomorphology: Definition – Submerged Settlements - Applying paleontological studies to reconstruct the palaeo-climate

Unit – 14

Different Lab techniques in earth sciences: Isotope analysis, DNA Studies, Scanning Electron Microscope(SEM), Petrographic studies of pottery, antiquities - Factors affecting the preservation of underwater archaeological sites

Unit – 15

Geo-instrumentation: Destructive and non-destructive techniques - Conservation and dating of underwater Archaeological artifacts - Conservation of antiquities –

Unit – 16

Under Water cultural heritage and international and Indian laws - Maritime archaeology Museums - Heritage tourism and maritime archaeology

Reference Books

1. **Rees, W.G.**, Physical principles of remote sensing, 1990 –Cambridge Univ. Press, U.K.
1. **Slater, P.N.**, Remote sensing optics and optical systems, 1980 –Addision Wesley Publ. Co.
2. **Lillesand, T.M. and Kiefer, R.W.**, Remote sensing and image interpretation (2ndedn), 1987 –John Wiley and sons.
3. **Floyd and F. Sabnis Jr. W** Remote sensing: Principles and interpretations (2ndedn), 1987 –.H. Freeman and Co., New York.
4. **Asrar G.**, Theory and application of optical remote sensing, 1989 – John Wiley & Sons.
5. **Maul, G.A.**, Introduction to satellite oceanography, 1985 – Martinus Nijhoff Publ.
6. **Chlamys, F.T.**, Advanced remote sensing from theory to applications (vol.1, 2 & 3), 1981 –Addision wisley Publ. Co. Inc., Canada.
7. **Gover, J.A.R.**, Oceanography from space, 1987- Plenum Press, New York.
8. **Deepak A.**, Remote sensing of atmospheres and oceans, 1980 - Academic press.
9. **Robinson, I.S.**, Satellite oceanography, 1985 - John Wiley & Sons
10. **Sandra L.**, Practical Handbook of Digital Mapping: Terms and Concepts Arlinghaus, 1994 - CRC Press.0-8493-0131-9
11. **David R Green**, (Ed.), Coastal and marine geospatial technologies. 2010. Springer, ISBN 978-1- 4020-9719-5
12. **Edmund P. Green, Peter J. Mumby, Alasdair J. Edwards and Christopher D. Clark**, Remote Sensing Handbook for Tropical Coastal Management. Coastal Management Source books 3.2004, UNESCO, Paris.
13. **Otto Huisman and Roff A. de By** (ed.) Principals of Geographic information systems- An introductory text book, 2009 - International Institute for Geo-Information and Earth Observation, Netherlands.
14. **Jonathan Campbell, Michael Shin** Essentials of Geographic Information Systems, 2011 - Publisher: Flat World Knowledge
15. **Neteler, M., Bowman, M.H., Landa, M. and Metz, M**, GRASS GIS: a multi-purpose Open Source GIS. Environmental Modelling & Software. 2012 -

Course Title: Socio-Cultural History of India

Course Code: MAHA – 45

Course Credit: 2

Course Objective

While studying the Marine Archaeology, the Learner can be able to

- ❖ Study of Advent of Arabs
- ❖ Social Reform Movements
- ❖ Education in British and Independent India

Course Outcome

Learners has the chance to obtain comprehensive knowledge in the Socio-Cultural History of India such as:

- ❖ Prehistoric culture
- ❖ Jainism and Buddhism
- ❖ Tamilnadu under Marathas and Social Reform movements
- ❖ Education in ancient India

BLOCK – 1: Cultural Heritage of India

Unit – 1 – Stone Age: Palaeolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic cultures – Distribution of Sites

Unit – 2 – Indus Valley: Town Planning – Stone Statues – Seals – Pottery – Script – Language – Trade – Great Bath - Granery

Unit – 3 Life of Gautama Buddha - Buddhist Councils and Theravada (Hinayana) as well as Mahayana Schools - Pali Tripitaka Literature - Lives and works of Buddhaghosa, Dignanga and Dharmakirti - Status of Women in Buddhism - Impact of Buddhism on Society - Buddhism and Ecology

Unit – 4 – Life of Lord Rsabhadeva, Parsvanatha and Mahavira - Jaina Councils and Schools- Digambara and Svetambara - Main Centres of Jaina Learning-Shravanabelgola, Jesalmera, Ahmedabad and Varanasi - Five Vratas-Anuvratas and Mahavratas-Ahimsa, Satya, Asteya, Brahmacharya and Aparigraha - Triratna-Samyag Darsana, Jnana and Caritra

Unit –5 - Chandragupta Maurya and Chanakya - Conquest of Magadha - Chandragupta Maurya -Bindusara - Ashoka - Decline – Administration – Economy – Architecture

Unit – 6 - Gandhara Art – Salient Features – Materials used – Various mudras of Buddha in Gandhara Art – Gandhara Art under Kushans - Mathura Art: Period and Centre of Production – Types of its Sculptures – Buddha Images - Amaravathi Art – Background – Characteristic features – Art – Architecture - Major Centres

Unit – 7 – Gupta Age: Origin – Early rulers – Administration – Religion – Military Organisation – Architecture

BLOCK – 2: Sangam and Post Sangam Epoch

Unit – 8 - Sangam Age and Post Sangam Age : Social Institutions - Customs and Practices
Economic Life - Trade - Religion - Literature - Arts

Unit – 9 – Pallavas: Society - Economic Life - Religion - Bhakti Movement - Literature and Education - Art and Architecture – Cholas: Society - Economic Life - Religion - Role of the Temples - Literature and Education - Art and Architecture – Pandyas: Society - Economic Life - Religion - Foreign Accounts - Literature - Art and Architecture

Unit – 10 - Vijayanagar and Nayaks: Society - Economic Life - Religion - Literature - Art and Architecture

BLOCK – 3: Arab Conquest and Bhakthi Movement

Unit – 11 – Arabs: Condition of India on the eve of Arab Conquest - Effects of Arab Conquest - Invasions of Mahmud Gazni and Mohammed Ghori and Its Effect - Social and Cultural Conditions - Art and Architecture in India between 8th and 12th Century

Unit – 12 – Delhi Sultanate: Social Condition-Sultan and Nobles - Slave System - Status of Women - religion - cultural Condition - Literature, Learning, Art and Architecture – Bakthi Movement: Bhakthi Cult - Bhakthi Sages : AdiSankara - Ramanuja - Ramananda – Chaitanya

BLOCK – 4: Maratha Rule in Tamilnadu

Unit – 13 - Marathas of Tanjore - Social Condition - Religion - Education - Literature - Arts and Architecture - Fine Arts – Religious Developments: Hinduism - Revivalist Movements - Brahmo Samaj - Ramakrishna Mission - Theosophical Movement - Saiva Siddhantam - Mutts - Islam - Wahabi Movement - Sufism - Fakirs - Christianity and its Impact.

Unit – 14 - Dalit Movement : Pandit C.Iyothee Thasar - Rettamalai Srinivasan - N.Sivaraj Vaikunda Swamy Movement - Indian National - Congress and Social Reforms - Justice Party and Social Reforms - Self - Respect Movement - Women movements and Social Legislations (1800-1947)

BLOCK -5: Education and Trade Unions

Unit – 15 - Growth of Tamil Literature (1800 - 1947); Prose - Poetry - Novels - Dramas - Journals - Its Impact on Society

Unit – 16 - Traditional Hindu and Muslim Educational Systems - Patshalas and Madrasas - Western Education - Universities of 1857 - Hunter Commission - Radha Krishna Commission - University Grants Commission - New Education Policy of 1986 - Centres of Higher Education : Indian Institute of Technology, Indian Institute of Managements, National Institutes of Technology and other institutions - Engineering and Information Technology Education : Overview

Unit – 17 - Brahmo Samaj, Prathana Samaj, Arya Samaj, Ramakrishna Mission, Theosophical Society - Swami Narayana (Gujarat) , Narayans Guru (Kerala) - Muslim Reform Movements: Deoband ,Aligarh, Ahmadiyya, Barelwi and Ahl-iHadith Movements - Sikh Reform Movements: Nirankari and Namdhari Movements - Parsi Reform Movement: Rehnuma-i-Mazdayaznan – NeoBuddhism “Navayana” of Ambedkar

Unit – 18 - Peasant Movements - Agrarian Crisis during the British Period - Kisan Sabha and Ekta Movements in U.P - Bardoli Satyagraha in Gujarat - Great Depression and Agricultural Crisis in India - All India Kisan Congress - Kisan Sabhas pf Punjab and Bengal - Peasant Movements in Post Independent Tamilnadu : Peasant and Cauvery, Krishna Water Issue - Trade Union Movements : Growth of Trade Union Movements from 1920 to 1947 - Trade Union Movements in Post - Independence India (1947 - 2001) : AITUC - BMS - INTUC - CITU - HMS - Trade Unions of Tamilnadu: Progressive Labour Front and Anna Thozhilar Sangam.

Unit – 19 - Art and Architecture : Colonial Art and Architecture - Post Independent India : Cultural Development - Sahitya Academy , Sangeet Natak Academy and Sangeet Kala Academy - Accomplished Classical Musicians and Classic Dancers - Painters and Sculptors of Modern India.

Reference Books

1. Chandra, Bipin : India's Struggle for Independence, Penguin Books, New Delhi, 2000.
2. Chandra, Bipin, : India Since Independence , New Delhi, 2002.
3. Chandra Bipin, : Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1999.
4. Majumdar, R.C, RayChaudhari, H.C and Kalikinkar Datta: An Advanced History of India, Macmillan Press, Madras, 1998.
5. Jones, Kenentah.W : Socio - Religious Reform Movements in British India, The New Cambridge History of India Series, Foundation Books, Cambridge University Press, New Delhi, 1994.
6. Sarkar, Sumit : Modern India 1885-1947, Macmillan Press, New Delhi, 2002
7. Bose, M.L : Social and Cultural History of India, Concept Publication, New Delhi, 1989.
8. Basham, A.L(ed.) : A Cultural History of India, Oxford University Press, New Delhi, 2006.
9. Chopra, Puri & Das : A Social, Cultural & Economic History of India, Macmillan Publication, New Delhi, 1992.
10. Desai, A.R : Peasant - Struggle in India, S.Chand & Co, Chennai, 1980.
11. Luniya, B.N : Evolution of Indian Culture, Lakshmi Narayan Agarwal Educational Publishers, Agra, 1980.
12. Mehta, L.C : Advanced Study in the History of Medieval India, Sterling Publication, New Delhi, 1987.
13. Nanda, S.P. : Economic, Social History of India, Anmol Publication, New Delhi, 1985.
14. Ray Choudari, S.C : Social, Cultural and Economic History of India, Surjeet Publication, New Delhi, 2002.

ITEM No.2.4

TO APPROVE THE MINUTES OF THE BOS OF THE SCHOOL OF JOURNALISM AND NEW MEDIA STUDIES.

Er. N. Sivashanmugam, Assistant Professor, SOCS moved

"that the Minutes of the BOS approving the Regulations including the Scheme of Examinations and the Syllabi of -

- | | | |
|----|---|--|
| 1. | M.Sc. Electronic Media | Regular Mode (Full Time)
- Face to Face |
| 2. | M.A. Journalism and Mass Communication | Distance Mode |
| 3. | Certificate in Community Radio Technology | Distance Mode |
| 4. | B.Sc. Visual Communication -
(inclusion of Environmental Studies
in the Second Year Syllabus) | Distance Mode |
| 5. | M.Phil. | Full Time & Part Time |
| 6. | Ph.D. | Full Time & Part Time |
| 7. | Diploma in Graphic Design & Animation
Production | Regular Mode (Full Time) |
| 8. | B.Sc. Multimedia | Regular Mode (Full Time) |

given in ANNEXURE-VI, be approved".

CONSIDERED the proposal to approve the Minutes of the Board of Studies of the School of Journalism met on 6th April, 2015 approving the Syllabi, Regulations and Scheme of Examinations of the Courses listed under Sl.Nos.1 to 8 above given in ANNEXURE-VI, and

RESOLVED that the Minutes of the BOS, approving the Syllabi, Regulations, and Scheme of Examinations of the Courses in M.Sc. Electronic Media (Regular Mode - Full Time - Face to Face); M.A. Journalism and Mass Communication (Distance Mode); Certificate in Community Radio Technology (Distance Mode); B.Sc. Visual Communication (inclusion of Environmental Studies in the Second Year Syllabus); M.Phil. (Full Time & Part Time); Ph.D. (Full Time & Part Time); Diploma in Graphic Design & Animation Production (Regular Mode - Full Time); and B.Sc. Multimedia (Regular Mode - Full Time), given in ANNEXURE-VI, be approved.

[Handwritten signature]
20/4/15

Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

TAMILNADU OPEN UNIVERSITY
SCHOOL OF JOURNALISM AND NEW MEDIA STUDIES

MINUTES OF THE BOARD MEETING
APRIL 06, 2015

MEMBERS PRESENT:

- | | |
|---|---------------|
| 1. Mr K. Ravi Kanth
Director (i/c)
IGNOU
Maidan Garhi
New Delhi – 110068 | Member |
| 2. Dr. S. Arulchelvan
Assistant Professor,
Department of Media Sciences
Anna University, Chennai-600025 | Member |
| 3. Ms. Nandhini J.S
Film Director
Plt No:17, 1st Floor
Kundrakudi Nagar
2nd Street, Adambakkam
Chennai - 88 | Member |
| 4. Mr. K. Karuppasamy
Chief Assignment Editor,
Thanthi TV,
Perungudi,
Chennai | Member |
| 5. Dr. D. Nivedhitha
Associate Professor
Department of Mass Communication
School of Media & Communication
Pondicherry University
Puducherry - 605 014 | Member |
| 6. Mr. D. Ramakrishnan
Dy. General Manager (South)
National Film Development Corporation (NFDC)
Co-optex complex, 1 st Floor
Warehouse building
No: 350, Pantheon Road
Egmore, Chennai-600008 | Member |

ITEM NO 1.3

Approval of the proposed syllabus for Certificate in Community Radio Technology (Through Distance Mode). Programme

- The Board approved the syllabus proposed for the Certificate in Community Radio Technology (Through Distance Mode) offered by Commonwealth Educational Media Centre for Asia (CEMCA).

ITEM NO 1.4

Inclusion of Environmental Studies course in the second year syllabus of B.Sc (Visual Communication)

- The Board agreed upon the inclusion of environmental Studies course in the second year syllabus of B.Sc (Visual Communication) and the eligibility is modified as diploma and Hsc.

ITEM No 1.5

Approval of the proposed syllabus for M.Phil & Ph.D Programme in Full time & Part time

- The Board approved in the syllabus proposed for the M.Phil & Ph.D Programme ^{for} Full time & Part time

ITEM No 1.6

Approval of the proposed syllabus for Diploma in Graphic design & Animation Production

- The Board approved in the syllabus proposed for Graphic design & Animation production in Full time

ITEM 1.7

Approval of the proposed syllabus for B.Sc (Multimedia)

- The Board approved in the syllabus proposed for B.Sc (Multimedia) in Full time

7. **Mr. Immanuel Robinson**
Director, Alpha Advertising
No: 28/25, Ramanuja Nagar
Ayanavaram
Chennai-600023

Member

8. **Dr. P.Chitra**
School of Journalism and New Media Studies
Tamil Nadu Open University
Saidapet, Chennai 600 025

Chairman

The Board of Studies from the School of Journalism and News Media Studies conducted on April 6, 2015 in the Syndicate Hall of the Tamil Nadu Open University. The assistant professor of the School welcomed all the members in Board of studies. The members introduced themselves and the Chairman briefed the members on the proposed curriculum developed for M.Sc (Electronic Media – Face to Face), M.A (Journalism and Mass Communication), B.Sc (Multimedia), Diploma in Graphic design & Animation Production, M.Phil & Ph.D (Full time & Part time) programmes to be commenced from the academic year 2015. The Chairman seeks the board's approval for the syllabus and regulations of the above mentioned programmes.

ITEM NO 1.1

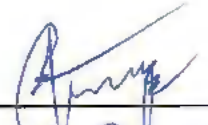


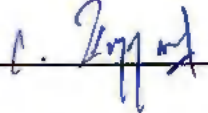
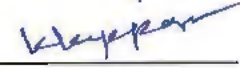


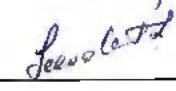

Approval of the proposed syllabus for M.Sc. Electronic Media (Full-Time) Face to Face Mode Programme

- The Board approved the syllabus proposed for M.Sc. Electronic Media (Full-Time) Face to Face Programme.

ITEM NO 1.2

Approval of the proposed syllabus for M.A (Journalism and Mass Communication) (Through Distance Mode). Programme

- The Board approved in the syllabus proposed for the M.A (Journalism and Mass Communication) (Through Distance Mode).

- | NAME | SIGNATURE |
|------------------------------|---|
| 1. Dr. S. Arulchelvan |  |
| 2. Mr. D. Ramakrishnan | 
<hr/> |
| 3. Mr. K. Ravi Kanth | <hr/> |
| 4. Dr. D. Nivedhitha |  |
| 5. Mr. Immanuel Robinson |  |
| 6. Mr. G. Karuppasamy |  |
| 7. Mr. Stalin Vasantha Kumar |  |
| 8. Ms. Nandhini J.S |  |
| 9. Mrs. Jeevalatha |  |
| 10. Dr. P.Chitra |  |

Programme Project Report (PPR)

Master of Journalism and Mass Communication



School of Journalism and New Media Studies

TAMIL NADU OPEN UNIVERSITY

577, Anna Salai, Saidapet,

Chennai 600 015

Member of Board of Studies

S. No.	Name of the Member
1.	Mr K. Ravi Kanth Director (i/c), IGNOU Maidan Garhi, New Delhi – 110068.
2.	Dr. S. Arulchelvan, Assistant Professor Department of Media Sciences Anna University , Chennai-25.
3.	Ms. Nandhini J.S Film Director, Plot No:17, 1st Floor, Kundrakudi Nagar, 2nd Street, Adambakkam, Chennai - 88.
4.	Mr. K. Karuppasamy Chief Assignment Editor, Thanthi TV, Perungudi, Chennai
5.	Dr. D. Nivedhitha, Associate Professor, Department of Mass Communication, School of Media & Communication, Pondicherry University, Puducherry - 605 014
6.	Mr. Immanuel Robinson Director, Alpha Advertising Chennai.
7.	Mr. Stalin Vasantha Kumar Director of Projects, One Creations Chennai.
8.	Mr. D. Ramakrishnan, Dy. General Manager (South) National Film Development Corporation (NFDC) Chennai.
9.	Dr.P.Chitra, Assistant Professor School of Journalism and New Media Studies Tamil Nadu Open University, Chennai-15.
10.	Mrs. G. Jeevalatha, Centre Head Arena Animation Vadapalani, Chennai

Tamil Nadu Open University

School of Journalism and New Media Studies Master of Journalism and Mass Communication Programme Project Report (PPR)

Programme's Mission & Objectives

M.A. in Journalism and Mass Communication is a two-year post-graduate programme providing professional education to those wishing to become journalists and managers/managerial executives in mass media. Besides providing an understanding of communication theories and mass media research, the programme offers three areas of specialization. The students, based on their interest, can specialize in Electronic Communication covering radio, television and Internet or Advanced Journalism.

Relevance of the program with HEI's Mission and Goals :

Literacy and level of education are basic indicators of the level of development achieved by a society. Literacy forms an important input in overall development of individuals enabling them to comprehend their social, political and cultural environment better and respond to it appropriately. The University understands the need of literacy in India & firmly believes that education has to be spread to the general masses. The University has acquired a commendable record of service in the field of education, health care, and social welfare. To reach with the above motive of service to the remotest corner of India, the Distance Education Programme in M.A (Journalism and Mass Communication) is proposed.

This programme is offered to create an avenue to acquire knowledge and skills on the domain courses. The courses have been identified to enable the learners to opt by horizontal mobility at the advanced level. For this purpose, a wide range of options of the courses have been offered to cater to the needs. The structure of the programme meets the benchmark of similar programmes in conventional system of education.

Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence :

The M.A (Journalism and Mass Communication) programme will meet out the present day needs of academic and Research, Institutions and Industries. As Programme outcome of the students may acquire depth knowledge in Journalism and Mass Communication which will motivate the students to go for higher studies/research in Media sectors.

Demands of skills and competencies are varying at faster pace, due to competitive and rapid market changes predominately in small and medium Enterprises, which urges for provision of flexible, work-integrated, continuous training, learning and development opportunities through Higher Education Institutions. There is a need for a paradigm shift in the training approaches in the formal and informal sector for developing skills in concurrence to the societal need.

Distance education is more costs effective and can take place while continuing full-time employment. Given its scope, the program will benefit aspirants seeking to develop skills, improve competency, and build expertise in the fast growing Computing Industry.

Instructional Design

The Curriculum and the Syllabus for Master of Journalism and Mass Communication Programme has been designed by covering all the aspects of latest technology in Media. The duration of the M.A (Journalism and Mass Communication) Programme is two years and the medium of instruction is English.

The Master of Journalism and Mass Communication is offered through the Learner Support Centres established by TNOU in the affiliated Arts and Science College, where the same Programme is offered through Conventional Mode.

The Faculty Members available at School of Journalism and New Media Studies of Tamil Nadu Open University and the faculties approved as Academic Counsellors of TNOU at Learner Support Centres will be used for delivering the Master of Journalism and Mass Communication Degree Programme. The credits systems suggested as per UGC-ODL Regulations-2020 have been assigned to Master of Journalism and Mass Communication Degree Programme. The total number of credit assigned for the Programme is 64. The Self Learning Materials in the form of print, e-content and audio/video materials wherever required has also been developed for the Programme

Procedure for admissions, curriculum transaction and evaluation:

Eligibility: The eligibility for admission to M.A (Journalism and Mass Communication) degree programme is any undergraduate degree (minimum three years duration) from a recognized university

The M.A (Journalism and Mass Communication) Programme Fee is Rs.15,000/- for two years plus Registration and other Charges. The admissions are carried out by Tamil Nadu Open University and through its Regional Centres located within the State of Tamil Nadu. The Theory Counselling and the Practical Counselling (if any) will be conducted through the Learners Support Centres of Tamil Nadu Open

University. The evaluation will be carried by Tamil Nadu Open University consists of Continuous Internal Assessment through Spot Assignment and External Assessment through Term End Examination.

Financial Assistance: SC/ST Scholarship available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the physically challenged/ differently abled persons.

Policy of Programme delivery: The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule will be uploaded in the TNOU website and the same will be intimated to the students through SMS.

Evaluation System: Examination to Master of Journalism and Mass Communication is designed to maintain quality of standard. Theory will be conducted by the University in the identified Examination Centres. For the Assignment students may be permitted to write with the help of books/materials for each Course, which will be evaluated by the Evaluators appointed by the University.

Internal Continuous Assessment: 1 assignment for 2 credits is to be prepared by the learners. E.g. If a Course is of Credit 4, then 2 number of Assignments are to be written by the learner to complete the continuous assessment of the course. Assignment carries 30 marks, consists of Short Answer Questions (150 words) and Long Answer Questions (450 words) for each Course.

Section A	Three Short-Answer Questions [Each 5- Marks]	3 x 5 = 15 Marks
Section B	One Long Answer Question [15-Marks]	1 x 15 = 15 Marks
Total		30 Marks

Theory Examination: Students shall normally be allowed to appear for theory examination by completing Practical and Assignment. The Term -End Examination shall Carry 70 marks and has Section: A, B and C will be of duration 3 hours.

Question Pattern for Theory Examinations:

Max. Marks: 70

Time: 3 hours

PART - A ($5 \times 2 = 10$ marks)

Answer all FIVE questions in 50 words

[All questions carry equal marks]

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block- V

PART - B ($4 \times 5 = 20$ marks)

Answer any FOUR questions out of Seven questions in 150 words

All questions carry equal marks

6. From Block - I
7. From Block - II
8. From Block - III
9. From Block - IV
10. From Block- V
11. From any Block
12. From any Block

PART - C ($4 \times 10 = 40$ marks)

Answer any FOUR questions out of Seven questions in 400 words

[All questions carry equal marks]

13. From Block - I
14. From Block - II
15. From Block - III
16. From Block - IV
17. From Block - V
18. From any Block
19. From any Block

Passing Minimum:

For theory examination: The candidate shall be declared to have passed the theory examination if the candidate secures not less than 32 marks in the Term End Examinations (TEE) in each theory paper and secures not less than 13 marks in the

Continuous Internal Assessment (CIA) [The mark distributions will be adhere as per TNOU norms time to time] and overall aggregated marks is 40 marks in both external and internal taken together. The Candidate must secure the minimum aggregated total of 50 marks for passing in the each course.

Continuous Internal Assessment (CIA)		Term End Examination (TEE)		Overall Aggregated Marks	Maximum Marks
Minimum Mark	Maximum Mark	Minimum Mark	Maximum Mark	CIA + TEE	
13	30	32	70	50	100

For practical examination: The candidate shall be declared to have passed the practical examination if the candidate secures not less than 32 marks in the practical examinations in each practical course and secures not less than 13 marks in the Continuous Internal Assessment (CIA) [The mark distributions will be adhere as per TNOU norms time to time] and overall aggregated marks is 50 marks in both external and internal taken together. The Candidate must secure the minimum aggregated total of 50 marks for passing in the each course. However submission of record notebook is a must.

Continuous Internal Assessment (CIA)		Practical Examination (PE)		Overall Aggregated Marks	Maximum Marks
Minimum Mark	Maximum Mark	Minimum Mark	Maximum Mark	CIA + PE	
13	30	32	70	50	100

Classification of Successful Candidate:

Candidates who pass all the courses prescribed and who secure

- 75% and above (in first attempt only) will be placed in the ***First class with Distinction.***
- 60% and above in the aggregate of marks will be placed in the ***First Class.***
- 50% and above but below 60% in the aggregate will be placed in the ***Second Class.***

Requirement of laboratory and Library Resources:

The Programme will be offered through the Learner Support Centre (LSC) maintained by Tamil Nadu Open University. The LSC's have the required infrastructural facilities to conduct the Counselling for the students who wish clear their doubts and also they are having well equipped laboratory facilities relevant to the Masters Degree Programme in Journalism and Mass Communication.

A well-equipped Library is available in the University Headquarters with about 24,000 books and lot of research journals. The Learners Support Centre through which the Degree Programme is to be offered is also equipped with a full-fledged library having books and journals related Computer Science.

Cost Estimation of the Programme and the provisions

The cost estimate for development, delivery and maintenance of the Master Degree Programme in Journalism and Mass Communication is provided in the following Table.

S.No.	Details	Amount in Rs.
1	Programme development and launching cost (Expenditure)	-35,80,980
2	Programme Fee charged for 3 years per student (Income)	22,500
3	Examination Fee charged for 3 years (Income) per student	10,500
4	Examination expenses per student for 3 years per student (Expenditure)	- 5,400

Quality Assurance Mechanism and Programme Outcomes: The Quality of the Master Degree Programme in Computer Applications is maintained by adopting the curriculum suggested by the UGC. As a part of quality assurance, the curriculum for the programme will be updated once in three years. Accordingly, the curriculum is updated and approved by Board of Studies held on 16-06-2020. Necessary steps are being taken to obtain the feedback from the students and the Academic Counsellors who are part of the Programme for effective delivery of the Programme.

Programme Outcomes

The scope after completing Master's degree in Journalism and Mass Communication can find opportunities in pursuing higher degrees like Doctor of Philosophy in Media

Studies and Doctor of Philosophy in Journalism and Mass Communication. Job profiles available for these aspirants in are

- Publishers
- Reporters
- Media interviewers
- Editors
- Publicity Managers
- Talk show hosts
- Press Agents

Programme Structure

Course Code	Subject	Credit	Exam Hrs.	Marks		Max. Marks	Pass Mark
				Assignment	Examination		
First Year							
JMC 01	Principles of Mass Communication	6	3 Hrs.	25	75	100	50
JMC 02	Media Writing Skills	6	3 Hrs.	25	75	100	50
JMC 03	Media, Culture & Society	6	3 Hrs.	25	75	100	50
JMC 04	Radio and Television Production	8	3 Hrs.	25	75	100	50
JMC P-1	Media Writing Lab	6	3 Hrs.	25	75	100	50
Second Year							
JMC 05	Journalism	6	3 Hrs.	25	75	100	50
JMC 06	Advertising and Public Relations	6	3 Hrs.	25	75	100	50
JMC 07	Media Laws and Ethics	6	3 Hrs.	25	75	100	50
JMC 08	Communication Research	8	3 Hrs.	25	75	100	50
JMC P-2	Project	6	3 Hrs.	25	75	100	50

Detailed Syllabus

JMC 01. PRINCIPLES OF MASS COMMUNICATION

COURSE TITLE : **PRINCIPLES OF MASS COMMUNICATION**

COURSE CODE : **JMC-01**

COURSE CREDIT : **6**

COURSE OBJECTIVES

While studying the **Principles of Mass Communication**, the student shall be able:

- To understand the knowledge about the communication tools with its nature and scope and know about various concepts in visual communication
- Obtain the knowledge of the basic concepts such as tools, methods, theories and also the different types of communication
- To understand the important concepts of communication, processes and also methods and mores with its characteristics and their different types with their functions
- To learn the meaning and functions of visual communication with its relationships

COURSE OUTCOMES

After completion of the Course, the student will be able to:

- The student will be able know how visual communication plays a vital role in designing communication patterns for reaching the mass
- The student will be able to interpret how the basic concepts of communication, its relationship with man and the processes of communication promotes the positive social interactions and the better social structure through its application in social.
- The student will be able to understand the role of communication and its functions for better approach to the mass.
- The student will be able to describe the nature process, types, models and theories of communication.

Block 1: Nature, process and types of communication

Nature and process of human communication, functions of communication, verbal and non-verbal communication, intra-personal, inter-personal, small group, public and mass communication.

Block 2: Models and theories of Communication

Models: SMR, SMCR, Shannon and Weaver, Lasswel, Osgood, Schramm, Gerbener, Newcomb, convergent and gate-keeping, communication and socialization.

Block 3: Nature and process of mass communication

Nature and process of mass communication, media of mass communication, characteristics and typology of audiences.

Block 4: Media systems and theories:

Media systems and theories: authoritarian, libertarian, socialistic, social responsibility, development, participatory. Mass media public opinion and democracy. Media and Mass culture and its effects. Media organizations, media content, market driven media effects, of Indian Communication Theory skyvasion, cultural integration and cultural pollution.

Block 5: Ethical aspects

Ethical aspects of mass media, freedom of speech and expression, right to information, media and social responsibility, media accountability, infotainment and ICE, Importance of Folk media.

References:

1. Mass Communication in India, Kewal J. Kumar, 2004, Jaico Books, Mumbai.
2. Handbook of Journalism & Mass Communication, Virbala, 2004, Concept Pub. Company, New Delhi.
3. Handbook of Communication, Uma Narula, 2006, Atlantic Pub. & Distributors, New Delhi.

JMC 02. MEDIA WRITING SKILLS

COURSE TITLE : **MEDIA WRITING SKILLS**
COURSE CODE : **JMC 02**
COURSE CREDIT : **6**

COURSE OBJECTIVES

While studying the **Writing for media**, the student shall be able:

- To address understand the concept for creating content for media and develop the knowledge in various components for media writing
- To learn the knowledge of writing for different medium such as print, radion and television and emerging media
- To carry out the fundamental concepts of writing
- To study the social groups and its different categories for developing content in media

COURSE OUTCOMES

After completion of the Course:

- The student will be able to prepare and deliver content for any media
- The student will be able to explore on various components and feature of media
- The student will be able to have the skill of learning various media jorgans and they will be develop their own style in content creation.

Reveals the importance of media writing and will have control over the wide spread of information through various forms of media.

Block 1- Understanding news:

Definitions, purpose and importance of news, Qualities of news-accuracy, clarity, objectivity, balance, directness, etc.; media-specific nature of news: cross platform discussion.

Block 2- News Reporter:

Categories: staff reporter, stringer, correspondent, chief reporter, principal correspondent, bureau chief, foreign correspondent; their functions and responsibilities, Qualities of a news reporter, rights and responsibilities

Block 3- categorisation and evaluating news:

Stories, rewrites, post event descriptive coverage, analytical coverage etc.; Types of stories: press conferences, personal briefs, speeches, community activities, grievances; events and functions, agriculture, sports, seasons and weather, disaster, natural calamities, human interest stories; Changing styles of News Reporting, News sense and news values, changing concepts: readers, relationship, relevance and utility, News beats: introduction, beat mapping. On the spot coverage, advance write ups, follow up

Block 4- News gathering and Sources:

Basic tools for information gathering: maintaining a diary, taking notes, use of computer, internet, mobile and other gadgets, using maps, history and archives, Right to information: Concept, provisions, how to use it Cultivating the sources: Why and how?, reliability, checking information from various sources, pressures and pulls

Block 5- Writing News Reports:

Conventional style: the inverted pyramid: What is most important?, Choice of one W or H for focus; lead of a news story, types of leads, Writing techniques: Processing information, order of importance, brevity, precision, quoting the sources, chronology, paragraphing, Style- individual and organizational, stylebook; changing trends in news writing: new styles, diminishing importance of inverted pyramid. Analytical and explanatory writing, value addition; Investigative Reporting; Crowd sourcing; using blogs, social network communities, twitter, etc. for reporting major events

References:

1. Reporting, B.N.Ahuja, 1990, Surjeet Publications, New Delhi.
2. Basic Journalism, Parthasarthy, 1997, Macmillan India Pvt. Ltd., New Delhi.
3. News Reporting & Editing, K.M.Srivastava, 1987, Sterling Pub. House, New Delhi.

JMC 03. MEDIA, SOCIETY AND CULTURE

COURSE TITLE : MEDIA CULTURE AND SOCIETY
COURSE CODE : JMC 03
COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the **MEDIA CULTURE AND SOCIETY**, the student shall be able:

- To inculcate the knowledge regarding media, culture and society as well as importance.
- To improve the knowledge of media and globalisation to understand the different aspects of population condition
- To project the concepts and measurement of media and society
- To understand the different concepts of media and culture, media and audience.

COURSE OUTCOMES

After completion of the Course:

- The student will be able to define and describe the media, culture and society
- The student will be able to know the importance of media and society.
- The student will be able to reveals the processes of media and audience.
- The student will be able to reveals the processes of media and culture.

Block -I: Media Studies

An introduction to the media, media industries and media audiences. The demassification of media—the changing paradigm. Dynamics of modern communication: the shaping and impact of new communication technologies

Block -II: Media and Globalization

Large Corporation and control of the communication industries. Negotiation of Control in media organization and occupation, Cultural dependence and mass media. Dynamics of global culture, Diasporas, circular migration. The effect of globalization on Indian media.

Block -III: Media and Society

Media and social construction of reality, mediation and representation - texts, Meaning and audiences. Rules in society, rules and culture, media and rules, Impact of electronic media - public images and private practices.

Block -IV: Media and Culture

Defining ideology and culture, emotions and culture, language and culture, race and culture, social class and culture, habits and popular culture, popular reception, popular emotions, mediated feelings, Media and cultural imperialism.

Block -V

Media and Audience

Media and audience, Direct effects, Limited effects, Uses and gratifications, the mass audience, the mass society, rethinking the mass audience, segmentation, Polarization.

References

1. Lawrence Grossberg et al, 'Media Making -Mass media in a popular culture'. Sage publication, 2006
2. Kalmala Ganesh & Usha Thakkar, 'Culture and the making of Identity in Contemporary India 'Sage publication, 2005.
3. Jyotirmaya Tripathy, 'After globalization-Essays in religion, culture and identity', Allied publishers, 2007.
4. David Oswell, , 'Culture and society' Sage publications, 2007

JMC 04. RADIO AND TELEVISION PRODUCTION

COURSE TITLE : RADIO AND TELEVISION PRODUCTION

COURSE CODE : JMC 04

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the **RADIO AND TELEVISION PRODUCTION**, the student shall be able:

- To inculcate the knowledge regarding television production as well as importance.
- To improve the knowledge of history of cinema, understanding camera from technical process
- To understand various stages in digital filmmaking
- To understand the digital film marketing and distribution.

COURSE OUTCOMES

After completion of the Course:

- The student will know the history of cinema & understanding cinema from technical perspective
- The student will be able to know the importance of pre-production process.
- The student will be able to know the importance of production process..

The student will be able to know the importance of post-production process.

Block -I: Radio & TV production

Introduction to Radio as a Mass- Medium, Types of News Bulletins, Compilation of News: Pool copy, Compiling News Bulletins, Radio Programme production: Basic Equipments Concept of MW, SW and FM, Microphone: Importance, Types, Elements of Radio Script: Spoken, immediate, person to person, heard only once sound only, feel, think, entertain, & inform

Block -II: Production elements of Radio programmes:

Aural Sense Appeal, narration, dialogue, sound effect, Rapid Getaway, music, silence etc. Art of writing different Radio Programme Formats: Talk, Radio Play, Feature, Interview etc Radio as a tool of development Future of Radio: FM, Online Radio, Satellite radio Community Radio: Concept & Importance Interactive

broadcasting, educational broadcasting News caster, Commentator, Presenter, Anchoring, Announcing, Comparing

Block -III: Television programming

Types of Television Programme, Visualizing ideas & Story Board, Idea Development & Research for Production, Different formats of television programs: news, interview, discussion, PSA, Basic shots: CU, ECU, MS, LS, OSS etc Guidelines for script writing Difference between ENG & EFP, T.V. News: Basic style: PTC, Stand up shot etc. OB Van-Live video telecast.

Block -IV: Understanding camera and lighting

Preparing T.V. visuals: Simplicity, Contrast, Balance, Composition T.V. shooting technique: Shot classification, Framing, Movement Television camera optics: View finder, Lens, Focal length, Focus, f stop, Depth of field Television production Crew: Talent, Camera operator, Floor manager, Audio switcher, Video switcher, Director etc Light: Key, back & Fill.

Block – V: Post production for television

Editing: Linear and non-linear editing, Editing software, video formats, uses of graphics and animation, video packaging, visual effects, compositing, colour correction.

References:

1. Reporting Live by Lesley Stahl (Hardcover-Jan 1999)
2. Broadcast Journalism, Brad Schultz, Published 2005 Sage Publications Inc
3. TV journalism, Boyd Andrew, Published 1997, Focal Press, Gormly, Eric K.
4. Writing and Producing Television News. Second ed. Ames, Iowa: Blackwell Publishing, 2004.
5. Fundamentals of Television Production; Donald, Ralph & Spann, T

JMC P-1. WRITING LAB:

COURSE TITLE : **WRITING LAB**
COURSE CODE : **JMC P-1**
COURSE CREDIT : **8**

COURSE OBJECTIVES

While studying the **WRITING LAB**, the student shall be able:

- To inculcate the knowledge regarding writing for various media
 - To improve the skill in writing scripts for fictional and non-fictional
 - To understand various writing style in media making
 - To understand the concept and grammar for writing for media.
-

COURSE OUTCOMES

After completion of the Course:

- The student will understand different writing styles in media
- The student will be able to write their own script for fiction.
- The student will be able to write their own script for non-fiction.

For writing lab, the students need to collect his/her area public issue and submit in the form of script such as

- Short film script
- Documentary script
- News Article

YEAR II

JMC 05. JOURNALISM

COURSE TITLE	:	JOURNALISM
COURSE CODE	:	JMC 05
COURSE CREDIT	:	4

COURSE OBJECTIVES

While studying the **JOURNALISM**, the student shall be able:

- To inculcate the knowledge various forms of journalism
- To improve the knowledge in collection of news
- To understand various news sources that are widely used in current trend
- To understand the concept of journalism for different medium.

COURSE OUTCOMES

After completion of the Course:

- The student will understand different journalism formats
- The student will be able to write their reports with the news collected from different sources.
- The student will be able to deliver the report

Block I : Origin and development of Press in India

Origins of Newspapers in India: Bengal Gadget, Mumbai Samachar, Role of the language press in the freedom movement, Gandhian journalism: Gandhi as a journalist & Gandhi as a communicator, Important Newspapers, eminent journalists during the freedom movement in India, Press after Independence: growth and development, origin of Indian newspaper agencies and their role, Indian journalism during the emergency, Features of highly circulated newspapers in English and Indian languages.

Block II: Reporting for Print Media

Definition, scope, concept & principles of news reporting, Types & techniques of news Reporting, Functions of reporting: Interview, collection of data, research, Qualities & Responsibilities of a reporter, Introduction to different types of reporting: Investigative, Cultural, Political, Seminar & civic issues, Theories and Principles of Editing, Preparing good copies for Newspaper, Magazine & others, Introduction to editing symbol, proof reading symbols & Copy desk, Role, functions and responsibilities of Copy editor

Block III: TV Journalism

Definition and elements of TV News, Basic principles of TV News Writing, Sources of TV News, Types of TV News bulletins and their structure, Planning and conducting of various types of interviews: Factual, Opinion and Ideas, TV newsroom, Video Editor and Producer of TV News, Structure and working of News room of a Television, Production Centre, Duties and Functions of TV Reporter

Block IV: Photo Journalism

Definition and concept, Text Vs Photograph; Essentials of a press photograph, Qualities of a good photojournalist; Choosing the right spot, right angle and right moment for an appropriate composition. Principles of film composition -Focal points, Rule of thirds, Framing and fitting the frame; Straight and converging lines, Diagonal and S-shaped compositions, Repetition and rhythm. Secondary subjects, Moving towards the center. Principles of cropping and photo editing. Relationship between still and video photography in respect of types of recording modes, image sizes and camera angles for various purposes.

Block V: Web Journalism

Scope of web journalism, convergence in media, writing and editing for on-line newspapers, e-magazines, digital characteristics, digital journalism, blogs, benefits of digital technology to web journalism and convergence, scope of web journalism and convergence in development of India, Traditional vs Web Journalism, Elements of Web newspapers, Reporting Writing, Editing for Web Journalism, Web Journalism & Law: Information & Technology Act 2000 & Copy Right Act.

References:

1. Natrajan J, History of Indian Journalism, Publications Division, Ministry of Information & Broadcasting, Govt. of India, 1997
2. Parthasarthy, Rangaswami., Journalism in India, Sterling Publishers Pvt. Ltd., New Delhi
3. Aruna Zachariah., Print Media, Communication and Management: Elements, Dimensions and Images, Kanishka Publishers, Delhi, 2007
4. Ambrish Saxena., Fundamentals of Reporting & Editing, Kanishka Publishers, Delhi,
5. George A. Hough., News Writing, Kanishka Publishers, Delhi, 2006
6. Suhas Chakravarty., News Reporting & Editing : An Overview, Kanishka Publishers, Delhi
7. Wyn, ford Hicks., Writing for Journalist, Routledge, London, 2000
8. Photojournalism, Kenneth Koper, 1996, Focal Press, Boston.
9. Photography, Barbara Upton, 1981, Little Brown & Co., Boston.
10. Mass Communication in India, Keval J. Kumar, 2004, Jaico Books, Mumbai.

JMC 06. ADVERTISING AND PUBLIC RELATIONS

COURSE TITLE	:	ADVERTISING AND PUBLIC RELATIONS
COURSE CODE	:	JMC 06
COURSE CREDIT	:	6

COURSE OBJECTIVES

While studying the **ADVERTISING**, the student shall be able:

- To inculcate the knowledge of advertising.
- To project the importance of creativity in advertising.
- To bring the knowledge about the marketing techniques in advertising.
- To understand the public relations and corporate communication.

COURSE OUTCOMES

After completion of the Course:

- The student will be able to define and describe the role and importance of advertising.
- The student will be able to know the functions of creativity in advertising.
- The student will be having ability to reveals the importance of public relation
- The student will be able differentiate advertising and public relation.

Block I-Advertising

Dimensions: classification of advertising-technology & evolution - functions and effects - economic impact - social impact - ethical issues, Advertising business: advertisers -advertising agencies - media suppliers.

Block II- Creativity

Copywriting - art direction - production process - radio jingles - television commercials, Advertising media: types of media - advantages and disadvantages - budgeting - supplementary media.

Block III- Marketing mix:

Marketing mix: majority fallacy - product marketing process -market segmentation process - target marketing process - 4 Ps (product, price, place, promotion)

Block IV: Public Relations

Origins: PR in India - evolution of the concept - the concept in practice, Functions: publicity - advertising - press agency - public affairs - issues management - investor relations - development. Media relations: working with the media - media for external publics - organizational publications - guidelines for good media relations

Block V: Corporate communication

Corporate communication: 21st century corporates (business-company-corporation-conglomerate) - functions of a corporate (cut costs, reduce risks, produce profits) - communicating the corporate, Process: the organizational communication process - roles of corporate communication (create identity, build brand, manage identity)

References:

1. Contemporary Advertising -William F. Arens & Courtland L. Bovee. Sydney: Irwin, 1994.
2. How Advertising Works And The People Who Make It Happen - Jan Greenberg. New York: Henry Holt, 1987.
3. Mass Communication in India - Keval J. Kumar. Chennai: Jaico Publishing, 2000.

JMC 07. MEDIA LAW AND ETHICS

COURSE TITLE : MEDIA LAW AND ETHICS

COURSE CODE : JMC 07

COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the **MEDIA LAWS AND ETHICS**, the student shall be able:

- To inculcate the knowledge of law for media.
 - To project the importance of ethical culture for a media professional.
 - To bring the knowledge about the various laws that can be utilised by a media professional.
 - To understand the ethical issues faced by media.
-

COURSE OUTCOMES

After completion of the Course:

- The student will be able to define and describe the role and importance of media laws.
- The student will be able to know the functions media laws and ethics.
- The student will be having ability to reveals the importance of law

Block I: Media Law

Constitution of India: fundamental rights – freedom of speech and expression and their limits – directive principles of state policy, provisions of declaring emergency and their effects on media – provisions for amending the constitution; provisions for legislature reporting; parliamentary privileges and media; theory of basic structure; union and states; and election commission and its machinery.

Block II: Specified press laws

History of press laws in India – Contempt of Courts Act 1971 – civil and criminal law of defamation – relevant provisions of Indian Penal Code with reference of edition, crime against women and children; laws dealing with obscenity;

Block III: Acts for Press

Official Secrets Act, 1923, Right To Information Act– Press and Registration of Books Act, 1867. Working Journalists and Other Newspaper Employees (Conditions of Service & Miscellaneous Provisions) Act, 1955; - Cinematography Act, 1953; Prasar Bharati Act; WTO agreement and intellectual property right legislations,

including Copyright Act, Trade Marks Act and Patent Act – information technology, convergence legislations including cyber laws and Cable Television Act; and media and public interest litigation.

Block IV: Cyber Laws

Internet & Cyberspace in the present age, Evolution & History of Cyber Crime, Various Cyber Crimes, Cyber Laws & Information Technology Act

Block V: Ethics

Media's ethical problems including privacy, right to reply, communal writing Sensationalisation and yellow journalism; freebies, bias, coloured reports; Ethical Issues related with Ownership of Media – role of press and / or media councils and press ombudsmen in the world – Press Council of India and its broad guidelines for the press – codes suggested for the press by Press Council and Press Commissions and other national and international organizations – and codes for radio, television, advertising and public relations. Accountability and independence of media.

References:

1. UNESCO. Human Rights: Practical Guide for Journalists, 2002.
2. S.N. Chaudhary. Human Rights and Poverty in India, New Delhi, 2005.
3. Darren J. O'Bryne. Human Rights: An Introduction, Pearson, 2005.
4. M. Neelamalar. Media Law and Ethics (2nd Edition), Prentice Hall of India, New Delhi, 2012

JMC 08. COMMUNICATION RESEARCH

COURSE TITLE : COMMUNICATION RESEARCH
COURSE CODE : JMC 08
COURSE CREDIT : 6

COURSE OBJECTIVES

While studying the **COMMUNICATION RESEARCH**, the student shall be able:

- To inculcate the knowledge of communication research.
 - To project the importance of communication research.
 - To bring the knowledge about the various research tool and conduct pre and post tests
 - To understand the various communication research methods and model developed by pioneers.
-

COURSE OUTCOMES

After completion of the Course:

- The student will be able to perform media research
- The student will be able to collect, process and produce results for media.
- The student will be having ability to do individual communication research

Block I: Communication Research

Communication research: Meaning & Concept, Communication research: Role and function, Scope and importance of communication research, Method of Communication and media research

Block II: Research: Process & Design

Research Process: The steps involved, Research Design, Meaning and different types, Sampling, Selecting a sample, types of sampling, Probability and Non-Probability Hypothesis

Block III: Data Collection

Primary and Secondary data, Observation method, Interview method, Collection of data through questionnaire, Collection of data through schedule

Block IV: Data Analysis and Report Writing

Writing research report: parts of a report, steps involved, Processing of data classification & tabulation, Analysis and interpretation of data, Using any of the

research technique students will conduct communication/ media survey, culminating into hard copies of the report.

Unit V: Preparation of a mini research

Design a research, Design a questionnaire, Conduct survey, Write report

References:

1. C.R. Kothari Research Methodology: Methods and Techniques, Wishwa Parkashan, New Delhi
2. S.R. Sharma & Anil Chaturvedi Research in Mass Media, Radha Publications, New Delhi
3. G.R. Basotia & K.K. Sharma, Research Methodology, Mangal Deep Publications
4. Sadhu Singh, Research Methodology in Social Science, Himalaya Publishing House, Mumbai
5. Dr. S. Munjal, Research Methodology, Raj Publishing House, Jaipur.

JMC P -2. PROJECT:

COURSE TITLE : **Project**
COURSE CODE : **JMC P-2**
COURSE CREDIT : **8**

COURSE OBJECTIVES

While studying the **Project**, the student shall be able:

- To inculcate the knowledge and skill acquired from this programme.
 - To project the importance of creating their own output.
 - To bring the knowledge about the various media
-

COURSE OUTCOMES

After completion of the Course:

- The student will be able to do individual work on video/film/news presentation
- The student will be able to collect, process and produce data obtained and present them through their choice of interest.
- The student will be having ability to bring their individual output

The student have to submit a video CD selecting his own topic of interest

1. Research presentation on a topic with the data collected by the learners
2. Advertisement for brand of their choice
3. Documentary on a topic of their interest
4. Print display advertisement/PSA

(Videos submitted should not criticise national integrity, violent content, adultery content and degrading women)

ITEM NO.2020-51.05

TO RATIFY THE APPOINTMENTS OF CHAIRMAN OF VARIOUS BOARDS OF STUDIES OF THE SCHOOLS AND DEPARTMENTS RE-CONSTITUTED FOR REVAMPING CURRICULUM OF PROGRAMMES OFFERED IN TNOU

RESOLVED THAT the appointments of Chairman of various Boards of Studies of the Schools and Departments re-constituted for revamping curriculum of Programmes offered in TNOU, as detailed in the *Annexure III Page Nos. 97 to 101* to the Agenda Notes, BE RATIFIED.

FURTHER RESOLVED THAT a separate Compiled Report on re-constituted Board of Studies Chairman and Members of the respective Board of Studies as Annexure - III a BE NOTED.

ITEM NO. 2020-51.06

TO CONSIDER THE MINUTES OF THE ACADEMIC COUNCIL OBTAINED THROUGH CIRCULATION DATED: 23.12.2019 OF SCHOOL OF EDUCATION WITH RESPECT TO REVISION OF THE SELF LEARNING MATERIALS OF B.Ed., PROGRAMME

RESOLVED THAT the Minutes of the Academic Council obtained through Circulation Dated 03.01.2020 of School of Education with respect to **revision of Self Learning Materials of B.Ed., Programme**, BE APPROVED.

ITEM NO. 2020-51.07

TO CONSIDER THE EXTENSION OF THIRD YEAR DEPUTATION SERVICE TO THIRU A.V. SAKTIKRISHNA RAJ, ASSISTANT DIRECTOR, LOCAL FUND AUDIT DEPARTMENT AS ASSISTANT REGISTRAR (FINANCE) IN TNOU GIVEN BY THE DIRECTOR LOCAL FUND AUDIT, CHENNAI WITHOUT CONCURRENCE FROM THE UNIVERSITY ADMINISTRATION

P. D


Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 045.

தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்

Tamil Nadu Open University

SCHOOL OF EDUCATION



Teaching of Mathematics - Part II

B.Ed. - II YEAR

BED-15B



தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்
TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. II YEAR
(Distance Mode)

BED – 15B

TEACHING OF MATHEMATICS
PART II

No. 577, Anna Salai, Saidapet
Chennai – 600 015

Phone:044-24306617, Fax: 044-24306640
www.tnou.ac.in



TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

TEACHING OF MATHEMATICS PART II

Chairperson : **Professor K. Parthasarathy**
Vice-Chancellor
Tamil Nadu Open University

Course Coordinator : **Dr. M. Manivannan**
Director
School of Education
Tamil Nadu Open University

Course Writer : **Dr. K.S. Premila**
Associate Professor
School of Education
Tamil Nadu Open University

Language Correction : **Dr. D. Vinodhkumar**
Assistant Professor
School of Education
Tamil Nadu Open University

First Revised Edition - January 2020

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Bachelor of Education (B.Ed.)

Programme Objectives

While studying B.Ed., Programme, the Student-Teacher shall able to:

1. develop the skills and abilities in handle the secondary school level curriculum;
2. imbibe updated techno-pedagogical innovations suitable to the current trends of school education;
3. get training in adopting/adapting psychosocial skills in teaching-learning process;
4. organize creative co-curricular activities to transact curriculum for all-round development of the children;
5. prepare for inclusive education setting in handling children with diverse needs;
6. promote human values and environmental education;
7. augment professional competencies and ethics in teaching-learning process;
8. enhance administrative capabilities to manage school system;
9. acquire knowledge on national integration and international understanding to promote universal peace; and
10. reflect the value of life-long learning among children to become active contributors in society.

Programme Outcomes

After completion of the B.Ed., Programme, the Student-Teacher will be able to:

1. handle the secondary school level curriculum effectively;
2. practice appropriate techno-pedagogical competencies in the regular classroom;
3. deal the children with psychosocial approaches in teaching-learning process;
4. design various co-curricular activities suitable to meet the needs of various kind of children for their all-round development;
5. educate children with diverse needs and abilities effectively by using adaptive techniques and technologies;
6. promote human values and environmental ethics to preserve humanity;
7. become physically fit, mentally alert, emotionally stable, socially amicable, and morally upright in his/her profession;
8. create conducive environment in school with his/her leadership qualities;
9. promote equality, fraternity, human dignity and the unity for the development of national integration and international understanding; and
10. inculcate the significance of life-long learning among children to become contributing members of the society.

BED - 15B TEACHING OF MATHEMATICS – PART II

Course Objectives

While studying this course, the Student-Teacher will be able to:

1. gain in-depth knowledge on various instructional methods of teaching Mathematics;
2. analyse the contents of Mathematics subject at secondary and higher secondary level;
3. identify and prepare various learning resources for Teaching Mathematics;
4. enumerate various processes involved in developing Mathematics curriculum; and
5. update his/her knowledge on recent trends in Mathematics.

Course Outcomes

After completing this course, the Student-Teacher will be able to:

1. apply various methods of teaching Mathematics in his/her classroom;
2. transact the contents of Mathematics through appropriate teaching techniques;
3. utilise various learning resources for Teaching Mathematics;
4. refine Mathematics curriculum based on the principles of curriculum development; and
5. apply latest trends of Mathematics in the classroom teaching.



**TAMIL NADU OPEN UNIVERSITY
SCHOOL OF EDUCATION**

BED – 15B

TEACHING OF MATHEMATICS

PART II

UNIT 1

Instructional Methods - 9

UNIT 2

**Content Analysis - Secondary and Higher
Secondary Level - 68**

UNIT 3

Learning Resources - 108

UNIT 4

School Mathematics Curriculum - 133

UNIT 5

Recent Trends in Mathematics - 166

BED - 15B TEACHING OF MATHEMATICS – PART II

Introduction to the Course

This course consists of five Units. They are:

Unit 1 : Instructional Methods

Unit 2 : Content Analysis - Secondary and Higher Secondary Level

Unit 3 : Learning Resources

Unit 4 : School Mathematics Curriculum

Unit 5 : Recent Trends in Mathematics

Unit 1 deals with different methods of teaching, classification of methods of teaching, factors affecting methods of teaching, its advantages and disadvantages, importance of Individualised Instruction, Programmed Instruction, Computer Assisted Instruction, Computer Managed Instruction and Play way technique in mathematics.

Unit 2 discusses the basics algebraic concepts, polynomials – concepts and definitions, operations of polynomials – addition, subtraction, multiplication and division in teaching of polynomials. Similar triangles and their properties , congruent triangles, construction of triangles and quadrilaterals in teaching of geometry and dealt in detail also describing the importance of ICT and its application in teaching of mathematics.

Unit 3 discuss the ways of identifying strength and weaknesses of students, activities enriching mathematics learning like supplementary text material, summer programmes, correspondence courses, mathematics club, mathematics – contest and fairs, mathematics laboratory, mathematics – recreation activities and text book, also the importance of Community resources is dealt in detail.

Unit 4 discusses the curriculum-meaning and definition, importance of mathematics curriculum, types of curriculum in mathematics, curriculum development – principles, approaches, models and stages in mathematics. This unit also discusses the goals and vision of mathematics, also describing the significance of pedagogical analysis and planning in mathematics.

Unit 5 describes the role of multimedia, internet, e-learning, web based learning in mathematics. The significance of mathematics website, mathematic journals are dealt in detail.

UNIT 1 INSTRUCTIONAL METHODS

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Methods of Teaching
 - 1.3.1 Classification of Methods
 - 1.3.2 Factors Affecting Methods of Teaching
 - 1.3.3 Precautions While Selecting Methods of Teaching
 - 1.3.4 Various Methods of Teaching Mathematics
- 1.4 Inductive Method
 - 1.4.1 Steps in Inductive Method
 - 1.4.2 Merits of Inductive Method
 - 1.4.3 Demerits of Inductive Method
- 1.5 Deductive Method
 - 1.5.1 Steps in Deductive Method
 - 1.5.2 Merits of Deductive Method
 - 1.5.3 Demerits of Deductive Method
 - 1.5.4 Comparison of Inductive and Deductive Methods of Teaching
- 1.6 Analytic Method
 - 1.6.1 Merits of Analytic Method
 - 1.6.2 Demerits of Analytic Method
- 1.7 Synthetic Method
 - 1.7.1 Merits of Synthetic Method
 - 1.7.2 Demerits of Synthetic Method
 - 1.7.3 Comparison of Analytic and Synthetic Methods of Teaching
 - 1.7.4 Relationship Between Analytic and Synthetic Method
- 1.8 Lecture Method
 - 1.8.1 Merits of Lecture Method
 - 1.8.2 Demerits of Lecture Method
- 1.9 Demonstration Method
 - 1.9.1 Merits of Demonstration Method
 - 1.9.2 Demerits of Demonstration Method
- 1.10 Lecture Cum Demonstration Method
 - 1.10.1 Merits of Lecture Cum Demonstration Method
 - 1.10.2 Demerits of Lecture Cum Demonstration Method
- 1.11 Heuristic / Discovery Method
 - 1.11.1 Merits of Heuristic Method
 - 1.11.2 Demerits of Heuristic Method
- 1.12 Project Method
 - 1.12.1 Merits of Project Method
 - 1.12.2 Demerits of Project Method

- 1.13 Problem Solving Method
 - 1.13.1 Merits of Problem Solving Method
 - 1.13.2 Demerits of Problem Solving Method
- 1.14 Individualized Instruction
- 1.15 Programmed Instruction
- 1.16 Computer Assisted Instruction
- 1.17 Computer Assisted Learning
- 1.18 Computer Managed Instruction
- 1.19 Play Way Technique
- 1.20 Let Us Sum Up
- 1.21 Unit - End Exercises
- 1.22 Answers to Check Your Progress
- 1.23 Suggested Readings

1.1 INTRODUCTION

Any instructional method a teacher uses, has advantages, disadvantages, and requires some preliminary preparation. Often times, a particular teaching method will naturally flow into another, all within the same lesson, and excellent teachers have developed the skills to make the process seamless to the students. Which instructional method is "right" for a particular lesson depends on many things, and among them are the age and developmental level of the students, what the students already know, and what they need to know to succeed with the lesson, the subject-matter content, the objective of the lesson, the available people, time, space and material resources, and the physical setting. Another, more difficult problem is to select an instructional method that best fits one's particular teaching style and the lesson-situation. There is no one "right" method for teaching a particular lesson, but there are some criteria that pertain to each that can help a teacher make the best decision possible.

1.2 OBJECTIVES

After learning this unit, you will be able to:

- define methods of teaching;
- discuss the different methods of teaching;
- understand the need and significance Individualized Instruction;
- describe the importance of Programmed Instruction;
- know the characteristics CAI,CAL and CMI; and
- appreciate the importance of Play Way Technique.

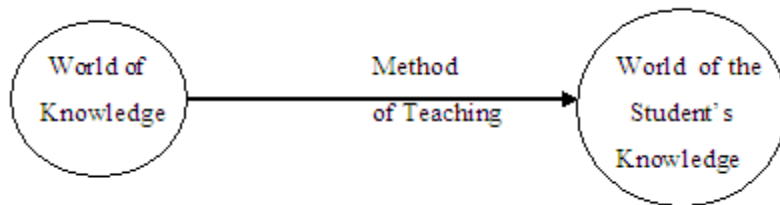
1.3 METHODS OF TEACHING

“Why to teach mathematics” and “what to teach in mathematics?” have been discussed in the previous chapter. Methods deal with the “How” of

mathematics. How the children will learn effectively, depends on the method the teacher adopts. “How to impart mathematical knowledge?” and “How to enable the children to learn mathematics?” are the questions to be discussed in this chapter. Methods of teaching have an intimate relationship with teaching and instructional objectives. So the main aim of teaching is to bring about socially desirable behavioural changes in the children. Though teaching in an art, methods are the way or mode to understand and practice the art. So, every teacher should be acquainted with different methods of teaching mathematics.

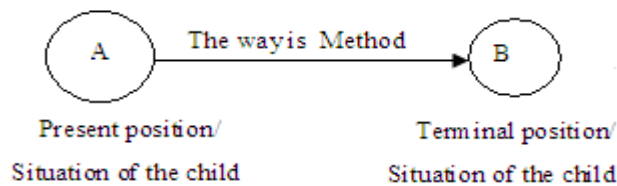
The word “method” has been derived from Latin word, which means, “Mode” or “Way”. Methods are delivering knowledge and transmitting mathematical skills by a teacher to his pupils and their comprehension and application by them in the process of learning mathematics.

In a very restricted sense, it means “what to teach?” and “how to teach mathematics?” or “how to approach it?”. Hence, “the process of interpreting the world of knowledge to pupils’ mind is called the method of teaching.” It is just a way to teach. The following figure can make it more clear:



The world of knowledge includes the knowledge, interest, attitude, skill etc. i.e, all the three domains – cognitive, affective and Psychomotor.

Another approach to define a method of teaching may be as follows:



According to Brondy (1963), “Method refer to the formal structure of the sequence of acts commonly denoted by instruction. The word method covers both strategies and techniques of teaching and involves the choice of what is to be taught.”

Now which method should be used to teach mathematics, depends upon the abilities and interest of the teacher. But while selecting the method, the teacher should always keep in his mind the aims of teaching mathematics. These aims include the mental, social and moral development of the child. This development is only possible, when methods of teaching are appropriate and effective. A teacher who does not use suitable method to teach the subject matter according to the requirements of the children, is not supposed to be a good teacher.

However, it is important to note that a method should not become an end in itself but should be used as a means to achieve the determined aims and objectives of teaching mathematics. The teacher is free to use a variety of the teaching method according to his own abilities, interests and experiences. Following points may be considered while selecting a method:

- What to teach?
- Why to teach?
- Whom to teach?
- How to teach?
- What are the problems are using in this method?
- How can we remove those problems?
- Which method is the best?

According to Herbart Spencer, methods of teaching should be based on some principles. These principles are:

- From simple to complex
- From concrete to abstract
- From known to unknown
- From direct to indirect
- From definite to indefinite
- From empirical to rational
- Emphasis on Self-learning
- Method should be interesting

All the above principles are based on psychological principles because the basis of these principles and their ideology is as same as psychology and shows the influence of Pestalozzi and Froebel.

While selecting a method the teacher should also consider the basic principles of teaching. Some important principles of teaching are as follows-

- Principle of learning by doing.

- Principle of individual differences
- Principle of motivation
- Principle of correlation
- Principle of linking with previous knowledge of the child
- Principle of Distribution
- Principle of Repetitions
- Principle of certain objectives
- Principle of evaluation.

1.3.1 Classification of Methods

Generally, methods of teaching mathematics can be classified in two categories :

- Learner-centered methods
- Teacher-centered methods

Learner- Centered Methods

In learner-centered methods, the learner occupies a central position in the classroom. The whole teaching-learning process is geared to the needs, interests, capabilities and requirements of the child. These are based on psychological principles. The purpose is to develop abilities, skills and discovery attitude amongst the students. These includes: Project, Laboratory, Problem-Solving, Heuristic, Discussion method etc.

Teacher - Centered Methods

In teacher-centered methods, the teacher occupies a central position in the classroom. In these methods focus is given on telling, memorisation and recalling information. The children are just passive recipients and they are in the background of educational process of knowledge. These include: Lecture, Historical and Lecture cum-Demonstration method.

1.3.2. Factors Affecting Methods of Teaching

In general the factors affecting the methods of teaching can be classified as fellows:

- **Factors Related with Instructional Objectives:** The usefulness and practicability of instructional objectives affects the selection of teaching method. So before selecting the method of teaching the teacher should decide the instructional objectives. Keeping in mind, the mental level, interest and attitude of children, he should use that method in an effective manner.

- **Factors Related with Content:** Contents is that matter whose communication is the main basis of teaching. Therefore, the nature and standard of content affects the selection of teaching methods in real sense. That is why the school curriculum should be based on the principles of “Activity centered” or “Learning by doing” and “Learning through Experiences” so that learning of children become more effective.
- **Factors Related to Teacher:** The teacher has most active role in teaching process. The teaching process can be made powerful and effective by using teaching methods. The power of communication of the teacher, this facilitate available to him and time can affect the selection of any teaching method. Apart from this the law, capability of the teacher less knowledge of the subject and dissatisfactory professional training also affects his work.
- **Factors Related to Students:** From psychological point of view, the child is centre of all teaching methods. So his mentality, ability, interest, will to learn and attitude affects the selection of teaching method.

Therefore, the teacher should keep all these things in his mind before selecting any specific method.

1.3.3. Precautions while selecting Methods of Teaching

A successful mathematics teacher should has some precautions before selecting a method of teaching, so that the method selected by him be effective and useful to the students. The Secondary Education Commission/ Mudhaliar Commission (1952 – 1953) has thrown light on the following points regarding the selection of teaching methods:

- The aim of teaching methods should not only be to provide maximum knowledge to the students but the education should be provided in such a way that they themselves gain knowledge by their efforts.
- The teacher should select such a method by which children can develop desirable values, good attitude and habit to work hard.
- The teaching method should develop different skills, honesty, self dependence and self-reliance amongst the children.
- The teacher should keep in mind the individual differences of the children while selecting a specific method, so that the children of all levels; average below average and sharp mind can get opportunity to learn according to their abilities, mental power and speed.
- The children should be given opportunity to work together in groups.
- In mathematics emphasis should not be given on verbalism and memorization.

- Such a teaching method should be selecting by which the knowledge given be purposeful, concrete and real.
- Such method should be selected by which the children get proper opportunities to apply or use the acquired knowledge.

Like in other subjects, many methods are common in mathematics teaching. But now the question is that, which method is more useful? It is better to leave this decision to the teacher because he has the closest relationship with teaching learning process.

A successful, intelligent and experienced teacher should keep in mind, the mental level, habits and attitudes of children before selecting a method. Along with this the teacher should also keep in mind the individual differences, because by using proper and effective method, the children take interest in mathematics.

1.3.4 Various Methods of Teaching Mathematics

Some methods of teaching which are very useful for mathematics teachers are presented in this Unit. They are:

- Inductive Method
- Deductive Method
- Analytic Method
- Synthetic Method
- Lecture Method
- Demonstration Method
- Lecture cum Demonstration Method
- Heuristic Method/Discovery Method
- Project Method and
- Problem Solving Method

1.4 INDUCTIVE METHOD

Inductive method is advocated by Pestalozzi and Francis Bacon. Inductive method is based on induction. Induction is the process of proving a universal truth or a theorem by showing that if it is true of any particular case, it is true of the next case in the same serial order and hence true for any such cases. Thus it is a method of arriving at a formula or a rule by observing a sufficient number of particular instances. If one rule applies to a particular case and it equally applicable to different similar cases, it is accepted as a general rule or formula. Therefore, inductive approach proceeds from

- Particular cases to general rules or formulae.
- Concrete instance to abstract rules.

- Known to unknown.
- Simple to complex.

This method has been found to be very suitable for the teaching of mathematics because many mathematical formulae and generalisations are the results of induction.

1.4.1. Steps in Inductive Method

Inductive method follows clear and specific steps as under:

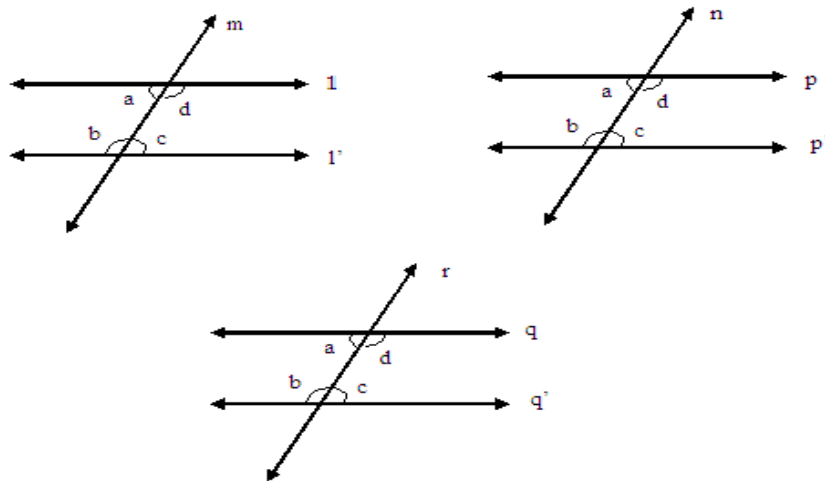
- **Selection of a number cases.**
- **Observation of the cases under given conditions.**
- **Investigation and analysis for common properties and relations.**
- **Finding common relations.**
- **Arriving at generalization.**
- **Verification or Application.**

Example

If two parallel lines are cut by transversal the alternate angles are equal.

Step-1: Selection of a number of cases

Students may be asked to draw at least three pairs of parallel lines cut by transversal and mark the pair of alternate angles as a, b, c, d.



The students can be asked to measure the angles a,b,c and d and tabulates the results.

Step-2: Observation of the cases under given conditions.

By appropriate questioning the students may be asked to observe the cases and see the common property and similarity of the given instances i.e.

- i) a pair of parallel lines cut by a transversal.
- ii) $\angle a$ and $\angle c$ are pairs of alternate angles
 $\angle b$ and $\angle d$

Step-3: Investigation and analysis for common properties and relations

The students are asked to analyse the data tabulated by them and draw inferences regarding common properties.

Cases	$m\angle a$	$m\angle b$	$m\angle c$	$m\angle d$
Case (i)	60°	42°	60°	42°
Case(ii)	55°	60°	55°	60°
Case (iii)	45°	75°	45°	75°

Step-4: Finding common relations

From the tabulated data it can be observe that

$$m\angle a = m\angle c$$

$$m\angle b = m\angle d$$

Step -5: Arriving at generalization

$$\angle a = \angle c \text{ (a and c are alternate angles)}$$

$$\angle b = \angle d \text{ (b and d are alternate angles)}$$

\therefore Alternate angles are equal i.e. when two parallel lines are cut by a transversal, the alternate angles are equal.

Step -6: Verification or Application

Require the students to verify the validity of the generalization by applying it to a new situation. The students may be asked to draw another pair of parallel lines cut by a transversal and mark the alternate angles. They can measure the alternate angles and verify the validity of the generalization drawn.

Many more examples can be listed where inductive approach can be used effectively.

A few are given below:

- Sum of the first 'n' natural numbers
- Laws of indices

- Number of elements in a power set
- Number of diagonals in a polygon
- Factorisation of quadratic expressions etc.

1.4.2 Merits of Inductive Method

The following are the merits of inductive method:

- It helps understanding. It is easy to understand a mathematical principle established through a number of simple examples.
- It is a logical method. So it suits mathematics
- It gives opportunity of active participation to students in the discovery of formula.
- It is based on actual observation, thinking and experimentation.
- It curbs the tendency to learn things by rote, and also reduces home work.
- As it gives freedom from doubts, it suits the child.

1.4.3 Demerits of Inductive Method

The following are the demerits of inductive method:

- It is limited in range. It contains the process of discovering the formula with the help of a sufficient number of cases, but ‘what next?’ is not provided in it.
- This method only facilitates the discovery of formula or the rule. A lot of supplementary work and practice is needed to fix the topic in the mind of the learner.
- This method is not absolutely conclusive as it might leave some doubts in the minds of the students regarding the validity of the generalization arrived at through the observation of a few particular instances.
- It is likely to be more laborious and time consuming.
- It is nor useful as some of the unnecessary details and explanations may make teaching dull and boring.
- Its application has to be restricted and confined to understanding of rules in the early stage.

1.5 DEDUCTIVE METHOD

It is the opposite of Inductive Method. Here the learner proceeds from general to particular, abstract to concrete, and formula to examples. A pre-constructed formula is told to the students and they are asked to solve the

relevant problems with the help of that formula. The formula is accepted by the learners as a pre established and well established truth.

1.5.1 Steps in Deductive Method

Deductive approach of teaching follows the steps given below for effective teaching.

- **Clear recognition of the problem:** A clear recognition of the problem statement provides the basic link for the thinking process and the solution to the problem.
- **Search for a tentative hypothesis:** The second step in deductive method is the search for a tentative hypothesis, a tentative solution to the problem.
- **Formulation of a tentative hypothesis:** The search for the solution leads to the formulation of a tentative hypothesis that appears to have promise as a possible or probable solution to the problem. The tentative hypothesis has its basis on certain axioms or postulates, or propositions or rules and formulae that have been accepted to be true.
- **Verification:** Finally the hypothesis that has been formulated is to be verified as the right solution to the problem at hand.

Example

Find the area of an equilateral triangle of side 3cm.

Step-1: Clear recognition of the problem

The student analyses the problem as to what is given and what is to be found out

Given: An equilateral triangle of side 3 cm.

Problem: To find its area.

Step-2: Search for tentative hypothesis

The student analyses various possible solutions i.e. various formulae for the area of triangle that they have encountered before.

Such as, $A = \frac{1}{2} bh$; $A = \frac{1}{2} ab$

$$A = \frac{\sqrt{s(s-a)(s-b)(s-c)}}{4}, \quad A = \frac{\sqrt{3}}{4} a^2$$

Step-3: Formulation of tentative hypothesis

The student selects $A = \frac{\sqrt{3}}{4} a^2$

as a possible hypothesis as its is the formula to find the Area of an equilateral triangle.

Step-4: Verification

The student verifies the hypothesis

$$A = \frac{\sqrt{3}}{4} a^2 \text{ sq. unit}$$

$$A = \frac{\sqrt{3}}{4} 3^2$$

$$\text{i.e. } A = \frac{\sqrt{3}}{4} \times 9 \text{ sq. cm.}$$

Deductive approach is very frequently followed by teachers of mathematics, as mathematics is a deductive science. Problems can be solved by applying formulae and rules that have been already derived. Theorems and riders can be deduced from theorems which have been already proved, definitions that have been stated and postulates and axioms that have been accepted.

1.5.2 Merits of Deductive Method

The following are the merits of deductive method:

- It is short and time saving.
- It enhances speed, skill and efficiency in solving problems.
- It glorifies memory, as students have to memorise a considerable number of formulae.
- At the 'practice and revision' stage, this method is adequate and advantageous.
- It completes the inductive method as probability in induction is reduces to certainty in deduction.

1.5.3 Demerits of Deductive Method

The following are the demerits of deductive method:

- It is very difficult for a beginner to understand an abstract formula if it is not proceeded by a number of concrete instances.
- It encourages rote memory as deductive method demands the use of certain laws, rules or formulae to be recalled by the learners from their memory.
- It does not clarify the doubts of the student regarding the generalization and hence the learning is incomplete

- It is not suitable for beginners
- It does not encourage students' involvement in learning. The students cannot be active learners.
- It is not suitable for the development of thinking, reasoning and discovery.

1.5.4 Comparison of Inductive and Deductive Methods of Teaching

Inductive Approach	Deductive Approach
<ul style="list-style-type: none"> • Based on inductive reasoning • Proceeds from Particular → General Concrete → Abstract • A Psychological Method • A method of discovery and stimulates intellectual powers • Emphasis is on reasoning. • Encourages meaningful learning • Most suitable for initial stages of learning • Suitable for lower classes • Enhances active participation of the students • Lengthy, time consuming and laborious • Not absolutely conclusive, based on probability • Facilitates discovery of rules and generalizations 	<ul style="list-style-type: none"> • Based on deductive reasoning • Proceeds from General → Particular Abstract → Concrete • An un-psychological method • A method of presentation and does not develop originality and creativity • Emphasis is on memory. • Encourages rote learning • Suitable for practice and application • Most suitable for higher classes • Makes the student passive recipient of knowledge • Short, concise and elegant • Makes the probability a certainty • Enhances speed, skill and efficiency in solving problems.

Check your progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

1. What are the major steps involved in Inductive Method?

.....

2. Mention any three merits of Inductive Method.

.....

1.6 ANALYTIC METHOD

This method proceeds from unknown to known. 'Analysis' means 'breaking up' of the problem in hand so that it ultimately gets connected with something obvious or already known. It is the process of unfolding of the problem or of conducting its operation to know its hidden aspects. Start with what is to be found out. Then think of further steps and possibilities which may connect the unknown with the known and find out the desired result. In its original sense the verb 'to analyse' means to loosen or separate things that are together. About analysis, Thorndike says that all the highest intellectual performance of the mind is analysis.

Examples :If $\frac{a}{b} = \frac{c}{d}$, then prove
$$\frac{ac + 4b^2}{bc} = \frac{c^2 + 4bd}{dc}$$

$$\frac{ac + 4b^2}{bc} = \frac{c^2 + 4bd}{dc}$$

Solution:

We have to start from the equation that is to be proved and proceed towards the known. Thus, we start from

$$\frac{ac + 4b^2}{bc} = \frac{c^2 + 4bd}{dc}$$

1. How to write this identity in easy form? (We cut 'c' in the denominators of both sides and then cross multiply)

Thus,
$$\frac{ac + 4b^2}{bc} = \frac{c^2 + 4bd}{dc}$$

$$\Rightarrow \frac{ac + 4b^2}{b} = \frac{c^2 + 4bd}{d}$$

$$\Rightarrow acd + 4b^2d = c^2b + 4b^2d \quad (\text{by cross multiplication})$$

2. How can it be solved further?

('4 b² d' can be cut from both sides and 'c' can also be cut out)

$$\text{Thus,} \quad acd + 4b^2d = c^2b + 4b^2d$$

$$\Rightarrow \quad acd = c^2b$$

$$\Rightarrow \quad ad = cb$$

3. How can we write it in some other form?

$$ad = cb$$

$$\Rightarrow \quad \frac{a}{b} = \frac{c}{d}$$

This type of the solution of the problems can be easily obtained by analysis.

1.6.1 Merits of Analytic Method

The following are the merits of the analytic method:

- It is a psychological method.
- It leaves on doubts and convinces the learner.
- It facilitates understanding.
- It strengthens the urge to discover facts.
- The steps in its procedures are developed in a general manner. No cramming of a fixed step and a set pattern is necessitated. Each step has its reason and justification.
- It develops self-confidence in the students as they tackle the problems confidently and intelligently.
- It develops thinking and reasoning power among the students.

1.6.2 Demerits of Analytic Method

The following are the demerits of the analytic method:

- It is lengthy method.
- With this method it is difficult to acquire efficiently and speed.
- It may not be applicable to all topics of mathematics.
- It may not be very effective for below average students who would find it difficult to follow the analytical reasoning.

1.7 SYNTHETIC METHOD

This method proceeds from known to unknown. It is opposite of the analytic method. Synthesis is the complement of analysis. To synthesis is to place together things that are apart. It starts with something already known and connects that with the unknown part of the statement. It starts with the data available or known and connects the same with the conclusion. It is the process of putting together known bits of information to reach the points where unknown information becomes obvious and true.

Examples :

If $\frac{a}{b} = \frac{c}{d}$, then prove

$$\frac{ac + 4b^2}{bc} = \frac{c^2 + 4bd}{dc}$$

$$\frac{ac + 4b^2}{bc} = \frac{c^2 + 4bd}{dc}$$

Solution:

In this method, we start from known and proceed to unknown.

We know that,
$$\frac{a}{b} = \frac{c}{d}$$

Adding $\frac{4b}{c}$ on both sides,
$$\frac{a}{b} + \frac{4b}{c} = \frac{c}{d} + \frac{4b}{c}$$

$$\Rightarrow \frac{ac + 4b^2}{bc} = \frac{c^2 + 4bd}{dc}$$

which was to be proved.

1.7.1 Merits of Synthetic Method

The following are the merits of the synthetic method:

- It follows the same process as given in the text books.
- It is a short and elegant method.
- It facilitates speed and efficiency.
- It suits the teacher.
- It is more effective for slow learners.

1.7.2. Demerits of Synthetic Method

The following are the demerits of the synthetic method:

- It leaves many doubts in the mind of the learner; and offers no explanation for them.
- Without a satisfactory answer to so many questions that arise in synthetic, the pupil is perplexed when a new problem is put him. Even the recall of all the steps of synthesis may not be possible for the learner.
- It does not provide full understanding.
- There is no scope of discovery and thinking in this method.
- Memory work and home work are likely to become heavy.
- It does not suit the learner and the subject.

1.7.3 Comparison of Analytic and Synthetic Methods of Teaching

Analytic Method	Synthetic Method
<ul style="list-style-type: none"> • It proceeds from the unknown to known facts • It starts from the conclusion and goes to the hypothesis • It is a process of thinking • It is a process of exploration and demands thought • It pulls apart or analyse the statement under solution • It is a general method • It is lengthy, awkward, slow, roundabout, and involves, trial and error. • It answers satisfactorily any quest on that may arise in the mind of an intelligent pupil • It is a method for the thinker and discoverer • There are close contacts between the teacher and the taught 	<ul style="list-style-type: none"> It proceeds from the known to the unknown facts It starts with the hypothesis and ends with the conclusion It is a product of thought It is a process of presentation of the previously discovered facts It puts together or synthesises known facts It is a special device It is concise, a elegant, quick, straight forward, and does without trial and error It does not satisfy the doubt and questions arising in the mind of the learner.

<ul style="list-style-type: none"> • The students can recall and reconstruct easily any steps if forgotten • It develops originality • It is informal • It is psychological • It is formational • It is based on heuristic lines • It is the fore- runner of synthesis 	<p>It is method for the crammer</p> <p>There are no such intimate contacts between them.</p> <p>It is not easy to recall or reconstruct any forgotten steps.</p> <p>It develops memory</p> <p>It is formal</p> <p>It is logical</p> <p>It is informational</p> <p>There is no heuristic approach in it.</p> <p>It is the followers of analysis.</p>
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1.7.4 Relationship between Analytic and Synthetic method

Analysis is often identified with induction and synthesis with deduction. Both analysis and synthesis are required in induction as well as in deduction. We analyse in order to see the relation better. Thorndike seems to think that all thought, at any rate, all the highest intellectual performance of the mind is analysis. He remarked, “The mind of most intellectual act to connect one thing with the other, but its highest performance is to think a thing apart into its elements.” But most of the philosophers, educationalists and logicians say that the highest form of man’s intellectual activity is synthesis. The confusion is due to the mixing up of the original or the root meaning of these words and the meaning given by the various investigators in the different fields of thought. According to N. Kuppuswami: In logic and mathematics we analyze in order to find out how these things can be combined together to make up the whole? Synthesis means more or less the same – the putting together of the analyzed elements so as to bring about the desired effects. Therefore, in all the cases it is the purpose that governs their meanings. Hence we can say that synthesis is the complement of analysis and in logic and mathematics the two always go together. Moreover, Analysis leads to complete the purpose of analysis. We cannot synthesise without analyzing or analyze without synthesis. Analysis is useless followed by synthesis. Just as, we cannot have induction without deduction or deduction without induction. It should be

noted that analysis helps the mind to synthesis, but actual synthesis, consist in the mind seeing through the common elements.

Hence, analysis is the instrument used, and the final result is the outcome of the process of synthesising the analyzed facts. This is the reason why philosophers think that synthesis is the highest form of intellectual activity.

Check your progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

3. Mention any three merits of analytic method.

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.....

4. Mention any three demerits of synthetic method.

.....
.....

5. Tabulate any three differences between Analytic and synthetic method.

.....
.....

1.8 LECTURE METHOD

Lecture method is one of the most popular and ancient methods of teaching in our schools. This is a teacher structured method. In this method, the teacher comes to the class and goes on delivering the subject matter. In this method, the teacher is the active participant and students are just passive listeners. They do not take any active part in teaching-learning process. Very few teachers allow questions during the lecture, though some of them give some time to their students to ask questions after the lecture. Many students forget their questions by the time the lecture is over. It is an exposition of knowledge, facts, principles or other information which a teacher wishes to present his pupils. In this method, the teacher assumes that the students possess sufficient background and ability to understand the lecture. The students are passive listeners. It is useful at higher level. This method is useful for:

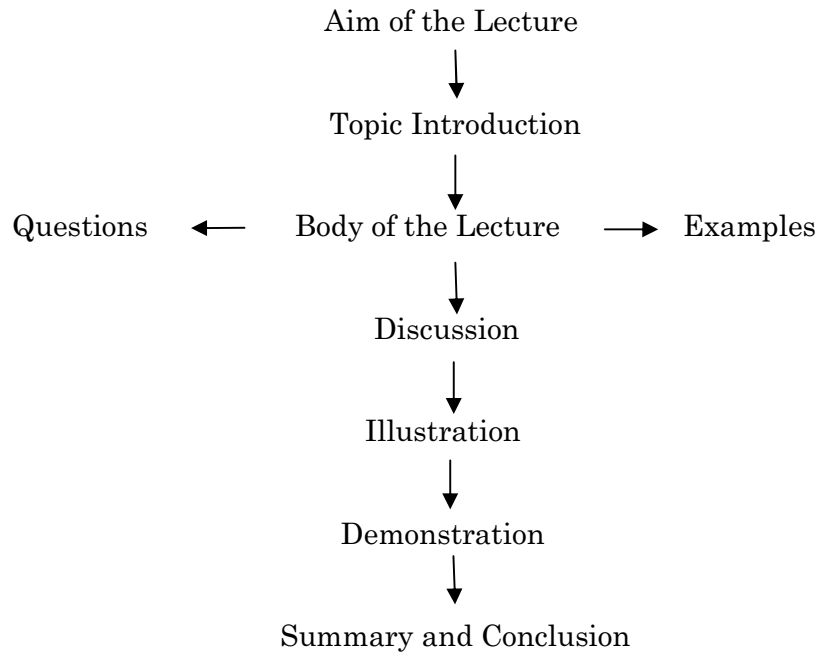
- i. Conveying information
- ii. Generating understanding
- iii. Stimulating interest

a. How to use this method ?

In using the lecture method, there is a need for proper planning and effective execution. The teacher should take into consideration of the previous knowledge of the students. The lecture should be well planned, divided into parts, and highlighting important points. It should be in simple language, containing a lot of examples.

b. Body of the Lecture Method

In lecture method, generally there are the following steps.



The lecture should be supported by diagrams, charts, models and any other audio-visual aids. If the lecture is properly planned, it may motivate and stimulate the students.

1.8.1 Merits of Lecture Method

1. It is easy, brief, convenient, attractive and concise.
2. Useful for higher classes.
3. It is more economical, as no other materials except the blackboard is needed.
4. More information can be given to more number of students.
5. It is speedy. Students can listen and take notes immediately.
6. The teacher is always alert.
7. The flow of thought is maintained and the teacher can tell many new things.
8. It is inspirational. Good lecturers are highly motivating, and students

pick up inspiration, instigation, zeal, ambitions ideas etc from them.

1.8.2 Demerits of Lecture Method

1. Providing facts alone is not teaching.
2. It is spoon feeding. The students remain passive.
3. It is not suitable for lower classes.
4. The mental levels of the students are not developed.
5. Except sense of hearing, no other sense is used.
6. Motivation is less.
7. It is teacher centered. The teacher is an authority, rather than a teacher.
8. It is un-psychological. It develops only the memory. The interests, aptitudes, scientific attitudes, etc are not developed,
9. It does not develop critical thinking, reflection, etc.

1.9 DEMONSTRATION METHOD

Demonstration is a process or means of showing how something works or is used. The demonstration method is a natural method of teaching and provides foundation for the initiative behaviour through example. In this method, both the teacher and the students are active. The teacher demonstrates while teaching and the students acquire knowledge by careful observation of it. It is used for the following reasons:

1. To show method and technique
2. To demonstrate a phenomena
3. To verify facts and principles
4. To show applications
5. To solve problems
6. To identity problems for further investigation.

a. How to use this method ?

There are two kinds of demonstrations, i.e., teacher demonstration and collaborative demonstration. Teacher demonstration is used to demonstrate certain skills and collaborative demonstration is for students getting an opportunity to use in geometrical problems. The following procedures are generally practiced in this method.

The appropriate arrangement, demonstration table, sufficient light, demonstration material, their proper arrangement, teaching aids, black board, etc should be arranged properly. It should be arranged at the right season and right time. The students' attention should be secured first.

The following are the steps in this method:

- **Planning and Preparation:** First of all, the teacher should plan and prepare for the demonstration. He should collect and arrange the experimental apparatus. He should be thorough in the subject matter. He has to prepare the lesson notes, type of questions, sequence, etc. He has to rehearse the experiments prior to the demonstration. It will enable the teacher to collect all the requisites for the demonstration. He must prepare a lesson plan. It will make the work systematic.
 - **Introducing the Lesson:** A lesson should be started by motivating and preparing the minds of the students for it. Generally the lesson may be introduced with a problem, so that the students can appreciate and realize the importance of the topic. By that the teacher can awaken the enthusiasm and keenness of the students.
 - **Presentation of the subject matter:** The next step is to present the subject matter. It must be with the broader sense of teaching, use of proper illustrations, judicious questions, etc.
 - **Performance of experiments:** The demonstration table should be a model for the students to follow. The experiments must work and their results should be clear and striking. The teacher should never try to make an experiment succeed by illicit means. They must be simple. Experiments should be well-spaced throughout the lesson. It is wrong to demonstrate all the experiments at an early part of the lesson or rushed in at the end.
 - **Blackboard work:** By the by, the black board should be utilized efficiently. It may be used for tabulating data, important results, and principles related to the demonstration, drawing necessary sketches and diagrams.
- b. Precautions to be taken during demonstration**
- a. The demonstration is visible to all. The apparatus is arranged on the demonstration table. If possible, students come one by one and have a close look of the apparatus. Proper lighting arrangement is done.
 - b. Demonstration is done when there is a need for it in the lesson.
 - c. Demonstration is helpful in clarifying a point. So, the teacher should use the blackboard also wherever necessary.
 - d. The teacher demonstrates the experiment with proper voice and intonations.

- e. He explains the concepts; allows adequate time to understand; and relates it with the theory. He often asks questions and maintains the interest of the pupils.
- f. The teacher uses teacher oriented, student oriented, and silent demonstration approaches.
- g. During demonstration, safety rules are strictly followed.

1.9.1 Merits of Demonstration Method

- 1. Students get an opportunity to see, observe and study real experiments.
- 2. It seeks participation of the students, thus providing an opportunity for learning mathematics as inquiry.
- 3. It is an excellent motivator.
- 4. It is one of the best means to illustrate and verify facts.
- 5. It is helpful in explaining skills, solving problems and promoting relevant and useful discussion in the classroom.
- 6. It develops power of critical observation, thinking, reasoning and the knowledge obtained is permanent.

1.9.2 Demerits of Demonstration Method

- 1. In teacher oriented demonstration, not all the students get an opportunity to participate.
- 2. In large classes, not all the students are able to observe properly and many students may miss a point.
- 3. Some times, lack of prior preparation or the incapability of the teacher to perform the experiment makes demonstration a failure.

1.10 LECTURE CUM DEMONSTRATION METHOD

The lecture cum demonstration methods is inter-related. It combines both lecture and demonstration methods. In this the limitations of lecture method are removed. The lecture is combined with demonstration, thus making this method more impressive. This combined method is economical in both time and energy-wise. The teacher performs the experiment in the class and goes on explaining what he does. It takes into account the active participation of the students and is thus not a lop-sided process like the lecture method. The students see the actual apparatus and operations and help the teacher in demonstrating the experiment and thereby feel interested in learning. It is difficult to talk about things which the pupils have to imagine. But it is always easy for the students to understand and remember the concrete things. Research shows that the students taught by lecture method and

demonstration method both fare well equally; but the demonstration pupils score higher marks on the immediate tests while the individual laboratory pupils score more on delayed tests. The lecture-cum demonstration method proves to be one of the best methods if the demonstrations are well-planned and rehearsed by the teacher.

a. How to use this method ?

The teacher explains the theoretical portions of the content with the help of lecture method, making use of diagrams and statements. He uses the blackboard for this purpose. Then he performs the experiments with the help of students to make the theoretical portion clearer. During the course of demonstration, he keeps asking questions to the students. The teacher should plan and rehearse the demonstration well in advance. It gives confidence to the demonstrator. The teacher should be clear of the purpose of demonstration. He should know beforehand the aims of the demonstration, the generalizations to be made and the attitudes to be developed while demonstrating. Both the students and teacher participate. The teacher always seek the help of students in arranging, fitting up and performing the experiment. Questioning is an important part of demonstration in order to know that the students have understood and are attentive in observing the demonstration. The teacher explains the important and difficult points involved in the demonstration in simple and comprehensive language and should write them on the blackboard. The apparatus for demonstration is arranged in order. It should be visible to all the students in the class. The demonstration table is generally at a little higher level than the pupil tables. Proper care should be taken for adequate lighting and to the size and clarity of the apparatus. The demonstration should be simple and speedy. The demonstration should be in accordance with the time and other resources available. The demonstration is supplemented with other teaching aids to make it more real and interesting.

1.10.1 Merits of Lecture cum Demonstration Method

1. All shortcomings of lecture method are removed.
2. All positive points of demonstration method are included
3. The students get a clear picture of the topic.
4. It is useful where the apparatus is costly and sensitive to break, the experiment involves some danger, the experiment involves some complex operations, and quick revision of some principles or project is desired.
5. It is psychologically based as the students are shown the concrete things. They take active part in the teaching-learning process. This

arouses in them an interest and enthusiasm for the study of mathematics. Their curiosity, creative and acquisitive instinct obtain satisfaction and they learn through hand and eye.

6. It is economical as it saves both time and money.

1.10.2 Demerits of Lecture cum Demonstration Method

1. The students do not get a chance to make use of apparatus independently.
2. The students simply observe. They are not collecting any data.
3. There are some physical problems in this method.
4. This method is not economically feasible.

Check your progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

6. Write the importance of lecture method.

.....
.....

7. Write the sequence of presentation of lecture method.

.....
.....

8. Write the steps involved in demonstration method.

.....
.....

9. Write the major uses of demonstration method.

.....
.....

1.11 HEURISTIC / DISCOVERY METHOD

The term heuristic is derived from the Greek word 'Heurisco' which means 'I discover'. This method was advocated by Professor H.E. Armstrong of the City and Guilds Institute, London, who felt that by placing the student in the position of a discoverer, he would learn much more than being merely told about things.

In the words of Ryburn, W.M., “This method as the name implies is a method by which the pupil discovers things for himself. The pupil is put in the position of a pioneer and finds his way along the path of knowledge as done by those who first discovered the facts, principles and laws which are now known to all”. Therefore, it is a method in which the student discovers facts and information, relationships and principles for himself. It is a method based on the principle of learning by doing. Heuristic method, thus basically provides training in scientific method, acquisition of knowledge is a secondary consideration. In this method, students are trained to collect data, interpret data and arrive at solutions by rejecting superfluous statements.

The primary objectives of the method are to:

- inculcate in the student the habit of enquiry and research;
- enable him to listen, to observe, to ask and to discover.
- make the pupils more exact, observant and thoughtful.
- lay solid foundation for future self-learning.
- inculcate the spirit of scientific enquiry.

Procedure

- The teacher has to create a problematic situation and a responsive environment and stimulate the students to find the solution.
- Students work on the problem independently and try out different hypotheses and various methods.
- The teacher provides minimum help; however the teacher has to direct the activities.
- The students reach the solution on their own.

Example :

To prove angle sum property in a triangle

The teacher provides cut outs of different triangles and asks the students to find the sum of the angles.

The students measure the angles, tabulate them and find the sum of the three angles or the students can cut the three vertices of the triangles and arrange them so that they form a straight angle or the students can theoretically prove that the sum of the angles in a triangles is 180^0

The students have the freedom to use their own method of discovery and find the solution to the given problem. The teacher’s role is to provide timely guidance and supplementary materials and ask though provoking questions to lead them in the right direction.

More Topics for Heuristic Method

- In a triangle the exterior angle is equal to the sum of the interior opposite angles.
- Properties of parallelogram, rhombus etc.
- Volume of solid figures.
- Sum of series and sequences.
- Mensuration topics
- Transversal properties etc.

Pre-requisites of Heuristic Learning

The following conditions should be kept in mind while following heuristic method.

- Freedom of action to the students.
- Providing responsive environment.
- Minimum help from the teacher.
- Timely guidance from the teacher when it is absolutely essential.
- Asking constructive questions.
- Availability of necessary supplementary materials like library books, Internet resources and so on.
- Encouragement to continue learning through heuristic method.
- Providing well-graded problems (experiments) to match the level and ability of the student.

1.11.1 Merits of Heuristic Method

The following are the merits of the heuristic method:

- The student becomes an active participant in the learning process.
- The student thinks for himself and does not merely listen for information.
- Home study and memorisation work become light.
- It is certainly a psychologically sound method, as it aims at utilising the active, original, creative and constructive tendencies of the learner.
- After discovering something by his own efforts, the students start taking pride his achievement. It gives him happiness and mental satisfaction and encourages him towards further achievement.
- The student acquires a real understanding and clear notion of the subject. It gives him a complete mastery of what he has learnt.
- The teacher remains in constant touch with his students.

- It develops in the students the heuristic attitude or scientific attitude.
- It creates in them a spirit of enquiry.
- The student becomes self-reliant.
- The method suits the learner and the subject.

1.11.2 Demerits of Heuristic Method

The following are the demerits of the heuristic method:

- It demands extraordinary labour and special preparation from the teacher, who is already over-burdened.
- Every teacher may not be able to use it successfully. The teacher must be gifted with the heuristic spirit.
- It is a slow method. Too much time is taken up by investigation.
- There is very little certainty that, the child left to himself will make steady and sufficient progress.
- Every child cannot be expected to be a gifted discoverer. The immature child has his limitations and difficulties.
- If the teacher does not give proper guidance to the child, he may get discouraged and disgusted.
- The teacher has to give well-measured guidance, neither more nor less.
- If the students are tempted to consult books and copy from the sake of discovery, the method fails in its purpose.
- It may not be possible to teach all topics by this method. In some cases, discovery may not be possible at all.
- The method presumes small classes, because it demands individual attention on the part of the teacher.
- Sometimes the teacher cannot frame good questions. Bad questions leave little to the imagination of the child, and do not provoke real thinking.

Check your progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

10. Write a note on Heuristic Method.

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11. What are the merits of heuristic method?

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.....

1.12 PROJECT METHOD

This is one of the innovative teaching practices developed in the twentieth century. This was proposed by W.H. Kilpatrick. According to him, 'Project is an activity which is performed with complete attachment in a social atmosphere to achieve the goal. He laid emphasis on purposeful activity, problem solving and the needs and interests of the individual child in action, learning and conduct. It was influenced by John Dewey's problem solving approach. It offers a system appropriate in a free society and technically consistent with modern learning theory. Project is a whole-hearted purposeful activity proceeding in a social environment. This method aims at acquisition of knowledge, habits, skills, ideals, etc. indirectly by means of activity. It is based on the principles of Utility, Purposive, Activity, Reality, Freedom and Social development.

a. How to use this method?

There are five major steps in this method.

1. Purposing: Pupils develop purposes of the project and the procedures to be followed. It is the determination of the nature and goal of the project. These decisions are related to the interest, aptitude, and ability of the pupils. If need arises, the teacher gives direction. As far as possible, the student should get a chance to formulate a project. The teacher should give the necessary suggestions.

2. Planning: At this stage, pupils plan to execute. It involves searching the most appropriate and viable line of action from various available ones. A pupil should be careful in planning because attainment of goals depends on proper planning.

3. Executing: This step is concerned with the execution of the plan. It involves undertaking the activity, completing it and searching the results. Whole hearted involvement of the pupil in a purposeful activity is the main focus. The students have to acquire various types of knowledge to complete their responsibilities. The knowledge thus attained is more permanent. The teacher encourages the students, supervises their work and makes changes if required.

4. Evaluation: It is evaluating the project, its purposes, achievement and its social impacts. It includes both formative and summative evaluation. The students discuss their work and rectify their mistakes and recollect useful knowledge.

5. Recording: In this step, the students keep a complete record of work - how they planned, what discussions were held, how duties were assigned, etc and finally criticism of their own work and some important points for further reference.

1.12.1 Merits of Project Method

1. It involves students in learning with a definite purpose. They contemplate, study and work.
2. Students plan, execute and evaluate their own work in a whole-hearted way.
3. Learning is related to reality and social set up.
4. Students organize their own work and take responsibility.
5. It offers freedom to students, and it is based on the socially acceptable interests and needs of the learner.
6. This is a psychological method. It is based on learning by doing.
7. Relationship is developed among various subjects. The acquired knowledge is permanent.

1.12.2 Demerits of Project Method

1. It is time consuming.
2. It is difficult to complete the prescribed syllabus through this method.
3. The teacher has to put in more labour.
4. Inexperienced teachers face problems with this method.
5. Correct knowledge of the true principles is not obtained.
6. This method is not useful in absence of good libraries and laboratories.

Check your progress

Notes: a) Write your answer in the space given below.
b) Compare your answer with those given at the end of the unit.

12. Define project method according to Kilpatrick.

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13. Write any two Merits and Demerits of project method.

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1.13 PROBLEM SOLVING METHOD

The problem solving method is one which involves the use of the process of problem solving or reflective thinking or reasoning. Problem solving method indicates begins with the statement of a problem that challenges the students to find a solution. The problem centers around the subject matter under study and requires the use of information and skills available to the students. In the process of solving the problem the students may be requires to gather data, analyse and interpret the information, to arrive at the solution to the problems.

a. Definition of Problem Solving

A problem is an obstruction of some sort to the attainment of an objective, a sort of difficulty which does not enable the individual to reach a goal easily.

According to James Ross, “Problem solving is an educational device whereby the teacher and the pupils attempt in a conscious, planned, purposeful manner to arrive at an explanation or solution to some educationally significant difficulty”.

Risk, T.M defines, “Problem solving is a planned attack upon a difficulty or perplexity for the purpose of finding a satisfactory solution”.

Yokam and Simpson defines “A problem occurs in a situation in which a felt difficulty to act is realized. It is a difficulty that is clearly present and recognized by the thinker. It may be a purely mental difficulty or it may be physical and involve the manipulation of data. The distinguishing thing about a problem, however, is that it impresses the individual who meets it as needing a solution. He recognises it as a challenge”.

Thus, problem solving involves :

- A goal to be reached
- A felt difficulty to reach the goal
- Challenging the felt difficulty through conscious, planned and purposeful attack.
- Reaching the goal or arriving at a satisfactory solution to the problem at hand

Therefore, problem solving is a method in which the felt difficulty to act in an educational situation is realised and then an attempt is made in a conscious and purposeful way to find its solution.

The main objective of problem solving method is to stimulate the reflective and creative thinking of the students. It involves the thought process. The approach leads to the formulation of generalisations that are useful in future situations involving the solution of similar problems. The solution of a problem, whatever be its nature, practical or informational involves the process of reflective thinking.

b. Steps in Problem Solving

George Polya described the experience of problem solving in his book, *How to Solve It*.

As part of his work on problem solving, Polya developed a four-step problem-solving process similar to the following:

- Understanding the Problem
- Devising a Plan
- Carrying out the Plan
- Looking Back

Generally, Problem solving follows five steps. They are:

Step 1: Identifying and defining the Problem

The problem arises out of a felt need and out of existing student activities and environment activities. The students should be able to identify and clearly define the problem. The problem which has been identified should be interesting, challenging and motivating for the students to participate in exploring.

Step 2: Analysing the problem

The problem should be carefully analysed. Given facts must be identified and expressed. If necessary, it may be represented in symbolic form. The relationships are to be clearly stated. Relations that are not explicitly stated may be supplied by the students.

Steps 3: Formulating tentative hypothesis

The focus at this stage is on hypothesising searching for a tentative solution to the problem. Analysis of the given data and analysis of interrelationship among the given facts help the students in formulating hypothesis or educated guesses as the solution to the problem at hand.

Step 4: Testing the hypothesis

Appropriate methods should be selected to test the validity of the tentative hypothesis as a solution to the problem. If it is not proved to be the solution, the students are asked to formulate alternate hypothesis and proceed.

Step 5: Verification of the result

In this step the student are asked to determine their results and substantiate the expected solution. The students should be able to make generalisations and apply it to their daily life.

Example: 1

Define union of two sets. If $A = \{2, 3, 5\}$, $B = \{3, 5, 6\}$ and $C = \{4, 6, 8, 9\}$ Prove that $A \cup (B \cap C) = (A \cup B) \cap C$

Solution:

Step 1: After selecting and understanding the problem the child will be able to define the problem in his own words that the union of two sets A and B is the set which contains all the members of set A and all the members of a set B. The union of two sets A and B is expressed as 'AUB' and symbolically represented as

$$A \cup B = \{x : x \in A \text{ or } x \in B\}$$

The common elements are taken only once in the union of two sets.

Step 2: After defining the problem in his own words, the child will analyse the given problem that how the problem can be solved

Step 3: After analysing the various aspects of the problem he will be able to make hypothesis that first of all he should calculate the union of sets B and C i.e., $B \cup C$. Then, the union of sets A and $(B \cup C)$ i.e., $A \cup (B \cup C)$. Thus he can get the value of $A \cup (B \cup C)$. Similarly he can solve $(A \cup B) \cap C$.

Step 4: Then on the basis of given data, the child will be able to solve the problem in the following manner:

It is given that

$$A = \{2, 3, 5\}$$

$$B = \{3, 5, 6\} \quad \text{and} \quad C = \{4, 6, 8, 9\}$$

$$\therefore B \cup C = \{3, 5, 6\} \cup \{4, 6, 8, 9\}$$

$$= \{3, 4, 5, 6, 8, 9\}$$

$$\therefore A \cup (B \cup C) = \{2, 3, 5\} \cup \{3, 4, 5, 6, 8, 9\}$$

$$= \{2, 3, 4, 5, 6, 8, 9\}$$

Similarly,

$$\begin{aligned} (A \cup B) &= \{2, 3, 5\} \cup \{3, 5, 6\} \\ &= \{2, 3, 5, 6\} \end{aligned}$$

$$\begin{aligned} (A \cup B) \cap C &= \{2, 3, 5, 6\} \cup \{4, 6, 8, 9\} \\ &= \{2, 3, 4, 5, 6, 8, 9\} \end{aligned}$$

Steps 5: After solving the problem the child will analyse the result on the basis of given data and verify his hypothesis whether $A \cap (B \cap C)$ is equal to $(A \cup B) \cap C$ or not. After verification he will be able to conclude that

$$A \cap (B \cap C) = (A \cup B) \cap C$$

Thus the child generalise the results and apply his knowledge in new situations

c. Approaches and Techniques for Problem Solving

Problem solving advocates the following approaches

- **Analytic and Synthetic approaches.**
- **Inductive and Deductive approaches**
- **Method of analogies**

In analogy, problems are solved by comparing them with similar problems that have been solved before. Thus the method of solution becomes explicit and clear.

Example:

In the classroom, teacher taught how to find out the areas of the rectangle with Length 6m and Breadth 4m.

$$\begin{aligned} \text{(i.e.) Area of the rectangle} &= \text{Length} \times \text{Breadth} \\ &= 6\text{m} \times 4\text{m} \\ &= 24 \text{ m}^2 \end{aligned}$$

The area of the given rectangle is 24 m^2

Whenever teacher asked to find out the area of the rectangle with specified length and breadth, students can solve the problem by comparing it with the similar problem solved by the teacher.

- **Restatement Method**

Problem solving becomes easier if the student is able to redefine the given problem using his own language and symbols. This approach is known as restatement method.

Example:

Consider the following problem. Find two natural numbers whose difference is 3 and sum of their squares is 117. Here, student restating the problem in the following manner.

There first natural number = x
 Consider, The second natural number = x + 3
 Sum of their squares = 117

What is given in the problem?

$$x^2 + (x + 3)^2 = 117$$

solving the above quadratic equation student may find out the two natural numbers.

- **Method of Dependencies**

In this method, the problem is solved by focusing in mutually dependent components in the problem. The analysis of the problem into its constituent elements throws light on the mutually dependent elements can be made use of for reaching the correct solution of the problem.

Example:

Consider the following problem: Length and breadth of a field is 50m and 20 m respectively. A path enclosing the field has a width of 5m. find out the area of the path.

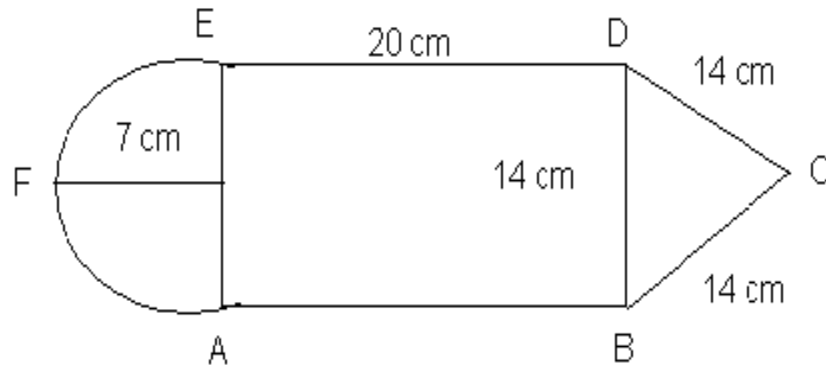
Here the problem depends on two areas: One is the areas of the field including the path and another one is the area of the field. Student can find out area of the path by subtracting the area of the field from the area of the field including path.

- **Graphic Method**

In this method, the problem is represented using diagrams and figures. The graphic representation aid the students in determining fundamental relationships that exist among the given data and to look for further details and relationships necessary for solving the given problem. This method is very helpful in proving theorems, solving problems relating to mensuration. Pythagoras theorem, set theory, functions and relations etc.

Example:

Consider the following problem. Find the area of the design as shown in the figure.



The above design is a combination of the rectangle ABDE, the semi circle AFE and the equilateral triangle BCD. After finding the above mentioned three areas, the student can find out the area of the design shown in the figure.

d. Developing Problem Solving Skills

A successful problem solver founders less; he is more decisive in choosing his point of attack. His approach to the problem is more objective and impersonal. The skill in problem solving can be developed with practice and proper training. The most widely used approach to training in problem solving is to teach the learners various general principles about the thinking process. Some general rules are:

- Formulate and delimit the problem.
- Avoid narrowing down attention to a single aspect of the problem.
- Go beyond the obvious.
- Avoid interference from a functional fixedness or a negative transfer.
- Reject the unpromising leads. Take to new ones.
- Question your date: If it sufficient? Is it superfluous?
- Check your assumptions.
- Be cautious about your conclusions.

The students must be told the ways of changing any existing idea with sufficient illustrations and exercises. They will have to be oriented to put things to other uses, adapt, modify, magnify, minify, substantiate, rearrange, reverse, combine, etc. these facilitate problem solving.

The conducive environment for problem solving has a permissive atmosphere freedom of expression, effective communication and mutual respect and encouragement from the co-workers.

e. Teachers' Role in Problem Solving Method

Teacher plays a significant role in problem solving method. The teacher's role is to:

- Ensure an atmosphere of freedom in the class.
- Create the problem situation.
- Help the students in accepting, defining and stating the problem.
- Help the students in analysing the problem and in breaking up the problem into simple units.
- Help the students keep their attention focused on the main problem all the time.
- Assist the students in locating relevant source materials.
- Encourage the students in seeking important relationships in the data.
- Help the students develop an attitude of open mindedness and critical enquiry.
- Exhibit spirit of enquiry and discovery.

f. How to Teach Pupils to Solve Problems?

There are two devices: the illustrative examples and the set of directions. The first works out one problem in detail. This is followed by practice problems of the same type. This does not develop original thinking, because the pupil generally follows the steps mechanically. Explaining a problem is a very different thing from teaching it. The illustrative problem has a place in the teaching procedure because the pupil may refer to it in case of need. The pupil should be urged to work them with the book closed.

The solving of verbal problems requires a variety of activities. The situations of the problem should be properly understood. Facts must be identified and expressed in symbols and much practice should be given in it. The relationships involved are to be clearly stated in words and expressed in symbols. Try to make a problem without the actual numbers and estimate the result in advance. Relationships that are not states must be supplied by the pupil. Formulae are to be recalled and evaluated. Numerical values are to be substituted in the formulae. Equations are to be derived and solved. The solutions are to be checked. All of this calls for exactness and for training in reading, planning, thinking, making decisions, and drawing inferences.

1.13.1 Merits of Problem Solving Method

The following are the merits of Problem solving method:

1. Problem Solving provides a real life like experience to the children.

2. It develops in pupils good habits of planning, thinking, reasoning and independent work.
3. It develops initiative and self-responsibility among the students.
4. It takes into account individual differences.
5. It helps the students to develop reflective thinking.
6. It helps the students to approach future problems with confidence.
7. It builds a mental attitude for effective learning based on critical thinking.
8. It helps the children develop mental traits of open-mindedness and tolerance as the children see many sides to a problem and listen to many points of view.

1.13.2 Demerits of Problem Solving Method

The following are the demerits of Problem solving method:

- Not all students are problem solvers.
- The problem solving method becomes monotonous if used too frequently.
- It is time consuming and consequently it is not possible to cover the syllabus on time.
- The success of this method depends upon mathematics teachers who are well versed in critical and reflective thinking. Not all mathematics teachers are well versed in those types of thinking.
- Reference and Resource materials may be difficult to come by.
- Only a skilled and resourceful teacher will be able to make an effective use of this method.
- All topics in mathematics cannot be taught through this method.
- Textbooks are not available according to this method.
- Lack of interest and motivation on the part of the students can spoil the effectiveness of this method.

Check your progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

14. Define Problem Solving.

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15. What are the major steps involved in problem solving?

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16. List out the different techniques in problem solving.

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1.14 INDIVIDUALIZED INSTRUCTION

a. Meaning of Individualized Instruction

In a traditional classroom, instruction is teacher-centered and group-paced. It caters to the needs of the average students and does not take care of the vast individual differences found in the classroom. There are vast and varied differences among the students. They differ in their interests, aptitudes, attitudes, intellectual abilities, pace of learning, learning style, cognitive style and so on. If the teaching reach individual students and promote their learning, it will be more effective. Individualized instruction is one of the recent important innovations in the field of education. The use of technology has made individualization of instruction more effective and popular.

Individualization means tailoring of instruction to the particular needs and abilities of the learner. In individualization, the teacher works on a personal one to one basis with each student. It envisages the learner to work alone at his own pace. The needs of each individual are taken care. It provides each learner a major role in the selection of objectives, materials, procedure and time.

“Individualized instruction is that tailored to the needs of individual students and situations characterized by such features as clear objectives or outcome specifications, detailed repertoire assessment of the student, active responding or frequent monitoring of student responses, immediate and frequent feedback, use of successive approximation, self paced learning, and mastery learning”.

b. Characteristics of Individualized Instruction

The general characteristics of individualized instruction have been listed below.

- **Defining specific objectives:** Terminal behaviour to be achieved is to be specified in operational terms.

- **Repertoire assessment:** The entry behaviour is to be measured prior to the learner's entry into a given instructional sequence.
- **Individual prescription:** The instruction is planned according to the needs, capabilities and interests of the individual.
- **Active responding:** The learner is required to respond actively.
- **Reinforcement:** Reward or reinforcement follows precisely defined behaviour of the learner.
- **Immediate feedback:** The learner is immediately informed on the outcome of the performance on a task.
- **Frequent feedback:** Frequent feedback is arranged to maximize opportunities for the learner to assess the adequacy of his performance.
- **Successive approximation:** The learner is led to terminal behaviour gradually step-by-step.
- **Self Pacing:** The learner learns at his own pace.
- **Mastery Criterion:** The learner is required to exhibit a high level performance of the outcome specified as a condition for progress to the next step.
- **Presentation of the content in small steps:** The materials are broken into learning points and are presented in small steps.

c. Merits of Individualized Instruction

1. Individualized instruction caters to individual differences. Students can be placed in different but suitable programmes based on their unique needs and abilities.
2. Individualised instruction allows the learner to proceed at his own pace based on his need and level of achievement.
3. Individualised instruction helps in the maximum development of the potentialities of the learner.
4. The feedback provided at regular intervals helps the pupils to gain mastery over the content under study.
5. This method is suitable for remedial purposes as the teacher can identify the weak areas from the record of errors easily accessible to the teacher.

d. Demerits of Individualized Instruction

1. It requires a small class.
2. It needs more time for the teacher to prepare and collect the materials.

3. Materials for individualized instruction are not available.
4. It requires well equipped laboratory and other facilities.

e. Method of preparing Individualized Instructional material

1. Select a topic and break it down to small manageable units.
2. Select or prepare performance objectives for the learning unit or module.
3. Identify the activities for the student to meet the objectives. These activities should be arranged in a logical sequence and may be plotted on a chart to see the progress for the child.
4. Determine the level of mastery or competency needed by the student to begin the activities. For this purpose, a pre-test may be given to find out what knowledge and skills the child already has.
5. Prepare an outline of a study guide for the use of the child. The guide should include the title of the module, the performance objectives, the sequence of activities, some definitions and references, basic instructions to help the child begin, some exercises for self-evaluation and indication which tell the student when to get his work checked by the teacher.
6. Prepare the instructions for helping the student proceed through the module.
7. Try out the module with a few students and observe whether or not the sequence of instructions and available materials are adequate.
8. Refine the module from your observation and comments of students and your colleagues.

1.15 PROGRAMMED INSTRUCTION

Programmed instruction is the name of the technology invented by the behaviorist B.F. Skinner to automate teaching. It was based on his theory of Verbal Behavior as a means to accelerate conventional educational learning.

It consists of self-teaching with the aid of a textbook or teaching machine that presents material structured in a logical sequence. Programmed instruction allows students to answer questions about a unit of study at their own rate, checking their own answers and advancing only after answering correctly. After each step, they are presented with a question to test their comprehension, then are immediately shown the correct answer or given additional information. This idea was later adapted by Robert M. Gagne, who invented programmed learning for use in teaching in schools. The difference between Programmed Instruction (PI) and Programmed Learning (PL) is that

PI is intended to modify behavior, whereas PL is used for teaching facts and skills.

a. Core elements of Programmed Instruction

- Contents are broken down into pieces of instructions called **frames**. A frame contains statements and questions.
- Learners then read the frame and immediately answer a question about the frame
- There is an immediate feedback about the correctness of the frame (usually in a different place)
- Instruction is self-paced and learners are active (in the sense of reactive)
- Contents are very small, i.e. simple statements plus a question or direct questions
- Answers are usually filling in blanks
- Feedback is in the form of the correct answer

b. Types of Programmed Instruction

Generally Programmed Instruction is of two types. They are as follows:

1. Linear Programming (B.F.Skinner)
2. Branched Programming (S.L.Pressy and Norman A. Crowder)

1. Linear Programming: Skinner and his associates are the originators of the linear type of programming. According to Skinner, a creature can be guided to a desired behaviour by means of a series of carefully structured small steps on the condition that each correct step is immediately reinforced by some kind of favourable experience or reward. A linear programme is so named as the learner works through from his initial behaviour to the terminal behaviour following a straight path. The student proceeds from one frame to the other until he completes the programme. If the responses are right, he goes on to the next frame, if it is not the case, he rereads the information until he understands and then proceeds to the next frame. The linear programme can be represented in the following diagram.



The subject matter is broken down into small segments of information. Each frame contains a small segment of information and a question for the learner to respond. The responses are immediately reinforced in the succeeding frames. The frames are arranged in a logical sequence.

2. Branching Programme: Norman A Crowder was the pioneer of branched programming or intrinsic method of programming. In this type of

programming each frame is of relatively bigger size and may contain two or three ideas of related sequence. A single question usually of the multiple choice type is asked at the end.

In this type of programming, there are diversions and intermediary steps. The mistake made by the pupil in answering questions is used to build knowledge and skills. The pupil is given specific direction to help him find the right answer when he makes a mistake. There are two or more choices for answering each question and the incorrect answer should result in directing the pupil to material or information which will correct him and guide him back to the correct programme sequence. The following diagram represents the branching programme.

The contents of a content frame and remedial frame can be as follows:

Content Frame

- i. Repeating student's response
- ii. Positive confirmation
- iii. New information
- iv. Questions and alternative responses followed by directions to the learner to go to the relevant page.

Remedial Frame

- i. Repeating the student response.
- ii. Negative confirmation.
- iii. Reasons as to why the response is wrong.
- iv. Further clarification in simple language.
- v. Direction as to where the learner should go next.

Types of Branching

Backward Branching: In backward branching, if the learner selects the right response, he is directed to the next frame. If the response is wrong, he is taken to an intermediary frame (remedial frame) for further clarification and help and is directed back to the original frame for another attempt. Based on the responses selected by the learner, he is directed to the next frame or to a particular remedial frame. Hence, in backward branching the learner goes through the same frame twice, once before the remedial material and again after the remedial material.

Forward Branching: In this type, if the learner makes the right response, he goes to the next frame. If the response is wrong, he is directed to a remedial frame where his mistakes are fully explained, probably followed by

another parallel question, from which he goes to the next frame in the main learning sequence.

c. Merits of Programmed Instruction

The following are the merits of Programmed Instruction:

1. Provision for self instruction
2. Active role for the learner in learning
3. Self-testing at all stages of learning
4. Feedback to pupil and teacher
5. Self-pacing
6. Reinforcement of the learning at each step
7. Direct two-way communication with the expert
8. Easy access to record of student errors for remedial guidance
9. Sense of accomplishment and gain of self-confidence for the learner.

d. Demerits of Programmed Instruction

1. **Cost** - Developing instructional materials can be expensive and time consuming. Also, students need to have access to appropriate materials and technologies.
2. **Lack of Repetition** - Programmed instruction provides students with limited exposure to new material. Frequently a learner is exposed to new material only once. Also, programmed instruction tends to have a static sequence which is not appropriate for all learning contexts. Also, students' learning may be interfered with because of repeated exposure to similar problem types or sequence of problem types (i.e., serial learning).
3. **Ignoring frequency of behavior** - Most behaviors are measured based on accuracy (i.e., percent correct) and not on the repeated occurrence of a behavior when presented with a similar problem.
4. **Failure to shape behavior** - It is unclear if programmed instruction is successful in reinforcing successive approximations of a target behavior.
5. **Branched programming instruction is complex** - It is not possible for even the most advanced computer technologies to maintain a true branching structure (i.e., accounting for all possible outcomes) for extended learning activities.
6. **Lack of diversity of methods for presentation of and response to new material** - Programmed instruction frequently requires students

to read a fact and then write an answer. It may be more effective to employ a broader range of stimuli and evoke a broader range of responses from students in order to insure that they are learning efficiently.

e. How to use this method?

Programmed instruction has many applications, both in the classroom setting and in other settings where the efficient acquisition of behaviors, facts, and skills is a primary concern. Teachers play a vital role in effective programmed instruction and should be active in every part of the programming process. Not only should the teacher monitor student progress on programmed materials, but also assess the effectiveness of all programs, provide individualized tutoring, and motivate students to participate in programmed activities. Programmed instruction is desirable in many instructional settings because it provides the following benefits:

- **Immediate knowledge of results-** Students continuously answer questions and receive feedback to ensure comprehension.
- **Individualized learning-** Students can complete programmed instructional activities at their own pace without feeling held back or pushed by other classmates.
- **Expert instruction-** Students are required to complete a logical sequence of instructions that has been designed by experts.

Check your progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

17. Write the main characteristics of individualized instruction.

.....
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18. Write the major types of programming.

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.....

19. Write the contents of the Content Frame and the Remedial Frame.

.....
.....

20. Write any two major advantages and drawbacks of individualized programming.

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1.16 COMPUTER ASSISTED INSTRUCTION

Computer-assisted instruction or CAI refers to instruction or remediation presented on a computer. Many educational computer programs are available online and from computer stores and textbook companies. They enhance teacher instruction in several ways.

Computer programs are interactive and can illustrate a concept through attractive animation, sound, and demonstration. They allow students to progress at their own pace and work individually or problem solve in a group. Computers provide immediate feedback, letting students know whether their answer is correct. If the answer is not correct, the program shows students how to correctly answer the question. Computers offer a different type of activity and a change of pace from teacher-led or group instruction.

Computer-assisted instruction improves instruction for students with disabilities because students receive immediate feedback and do not continue to practice the wrong skills. Computers capture the students' attention because the programs are interactive and engage the students' spirit of competitiveness to increase their scores. Also, computer-assisted instruction moves at the students' pace and usually does not move ahead until they have mastered the skill. Programs provide differentiated lessons to challenge students who are at risk, average, or gifted.

a. Characteristics of CAI

Many features of tutorial CAI are consistent with the traditional classroom. Tutorial CAI provides a one-way (computer to student) transmission of knowledge; it presents information and the student is expected to learn the information presented. Much CAI software presents information in a single curriculum area (e.g., arithmetic or vocabulary) and uses brief exercises that can easily be accommodated within the typical 50-minute academic period. CAI is designed for use by a single student and can be accommodated into a regular class schedule if computers are placed in a laboratory into which various whole classes are scheduled.

Basic skills (such as the ability to add or spell) lend themselves to drill- and-practice activities, and CAI, with its ability to generate exercises (e.g., mathematics problems or vocabulary words) is well suited to providing

extensive drill and practice in basic skills. Students at risk of academic failure often lack basic skills; unable to acquire advanced thinking skills and become logical candidates for CAI drill-and-practice instruction. Recent research and thinking on the needs of disadvantaged students stress a different need, however. Disadvantaged students need the opportunity to acquire advanced thinking skills and can acquire basic skills within the context of complex, meaningful problems. This latter approach to instruction, which is stressed in educational reform, has not been well served by traditional CAI

b. Steps in developing CAI

The steps in developing CAI are more or less the same as those of PL and are listed below:

- 1. Planning:** In this step, the nature of the target group, their age, previous level of achievement, medium of instruction, nature of the topic, potential for paced, sequenced learning, score for using illustrations, length of the topic, nature of the programme, etc are being planned.
- 2. Preparation:** Preparation of the lesson for CAI involves the stating of the objectives, structuring and organizing the lesson pedagogically, writing the program and editing.
- 3. Testing:** The testing phase involves the tryout of the programme and to assess the effectiveness of it. It assesses the programme contents, content presentation and arrangement of structure, learner's motivation, graphic presentation, and the essential elements of educational software.

c. How to use this method ?

Teachers should review the computer program or the online activity or game to understand the context of the lessons and determine which ones fit the needs of their students and how they may enhance instruction.

- Can this program supplement the lesson, give basic skills practice, or be used as an educational reward for students?
- Is the material presented so that students will remain interested yet not lose valuable instruction time trying to figure out how to operate the program?
- Does the program waste time with too much animation?
- Is the program at the correct level for the class or the individual student?

- Does this program do what the teacher wants it to do (help students organize the writing, speed up the writing process, or allow students to hear what they wrote for editing purposes)?

Teachers should also review all Web sites and links immediately before directing students to them. Web addresses and links frequently change and become inactive. Students might become frustrated when links are no longer available. Writing programs are beneficial to writing instruction because they allow students to learn in a variety of ways and can speed up the writing process. With proper training, students can learn to focus on the message instead of the mechanics.

d. Applications of Computer Assisted Instruction

- **Drill-and-Practice:** Drill and practice assumes that the skills have previously been presented and that further practice is necessary for mastery. For example, the students may be trained in the application of formulas, or some experimental techniques, etc.
- **Tutorial:** Tutorial activity includes both the presentation of information and its extension into different forms of work, including drill and practice, games and simulation.
- **Games:** Game software often creates a contest to achieve the highest score and either beat others or beat the computer. However, the games fail to take into account the required higher order thinking skills needed for success in the real life situations. They promote positive character traits such as capacity for exploration, planning and execution and fostering quick thinking in complex settings.
- **Simulation:** Simulation software can provide an approximation of reality that does not require the expense of real life or its risks. Flying a digital airplane can be highly realistic but without cost and physical risk. Simulation software also refers to the mathematical modeling of many natural systems that push the limits of computer capacity in the sciences and the humanities. These include a 1 billion-atom simulation of the strength of a material, the 2.64 million atom simulation of a ribosome which makes proteins in all organisms, the Blue Brain project to simulate the entire molecular workings of the human brain, and fluid dynamics simulations that create numerous special effects in Hollywood movies with water, gases and fire.
- **Discovery:** Discovery software provides a large database of information specific to a course or content area and challenges the learner to analyze, compare, infer and evaluate based on their explorations of the data.

- **Problem Solving:** Problem solving software teaches specific problem solving skills and strategies.
- **Inquiry Mode:** In inquiry mode, the system responds to student inquiry with answers it has stored. In this mode, instructional staff must learn how the system operates.
- **Author Mode:** CAI is used to support instruction by generating sets of materials for a student's use. In generating concept learning materials, these might be sentence forms which have blanks in them, each of which is to be filled by a word or a set of words, i.e., inserted into the blanks by computer according to the set of instructions.

e. Role of the teacher in Computer Assisted Instruction

It is feared that the use of CAI in teaching-learning will relegate the place of the teacher. To some extent, its use may eliminate teachers from teaching scene. But this fear is baseless. CAI has proved as a powerful tool for the teacher in the instructional process. CAI directly interacts with the students individually and with the teacher. Teachers are to play their role in CAI. Human teachers cannot be eliminated from teaching-learning process. For the use of new tools, teachers are required. Experts are needed as computer engineer, lesson writer, or system operator. Always teachers and experts are required. The CAI is equivalent to the teacher and it is more useful at the lower levels and the middle levels. So, the teacher need not concentrate in these aspects and he may either study further, or concentrate in more creative activities.

f. Merits of Computer Assisted Instruction

- It enhances quality of education and saves instructional time.
- Learning is student based and self paced.
- Learning is more private and the reinforcement and refinement are immediate.
- It is instructor-independent and hence it is consistent, well structured and thorough.
- It can stimulate complex problems and permit students to explore and investigate.
- It is best suited for remedial teaching and is helpful for slow learners.
- It saves time for teachers and they can devote more time for other activities.

g. Demerits of Computer Assisted Instruction

- There is a lack of personal touch if the entire course is taught through CAI.

- It is difficult to get suitable software for our conditions.
- It is costly.
- Long hours of CAI result in fatigue.

1.17 COMPUTER ASSISTED LEARNING

As Computer is a fascinating machine, learning through computers motivates the students to learn interestingly and have focused learning. Computerized learning packages are available for all categories of students. Computerized learning materials helps the

1. Slow learners to learn at their own pace without feeling sky.
2. They can learn and re-learn from home itself.
3. Drill and practice can be done any number of times
4. Immediate confirmation of learning is possible and feed back mechanism is effective.
5. Mastery of learning is implied.

The Computer Assisted Learning (CAL) helps the average students to score high in their academics by making them learn repeatedly without any one helping them. There are also Smart Classes that motivates students and help them involved in learning.

The high achievers too are helped very much by the CAL packages. They are exposed to more challenging concepts to feed their thirsty minds. Educational software are the ones that challenge the young mind with interactive methods and develop inquiry within the students.

a. Benefits of Computer Assisted Learning

Theoretically CAL might be considered attractive in that it is learner centered and may be designed according to good educational strategies. Although a meta-analysis of published work suggested that students learn more in less time with CAL than conventional methods of learning the true effectiveness of CAL has been questioned. Nevertheless scalability, interactivity, information interconnectivity, automatic student logging and multimedia content are important features of CAL, which may not only justify CAL production but make CAL a genuinely cost effective option.

- **Scalability:** Many aspects of CAL are scalable, particularly when Internet derived technologies are utilised to produce a CAL package. Unlike other educational media a CAL package is digitally stored may be reproduced without error as many times as required. By providing access to a CAL package over a network many students may use a single resource. Further if the CAL package is made accessible via an Internet

browser then it becomes potentially available to a very wide audience using a diverse range of computers.

- **Interactivity:** The nature of CAL lends itself to involving the student with the learning processes, with tasks requiring actions and depending on the actions the student may receive appropriate feedback leading to further tasks. This goal-action-feedback cycle may be followed in a simple series of interactive questions, a complex case study or even a computer simulation of a clinical situation.

1.18 COMPUTER MANAGED INSTRUCTION

In computer managed instructions, the computer gathers, stores and manages information to guide students through individualized learning experiences. As the computer is being used in administration and management, such type of use of a computer is known as computer based learning. For example, it may be used in disbursing the salaries of the teachers and other employers. Computer is not used directly in teaching-learning process, but it is used as a helper in teaching-learning process. If a teacher is made free by assigning his other duties to the computer such as administrative, managerial activities, then he can utilize his spare time in an effective manner in the class-room.

In this way, the main function of the computer is clerical. Generally, the following are the main administrative and managerial functions of the computer:

- i. This can prepare question papers, and evaluate them. Their scores can be analyzed for evaluation or modification purposes.
- ii. This can collect the examination or evaluation scores.
- iii. This can help the teachers in preparing time-table.
- iv. This can help various clerical jobs such as preparing teachers' salaries, completion of their presence records, etc.

It is very clear that the computer has become an integral part of our daily routine. Computer literacy is the today's necessity. Hence, it is needed to include the computer education in secondary curriculum. For this purpose, a project CLASS was started in 1984. It stands for Computer Literacy And Studies in Schools. It was started in 248 selected schools. Then later on, many more schools were included in this project. Under this project, each school was provided with micro-computer systems with other devices. This project has the following objectives:

- i. To provide detailed computer knowledge to the pupils.
- ii. To provide knowledge to the pupils by doing themselves.

- iii. To provide various experiences of computer education in various fields of life.
- iv. To remove various misconceptions regarding computers.
- v. To provide knowledge about computer application according to own environment.

Check your progress

Notes: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

21. Write the steps involved in developing CAI.

.....

22. Write a few advantages of CAI.

.....

23. Expand CMI.

.....

24. Write any two advantages of CAI.

.....

1.19 PLAY WAY TECHNIQUE

Work itself is a reward of a pupil in a school. If work is properly handled; it can be done in a spirit of fun and play. But, limitations of time and syllabus prove to be the difficulties in the way. Mathematics is an abstract subject, yet it is the most living subject in the school curriculum. But, it is a pity that mathematics teaching is confined to the classroom and not related to pupil's life. The teachers generally teach the textbook instead of teaching mathematics. Work should excite interest and related to the daily activities of life. If once the interest is created, the pupils exhibit remarkable eagerness and enthusiasm. Let children organise shops, act as money lenders or stock-brokers and do the work. This will infuse initiative in them. Again while doing reduction of money, and the four compound rules, the class should be supplied with weights and measures, balance, coins in all denominators and

materials like sweets, toys and books. Outdoor work like laying out of fields for games, making tracks for races, etc. are instances of such activity. Mathematical races and games should become regular features of school functions.

Example:

Divide the class into two groups and ask questions one by one from each team on factorisation. Then, ask a questions on the factor theorem. If the students are unable to answer, they would be motivated to learn new concept and continue with the game. Thus, play way techniques can be used for concept formation and motivation too.

1.20 LET US SUM UP

We have learned quite a bit about accommodating the students through different instructional methods and learning styles. If we vary our methods, we have learned, we accommodate a wider range of learning styles than if we used one method consistently. Teaching methods are the complement of content, just as instruction is the complement of curriculum.

In this time of global hazards and changes in our lives wrought by technology, it is essential that technology teachers maintain a refined sense of how to teach about controversial and sensitive technological issues. It is essential that technology teachers have a command over values clarification methods as well as demonstration and project methods.

1.21 UNIT - END EXERCISES

1. Describe the Teacher-centered approach.
2. Explain the Learner-centered approach.
3. When will you use Teacher-centered and Learner-centered approaches?
4. Explain individualized instruction in detail and write its advantages and limitations.
5. What is Computer Assisted Instruction? Describe it with various modes in which it can be used.
6. Describe Computer Managed Instruction.

1.22 ANSWERS TO CHECK YOUR PROGRESS

1. Inductive method follows clear and specific steps as under:
 - Selection of a number cases.
 - Observation of the cases under given conditions.
 - Investigation and analysis for common properties and analysis.

- Finding common relations.
- Arriving at generalisation.
- Verification or application.

2.

- It helps understanding. It is easy to understand a mathematical principle established through a number of simple examples.
- It is a logical method. So it suits mathematics.
- It gives opportunity of active participation to students in the discovery of formula.

3.

- The steps in its procedures are developed in a general manner. No cramming of a fixed step and a set pattern is necessitated. Each step has its reason and justification.
- It develops self-confidence in the students as they tackle the problems confidently and intelligently.
- It develops thinking and reasoning power among the students.

4.

- It leaves many doubts in the mind of the learner; and offers no explanation for them.
- Without a satisfactory answer to so many questions that arise in synthetic, the pupil is perplexed when a new problem is put him. Even the recall of all the steps of synthesis may not be possible for the learner. It does not provide full understanding.

5.

Analytic Method	Synthetic Method
<ul style="list-style-type: none"> • It proceeds from the unknown to known facts 	It proceeds from the known to the unknown facts
<ul style="list-style-type: none"> • It starts from the conclusion and goes to the hypothesis 	It starts with the hypothesis and ends with the conclusion
<ul style="list-style-type: none"> • It is a process of thinking 	It is a product of thought
<ul style="list-style-type: none"> • It is a process of exploration and demands thought 	It is a process of presentation of the previously discovered facts.

6.
 - i. Conveying information
 - ii. Generating understanding
 - iii. Stimulating interest
7. Aim of the lecture
 - Introduction of the topic
 - Body of the lecture
 - Discussion
 - Illustration
 - Demonstration
 - Summary and Conclusion
8.
 - Planning and Preparation
 - Introducing the lesson
 - Presentation of the subject matter
 - Blackboard work
 - Performance of experiments
9.
 - To show a technique
 - To display objects or specimen
 - To demonstrate a phenomenon
 - To verify facts and principles
 - To show applications
 - To solve problems
 - To identify problems for further investigation
10. The term 'Heuristic' is derived from a Greek word, which means 'I find'. Here, the student is put in the place of a discoverer. The method involves finding out by the student, instead of merely telling of everything by the teacher. It aims at removing the shortcoming attributes to lecture method. Contrary to lecture method, it demands complete self-activity or self-education on the part of the learner. It is method by which pupils learn to reasons for themselves. When this method is applied in its

extreme from, the teacher stands aside as an onlooker and the child selects his own path and proceeds according to his own lights.

11. The following are the merits of the heuristic method:

- The student becomes an active participant in the learning process
- The student thinks for himself and does not merely listen for information
- Home study and memorisation work become light.
- It is certainly a psychologically sound method, as it aims at utilising the active, original, creative and constructive tendencies of the learner.

12. Project is an activity which is performed with complete attachment in a social atmosphere to achieve the goal. He laid emphasis on purposeful activity, problem solving and the needs and interests of the individual child in action, learning and conduct.

13. **Merits**

- i. It involves students in learning with a definite purpose. They contemplate, study and work.
- ii. Students plan, execute and evaluate their own work in a whole-hearted way.
- iii. Learning is related to reality and social set up.

Demerits

- i. It is time consuming.
 - ii. It is difficult to complete the prescribed syllabus through this method.
 - iii. Inexperienced teachers face problems with this method.
14. Yokam and Simpson defines “A problem occurs in a situation in which a felt difficulty to act is realised. It is a difficulty that is clearly present and recognised by the thinker. It may be a purely mental difficulty or it may be physical and involve the manipulation of data. The distinguishing thing about a problem, however, is that it impresses the individual who meets it as needing a solution. He recognises it as a challenge”.

15. Problem Solving follows five steps. They are:

- Identifying and defining the problem.
- Analysing the problem.
- Formulating tentative hypothesis.
- Testing the hypothesis.

- Verification of the result.
16. Problem solving advocates the following approaches:
- Analytic and synthetic approaches.
 - Method of analogies.
 - Restatement method.
 - Method of Dependencies.
 - Graphic Method.
- 17.
- Defining specific objectives: Terminal behaviour to be achieved is to be specified in operational terms. The entry behaviour is measured prior to the teaching.
 - Individual prescription: The instruction is planned according to the needs, capabilities and interests of the individual.
 - Reinforcement: Reward or reinforcement follows precisely defined behaviour of the learner.
 - Immediate, frequent feedback: The learner is immediately informed on the outcome of the performance on a task.
 - Self Pacing: The learner learns at his own pace.
 - Presentation of the content in small steps: The materials are broken into earning points and are presented in small steps.
- 18.
1. Linear Programming
 2. Branched Programming
- 19.
- Content Frame
- i. Repeating student's response
 - ii. Positive confirmation
 - iii. New information
 - iv. Questions and alternative responses followed by directions to the learner to go to the relevant page.
- Remedial Frame
- i. Repeating the student response.
 - ii. Negative confirmation.
 - iii. Reasons as to why the response is wrong.
 - iv. Further clarification in simple language.
 - v. Direction as to where the learner should go next.

20. Advantages of Programmed Instruction

- Provision for self instruction
- Feedback to pupil and teacher

Drawbacks of programmed instruction

- **Cost** - Developing instructional materials can be expensive and time consuming. Also, students need to have access to appropriate materials and technologies.
- **Lack of repetition**- Programmed instruction provides students with limited exposure to new material.

21.

- Planning
- Preparation
- Testing

22.

- Learning is student based and self paced.
- Learning is more private and the reinforcement and refinement are immediate.
- It is instructor-independent and hence it is consistent, well structured and thorough.
- It can stimulate complex problems and permit students to explore and investigate.
- It is best suited for remedial teaching and is helpful for slow learners.
- It saves time for teachers and they can devote more time.

23. Computer Managed Instruction.

24. Provides drill and Practice. It is simple and easy to learn.

1.23 SUGGESTED READINGS

Agarwal, S.M. (1994). *Teaching of Modern Mathematics.* New Delhi: Dhanpat Rai & Sons.

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All the UG Degree Programmes are Approved by UGC

S.No.	Programme	Medium
01.	Tamil	Tamil
02.	Functional Tamil	Tamil
03.	B.Lit-Tamil	Tamil
04.	Urdu	Urdu
05.	English	English
06.	English and Communication	English
07.	History	Tamil / English
08.	History & Heritage Management	Tamil / English
09.	Tourism & Travel Studies	English
10.	Economics	Tamil / English
11.	Business Economics	Tamil / English
12.	Public Administration	Tamil / English
13.	Political Science	Tamil / English
14.	Human Rights	Tamil / English
15.	Sociology	Tamil / English
16.	Social Work	Tamil / English
17.	Islamic Studies	English
18.	Criminology & Criminal Justice Administration	English
19.	Computer Applications (Includes Lateral entry & Simultaneous registration)	English
20.	B.Com. (General)	Tamil / English
21.	B.Com. (Bank Management)	Tamil / English
22.	B.Com. (Corporate Secretaryship)	Tamil / English
23.	B.Com. (Accounting and Finance)	Tamil / English
24.	B.Com. (Computer Applications)	English
25.	B.B.A. (General)	Tamil / English
26.	B.B.A. (Computer Applications)	English
27.	B.B.A. (Marketing Management)	Tamil / English
28.	B.B.A. (Retail Management)	English
29.	Computer Science	English
30.	Mathematics	English
31.	Chemistry	English
32.	Physics	English
33.	Zoology	English
34.	Botany	English
35.	Mathematics with Computer Applications	English
36.	Psychology	Tamil / English
37.	Geography	Tamil / English
38.	Visual Communication	English
39.	Multimedia	English
40.	Apparel and Fashion Design (includes Lateral entry)	English / Tamil
41.	BPA – Drama and Theatre Studies	English / Tamil



SCHOOL OF EDUCATION
Tamil Nadu Open University

577-Anna Salai, Saidapet, Chennai - 600 015. Phone: 044-24306657

following PG and UG, Programmes in line with the Regulations of TANSCHÉ and as per Norms of the UGC with effect from the Academic Year 2020-2021,

S.NO	NAME OF THE PROGRAMME	NATURE
1.	M.A., History	Existing Programme converted as Semester Pattern
2.	M.A., Ancient History and Archaeology	New Programme with Semester Pattern
3.	B.A., History	Existing Programme converted as Semester Pattern

as given in Annexure - 15 Page Nos.788 to 927, to this BoS Minutes, BE APPROVED.

ITEM NO. 2020-13.19

TO CONSIDER THE MINUTES OF THE BOARD OF STUDIES OF THE SCHOOL OF LIBRARY AND INFORMATION SCIENCES (INTEGRATED BOARD) HELD ON 17-06-2020

RESOLVED THAT the Board of Studies of the School of Library and Information Sciences held on 17-06-2020 through Virtual Platform, considered the New Programmes, Revised Syllabi and Curriculum, Programme Project Reports, Question Paper Pattern and Panel of Question Paper Setter and Evaluator for the following PG, UG and Certificate Programmes in line with the Regulations of TANSCHÉ and as per Norms of the UGC with effect from the Academic Year 2020-2021

S.NO	NAME OF THE PROGRAMME	NATURE
1.	M.L.I.S.	Revised the Existing Programme
2.	B.L.I.S.	New Programme with Semester Pattern
3.	PG Diploma in Library Automation Network	Revised the Existing Programme

as given in Annexure - 16 Page Nos.928 to 1025, to this BoS Minutes, BE APPROVED.

U. V. S. / 10/11/20

Registrar

Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

U. V. S.

[Signature]

TAMIL NADU OPEN UNIVERSITY
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Minutes of the Meeting of the Board of Studies (BoS)

17th June 2020

The Meeting of the Board of Studies (BoS) of the School of Library and Information Science, Tamil Nadu Open University (TNOU) was held on 17th June 2020, at 11.00am via virtual platform.

The following members were present:

- | | |
|----------------------------|---------------|
| (1) Dr. V. Chandrakumar | - Chairperson |
| (2) Mrs. S. Sakila | - Member |
| (3) Dr. R. Sevukan | - Member |
| (4) Dr. Fazlunnisa H | - Member |
| (5) Dr. R. Kalaiarasi | - Member |
| (6) Dr. G.Rathinasabapathy | - Member |
| (7) Dr. Mahendra N. Jadhav | - Member |

The Meeting began with a welcome note by Dr. V. Chandrakumar, the Chairperson, School of Library and Information Science. Then, he introduced the Members of the BoS as they are newly nominated on the restructured BoS.

Following this, the Chairperson moved the following agenda items that were already circulated among the members through email on 13th June 2020 for discussion:

Item: 1 Preparation of Programme Project Reports containing the relevance of curricula (local, national, regional and global), Programme Outcomes, Programme Specific Learning Outcomes and Course Learning Outcomes for the following Programmes:

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item: 2 Proposal for introduction of the new Programmes during the academic year 2021-2022:

- (i) B.Lib.I.Sc.

Item: 3 Review of the syllabi of the following Programmes:

- (i) M.Lib.I.Sc

- (ii) PGDLAN

Item: 4 Proposal for launching Massive Open Online Course - MOOCs

- (i) Content Development
- (ii) Digital Library
- (iii) Library Automation
- (iv) Information Sources, Systems and Services

Item: 5 Proposal for inclusion of Open Educational Resources (OER) in the Course Materials as additional learning resources

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item: 6 Adaptation of the Syllabi designed by the Tamil Nadu State Council for Higher Education (TANSCHE) and subsequent introduction of the Programmes in semester pattern as listed below:

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item: 7 Approval and ratification of the panel of in-house faculty who have involved or are going to be involved in the Curriculum Designing, Writing, Editing and Vetting while developing the Self-Learning Materials as Course Writers

- (i) Mrs.S.Sakila

Item: 8 Proposal for new initiatives for the empowerment of women, SC, ST, OBC, PwD, Transgender, Jail Inmates, Defence Personnel and Persons residing in remote and rural areas, backward and tribal areas.

Item: 9 Proposal for disabled friendly learning environment in TNOU

Item: 10 Ratification of Policy Document on Self-Learning Materials approved by the statutory bodies of the University

Item: 11 Approval of the panel of Board of Examiners in Library and Information for Question Paper Setting and Evaluation

Item:12 Proposal for introduction of Uniform Question Pattern in the following Programmes, for students joined from the inception of the University till AY 2019-20 and for students joined from CY – 2020 onwards.

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item:13 Any other items

After thorough deliberations on each agenda item, it was resolved that:

Item:1 The Programme Project Reports of Library and Information Science Programmes be approved as enclosed at **Annexure -1**

Item:2 Proposal for the introduction the following new Programme be approved based upon the syllabi and regulations enclosed at **Annexure -2** and this Programme be commenced from the Academic Year 2021-2022:

- (i) B.Lib.I.Sc.

Item:3 The Syllabi of the following Programme be revised as enclosed at **Annexure – 3**:

- (i) M.Lib.I.Sc
- (ii) PGDLAN

Item:4 Approved the proposal to launch the Programmes through MOOCs adhering to the UGC's Guidelines as listed below:

- (i) Content Development
- (ii) Digital Library
- (iii) Library Automation
- (iv) Information Sources, Systems and Services

Item:5 Proposal for inclusion Open Educational Resources for the Courses be approved.

Item:6 There is no curriculum designed for truncated pattern (one year B.Lib.I.Sc and one year M.Lib.I.Sc) by the Tamil Nadu State Council for Higher Education (TANSCHE) for the discipline Library and Information Science Programme. However, the syllabi designed by this BoS be approved. Further, BoS resolved to recommend that the non-semester pattern to be continued.

Item: 7The panel of in-house faculty who served as Course Writers for the existing Programmes be ratified and for new Programmes be approved.

Item: 8Proposal for the initiatives be approved with regard to the empowerment of Women, SC, ST, OBC, PwD, Transgender, Jail Inmates, Defence Personnel and Persons residing in remote and rural areas, backward and tribal areas.

Item: 9Proposal for accessible Course Materials in the form of Braille, audio books and etc., be suggested for the benefits of for the persons with disability

Item: 10The Document on Self-Learning Materials approved by the statutory bodies of the University be ratified.

Item:11The panel of Board of Examiners be approved for Question Paper Setting and Evaluation enclosed at **Annexure-4**. In addition, the Chairperson and the Programme Coordinator be authorised to update the panel as and when required and then be ratified by the BoS.

Item:12Uniform Question Pattern for the following Programmes be approved for implementation for AY 2019-20 and CY 2020-21 onwards as enclosed at **Annexure -5**:

- (i) M.Lib.I.Sc
- (ii) PGDLAN
- (iii) B.Lib.I.Sc.

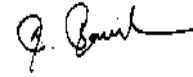
The Meeting of the Board of Studies came to a close with a vote of thanks proposed by Mrs. S. Sakila, Programme Coordinator.

Signatures

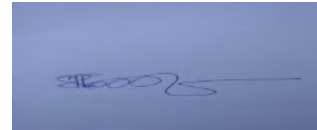
(1) Dr. V. Chandrakumar - Chairperson -



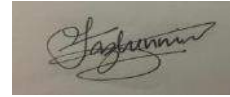
(2) Mrs. S. Sakila - Member -



(3) Dr. R. Sevukan - Member -




(4) Dr. Fazlunnisa H - Member -



(5) Dr. R. Kalaiarasi - Member -



(6) Dr. G.Rathinasabapathy - Member -



(7) Dr. Mahendra N. Jadhav - Member -



Tamil Nadu Open University

School of Library and Information Science

Sample SLM

BLS-01: Foundations of Information Science

Block Introduction

Libraries today are a part of a complex and dynamic educational, recreational and informational infrastructure. It is also an integral part of a social infrastructure that requires an understanding of how knowledge and information are created, organised, accessed, disseminated and used. It is therefore imperative that the Library and Information Science Professionals stay current and up-to-date with changing technological environments, at the same time also be aware of the legacy behind the setting up of such institutions of learning and dissemination information. It is essential to understand the evolution of the traditional libraries into the knowledge society. This calls for an elaborate discussion on the understanding the various roles undertaken by the Library & Information Centres at various stages of evolution. New information technologies influence every aspect of our lives and have specifically altered the ways in which information is generated and shared. This has also brought about great changes in designing the roles of LIS professionals and the Discipline itself.

STRUCTURE

Overview

Learning Objectives

1.1 Introduction

1.2 Early Mission of the libraries

1.2.1.The earliest Mission – Maintaining records

1.2.2.As Religious and Cultural Centres

1.2.3.The mission of Scholarship and Research

1.2.4.Libraries as a Status Symbols and Public Usage

1.2.5.Maintaining the Scholarly Mission – The Byzantine and Moslem Libraries

1.2.6.The monastic Libraries of the middle Ages – Religious Mission

1.2.7.Cathedral and University libraries of the Late Middle Ages

1.2.8.Promoting National Pride: The National Libraries

1.3 Mission of the Modern Libraries

1.4 From Silent Custodian to Spirited Catalyst

1.5 Evolution of Digital Libraries

1.6 Future Roles

Summary

Glossary

Answers to check your progress

Overview

This lesson deals with introducing the libraries and tracing their evolution in the technology driven era.

Learning Objectives

In this lesson, you will

- Understand Data, Information, Knowledge
- Trace the evolution of libraries
- Emphasise the importance of Library & Information Centres

1.1 Thematic Introduction

The terms data, information, knowledge and wisdom are synonymous with each other. Idea is the product of thinking. Ideas can be structured or unstructured.

Data, idea, facts are unprocessed and unfocussed. Data is unrefined and raw; it can be expressed verbally or non-verbally using conventional symbols. Data is often uncertain and ambiguous. When data is processed to reduce the uncertainty it becomes information. Although sometimes the terms data and information are used interchangeably they refer to two distinct concepts. Information can be defined as data that is meaningful and in context to its intended recipients. Knowledge is when the information is put to use at the right place at the right time. The ability to understand the difference between the right and the wrong is wisdom. Data can be expressed by language, mathematical and any other symbols, but it seldom makes sense left alone. One when the data forms a string of purpose and is communicated to other person with some objective, it transforms into information and when this information is used in context of a pre-existing knowledge it further enhances the knowledge structure.

Libraries are centres which have long been engaged in acquiring, processing, storing and managing information resources. To get a better understanding of today's Library & Information Centres, lets us look into the evolution of the library as an institution.

1.2 Early Missions of Libraries

No one knows exactly when the first libraries were established. The invention of writing, the printing press and growing commerce spearheaded the drive to share information. Thus the concept of libraries dates back to the beginnings of human civilisation. The need to preserve and reuse information has been the crux of research and futuristic developments.

Not all societies can boast of libraries. Libraries cannot prosper in nomadic conditions. Libraries require at least three conditions: a centralized population, economic development and political stability. Libraries cannot flourish in times of revolt and political chaos. It is necessary to understand how libraries emerged to understand the transformation of libraries from traditional storehouses to information hubs. Given below is a historical overview of the various missions of libraries:

1.2.1. The earliest Mission – Maintaining records

The invention of writing and the rise of commerce gave rise to the early libraries. The earliest written records come from Sumeria in Mesopotamia around 3000 B.C. They were written in cuneiform, which involved pressing a triangular tipped stylus on wet clay tablets. There is evidence that the Sumerians had “masters of the books” or “keepers of the tablets” who were well educated scribes or priests with access to the administrative and business records such as tax lists, trade contracts, government and business records etc.

12.2. As Religious and Cultural Centres

The Egyptian libraries were associated with temples and according to historians emerged around 2400 B.C. The library at Edfu, known as the House of Papyrus had a collection of practical and spiritual materials that include writings on administration, magic, astronomy, astrology and medicine. Egyptian temple records were written on rolled scrolls made from flattened papyrus reeds using a pictorial language known as hieroglyphics. In addition to the temple libraries, the extensive private collection of royalty and wealthy Egyptians deserves a worthy mention. According to the Greco-Roman historian Diodorus Siculus, the portal to the library at Thebes was inscribed with the words “healer of the souls”.

1.2.3. The mission of Scholarship and Research

Around the eighth century B.C the Assyrian King Ashurbanipal expanded the library at his palace, from a place of maintaining archival records to a source of current reference and to contribute to the education of future generations. To this end, Ashurbanipal directed his scholars and assistants to collect clay tablets produced from other lands. The collection contained Sumerian and Babylonian materials, including literary texts, history, omens, astronomical calculations, mathematical tables, grammatical and linguistic tables and dictionaries as well as commercial records and laws. There is evidence that the collection was organised and listed by subjects. The library of Ashurbanipal, the Royal Library at Nineveh was estimated to have as many as 30,000 clay tablets. The holdings were systematically organised, marked and translated and arranged to increase accessibility. This was considered as the first efforts to build a library for reference and research. The rise of the philosophical schools of Socrates, Plato and Aristotle enhanced reading and learning. Ptolemy and his son founded the

Alexandrian Museum and Library. The mission of the library was to collect the entire Greek literature. The Alexandrian was also notable for its librarians the most famous being Callimachus. Callimachus is known for his subject catalogue of the library holdings, called the Pinakes, which contain 120 scrolls arranged into 10 subject classes. These findings show that the Alexandrian Library possessed the characteristics of a great research institution and can be considered as the stepping stone for the modern age libraries. Although the library collection was organised and well maintained, access was limited and only great scholars and people of eminence allowed inside the premises.

1.2.4. Libraries as a Status Symbols and Public Usage

The mission of the libraries began to shift with the rise of the Roman Empire. By first century A.D, possession of libraries and books became a symbol of status and rank. Roman supremacy over Greeks led to plundering of the Greek libraries. Aristotles' library was brought to Rome in the first Century B.C. by the Roman general Sulla, Cicero made his library "the heart of his home". Although Julius Caesar planned to open the first Public Library, Asinius and the emperor Augustus built more than three Public libraries. By the Fourth Century A.D. there were as many as twenty nine public libraries in Rome. The early Christians were the first to publish parchment codex, abandoning the scrolls. The format was radical and was widely accepted, as codex were preferred to be compact in size and could be opened flat when compared to scrolls, which made for easier reading. The political, social and economic chaos gave way to a sustained archival and scholarly mission of libraries by the Byzantine and Moslem libraries of the East.

1.2.5. Maintaining the Scholarly Mission – The Byzantine and Moslem Libraries

Under the reign of Constantine, the Imperial Library was founded in the year 353A.D. containing nearly 100,000 items. The mission of these libraries was scholarly as well as religious and their existence sustained the roots of the Western society. Libraries were a commonplace in private homes, royal palaces and universities throughout the Moslem world. Every important city in Persia had its library. The earliest major library was the Royal Library in Damascus, which

contained materials from throughout the world on a variety of topics including medicine, philosophy, history and literature. By the eighth and ninth centuries, Baghdad had become the cultural centre for the study of Greek medicine, scientific and philosophical works abounded with libraries. It is estimated that the Cairo Library might have held more than 200,000 volumes and the Cordoba library was reported to contain 400,000 to 600,000 volumes larger than the Alexandrian. As such the Moslem libraries deserve a special mention for preserving the works of Aristotle and others central works of Western thought.

1.2.6. The monastic Libraries of the middle Ages – Religious Mission

The social and political chaos led to the economic instability throughout Western Europe which inevitably resulted in the decline of libraries. Only the Christian Monasteries established between 500-550 A.D. sustained the critical preconditions required for a library. The mission of the monastic libraries was threefold: to provide a place for spiritual reflection, to archive religious texts and to reproduce religious and sometimes secular texts. Monks were encouraged to copy spiritual texts as a means to derive inspiration and to keep the monks busy and away from frivolous thoughts. These monasteries produced some fine illustrated manuscripts intended to reveal the beauty of God. Regardless of whether the purpose of reading or copying books was to learn, to inspire or to achieve an ascetic life, the monasteries helped preserve some of the writings of antiquity.

The Domnician Friars created written rules related to locating the best site for a library, providing adequate shelving, organizing the library by subjects, marking the spines of books with their titles, replenishing and weeding the collection, establishing hours of operation and selling duplicate titles.

1.2.7. Cathedral and University libraries of the Late Middle Ages

The educational mission of libraries re-emerged in Western Europe in the late Middle Ages (800 – 1200 A.D.). The growth of cities and towns, improved trade and other economic and social conditions, there was a concomitant improvement in the intellectual climate. The increasing respect for learning made fertile conditions for libraries once again. The cathedral libraries were larger than those

in the monasteries and were less dominated by religious work. The mission was to support educational program and encourage study. The University of Paris established the first university library in the mid-thirteenth century followed by Oxford and Cambridge. These libraries were often small, well under 1,000 items but their mission to support and expand the educational mission of the university served as a bridge from the domination of the medieval church to the birth of Renaissance. The Renaissance Humanism increased the fervour for the knowledge of the ancients and for new secular knowledge rather than just spiritual enlightenment. Renaissance libraries served as places for scholarships as well as beautifully illuminated texts.

1.2.8. Promoting National Pride: The National Libraries

The growth of secular monarchies and nationalism saw the emergence of the national library. From seventeenth century onwards there was an increase in the number of national libraries in England, France, Germany, Denmark and Scotland. The distinction of these libraries beside their large collections was the special mission to preserve the cultural heritage of their countries. This mission led to the creation of a depository right - an unique collection development technique. Nations passed laws requiring that at least one copy of each item published within a country be sent to the national library. For example in England, copy of each book published would be given to the Bodleian Library of Oxford University, in USA the right is held by the Library of Congress and India, we have four depository libraries - the Imperial Library, Kolkata, the Delhi Public Library, Delhi, The Asiatic Society Library, Mumbai and the Connemara Library, Chennai.

1.3. Mission of the Modern Libraries

A single historical development that revolutionised the library and information services was the invention of the printing press in 1454. The printing press increased the desire for learning and thus paved the road to the modern mission of libraries. Some of the major developments to be considered with the invention of printing press are:

- Production of more exact copies
- Increase in the breadth of subjects covered

- Creation of newer techniques of organizing knowledge
- Stimulation of literacy and education among the general public.

These ultimately formed the foundation for the growth in number and size of libraries and broadened and widened the mission of libraries. There was a shift from social libraries to research libraries. The industrial revolution kick started the use of preserved knowledge, research activities spurted and this led to an increase in the demand for communication of research findings. This led to spontaneous communication of knowledge through publications which resulted in information overload and subsequently knowledge explosion. The information age has contributed generously to the inevitable and explosive growth of information through varied forms and medium of information generation and consumption. These constraints in the access to documents and relevant information have led to the establishment of information centres to cater to the growing demands of the user community.

1.4. From Silent Custodian to Spirited Catalyst

The library's primary purpose was to store. The etymology of the word library indicates that it was adopted from the Old French term *librarie* meaning "collection of books; bookseller's shop"; which was derived originally from the latin word *libre* meaning inner bark of trees, parchment or book. A library's primary purpose is to acquire, store, organize, preserve, disseminate as well as provide access to the materials and information already produced. The library today is a retrieval system. Any retrieval system has atleast two parts: a database and a system for retrieving the information in the database. The retrieval system includes the hardware, software, rules and management policies by which the content can be accessed. Systems to organise all this content can be simple and straightforward, such as by type of media used to record the information, by the type of user, by genre or even by size. Despite the incredible range and diversity of information available in the library, the relevant information is usually located in a relatively short period of time. This is due to the intricate systems and techniques developed to organize the content in the libraries.

1.5. Evolution of Digital Libraries

The digital age warrants for some incredible innovation. A world without libraries is inconceivable. Libraries cannot afford to go completely bookless because, like endangered species, the non-digitized physical texts of the past, and the ones that are still being printed, need a protected space. The libraries exist and will continue to do so as connections between the past and future. Libraries today are at the cusp of education, technology and community. The society and all the more the digital generation or more popularly the millennials are in need of Libraries and librarians in the increasing digital environment. Libraries are going through a renaissance, both in terms of the social infrastructure they provide and in terms of a diversification of the services and experiences they offer. In corporate environments they are playing an increasingly important role in the provision of collaborative and diverse workspaces. In communities they are evolving into hubs for education, health, entertainment and work. Libraries are encouraging people back into the physical space, through the integration of, cafes, free Wi-Fi, personal reading spaces or child care programs. In addition, the “walls” of libraries continue to expand beyond the physical space, with online resources, social media and mobile services changing how collections and services are accessed and shared while on the go. Although the technological transition is creating an identity crisis for libraries, it also paves the path to a number of incredible opportunities to connect across the globe over a palette of information sources to be explored.

Of course the libraries are ready to march hand in hand with evolving technology. The budgetary constraints continue to plague libraries and limit their ability to evolve and adapt to the much needed changes. The bureaucracy in the society too does very little to help increase funds allotted towards better functioning of libraries. Many academic libraries are unable to acquire access to digital collections such as e-books, e-journals and e-databases due to age old policies that are yet to be revised.

The Digital India Initiative launched by the Government of India in 2015 aims at connecting rural areas with high speed internet connectivity. One among the many missions is that of Digital Literacy, which will remain a tall claim, unless all

the public libraries in the rural sectors are equipped with at the minimum one computer with networking service. Despite these shortcomings the libraries shall continue to evolve in future as powerhouses of Information and knowledge; no matter the nomenclature. For the libraries to evolve it is essential that the library professionals incorporate certain skills to enhance their ability to reach out to the User community with proactive products and services.

1.6. Future Roles

The future mission of libraries will be largely dependent on the attitude of the Libraries towards the following factors:

- Education - Libraries are perceived as positive contributors to education, in shaping the society's attitude towards education. They must assume greater status and responsibility by encouraging reading habits and developing curriculum based collections and to provide increased access to educational resources.
- Service to all segments of the society – Libraries should break free from being stereotypical and passive nature. The libraries should cater to the needs of the varied user community and strive to take information to the doorstep of such users. It should play an active role in information literacy and community based information services.
- Technology – new information technologies influence almost every aspect of our lives and specifically alter the way we create, organize, store and disseminate information. Libraries must adopt these to stay relevant and reach out to the user community.
- Preserve – A society that values its literature will have to devote resources for its collection and preservation. Libraries have archived great literature of the world and must continue to do so along with the more popular materials.

Summary

Exploring the many missions of libraries since ancient times provides a rich historical foundation for the profession. Today's libraries reflect their past: they serve as archives of commercial and historical records, they contain religious and liturgical works and interpretations, they offer a place for students, scholars, and academics to conduct research and they provide a place for edifying reading and entertainment. It is clear that libraries are shaped by their societies; the attitudes and social, economic and political forces that evolve within a given society are the same forces that shape its institutions.

The dramatic changes that have occurred in the past twenty-five years have revolutionised the society so much that the traditional libraries may become obsolete. Today the LIS professionals are plagued with a plethora of destabilising factors: the flood of information, constant innovations in technology, economic, educational, social, political demands and stresses. The traditional role of the librarian as a custodian has undergone an evolution and the focus is on organising, storing, locating and disseminating information proactively to cater to the demands of the user community.

Glossary

1. Data: Undefined and raw values, which can be a unit of information. The plural of the Latin word datum, meaning "what is given."
2. Information: Processed data which is clear and unambiguous. Data presented in a readily comprehensible form within the context of its use.
3. Knowledge: Information that has been comprehended and evaluated in the light of experience and incorporated into the knower's intellectual understanding of the subject.
4. Digital Library: A library in which a significant proportion of the resources are available in machine-readable format (electronic as compared to print)
5. National Library: A library established by the government of a country as a repository of information resources.

Check your progress

1. Define Data, information and knowledge.
2. Trace the evolution of libraries as information centres.
3. Discuss the need for Library and Information Centres in the digital era.

Answers to check your progress:

1. Refer section 1.1
2. Refer section 1.2
3. Refer section 1.5 & 1.6

Suggested Readings:

1. Bhatt, R. K. (1995). History and development of libraries in India. New Delhi: Mittal Publications.
2. Burahohan, A. (2000). Various aspects of Librarianship and Information Science. New Delhi: Ess Ess Publication.
3. Chapman, E. A and Lynden, F. C. Advances in Librarianship. (2000). San Diego: Academic Press.
4. Feather J. (2008). The Information Society: a study of continuity and change. Ed. 5. London: Facet Publishing

ITEM NO. 2020-13.17

TO CONSIDER THE MINUTES OF THE BOARD OF STUDIES OF THE SCHOOL OF COMPUTER SCIENCE HELD ON 16-06-2020

RESOLVED THAT the Board of Studies of the School of Computer Science held on 16-06-2020 through Virtual Platform considered the Conversion from Non-Semester to Semester Pattern, Programme Project Reports, Question Paper Pattern and Panel of Question Paper Setter and Evaluator for the following PG and UG Programmes in line with the Regulations of TANSCHÉ and as per Norms of the UGC with effect from the Academic Year 2020-2021,

S.NO	NAME OF THE PROGRAMME	NATURE
1.	M.Sc., Computer Science	Existing Programme converted as Semester Pattern
2.	Master of Computer Applications (MCA) and Lateral Entry	Existing Programme converted as Semester Pattern
3.	B.Sc., Computer Science	Existing Programme converted as Semester Pattern
4.	Bachelor of Computer Applications (BCA) and Lateral Entry	Existing Programme converted as Semester Pattern

as given in Annexure - 14 Page Nos.206 to 787, to this BoS Minutes, BE APPROVED.

ITEM NO. 2020-13.18

TO CONSIDER THE MINUTES OF THE BOARD OF STUDIES OF THE SCHOOL OF HISTORY AND TOURISM STUDIES (INTEGRATED BOARD) HELD ON 17-06-2020

RESOLVED THAT the Board of Studies of the School of History and Tourism Studies held on 17-06-2020 through Virtual Platform, considered the New Programme, the Conversion from Non-Semester to Semester Pattern, Programme Project Reports, Question Paper Pattern and Panel of Question Paper Setter and Evaluator for the

Handwritten signature

Handwritten signature and date: 10/7/2020

Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

MAHA - 12

Course Title: Pre and Proto History of India

BLOCK – 1

GEOLOGICAL AND GEOGRAPHICAL BACKGROUND – PHYSICAL DIVISIONS OF INDIA – SOURCES

The geological features of a country prompts us in knowing the types of rocks, the physical and chemical properties of soils, the presence of minerals and the underground water resources. It is foremost important to understand what does the geological time scale refers to before going into the study of the geological stratigraphy of India. The geological timescale is segregated into various subdivisions that make us in understanding how the various historical events coincide. The time intervals between these events vary in length because, the geologic time is divided using significant events in the history of the Earth. The geography of India is a complex one comprising of snow capped mountain ranges, deserts, plains, hills and plateaus. India comprises most of the Indian subcontinent situated on the Indian Plate, the northerly portion of the Indo-Australian Plate. Having a large coastline of over 7,000 km, India is bounded in the southwest by the Arabian Sea and in the southeast by the Bay of Bengal. India may be broadly divided into five physical units -The Great Mountains of the north, the north Indian plain, the Peninsular Plateau, the coastal plains, the Islands.

The period of Indian history when there are no any written records available is called as pre and proto history at the time when humans are not civilised. The study of archaeological remains like stone tools, metal implements, pottery, bone, fossil etc which are found in different parts of India are the only available sources of information of this period. The Indus Valley is considered to have been existed during the period of Proto history period.

UNIT – 1

GEOLOGICAL HISTORY OF INDIA – PHYSICAL DIVISION OF INDIA – GLACIAL AND INTERGLACIAL PERIODS

STRUCTURE

Overview

Learning Objectives

Introduction

1.1 Geology of India

1.2 Precambrian Period

(i) Archaean Rock System

(a) Gneisses and Schist Rock system

(b) Dharwar Rock system

(ii) Proterozoic Rock system

(a) Cuddapah System

(b) Vindhyan System

1.3 Phanerozoic Period

(a) Palaeozoic

(b) Mesozoic

(c) Cenozoic

1.4 Physical Divisions of India

1.5 Glacial and Interglacial Periods

Summary

Glossary

Answers to check your progress

Overview

This unit gives the simple and precise comprehensive note on the geological and geographical features of India and their role in shaping the ancient history of India pertaining to pre and proto historic cultures. It explains how the environmental changes

influenced the chronological stratigraphy of Indian subcontinent. The unit gives a broad picture on the raw materials that could have been used in manufacturing the tools in the pre and proto historic period.

Learning Objectives

- Study on the geological factors that are basic factors in the settlement pattern and manufacturing of tools
- Learn the geographical features that determines the stratigraphical position of India
- The possible influence of geological and geographical factors in shaping the chronological sequence of the Indian subcontinent

Learning Outcomes

Learners can understand the Pre and Proto Historic Chronological sequence and the following informations;

- Geological background of Indian subcontinent
- Tool types that was in existence
- Stratigraphical methods and Dating methodology
- Different types of stone ages
- Types of Burials and the distribution of the sites

Introduction

Before going into the study of stratigraphical geology of India, it is important to obtain certain inputs on the principal physical features. The geological features of India are of the diverse one in which it contains rocks pertaining to various geological periods which date back to the archean era. The geological regions may be grouped into three different regions namely the Himalayas and their associated group of mountains, Indo-Gangetic Plain and the Peninsular India. The study of geographical features of India is very much essential to understand the physical and human resource corresponding aspects in connection with time and space. The variations in the geological and geographical features determine the settlement pattern in different cultural horizons in the ancient period.

1.1 Geology of India

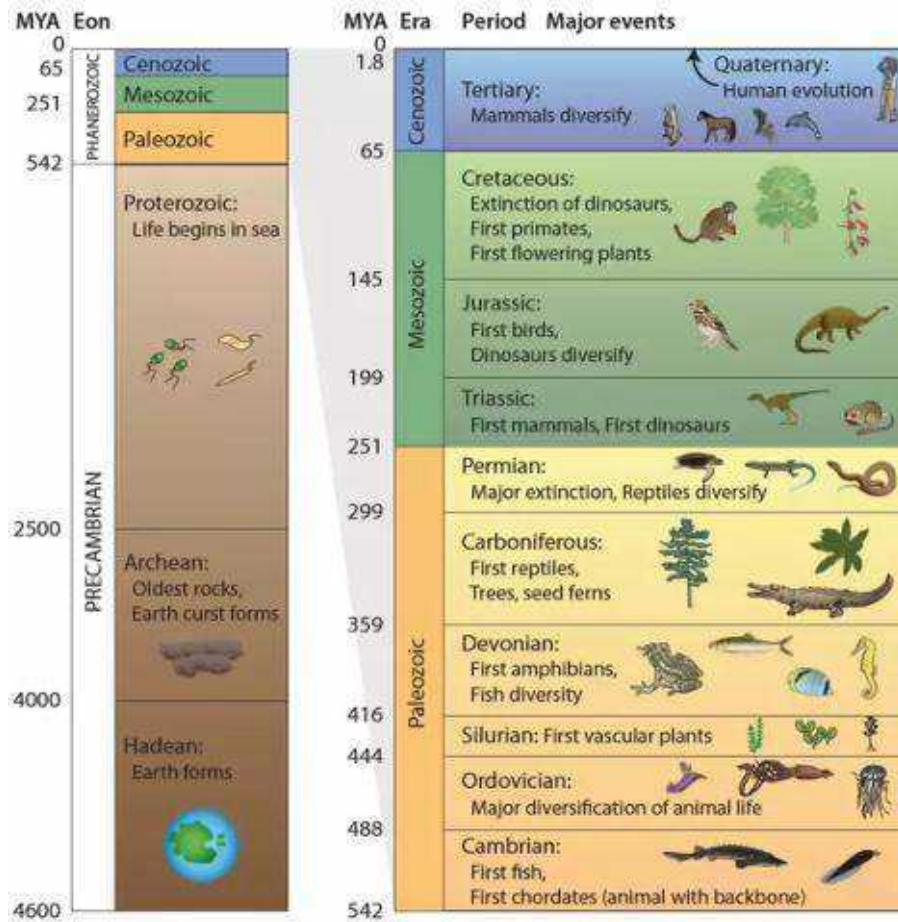
Geology also known as the geosciences or earth science is the study of earth both

its interior and exterior surfaces and the related and corresponding materials associated with it. It is also said Geology is the study of structure, evolution and dynamics of the earth surface. Geology investigates the processes that have shaped the Earth through its millions of years of history and uses the rock record to unearth that history. Geology involves the integrated study of all of the science disciplines like physics, chemistry, biology, mathematics, astronomy, and others. Geologists study the evidence that they see around them, but in most cases, they are observing the results of processes that happened thousands, millions, and even billions of years in the past.

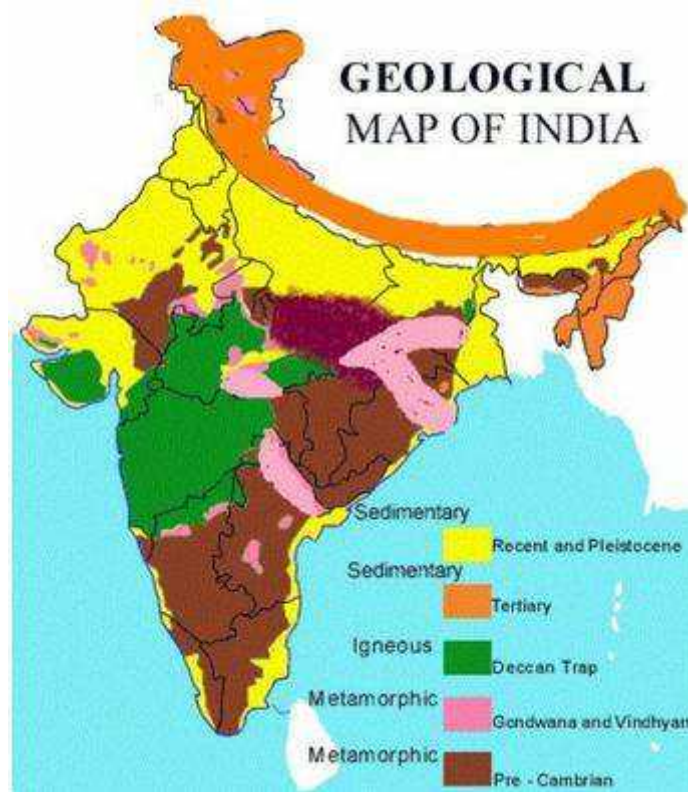
India, being a large country with vast land mass also correspondingly has diverse geological features. India contains rocks of all types belonging to different geologic periods. Some of the rocks are reshaped and transformed into various forms in contrast to other rock types which are recently deposited alluvium which are in the process of undergoing diagenesis. Mineral deposits of great variety are found in the subcontinent in huge quantity. In the geological aspect India is termed as the cratons which are the broad central areas of continents that have remains tectonically stable for prolonged periods. There are basically found in the interior portions of the tectonic plates and composed of ancient crystalline base rock that may be shielded by the younger one's namely the sediment rocks. The wide range of physical features of India makes the country a complete geographical study. The Geological formations of India are interpreted with different references to their geographical locations. The physiographic divisions of India namely Himalayan mountain range, North Indian Plains, are used for referencing the geological formations and Peninsular Plateau.

The objective of this part is to study the essential aspects of the Indian geological history that played a great role in structuralizing the chronological sequence of Indian pre and proto historic context. The geological complexes in India could be divided as; Precambrian and Phanerozoic periods. Precambrian may be subdivided as Archaean and Proterozoic eras; Phanerozoic may be classified as Palaeozoic, Mesozoic and Cenozoic eras.

SOURCE: IAS4Sure



Source: Vetri IAS Study



1.2 Precambrian Period

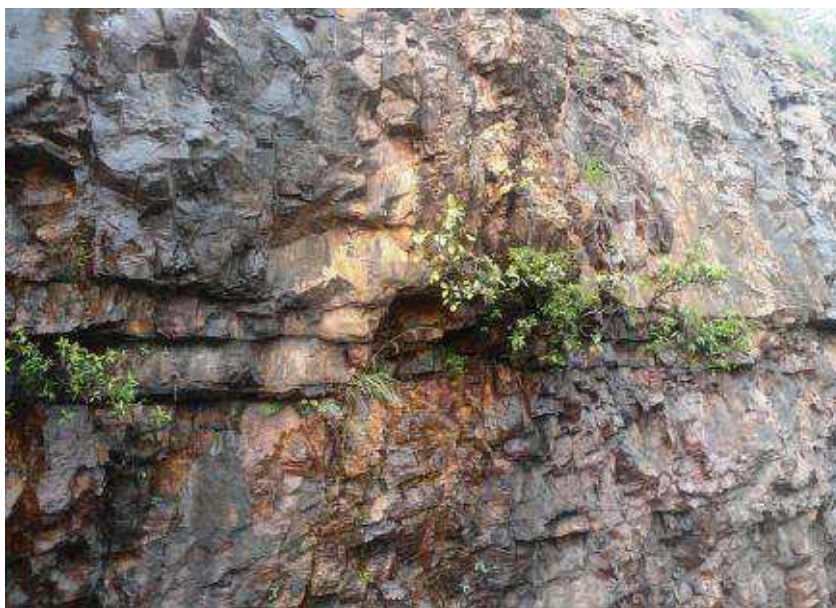
Precambrian period is the time that extends from about 4.6 billion years ago (the time at which Earth started to evolve) to the beginning of the Cambrian Period 541 million years ago. The Precambrian encompasses the Archean and Proterozoic eras, which are formal geologic intervals that lasted from 4 billion to about 541 million years ago. The Precambrian represents more than 80 percent of the total geologic record. The Precambrian period is named because it preceded the Cambrian, the first period of the Phanerozoic era that has been named after Cambria, the Latin name for Wales, where rocks from this age were first studied. From 1960's onwards the study on the geological history of India has been done extensively by various scholars like Subhrangsu Kanta Acharyya, M.S. Krishnan, K.M. Nair etc.

(i) Archaean Rock System

These are the Pre-Cambrian rock systems which are formed prior to the Cambrian system and the oldest rock systems of the earth. As mentioned earlier the archaean period covers nearly 80% of the geological history of the earth and due to this the study on this rock systems are considered to be much more significant in nature. This rock system consist of two type rocks namely Gneisses and Schist systems and Dharwar Systems. This period for about two five hundred million years from 4000 to 2500 million years comes under the archaean period.

Source: Adityamadhav83

Archaean Rock



(a) Gneisses and Schist Rock systems

The important characteristics of the Archean rocks are that, they are formed when there doesn't exist any life in the earth. They are called as fundamental gneisses or fundamental gneisses. They are foliated (consisting of thin sheets) and thoroughly crystalline. The Archean rocks are the repositories of the mineral wealth of India. These rocks are rich in ferrous and non-ferrous minerals such as iron, copper, manganese, bauxite, lead, zinc, gold, silver, tin, dolomite, graphite, etc. A considerable part of peninsular India is covered with the archaean formation of rocks. They are further classified as Bengal Gneisses, Bundelkhand Gneisses and Nilgiri Gneisses.

- *Bengal Gneisses* is highly foliated in nature and heterogeneous in its composition. It occurs in the eastern part of India namely in West Bengal, Bihar, Jharkhand and Odisha regions. The other types that could be closely associated with the Bengal Gneisses are the Sillimanite Schist of Odisha which is called as Khondalites.
- *Bundelkhand Gneisses* is in coarse grained structure which are also massive and granitoid in nature. The foliation is being ruder and looks like pink granite in appearance. This type of rocks is found in the Bundelkhand (Uttar Pradesh), Baghelkhand (Madhya Pradesh), Maharashtra and Rajasthan areas. Also in southern parts of India it can be identified in the names as Bellary gneiss, Arcot gneiss and Cuddapah gneiss.
- *Nilgiri Gneisses* is a criss crossed one having quartz vein comprising of Charnockites namely granite. It is massive, more eruptive and dark colour in appearance. This is plutonic gneiss intruding into the other Archean rock masses. These types of rocks are identified from Nilgiris, Palani, Shevaroy hills, Nellore (AP), Malabar (Kerala).

Another rock type namely Schist are the metamorphic rocks which are formed out of mudstone or shale. With the disappearance of the feldspar the gneisses pass into the schist that is considered to be the major component in the Archean rock systems. Schist are mostly crystalline, mica, hornblende, chlorite and graphite schists. They are found at Son valley, Himachal Pradesh, Kolar (Karnataka), Shillong plateau (Meghalaya), Aravalli range, etc.

(b)Dharwar Rock system

Dharwar system belongs to the later period than the Archaean system but considered to be older than the other systems. The Dharwar period of rock formation has been largely fixed from 2500 million years ago. It is the first metamorphic sedimentary rock system in India. They are named Dharwar system because they were first studied in Dharwar region of Karnataka. These rock types are rich in iron, manganese, lead, zinc, gold, silver, dolomite, mica and copper. They are largely composed of igneous, schist and gneisses rocks. They didn't contain any fossils and they are found at Dharwar, Bellary (Karnataka), Nilgiris, Madurai (T.Nadu), Central and Eastern portion of Chotanagpur plateau, Meghalaya plateau, Aravalli range, etc.

(ii) Proterozoic Rock Systems

The Proterozoic rock systems of India range ranges from 2500 to 541 million years ago. The Proterozoic formations, in India, are also called as Purana Group of formations. The word Proterozoic comes from the Greek origin which is the combination of two words namely protero referring to former or earlier and zoic referring to life. There is evidence that the first known glaciations occurred during the Proterozoic. This group of rock systems comprises of Cuddapah and Vindhyan systems.

(a) Cuddapah System

Cudappah System is the metamorphic rock comprising of sandstone, shale, limestone, quartzite, and slate without any fossil remains. The thickness of cuddapah system of rock is about 6000 m. Iron, manganese, asbestos, copper, nickel, cobalt, marble, jasper, building material etc are the economic mineral resources of this system. This is subdivided into two divisions namely upper and lower. Upper division comprises of Nallamalai group (along Nallamalai hills), Kistna group (along Krishna basin), Kurnool group. The lower division comprises of Papaghani series (named after the Papaghni river running between Karnataka and Andhra Pradesh), Bijawar series, Cheyair series and Gwalior series). The Cuddapah System is found at Cuddapah and Kumool (Andhra Pradesh), Singhbhum (Chhattisgarh), Kalahandi (Odisha) and Lesser Himalayas.

(b) Vindhyan System

This name is derived from the great Vindhyan Mountains. The system comprises

of ancient sedimentary rocks of 4000 m thickness superimposed on the Archaean base. The system comprises of ancient sedimentary rocks (4000 m thick) superimposed on the Archaean base. It is mostly un-fossiliferous. A large area of this belt is covered by the Deccan trap. Well known for red-sandstone, sandstone, building material, ornamental stone, conglomerates, diamondiferous and raw materials for cement, lime, glass and chemical industries. In certain places these rocks yield inferior, quality of iron ore and manganese. The system covers an extensive area of 103,600 sq km from Chittorgarh in Rajasthan to Sasaram in Bihar. This system rocks are extensively distributed in India from Chittorgarh (Rajasthan) to Sasaram (Bihar). The historical buildings of Qutab Minar, Humayun's Tomb, Fatehpur Sikri, Agra Fort, Red Fort, Jama-Masjid, Birla Mandir, the Buddhist Stupa of Sanchi, etc. have been constructed from the red-sandstone obtained from the Vindhyan Ranges.

1.3 Phanerozoic Period

The Phanerozoic Era is the current geologic era in the geologic time scale, and the one during which abundant animal and plant life has existed. As per Cohen, K.M “It covers 541 million years to the present and began with the Cambrian Period when animals first developed hard shells preserved in the fossil record”.

(a) Palaeozoic

The Palaeozoic formations of India belong to the period from 542 to 252 million years. This is known as the Dravidian Era in the Indian Geological Time Scale. It marks the beginning of life on the Earth's surface. The Palaeozoic Era includes the Cambrian, Ordovician, Silurian, Devonian and Carboniferous periods of the Standard Geological Time Scale. It is known as the Dravidian Era in the Indian Geological Time Scale. These formations exist in the Pir-Panjal, Handwara, Lidder-Valley, Anantnag of Kashmir, Jammu & Kashmir), Spiti, Kangra, Shimla region (Himachal Pradesh), and Garhwal and Kumaun (Uttarakhand).

- *Cambrian Rocks:* The Cambrian rocks include shales, sandstones, clays, quartzite's, slates, salts, marble, etc. During Cambrian rocks lot of fossil evidences like coral, foraminifers, sponges, echinoderms and worms are found in India. They are seen in all geological formations from this period. Purple sandstone, shale's, slates, dolomites are the notable rocks in this system. The earliest rocks in this system are found at Salt range

in Punjab and Spiti in Central Himalayas.

- *Ordovician Rocks*: It comprises of shales, limestones, red quartzites, sandstones and conglomerate. It is exposed in the Northern Kumaon-Shimla regions.
- *Silurian Rocks*: The Silurian rocks are found in the Spiti regions which contain Red Crinoidal limestone of Griesbach and Zaskar Range. The Silurian rocks of Kashmir are exposed in the Lidar valley.
- *Devonian Rocks*: This system of rocks represents the quartzites of Spiti (Himachal Pradesh), Kumaon (Uttarkhand) and Kashmir. Grey Limestones in the central Himalayas and in black limestone in the Chitral area are the important Devonian rocks.
- *Carboniferous Rocks*: Coal formation appeared in this period for the first time. They contain fossiliferous limestones and shales. This rock system consists of two series namely *Po* and *Lipak* in which *Po* refers to the Upper Carboniferous and *Lipak* refers to Lower Carboniferous. The fossils pertaining to Brachiopods are identified in the calcareous and sandy rocks of the Lower Carboniferous and the quartzites and dark shales are found at Upper Carboniferous age. The Carboniferous rocks are seen at Himalayan region in Kashmir.

(b) Mesozoic Period

The Mesozoic Era is the age that lasted for about 180 million years from approximately 250 to 65 million years ago. This era comprises of Triassic, Jurassic, Cretaceous and Deccan trap systems. The event that caused the transition from the Palaeozoic era to the Mesozoic era was the greatest extinction this earth has seen. This extinction wiped out nearly 90% of marine life and 60% of land-life. This allowed the dinosaurs to step in and settle into their role as the lords of the earth. The era ended with "The Great Extinction" which marked the end of the dinosaurs as the Cenozoic era began. In the Indian Geological Time Scale, these periods extend from the Upper Carboniferous up to the beginning of the Cenozoic Era or the Aryan Era.

- *Triassic*: It is the earliest system in the Mesozoic era. This period marked the rich formation of flora and fauna where the innumerable number of invertebrate fossils, ceratites, ammonoids, brachiopods, Crinoids, echinoids has been observed in the rocks of this age. In India they are exposed as Lilang system in Spiti, Northern Kumaon, Chocolate series, kalapani limestone, Kuti shales and Kioto limestone.

- *Jurassic System:* The marine transgression in the latter part of the Jurassic gave rise to thick series of shallow water deposits in Rajasthan and in Kuchchh. It is exposed as Spiti Shales, Laptal Series of Kumaon, Mount Everest, sub-Himalaya of Garhwal, Kutch and Rajasthan series. Another transgression on the east coast of the Peninsula is found between Guntur and Rajahmundry.
- *Cretaceous:* The Cretaceous Period extends from about 146 million years ago to 65 million years ago. The term 'Cretaceous' is derived from the Latin word creta, meaning 'chalk'. This period is marked by the transgression of the sea i.e., Coromandal coast and Narmada valley and outpouring of huge quantity of lava (basalt) which forms the Deccan Trap and intrusion of plutonic rocks such as gabbro and granite. The rocks of this period are limestones, sandstones and shales. They can be identified from Himalayan ranges, Central Tibet, Kashmir, Ahmednagar, Kutch, Narmada Valley, Trichy, Ariyalur and Rajamundri region in Andhra Pradesh.
- *Deccan Trap:* At the end of the Mesozoic era there was the outpouring of enormous lava which are scattered over vast areas like Western, Central and Southern India. The volcanic rocks contain some thin fossiliferous sedimentary layers found between the lava flows known as Deccan Trap. The process of weathering and erosion (denudation) since millions of years has reduced the Deccan Trap to almost half of its original size. Present Deccan Trap covers about 5 lakh sq km mainly in parts of Kuchchh, Saurashtra, and Maharashtra, the Malwa plateau and northern Karnataka. Thickness of the Deccan Traps is 3,000 metres along the west which is reduced to 600-800 metres towards the south, 800 metres in Kuchchh and only 150 metres at the eastern limit. The weathering of these rocks for a long time has given birth to black cotton soil known as 'regur'.

1.4 Cenozoic Period

The Cenozoic era of geological formations in India belong to the period from 66 million years to the present day. The formations of this age are; tertiary system: Eocene, Oligocene, Miocene, Pliocene systems and quaternary system: Pleistocene.

- *Tertiary Period:* The beginning of the Tertiary Period is about 66 million years ago. Fossils in these rocks include many types, closely related to modern forms, including mammals, plants and invertebrates. The two great events that occurred during the Tertiary Period include: The final breaking-up of the old Gondwana continent and

uplift of the Tethys geosyncline in the form of the Himalayas. During the early Tertiary Period, as India collided with Tibet, the sediments which had been accumulating in the Tethys basin had begun to rise by a slow rise of ocean bottom. The rock types of this period are found at Potwar Plateau, outer Himalayan region, Jammu, Assam and Punjab regions.

- *Eiocence*: This type of rocks is identified from the regions like Sind and Baluchistan. Rather than this Cauvery Basin, Rajasthan, Kutch, Assam, Gujarat, Kashmir Ranges also has this type of rocks.
- *Oligocene*: This type of rock formations are found in Cauvery basin, Kutch, Potwar Plateau, Jammu and Himalayan regions. India's most of the coal and petroleum resources are identified from these formations.
- *Miocence*: The Miocene Epoch, 23.03 to 5.3 million years ago was a time of warmer global climates than those in the preceding Oligocene. It is considered to be much more important as major part of the Himalayan uplift had occurred during this epoch after affecting the climate in Asia. This type of rock system is found at Kutch region, Nagalan, Manipur etc.
- *Pliocene*: The word Pliocene comes from the Greek words *pleion* "more" and *kainos*, new or recent. The Siwalik Range of India and Pakistan and the Henan and Shanxi provinces of China also contain Pliocene terrestrial deposits.
- *Pleistocene Period*: Quaternary is the name proposed for very recent deposits, which contain fossils of species with living representatives. During the Quaternary Period, the ice-sheets descended to as low as 1500 metres in altitude. The Pleistocene period is marked by Ice Age and glaciations on a large scale in the Northern Hemisphere. This system is formed in Kashmir, alluvial plains of North India, Rajasthan deserts, Rann of Kutch etc.

1.4.1 Physical Division of India

India being a vast country stretches from Kashmir in the north to Kanyakumari in the south, Arunachal Pradesh in the eastern end and deserts of Rajasthan in the west. With different types of variation in the landscape in the landmass it is very much rich in diversity. There are high mountain peaks in some areas while in others, lie the flat plains formed by rivers. On the basis of physical features, India can be divided into following six

divisions; The Northern Mountains, The Northern Plains, The Peninsular Plateau, The Indian Desert, The Coastal Plains and The Islands.

- **The Northern Mountains:** It is divided into 3 categories namely Himalayas, Trans Himalayas, Purvanchal hills.
- **Himalayas:** Himalayas are the young fold mountains and the highest mountain range of the world. Himalayas act as natural barrier and the extreme cold, snow and rugged topography discourage the neighbours to enter India through Himalayas. They run from west-east direction from Indus to Brahmaputra along the northern boundary of India covering a distance of 2500 KM. Their width varies from 400 in the west and 150 KM in the East.
 - **Trans Himalayas:** It extends north of greater Himalaya and parallel to it is called Zaskar range and north of Zaskar range lies Ladakh range. The Indus River flows between Zaskar and Ladakh range. The Karakoram range lie extreme north of the country. K2 is the second highest peak of the world
 - **Purvanchal hills:** It comprises Mishami, Patkoi, Naga, Mizo hills which are located in eastern side. The Meghalaya plateau is also part of these hills which includes the hills of Garo, Khasi and Jaintia.

Source: Encyclopedia Britannica



- **The Northern Plains:** The Northern Plains are located between south of the Himalayas and north of the Peninsular plateau. It is formed by the deposition of the sediments brought by three main river systems namely: the Indus, the Ganga and the Brahmaputra. It mainly includes the states of Punjab, Haryana, Uttar Pradesh,

Bihar, West Bengal and Assam. This plain is very fertile due to alluvial sediments brought by the rivers from the Himalayas. Major crops such as wheat, rice, sugarcane, pulses, oil seeds and jute are grown here. Due to proper irrigation, the plain makes significant contribution in the production of food grains.

➤ **The Peninsular Plateau:** It is part of ancient land mass called Gondwana level. It covers an area of nearly 5 lakh sq.km. It is spread over the states of Gujarat, Maharashtra, Bihar, Karnataka and Andhra Pradesh. River Narmada divides the peninsular plateau into two parts : The central highlands and Deccan Plateau:

- **The central Highlands:** It extends from Narmada River and the northern plains. Aravallis is the important mountain which extends from Gujarat through Rajasthan to Delhi. The highest peak of the Aravallis hills is Gurushikhar (1722m) near Mt. Abu. The Malwa Plateau and Chhota Nagpur plateau are parts of the central highlands. River Betwa, Chambal and Ken are the important rivers of Malwa plateau while Mahadeo, Kaimur and Maikal are the important hills of Chhota Nagpur plateau. The valley of Narmada lies between the Vindhyas and the Satpura which flows east to west and joins the Arabian sea.

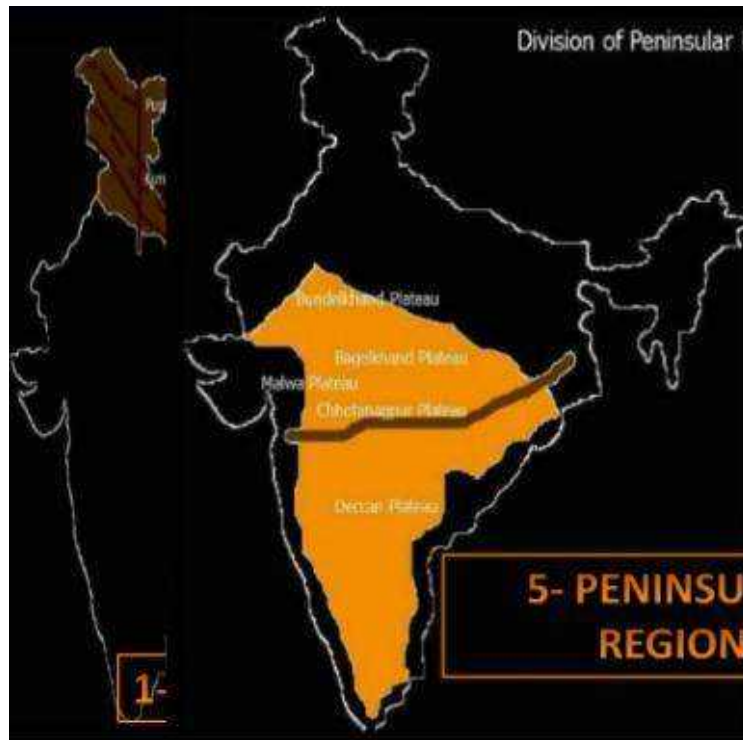
- **The Deccan Plateau:** The Deccan plateau is separated by a fault (A fracture in the rock along which rocks have been relatively replaced), from Chhota Nagpur plateau. The black soil area in the Deccan plateau is known as Deccan trap. It is formed due to volcanic eruptions. This soil is good for cotton & sugarcane cultivation. The Deccan plateau is broadly divided into:

(a) **The Western Ghats:** Western Ghats or Sahyadris lie on the Western edge of the Deccan plateau. It runs parallel to the western coast for about 1600 km. The average elevation of the Western Ghats is 1000 metres. The famous peaks in this area are Doda Betta, Anaimudi and Makurti. The highest peak in this region is Anaimudi (2695m.). Western Ghats are continuous and can be crossed through passes like Pal Ghat, Thal Ghat and Bhore Ghat. The rivers like Godavari, Bhima and Krishna flow eastward while the river Tapi flows westward. The streams form rapids & waterfalls before entering the Arabian Sea. The famous waterfalls are Jogfalls on Sharavati, Shiva Samudram falls on Kaveri etc.

(b) **The Eastern Ghats:** The Eastern Ghats are discontinuous low belt. Their

average elevation is 600 m. They run parallel to the east coast from south of Mahanadi valley to the Nilgiri hills. The highest peak in this region is Mahendragiri (1501 m). The famous hills are Mahendragiri hills, Nimaigiri hills in Orissa, Nallamallai hills in Southern Andhra Pradesh, Kollimalai and Pachaimalai in Tamilnadu. The area is drained by the Mahanadi, Godawari, Krishna and Kaveri river systems. The Nilgiri hills join Western & Eastern Ghats in the south.

Source: in SlideShare



- **The Indian Desert:** The Indian Desert or Thar Desert which is the ninth largest one in the world lies towards the western margin of Aravali Hills. It spreads over the states of Gujarat and Rajasthan. This region has semi-arid and arid weather conditions. The vegetation cover is low with thorny bushes. Luni is the main river in this area. All other streams appear only at the time of rainfall otherwise they disappear into the sand.
- **The Coastal Plain:** The coastal plains in India run parallel to the Arabian Sea & Bay of Bengal along the Peninsular Plateau. The western coastal plain is a narrow belt along the Arabian sea of about 10-20km wide. It stretches from Rann of Kachchh to KanyaKumari. Western coastal plains comprises of three sectors (i)

Konkan Coast (Mumbai to Goa), (ii) Karnataka coast from Goa to Mangalore (iii) Malabar Coast (Mangalore to Kanya Kumari). The eastern coast runs along Bay of Bengal. It is wider than the western coastal plain. Its average width is about 120Kms. The northern part of the coast is called Northern Circar and the southern part is called Coromandal Coast. Eastern coastal plain is marked by Deltas made by the rivers Mahanadi, Godavari, Krishna and Kaveri. The Chilka largest salt water lake in India in Odisha is located to the south of Mahanadi Delta. The coastal plains are belts for growing spices, rice, coconut, pepper etc. They are centres of trade & commerce. The coastal areas are known for fishing activities, therefore large number of fishing villages have developed along the coasts. Vembanad is famous lagoon which is located at Malabar coast.

- **The Islands:** India has two main groups of Islands. There are 204 islands in Bay of Bengal called as Andaman and Nicobar Islands and 43 islands in Arabian Sea called as Lakshadweep islands. The Andaman & Nicobar island extend from north to south in Bay of Bengal. They are bigger in size. An active volcano is located on the Barren Island in Andaman & Nicobar group of islands. Lakshadweep islands are located near Malabar coast of Kerala in the Arabian sea. They cover an area of 32 sq km. Kavarati is the capital of Lakshadweep. These islands are formed by corals and endowed with variety of flora and fauna. These islands are important tourist attraction under water activities like snorkling, such diving, deep sea diving and other sports make these island more popular.

1.5 Glacial and Interglacial Periods

Continental ice sheets have grown and retreated many times in the past. We call times with large ice sheets glacial periods (or ice ages) and times without large ice sheets interglacial periods. The most recent glacial period occurred between about 120,000 and 11,500 years ago. Since then, Earth has been in an interglacial period called the Holocene. Glacial periods are colder, dustier, and generally drier than interglacial periods. These glacial–interglacial cycles are apparent in many marine and terrestrial paleoclimate records from around the world. These events are defined differently in various regions of the glacial range, which have their own glacial history depending on latitude, terrain and climate. The most widely referred

glacial and interglaciation cycle is that recorded in the Alps. These sequences in Alpine regions have been identified by two geologists Penck and Bruckner (1909) on the basis of their studies of the ancient sedimentary and other deposits called moraines made by glaciers during its sliding movements. Thus four glacial sequences have been recorded from the Alps and these are the Gunz, Mindel, Riss and Wurm intervened by three interglacials namely GunzMindel, Mindel-Riss and finally the Riss-Wurm. Gunz glaciation falls within the Lower Pleistocene started around 1.7 million. years ago; the Gunz-Mindel interglaciation and Mindel glaciation and Mindel –Riss interglaciations fall within the Middle Pleistocene having started around 4.5 lakhs years ago and finally the Riss glaciation, Riss-Wurm interglaciation and Wurm interglaciation are reported to occur within the Upper Pleistocene having started around 1 lakhs years ago. Prehistorians prefer naming the different glacial periods in numerical sequence as First glacial period for Gunz, Second glacial period for Mindel, Third glacial period for Riss and Wurm as Forth glacial period. Similarly, the interglacials are termed as First, Second and Third inter glacial periods respectively.

Source: International Union of Geological Science

Era	Period & Subperiod	Epoch & Subepoch	Age	Age (Ma)			
Cenozoic	Quaternary	Holocene		0.012			
		Pleistocene	Early	'Tarantian'	0.126		
			M	'Ionian'	0.781		
			L	'Calabrian'	1.806		
				Gelasian	2.588		
	Tertiary	Neogene	Pliocene		3.600		
				Piacenzian	5.332		
				Zanclean	7.246		
		Paleogene	Miocene		Messinian	11.608	
					Tortonian	13.65	
					Serravallian	15.97	
					Langhian	20.43	
					Burdigalian	23.03	
					Aquitanian	28.4	
			Oligocene		Chattian	33.9	
					Rupelian	37.2	
				Eocene		Priabonian	40.4
						Bartonian	48.6
						Lutetian	55.8
				Paleocene		Ypresian	58.7
	Thanetian	61.7					
	Selandian						
		Danian					

- **First Glacial Period:** This period occurred during the Lower Pleistocene period. During this period the Kashmir Valley was less elevated and the southern rampart of the Pirpanjal was of lesser height. Glaciers in Sind and Liddar (Important river in Himalayan slope) descended down to the mouths of the valleys and the altitude of the glaciers on the valley flanks was probably small. The climate should have been temperate but somewhat colder than at present.
- **First Interglacial Period:** This period also occurred during the Lower Pleistocene period. The retreat of the ice of the first Himalayan glaciers and the simultaneous uplift of the Pirpanjal dammed the Jhelum valley and the resultant lake had its outlet near Baramula but could not be effectively drained due to the great height of the barrier, resulting in heavy lacustrine sedimentation on the valley floor. The maximum inundation of the valley took place during this phase. The climate was milder and not very different than the present climate. Forests of pine-oak, such as are now restricted only to the southern slope of the Pirpanjal watershed, then extended further to the north. Hence the Pirpanjal could not have been as effective a barrier as they are now and the lower tracts to the north, should have been more warmer and humid in summer.
- **Second Glacial Period:** This period belongs to the Middle Pleistocene period. Diastrophic forces were very strong and both the Himalayas and the Pirpanjal were sharply raised. The former uplifted fairly high to be effectively glaciated. Lack of mammalian fauna suggests a distinctly colder climate.
- **Second Interglacial Period:** This period also belongs to the Middle Pleistocene period. The Karewa Lake had gradually drained and the valley was subjected to eolian drift and seasonal dust storms. The Upper Karewa beds were deposited during this stage and the first terrace was cut. It was a period of prolonged deglaciation and erosion.
- **Third Glacial Period:** This period lies in the Upper Pleistocene epoch. Glaciation was less intense, nevertheless glacier tongues reached low latitudes along steep valley slopes. During this stage the upper Indus region was extensively inundated resulting in the deposition of lacustrine sediments of glacial eolian origin.
- **Third Interglacial Period:** This period lies in the Upper Pleistocene epoch. The melting of the glacial ice resulted in the reactivating of stream energy which lay dormant during the glacial stage. Vertical erosion was intense. Presumably mountain uplift continued but

on the whole it was a period of comparative tectonic calm as is suggested by the great width of terrace three.

- **Fourth Glacial Period:** This period lies in the Upper Pleistocene epoch. Glaciation during this stage was not very extensive, the glaciers occupying not more than one-fourth of the region previously glaciated. The glaciers did not melt uniformly but with many pulsation and retreat stages, at least four of which can be distinguished in the Bind valley.

Summary

The basics for the study of pre and proto historic sequence and the cultural differentiations in the Indian history can be obtained from the Geological formations. The variety of stone tools manufactured from different raw materials would lead us to surmise about the geological influence on the life style formations of prehistoric India. The information's on the glacial and interglacial periods helps us to know the environmental changes that occurred which initially led to the changes in the cultural sequences of ancient India.

Glossary

1. Precambrian – The Eon following the Hadean time and preceding the Phanerozoic Eon; from about 3,800 million years ago until 544 million years ago.
2. Archaean – of or relating to the earliest known rocks formed during the Precambrian Eon
3. Gneisses - a foliated metamorphic rock corresponding in composition to a feldspathic plutonic rock
4. Proterozoic – Formed in the later of two divisions of the Precambrian Era
5. Palaeozoic - From 544 million to about 230 million years ago
6. Mesozoic - From 230 million to 63 million years ago
7. Cenozoic - Approximately the last 63 million years.

Check your Progress

- 1) Critically evaluate the various features of the Precambrian Period.
- 2) Explain in detail about the Physical Division of India.
- 3) Describe the Glacial and Interglacial Period in detail.

Answers to Check your Progress

- 1) Refer Section 1.2
- 2) Refer Section 1.4

3) Refer Section 1.5

Suggested Reading

1. Dilip K. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, Munshiram Manoharlal, N.Delhi, 1988
2. Dilip K. Chakrabarti, India: An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations, Oxford University Press, N.Delhi, 1999
3. Childe, V. Gordon, A Short Introduction to Archaeology, Collier, New York, 1960
4. Sankalia, H.D., Indian Archaeology Today, N.Delhi, 1979
5. Sankalia H.D, Pre and Proto History of India and Pakistan
6. Ghosh, A., A Encyclopedia of Indian Archaeology, Vol. I&II, Munshiram Manoharlal Publishers Pvt. Ltd, N.Delhi, 1989
7. S.A Shali, Stone Age India, Shankar Publishers, Aurangabad, 1990

ITEM No.2.4

TO APPROVE THE MINUTES OF THE BOS OF THE SCHOOL OF JOURNALISM AND NEW MEDIA STUDIES.

Er. N. Sivashanmugam, Assistant Professor, SOCS moved

"that the Minutes of the BOS approving the Regulations including the Scheme of Examinations and the Syllabi of -

- | | | |
|----|---|--|
| 1. | M.Sc. Electronic Media | Regular Mode (Full Time)
- Face to Face |
| 2. | M.A. Journalism and Mass Communication | Distance Mode |
| 3. | Certificate in Community Radio Technology | Distance Mode |
| 4. | B.Sc. Visual Communication -
(inclusion of Environmental Studies
in the Second Year Syllabus) | Distance Mode |
| 5. | M.Phil. | Full Time & Part Time |
| 6. | Ph.D. | Full Time & Part Time |
| 7. | Diploma in Graphic Design & Animation
Production | Regular Mode (Full Time) |
| 8. | B.Sc. Multimedia | Regular Mode (Full Time) |

given in ANNEXURE-VI, be approved".

CONSIDERED the proposal to approve the Minutes of the Board of Studies of the School of Journalism met on 6th April, 2015 approving the Syllabi, Regulations and Scheme of Examinations of the Courses listed under Sl.Nos.1 to 8 above given in ANNEXURE-VI, and

RESOLVED that the Minutes of the BOS, approving the Syllabi, Regulations, and Scheme of Examinations of the Courses in M.Sc. Electronic Media (Regular Mode - Full Time - Face to Face); M.A. Journalism and Mass Communication (Distance Mode); Certificate in Community Radio Technology (Distance Mode); B.Sc. Visual Communication (inclusion of Environmental Studies in the Second Year Syllabus); M.Phil. (Full Time & Part Time); Ph.D. (Full Time & Part Time); Diploma in Graphic Design & Animation Production (Regular Mode - Full Time); and B.Sc. Multimedia (Regular Mode - Full Time), given in ANNEXURE-VI, be approved.

[Handwritten signature]
20/4/15

Item No.36.03

Considered the minutes of the Meeting of the Academic Council of the University held on 28-04-2015.

RESOLVED that the minutes of the Meeting of the Academic Council of the University held on 28-04-2015 be approved with the following modifications:-

Item No.1.1:

To ratify the signing of MoU between JIGDAN College, Ethiopia and Tamil Nadu Open University, Chennai, to collaboratively run the TNOU's certain Post-Graduate programmes in Ethiopia.

RESOLVED that the item be deferred and to place before the Syndicate after obtaining the permission from the External Affairs Ministry, Govt. of India.

Item No.1.2:

To ratify the signing of MoU between Schoolguru Eduserve Private Limited, Mumbai and Tamil Nadu Open University, Chennai for providing Academic Support services for online courses of all programmes offered by Tamil Nadu Open University.

RESOLVED that the item be Deferred.

Items No. 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and Item No.3.

RESOLVED that all the programmes proposed in the above said items be conducted in **DISTANCE EDUCATION MODE**.

FURTHER RESOLVED that the Programmes under Item No.2.1 be introduced in Academic Year 2016-17.

RESOLVED, FURTHER that except Ph.D. and M.Phil. (both Full time and Part time) Programme, no other programmes be conducted in Regular mode (face to face).

FURTHER RESOLVED that a Committee comprising of Finance Officer of Anna University and an Academician be constituted by the Secretary, Department of Higher Education, Govt. Tamil Nadu to study the status and prospects of the University.

Item No.4:

To approve the nomination of Class II(b) other members in the Academic Council.

RESOLVED that the nomination be approved with the following modification:

The Principal, Quaid-e-millet Govt. Arts College for Women, Chennai-2 be nominated as member under the above class in the place of the Director, Distance Education, Annamalai University, Annamalainagar.


Registrar

Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 045

Communication is not only an act or a process but also social and cultural 'togetherness'. Therefore, it is important to have a clear understanding of the concepts of communication. Communication event may be categorised as meetings, conferences or even a procession.

Mass communication is that which uses media such as newspapers, radio, video and television to communicate to the masses. Interaction, interchange, transaction, dialogue, sharing, communion and commonness are ideas that crop up in any attempt to define the term communication.

Meaning of Communication

The English word 'communication' is derived from the Latin noun 'communis' and the Latin verb 'communicare' that means 'to make common'. Communication in its simplest sense can be considered as dreaming, talking with someone, arguing in a discussion, speaking in public, reading a newspaper, watching television, etc. There are different kinds of communication in our everyday life.

Definitions

Communication is defined by various researchers and theorists in different concepts. Communication in Hindu concept is understood as "Sadharanikaran" - the term, drawing from classical Hindu poetics, has been introduced into the modern communication discipline.

The term sadharanikaran is derived from the Sanskrit word sadharan; and has been translated into English as "generalized presentation" (Vedantatirtha, 1936), "simplification" (Yadava, 1998), and "universalization" (Dissanayake, 2006). This concept is bound with another concept, sahridayata, that is, a state of common orientation, commonality or oneness.

Sadharanikaran is the attainment of sahridayata by communicating parties. In this light, the Latin word 'communis' and its modern English version 'communication' come close to sadharanikaran (Adhikary, 2003; Tewari, 1992; Yadava, 1998). However, as Yadava (1998) puts it, "the characteristics and the philosophy behind Sadharanikaran are somewhat different from communication concept as developed in the Western societies".

According to Denis McQuail (1975), communication is a process which increases commonality but also requires elements of commonality for it to occur at all. A common language, for instance, does not necessarily bring people together.

There are other factors too at play such as a shared culture and a common interest, which bring about a sense of commonality and more significantly, a sense of community.

Some other functional definitions of Communication are as follows:

- Keith Davis - "Communication is a process of passing information and understanding from one person to another".

- John Adair - "Communication is essentially the ability of one person to make contact with another and make himself or herself understood".
- William Newman and Charles Summer - "Communication is an exchange of ideas, facts, opinions or emotions of two or more persons".
- Peter Little - "Communication is a process by which information is transmitted between individuals and / or organizations so that an understanding response results".
- Murphy, Hildebrandt, Thomas - "Communication is a process of transmitting and receiving verbal and non-verbal messages. It is considered effective when it achieves the desired response or reaction from the receiver".
- Louis Allen - Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.

In everyday life, communication is a system through which the messages are sent and feedback received. From the above stated definitions, 'communication' is defined as 'the interchange of thoughts or ideas' where the term 'communication' is viewed as a transmission of information, consisting of discriminative stimuli, from a source to recipient'.

Communication can be therefore stated as the process of transferring particular information or message from an information source to desired, definite or a particular destination. It is a static act as some of the earlier definitions suggest but it is also a dynamic process of action. Communication is more than mere transferring or transmission of ideas or thoughts. Communication is a process of sharing or exchange of ideas, information, knowledge, attitude or feeling among two or more persons through certain signs and symbols. Denis McQuail sees 'human communication' in linear terms as the sending of meaningful messages from one person to another. These messages could be oral or written, visual or olfactory. He also takes such things as laws, customs, practices, and ways of dressing, gestures, buildings, gardens, military parades, and flags to be communication.

According to Ashley Montagu and Floyd Matson "Communication is the name we give to the countless ways that humans have of keeping in touch not just to words and music, pictures and print, but also to cries and whispers, nods and becks, postures and plumages: to every move that catches someone's eye and every sound that resonates upon another ear." Both view "Human communication, as the saying goes, is a clash of symbols; and it covers a multitude of signs. But it is more than media and messages, information and persuasion; it also meets a deeper need and serves a higher purpose. Whether clear or garbled, tumultuous or silent, deliberate or fatally inadvertent, communication is the ground of meeting and the foundation of community. It is, in short, the essential human connection."

“In a fundamental way the use of communication media transforms the spatial and temporal organization of social life creating new forms of action and interaction and new modes of exercising power, which are no longer linked to the sharing of a common locale.”

New communication technologies enable us to communicate differently from the mass communication “era”. In the era of social media, there have been more ways to communicate with each other. The sphere of communication has expanded significantly even if there is no active use of Facebook, Twitter or Whatsapp. How and with whom the communication is made has changed radically.

1.2. THE IMPORTANT 7 CS OF COMMUNICATION

Communication to be effective provides guidelines in the content and style of presentation adapted to benefit the receiver of the message.

1. **Clarity:** The message must be so clear that even the dumbest man in the world should readily understand it. The communicator must be very clear about all the aspects of the idea and about the purpose for which it is to be communicated.

The selection, suitability and usage of the medium should be also clear. The signals of the encoded message must be carefully composed and transmitted well. Clarity in language is too a necessity.

2. **Completeness:** It is an essential factor for effective communication. A message must be organized appropriately in the sense that it must include all the important ideas and its details. The contents of the message must be checked in order to verify that there is no omission of the relevant details.

An incomplete message can do little to convey the information and to persuade the receiver. The incomplete messages may create doubts in the receiver’s mind. The receiver of the incomplete message feels angry, confused and irritated by it.

3. **Coherence:** Coherency is equally essential for easy understanding. Facts and figures must be stated plainly and in an intelligent manner. Relation and clarity are the two important aspects of coherence. Coherence means tying together of several ideas under one main topic. Smooth flow, lucidity and transition aspects should be given effect to and there should not be any scope for the reader to misinterpret, mis-read or mis-spell the message.

4. **Conciseness:** Conciseness is an important factor in effective communication. Conciseness refers to thoughts expressed in the fewest words. The unnecessary details which makes communication ridiculous and ineffective need to be avoided. The message, which can be expressed in fewer words, is more impressive and effective than the same message expressed in a number of words. The

communicator must organize his message in such a way that every word in it is meaningful and of interest to the receiver. Even a single word or a sentence, which does not contribute to accomplish the purpose of the communication, should be carefully omitted. Avoid vague judgmental descriptions and be precise and clear.

5. **Credibility:** A good writing is always forceful and direct and has the power and capacity to produce a reaction or desired effect. Clarity in communication brings about credibility because it ensures that others understand the message easily and quickly. A clear and direct approach makes it possible to achieve the principle of credibility. Other essentials of communication like correctness and completeness add to the strength of credibility in the writing.
6. **Correctness:** Without correctness, readers may refuse your write up. Communication must be correct in tone and style of expression, spelling, grammar, format, contents, statistical information etc. There should not be any inaccurate statements in the message. Efforts must be made to avoid errors in spelling, punctuations, etc. The incorrect written documents lower the readers' confidence in the writer. When the communication receiver finds one error he suspects that there can also be other errors in the message. Therefore, he starts searching for other mistakes automatically. The subject matter of communication must be correct or accurate. The manner in which the message is transmitted must be absolutely correct.

Accuracy in writing can be achieved by careful checking and editing. Correctness demands accurate figures, because decisions may go wrong if wrong figures are given. Overwritings, erasures, strikeouts, wrong spelling, faulty grammar, poor sentence construction, etc. may distract the readers and lead to misunderstanding. Written communication clearly means making others to understand.

Therefore, it is essential that the sender should verify the correctness of the information before transmitting it to the receiver. And before accepting the information for important decision-making, the receiver should clarify his doubts regarding the accuracy and correctness of the message.

7. **Continuity:** As far as possible the writer should avoid jargon. Jargon is a language that is special to science, commerce, technology, trade and profession. In writing, the jargon should not be incorporated as this could make the writing confusing and unclear. Brevity or use of fewer words brings about continuity and grace in your writing. The effect of good writing depends on its style and continuity of subject till the conclusion. If one takes care to be precise, correct and clear in writing and if the continuity is maintained throughout writing, the desired effect on the reader is achieved.

Importance of Communication

Communication is important both for an individual and also for society. A person's need for communication is as strong as the basic need to eat, sleep and love. Communication is the requirement of social existence and a resource in order to engage in the sharing of experiences, through 'symbol mediated interaction'. Isolation is in fact the severest punishment for human being. Grown-ups, children and old people all need to communicate.

Society punishes criminals by locking them up in solitary cells, thus starving them of the basic need, and indeed the fundamental right to communicate. Communication thus involves active interaction with our environments physical, biological and social. Deprived of this interaction we would not be aware of whether we are safe or in danger, whether hated or loved, or satisfied or hungry. Human beings are also naturally curious. It is logical that we feel less stable and less secure overall when the things that our brain and body rely on to connect to and understand our surroundings are taken away from us.

The basic human need for communication can perhaps be traced to the process of mankind's evolution from lower species. Animals, for instance, have to be in sensory communication with their physical and biological surroundings to find food, protect themselves and reproduce their species. A loss of sensation the inability to hear a predator for instance can mean loss of life.

Thus, it is said that the biology of human beings and other living organisms is such that they have to depend upon each other. This dependence gives rise to a situation where it is the biological necessity for the human beings to live in groups. Society is therefore the outcome of the evolution of the human race and man is a social animal not by option but by compulsion.

Need for Communication

Communication is important both for an individual and also for the society. A person's need for communication is as strong as the basic needs of human beings. A communication should always clearly identify the subject scope of the communication. The subject scope is a specification of the information covered by the communication. It has become a basic for the social existence and the feeling of commonality and togetherness. So the existence of human being can be clearly elaborated in the development of the communicative system.

1.3. NATURE AND SCOPE OF COMMUNICATION

Nature of Communication

The nature of communication can be discussed as follows:

1. Two-way process: Communication can occur only when there are at least two individuals where one person has to convey some message and another has to receive it.
2. Knowledge of language: For successful communication, it is essential that the receivers have thorough understanding of the message or communication to be effective, senders must speak in a language the receiver is familiar with.
3. Communication can also be conducted through gestures: Communication should not necessarily be verbal or written. It can also be in form of gestures or actions.
4. Communication is all-pervasive: Communication is omnipresent; it exists in all levels of management. The top management conveys information to the middle management and vice versa.
5. Communication is a continuous process: In every workplace, someone will always be conveying or receiving information in some form. Sharing or exchanging information is a continual process.
6. Communication may be formal or informal: Formal communication follows the hierarchy the official channel established. However informal communication provides individuals with the liberty to freely convey information to anybody else without considering the hierarchy.
7. Meeting of minds necessary: The receiver must comprehend the intended meaning of the message the sender wants him to understand. Also, the sender of message must have something worthwhile for the receiver.

People get together to communicate with one another: two factors are always present. First, there is some sort of content to be covered to be communicated and the other factor is that it is always present in the atmosphere or feeling that is known as the communication climate.

Communication climates also affect us. They can be either positive or negative. When the communication climate is positive, it's easier for us to communicate, solve problems, reach decisions, and express thoughts and feelings. In short, it makes working and dealing with other people more pleasant and productive.

Scope of Communication

Communication is a vast subject of study which implies various areas such as education, research and application. Communication is a required skill at every level of human functioning. Scope, in this communication context, can be referred to the sphere of operation (or influence) of the communication. There are two aspects to this: 'audience scope' and 'subject scope'.

Audience scope

First and foremost, it is essential for the communicator to clearly identify the target audience of the communication. This will allow the recipient to decide "Is this communication intended for me?". It will also allow the communicator to tailor the communication (especially the language used) to the particular needs of the audience.

Most technical communications are not aimed at specific people, but at groups of people, or more likely, at job functions or users of particular products. It may also be the case that the communication is aimed at 'the general public'. In each case, the communicator must ensure that the target audience is clearly identified.

Quite often the definition of the audience is left to the distribution list, but this is not sufficient. Communications may be forwarded, or copied without the distribution list, at which point the target audience definition is lost. Additionally, it is not always wise to assume that the target audience is implicit in the location of the communication.

For some communications, it is not possible for the audience to be identified within the communication itself. A good example is a factory siren, or a flashing light on a shop floor. In these cases, the audience is defined by informing the target audience in advance that when (for example) a siren sounds, they have to take a particular action.

Subject scope

The subject scope is a specification of the information covered by the communication. For example, if a document provides instructions for changing a printer cartridge, it would be wise to specify the models to which the instructions apply.

In some circumstances, it may be more useful to specify the scope in terms of what is not covered by the communication. For example, in a general information manual for a network router, it may be worthwhile stating that the manual does not include information on installing or configuring a network. (Ideally, in these cases, the communication should then go on to specify where the reader can find the information that is not in the scope of this communication.)

Obviously, any specification of the scope of a communication should appear as near to the start of the communication as possible. The whole point in specifying the scope is to allow the reader to decide whether the communication is relevant to them - forcing them to read half the document before telling them, rather negates this point.

The scope of communication can be evaluated and analysed from different point of views.

- **Social dimensions**

Communication helps to ensure the social enlightenment of the people. It really plays a vital role in the determination of the social behaviour of the human being. It motivates the people

according to their own interest and makes them aware of the hazards as well as beneficial things. It works as an instructor and means of transformation in the fast-changing society. The different forms of communicative techniques entertain the society that they can be relaxed and prepared for the life struggles.

- **Educational dimensions**

Communication system is part and parcel in educating the people. In the past centuries where there were no such facilities also the people could use different techniques of communication for the educational purpose. The various tools that we use in mass communication work as instructors to the people who are in search of knowledge. The educational objectives of modern communication system are increasing day by day.

- **Organisational dimensions**

Communication has a vital role in the organisational structure of a system for the smooth functioning. All the three levels of management strategic, tactical, and operational depend on the transfer of messages done through the communicative techniques. The communicative skills of manager will really boost the employees in every respect. The main organisational functions are explained below.

1. It improves labour management relations by keeping both in contact with each other.
2. It monitors the performance of the employees at all the levels. It really helps to take corrective measures for the employees.
3. The effective communication will create a sense of belongingness and motivation among the workers.
4. It entertains the employees though on rare occasions through informal gatherings of the members in the company.
5. It helps the managers of a firm stop or check rumours and grapevine.
6. It uses propaganda, PR, and publicity for achieving the long-term goals of the firm.
7. It informs the customers about the product and makes it familiar to them.

- **Cultural dimensions**

Communication provides an opportunity for the promotion and preservation of culture and traditions. It makes the people fulfil their creative urges. The cultural settings of a particular society can be known to the public through communication. Communication helps to spread the cultures into different areas. The concept of inculturation is developed in the postmodern context of communication.

- **Entertainment dimensions**

To break the routine life and divert our attention from the stressful life we lead today, entertainment is an essential part of everyday life. Communication opens a wide possibility of entertainment to the people. It begins from the interpersonal communication to the vast ocean of mass communication. The scope of films, drama, music, comedy, etc. is really wide in the entertaining aspect of it.

- **Integrative dimensions**

Communication connects people from different parts of the world. It develops integration and tolerance towards each other. The different cultures are merged together through the medium of communication. It integrates different people from the different background of the world. It works as a source of persuasion. The well-functioning of society depends on the integrating element of communication.

1.4. FUNCTIONS AND PURPOSE OF COMMUNICATION

The primary function of communication is to inform, educate, entertain and persuade people.

Some of the functions are discussed as follows:

1. Information function:

The basic requirement of adapting and adjusting oneself to the environment is information. There must be some information about what is going on in the environment which concerns the people. The receiving or giving of information underlines all communication functions, either directly or indirectly.

Quality of our life will be poor without information. The more informed we are the more powerful we become. Communication provides information about our surroundings. Information regarding wars, danger, crisis, famine, etc. is important for the safety and well-being of our life.

2. Command or instructive function:

Those who are hierarchically superior in the family, society or organization, often initiate communication either for the purpose of informing their subordinates or for the purpose of telling them, what to do, how to do, when to do, etc. The command and instructive functions of communication are more observable in formal organizations than in informal organizations.

- **Education and Instruction:** This function of education starts early in life, at home and in school and continues throughout life. Communication provides knowledge, expertise and skills for smooth functioning by people in society. It creates awareness and gives opportunity to people to actively participate in public life.

3. Influence or persuasive function:

According to Berlo (1960), the sole purpose of communication is to influence people. Persuasive function of communication i.e. to induce people is extremely important for changing their behaviour in the desirable direction. It helps in reaching for a decision on public policy so that it is helpful to govern the people. Since it is possible that one can resort to persuasion for a bad motive, the receiver must be careful about the source of persuasion.

4. Integrative function:

A major function of communication is integration or of continuously offsetting any disintegration at the interpersonal or at the organizational level. This helps in maintaining individual, societal or organizational stability and identity.

It is through communication that a large number of people across countries come to know about each other's traditions and appreciate each other's ways of life. It develops integration and tolerance towards each other.

Other functions include:

- Entertainment: To break the routine life and divert our attention from the stressful life we lead today, entertainment is an essential part of everybody's life.

Communication provides endless entertainment to people through films, television, radio, drama, music, literature, comedy, games, etc.

- Discussion: Debates and discussions clarify different viewpoints on issues of interest to the people. Through communication we find out reasons for varying viewpoints and impart new ideas to others.
- Cultural promotion: Communication provides an opportunity for the promotion and preservation of culture and traditions. It makes the people fulfill their creative urges.

Purpose of Communication

A communication will always have a purpose. A good technical communication will always have a purpose for the reader (some communications seem to be purely for the benefit of the communicator's ego). For most technical communications, the purpose of the communication must be clear to the recipient of the communication.

Purposes can be discussed as follows:

1. Expression of needs and want – to regulate the behaviour of another person to get something
2. Information transfer – to convey information from person A to person B
3. Social closeness – to establish and maintain relationships with others

4. Social etiquette – to conform to the social conventions of politeness

The following list highlights a number of different purposes for a communication, and describes the way in which the communication might need to differ based on this purpose.

- To inform
- To convey
- To persuade
- To request
- To warn
- To reassure

Communication should not be confused with mass communication, while communication is the activity of sharing, giving, imparting, receiving information, mass communication 'is a process in which professional communicators use communication media to disseminate messages widely, rapidly, simultaneously and continuously to arouse intended meanings in large and diverse audiences in an attempt to influence them in a variety of ways'.

Barriers to Effective Communication

Barriers are instances which create noise in communication or can be considered as reason for miscommunication. Barriers may be of various reasons. These barriers are physical, sociological and psychological attributes that interfere with the planning, organization, transmission and understanding of the message.

When the communicator transmits the idea in an unchanged and undistorted form to the receiver and the receiver responds to it, then the process of the communication is supposed to have been perfect. But this process of 'perfect' communication will not be able to function due to these barrier factors.

1. **Language Barrier:** Language uses oral or written symbols to transmit meanings from one person to another.

- **Common Language:** Every human language has its own vocal symbol system and its own grammatical structures. If the communicator and the receiver belong to different language groups, their ignorance of each other's language or the lack of common language will be a barrier to communication between them. It is not possible for them to communicate with each other unless they know some common language, which is properly understood by both of them. An English-speaking boy and a Tamil speaking boy will not be able to communicate without a good knowledge of each other's language.

- **Semantic Barrier:** Words are said to have no meaning but they represent arbitrary meaning associated with it. A word may have a variety of meanings and the meaning attributed to a word by the communicator may not be the same as that of the receiver's attributed meaning of that word. A word can have different meaning to different people at different occasions. There are many words in English such as light, cheap, etc. which can be used with favourable as well as unfavourable connotations.

A word can stand for its positive or negative connotations. Sometimes, the receiver wrongly enters the intended meaning of the sender's word by attributing negative meaning to it.

- **Poor Vocabulary:** Poor vocabulary makes the message more difficult and less effective. The words have different connotative and denotative meanings. The communicator needs to know those meanings clearly in order to use them with clarity and precision. Words stand not only for their meanings but they are also charged with action and emotions. When the communicator and the receiver understand these word-associations, they are capable of using them as living entities. Poor vocabulary does not allow the communicator to write or speak effectively. It does not allow the receiver to understand the message clearly. If the receiver does not understand the words, he cannot properly comprehend the sentences.
- **Poor Grammar and Punctuation:** Poor knowledge of grammar and punctuation is a barrier to verbal communication. A good vocabulary is useless unless the communicator acquires the knowledge of how to use it in a sentence. More than ever before, the people involved in written and oral communication today must have superior grammar skills because an understanding of grammatical structures provide excellent basis for effective writing, speaking, listening and reading skills. If the communicator is not able to choose the correct verb form that agrees with a given noun or pronoun, if he is not able to select exact adjective or adverb, or to join the words properly, he will not be able to communicate his ideas, thoughts and feelings fully and correctly. In addition to a good grammar, knowledge of punctuation is essential for effective communication. Many of us do not pay adequate attention to it. But it must be remembered that the faulty and improper punctuation can change the intended meaning of the sentence. The absence or misplacement of a 'comma' can prove to be misleading to the reader.
- **Roundabout Verbiage:** Roundabout Verbiage consists of the usage of overworked, troublesome and exhausted words and phrases, which usually cause a considerable amount of misunderstanding and confusion. It is a long-winded way of saying meaningless padding.

By avoiding such roundabout verbiage, a good deal of liveliness and simplicity of expression could be added to the written as well as the oral communication. For example, instead of saying 'in the majority of cases' or 'in a number of instances', 'some' or 'usually' could be used; instead of saying 'commence' we can use 'start' or 'begin'. By omitting such words and phrases, the message could be saved from hollow pomposity.

2. Physical Barriers

It interferes with the transmission of the signals. Effective communication comes with study and practice. The effectiveness of the communication process is dependent upon the capabilities of the senders and receivers.

- **Noise:** It also refers to the 'unwanted' signals of messages, which interfere and disturb the reception of the wanted signals. This disturbance is usually in the form of sounds, but it need not be always the sounds. It can be in visual, audio-visual, written, physical or psychological form also. There are many people who communicate with a little signal and much noise. In fact, they communicate extraneous matters, which may diminish the interest in the receivers or may even annoy them. Anyway, they tell the receiver something more than they are required to communicate. Their extraneous distracting signal can be the result of their wandering minds it can be because they try to communicate something more about themselves.

Noise is any random or persistent disturbance that obscures, reduces, or confuses the clarity or quality of the message being transmitted. In other words, it is any interference that takes place between the sender and the receiver.

Technical or physical noise refers to loud noise of the machines or blaring noise of the stereo and such other noises, which makes it difficult for any listener to receive the 'wanted' message. Poor telephone connection which interrupts conversations, smudged typescripts and bad handwriting are some examples of the technical noise. Visual noise can be experienced when a committee member arrives late at the meeting hall and all the committee members are distracted by his arrival.

- **Time:** The frequency of communication encounters affects the human relationships and the intensity of human relations is affected by the amount of time that passes between these encounters. If the employee does not communicate with their superiors for a long time, or if husband and wife stay away from each other for a long time, it may create a communication gap between them, which may affect their relationship. Time can act as a barrier to communication in some other ways also. A guest who arrives at midnight will not be able to communicate well with the host who

might feel embarrassed or disturbed in his sleep. Time will not allow two communicators to talk to each other if they work in different shifts. A phone call at midnight can irritate or embarrass the receiver. A husband who keeps his wife waiting for a long time will not find it easy to communicate with her.

- **Distance:** The distance between the communicator and the receiver can be a strong barrier to communication, if the technical devices of communication such as telephone, telefax, etc are not available to link them. Faulty sitting arrangement in the office can create a kind of communication gap, which can be eliminated by adjusting the distance. Distance between the workbenches in the offices or in the modern production departments and half partitions between them are the distance barriers, which severely limit the communication among the employees. By minimizing the physical distance down to the personal distance that ranges from 1.5 to 4 feet, the boss can minimize the status difference between himself and his employees. A friend or a colleague who ceases to maintain the personal distance, i.e. 1.5 to 4 feet, and keeps himself always beyond the distances of 12 to 25 feet is a person who keeps communication gap.
- **Age:** The age, maturity, educational background and the eras in which a person grows up make a generation, which inevitably comes in the way of human communication. The generation gap becomes obvious in their use of vocabulary and style of speeches and the values of life to which they stick or adhere. Considering the age and maturity of the speaker the judgment standards differ.
- **Sex:** Men and women communicate with one another according to their sex. When they work together in a group, men tend to be more assertive, acquisitive, self-confident and aggressive than the women. This may be because a five year boy is encouraged to 'hit back' by his father, but the boy's sister is told that girls 'don't fight'.

In recent times the scenario has started to change, but still this happens. Thus, sex stands as a barrier to a direct, honest and appropriate expression of a female's thoughts, opinions and beliefs. On the other hand, man is more assertive of his thoughts and opinions. It is found that women are more likely than men to express their emotions and feelings about a situation. But, it must be remembered that these are general tendencies of sex-typed communication behaviour and not the rules. The girls tend to be less aggressive because they receive negative results such as rejection, criticism for such behaviour. They are brought up with the feeling that aggressiveness is unfeminine. A girl, who is brought up with such feminine conceptions about her, may try to avoid a frank eye contact with the interviewer and may even speak in a voice that is almost inaudible.

3. Social-psychological Barriers

Some concepts are already embedded in society which leads to psychological barriers in effective communication.

- **Status barrier:** Status is a position or social rank of a person in a group. It depends on the person's abilities, amount of pay, job-skills, seniority; type of work assigned, age, etc. Status reflects the degree of power, authority, importance and responsibility placed on an individual by the other people in society. The people of lower status are usually afraid of communicating unpleasant and unfavourable information to the high-status people. This status consciousness is harmful in the process of upward communication. People fear that the unpleasant facts communicated to their superior might bring adverse effects on them, if the information displeases the superiors. These assumptions prove serious barriers to communication between them.
- **Attitudes and values:** The attitudes serve the personal needs of the people. When the message is unfavourable to the receiver, the person cannot be easily persuaded by it. The people in terms of their attitudes and values interpret the message. Their attitudes and values are different not merely because they are physically different but also because they have different backgrounds. They deal with the individuals and events according to their attitudes and assumptions. Their personal attitudes, values and opinions are the barriers to an effective communication.

The message, which runs contrary to the views and beliefs, is not easily acceptable even when it is factual and true. Even the process of interpreting the message is consistent with the existing attitudes and values. Sometimes, these attitudes and values can have emotional basis. Such attitudes are extremely difficult to change.

- **Different perception of reality:** Francis Bacon has said, 'Man prefers to believe what he prefers to be true'. The individual experiences and their interpretations are never identical because their perceptions are different. If two friends see a movie together, their interpretation of the events and the characters in it will certainly be different. The communication barrier arises as a result of different selective perceptions of the same object or idea by two or more people. A person's physical senses like hearing, sight, taste, touch and smell are the contacts with the physical world. Some people have limited range power of their senses, whereas some people have very acute and strong senses. These physical differences are also responsible for different perceptions of the existing things. Human needs are strong motivating factors, which can very easily alter their perceptions.
- **Inference:** From the time getting up from bed to night going to bed, inferences are done on various activities. The statements, which are based on the facts and go

beyond the facts, are inferences. Mostly the inferences would be correct. For instance: To sit on the chair, inference is made that the chair would support the weight of the person. Sometimes inference may be wrong in certain statements. Inferences are interpreting symbols on the basis of assumptions, which usually prove correct, but may sometimes prove incorrect. Travelling in the state transport bus, inference can be made that the destination would be reached on time, sometime it may not happen.

- **Abstracting:** Language is used to communicate the experiences and feelings, but every detail cannot be communicated. Focus of attention is on some details and forget the rest. There is partial observation and similarly partial communication.
- **Closed-Mindedness:** A person who considers himself to be a person who knows 'all' about a particular subject is very hard to be communicated. It is very difficult to communicate to a person who has deeply rooted prejudiced mind. Mind is closed to new ideas, facts and suggestions. Thus, the person completely rejects the information and recommendations of the communicator even before he knows the real facts. The reason behind the closedmindedness is the deeply rooted prejudices.
- **Distortion, filtering and editing:** When a message is transmitted through translations, interpretations, explanations and simplifications, some part of it gets distorted or lost. The accuracy of the message is lost and the transmission becomes imperfect as the message goes through the filters of translations and simplifications. The upward communication also tends to be distorted and filtered. The negative effects of the informal channel like grapevine are due to distortions and filtering. The message in grapevine receives fresh additions with every repetition until it gets worst.
- **Bad listening:** Bad listening is one of the major communication problems. Misunderstanding and conflicts can be reduced if people would listen to the message with enough attention. Most people do not listen very well due to various distractions, emotions, excitement, indifference, aggressiveness and wandering attention. One of the major reasons for bad listening is an individual's continual thinking about their own problems and worries. The poor listeners always feel that the thought in their mind is more interesting than what the speaker is saying. A college student involves himself in thinking about his girl friend rather than listening to the lecture of the professor. Bad listening can also be due to some strong reason for worrying. An employee may get engrossed in worrying about the sickness of his daughter rather than listening to the instructions given by his manager. Some listeners mentally argue with the speaker before comprehending the complete message. This usually leads to misunderstanding and conflict. Their impatience to talk out their thoughts

and their lack of interest in the message contents are strong barriers to communication.

- **Emotions:** Negative emotions are obstacles in the communication. Emotions are our feelings about the world around us. Usually, the positive emotions such as joy, love or affection do not interfere with communication, but the negative emotions act as strong barriers to effective communication. Emotionally excited communicator cannot organize a message properly. Excited or nervous state of mind does not allow to think clearly. This is especially true when one's negative emotion is uncontrolled and misdirected. It makes the person blind to reason. Almost anybody who comes across such an irritated person becomes a victim of their unfocused negative emotions. The perplexed, nervous and excited state of mind never allows smooth flow of communication.
- **Resistance to change:** When a new idea is proposed people would be inattentive. The new idea is rejected consciously or sometimes unconsciously if it conflicts with the beliefs, morals, values, attitudes and opinions of the receiver. The average adult human mind ignores the new idea, especially when it feels insecure and uncertain about its aftermath. The new idea is considered as a drastic proposal, which is not needed. Thus, the average human mind, which resists change, does not accept the new ideas from the communicator.

1.5. TYPES OF COMMUNICATION

In communication context, especially in human communication, communication can be classified into several types due to various factors:

1. Organisational structure or relationship: Formal or Informal Communication
2. Direction of Communication: Downward or Upward Communication
3. Methods or ways of Expression: Verbal or Nonverbal Communication
4. Use of medium: Mediated or non-mediated
5. Size of Participants: Intrapersonal or Interpersonal or Group or Mass Communication

The above said classification of communication is overlapped in many circumstances. However, the most discussed is the types of communication based on size of the participants and the methods or ways of expression in a communication.

Classification based on Size of Participants:

1. Intrapersonal communication
2. Interpersonal communication
3. Group communication
4. Mass communication

1. Intrapersonal Communication

Intra-personal Communication — is the kind of communication that occurs within us. It involves thoughts, feelings, and the way we look at ourselves. Because intrapersonal communication is self-centered, the person himself/herself is both the sender and receiver.

The message is our thoughts, emotions and feelings. The channel is the brain, which processes thinking and feelings. There is feedback by the way of talking to oneself, or discarding certain ideas and replacing them with others. One's own experiences determine the way of thinking. Intra-personal communication is often found to be for clarifying ideas or analyzing a situation. Other times, intrapersonal communication is undertaken in order to reflect upon or appreciate something.

Three aspects of intrapersonal communication are self-concept, perception and expectation.

- Self-concept is the basis for intrapersonal communication, because it determines how persona sees him/herself and is oriented toward others. Self-concept (also called self-awareness) involves three factors: beliefs, values and attitudes. Beliefs are basic personal orientation toward what is true or false, good or bad; beliefs can be descriptive or prescriptive. Values are deep-seated orientations and ideals, generally based on and consistent with beliefs, about right and wrong ideas and actions. Attitudes are learned predisposition toward or against a topic, ideals that stem from and generally are consistent with values. Some psychologists include body image as an aspect of intrapersonal communication, in that body image is a way of perceiving ourselves, positively or negatively, according to the social standards of our culture. Other things that can affect self-concept are personal attributes, talents, social role, even birth order.
- Perception looks at the understanding of the external factors or surroundings. Perception of the outside world also is rooted in beliefs, values and attitudes. It is so closely intertwined with self-concept that one feeds off the other, creating a harmonious understanding of both oneself and one's world.
- Expectations are future-oriented messages dealing with long-term roles, sometimes called life scripts. These sometimes are projections of learned relationships within the family or society.

Intrapersonal communication may involve different levels of communication activity: internal discourse, solo vocal communication, and solo written communication.

- Internal discourse involves thinking, concentration and analysis. Psychologists include both daydreaming and nocturnal dreaming in this category. Prayer, contemplation and meditation also are part of this category, though from a theological point of view the argument may be made that this is not solely internal to one person.

- Solo vocal communication includes speaking aloud to oneself. This may be done to clarify thinking, to rehearse a message intended for others, or simply to let off steam. Example: Talking to yourself as you complain about your teacher.
- Solo written communication deals with writing not intended for others. Example: Writing a personal diary

2. Interpersonal Communication

Interpersonal communication occurs when we communicate on a one-to-one basis — usually in an informal, unstructured setting. Because of interpersonal communication's immediacy (it is taking place now) and primacy (it is taking place here), it is characterized by a strong feedback component. This kind of communication occurs mostly between two people, though it may include more than two. This communication can also be known as face-to-face communication. Interpersonal communication uses all the elements of the communication process.

Example: Conversation between friends deals with their background likings etc. The message consists of both verbal and non-verbal symbols that are communicated between them. Communication is enhanced when the relationship exists over a long period of time.

Interpersonal communication usually takes place in informal and comfortable settings. The purposes of interpersonal communication are to influence, help and discover, as well as to share and play together.

Interpersonal communication can be categorized by the number of participants.

- Dyadic communication involves two people. Example: Two friends talking.
- Group communication involves three or more persons, though communication scholars are inconsistent as to the top end of the number scale. The smaller the number in the group, the more closely this mode resembles interpersonal communication. Often group communication is done for the purpose of problem solving or decision making. Example: Students Study Group.
- Public communication involves a large group with a primarily one-way monologue style generating only minimal feedback. Information sharing, entertainment and persuasion are common purposes of public communication. Example: Lecture in a class.

Another way of categorizing interpersonal communication is on the function or setting of the communication.

- Organizational communication deals with communication within large organizations such as businesses. This is sometimes considered part of group communication, but communication scholars have built up a body of knowledge focused primarily on organizations. Example: Work focused discussion between employer and employee.

- Family communication focuses on communication patterns within nuclear, extended and blended families. Family communication can be enhanced by the long-standing and close relationships among participants as well as the likelihood that families have shared heritage, similar values and social rituals. Patterns differ in communication between spouses, between parent and child, among siblings, and within the wider family context. Example: Conversation during a holiday meal.

The process of interpersonal communication includes several stages over an extended life cycle. Interactions through Interpersonal communication can be focused or unfocused.

- **Focused interactions**

This occurs from an actual encounter between two people or more. The persons involved are fully aware that they are communicating with each other. Mostly during focused interactions, the person conversing are not aware of their body conveying messages.

- **Unfocused interactions**

It takes place whenever we observe or listen to people whom we are not interacting with. Example: People watching – We infer by seeing the person in a public place like bus stops, malls or on a street. The inferences a person makes on others need not be valid or meaningful to the other person. Mostly this type of interaction is done through non-verbal communication.

Three Stages of Interpersonal communication

- The Phatic Stage:** The first is the phatic stage (from the Greek "phases" meaning 'utterance'). it begins with a "Hi!" or a "Hello! how are you?", good morning or even a simple 'namaste' or 'vanakkam'. The accompanying gestures are the meeting of the eyes, a smile, perhaps a handshake, and moving in closer to a talking distance whereas in formal encounter the distance is greater.

The conversation may continue with further queries about the weather or like 'how is life', 'how are things with the news', etc. The phatic stage is therefore a warming up stage.

- Personal Stage:** The second is the 'personal stage' which introduces a more personal element into the conversation. This level leads to talk about personal matters such as our family, profession, health problems. Most business communication takes place at this level because professional discussions involve personal interests.
- Intimate Stage:** The third stage is the "intimate stage" which is reserved for friends and relatives, the degree of intimacy depending upon the closeness of the people. Interpersonal communication achieves its greatest form at this stage as the social barrier falls and people tend to share their fears, joy, weaknesses and strengths.

3. Group Communication

Communication taking place in the context of small groups, which are defined as those of three or more participants, is known as group communication. The various types of small groups lead to various types of communication patterns which at times overlap too. Some to mention are discussed here:

- Social groups are units such as families, friends living as roommates and voluntary recreational groups.
- Families also form primary groups, which are defined as those in which people share living and financial arrangements.
- Families also are an example of reference groups, through which participants gain a sense of identity and an awareness of expected behavior.
- Work groups are another pattern of relationships. These are built by people who are drawn together by a common task, such as students working together on a project or company employees assigned to a common job activity.
- Decision-making groups are brought together for the purpose of dealing with a question or policy.

Psychologists and communication scholars have observed a pattern of group development, usually presented in a four-fold model.

- The process begins with an orientation phase in which participants get to know each other and learn what is expected of them as a group.
- In the conflict phase, they deal with sources of conflict, usually in an effort to avoid conflict within the group. Too much conflict can prevent the group from functioning. However, some conflict is useful to avoid the pressure toward conformity known as groupthink.
- This norm emergence phase centers on compromise, the convergence of ideas, generation of alternative solutions, and eventually consensus. A technique often used to enhance the early part of this phase is brainstorming, in which unrestrained possible solutions and options are generated with no self-censorship or initial group evaluation. The purpose of brainstorming is to generate as many ideas as possible. Only after the ideas have been generated will they be evaluated, keeping the two steps separate and thus allowing the group to consider all possible options.
- The closure phase completes the process by concluding the group's work or conversation.

4. Mass Communication:

The communication originating from one source and meant for all possible audience irrespective of distance, caste, creed, religion, nationality and beyond is termed as mass communication. The mass communication involves use of technology for it is not possible to carry message to a very high number of receivers without the use of certain devices or techniques. All other types of communication may take place when the source is coming across receivers without involving technology.

A large number of audience and they all can't have grouped together in one place so we need certain tool or technology for communication process. Media tools like newspaper, radio, television and internet play an important role in mass communication. Initially the audience feedback was very less or delayed in mass communication but now after social media, feedback too is instant.

Other types of Communication based on place and situation

I. Mediated and Non - mediated Communication

Non-mediated communication occurs through face-to-face interaction. It has no medium or channel that the messages is sent through, and only occurs through some type of face-to-face communication. Mediated communication takes place over a medium, such as a phone, computer, chat room, text message, etc.

The biggest difference between the two types of communication is that, in mediated communication, once the message is transmitted to the receiver, it is somehow altered and sent through wires or satellite, and then put back together.

Computer - mediated Communication occurs in recent days where computer is applied to all the ways to communicate with someone. In this mode the communication is further divided into two forms as synchronous and asynchronous communication.

Synchronous Communication occurs when communication happens in real time between two actively communicating parties. Example: Video conferencing and instant messaging. On the other hand, asynchronous communication refers to those instances where a conversation does not depend on an immediate answer. Email, video messages and text messages are examples of asynchronous communication.

II. Formal Communication and Informal Communication

This type of communication is mostly found in organisations.

a. Formal communication

Formal communication channels relate to the structure of the organization. They include: Reporting relationships and policies, Committee meetings, Bulletin boards, Participation in

group events, Internal newsletters. Communication takes place through the formal channels of the organization structure along the lines of authority established by the management. Such communications are generally in writing and may take any of the forms: policy: manuals: procedures and rule books; memoranda; official meetings; reports, etc.

The benefits of reporting relationships

Reporting relationships help to address issues quickly and clearly, and to spread the communication workload. For instance, in most organizations your supervisor or manager will be your first point of contact, rather than the managing director or the head of another department.

Policies and Procedures

A policy is a statement that outlines how the organization will act on a particular issue. Who can access information? What information can be released internally and externally?

A procedure is a step-by-step guide on how to carry out an activity in the workplace. Communication procedures provide guidelines on how to share certain types of information. A style guide, design template or the instructions for distribution comes under procedures.

Committee Meetings

The meeting with the employees is found to be very useful in building formal communication. The higher-ups are to encourage the employees to talk about their constructive suggestions, job problems and needs. The meetings help to heighten the team spirit and assure the necessary information flow by encouraging two-way communication. The useful knowledge and experience of the employees is mutually shared during the meetings.

Internal Newsletters

The employees are encouraged to write letters. The management, which is aware of the fact that the small problems and complaints of the employees that go unnoticed have way of mushrooming into major problems, encourages the employees to drop their complaints in the suggestion boxes.

Participation in-group events

Some casual events provide opportunities for arranging social gatherings in different departments of the firm. The informal atmosphere during the sport events, picnics and parties offer spontaneous information from the employees to the firm.

Advantages of Formal Communication:

- They help in the fixation of responsibility and
- Maintaining of the authority relationship in an organization.

Disadvantages of formal communication:

- Generally, time consuming, hectic
- At times may lead to distortion

b. Informal Communication

Communication arising out of all those channels of communication that fall outside the formal channels is known as informal communication.

- Built around the social relationships of members of the organization.
- Informal communication does not flow lines of authority as in the case of formal communication.
- It arises due to the personal needs of the members of an organization.

At times, in informal communication, it is difficult to fix responsibility about accuracy of information. Such communication is usually oral and may be covered even by simple glance, gesture or smile or silence.

Informal communication channels are those that develop through social interaction. They include: Conversations at break times, Grapevines, Consensus.

Conversations at break times: The telephone conversation and face to face conversation are the primary means of horizontal communication, which facilitate the coordinating activities of the organization. The telephonic communication is effective through modulations of voice whereas face-to-face communication is effective through gestures.

Grapevine: Grapevine is an informal communication that spreads rumors and gossips at all levels of the organization. Grapevine communication is also operated in organisations. It is neither pre-planned nor deliberately motivated by the management. It is neither written nor documented or recorded. Therefore, it refers to any communication that takes place outside the prescribed and preplanned channels of formal communication. It is not set with the lines of organizational hierarchy. As it has no set rules and regulations, it is not confined to a particular direction. It just spreads like a grapevine.

- **Importance of Grapevine:** The messages flowing through grapevine have greater speed than that of the messages flowing through the formal channels. The grapevine may carry equally vital message which would be helpful for the achievement and success of the organization. Though the formal channels are systematic, pre-planned, documented, and authentic, it can never be as speedy and spontaneous as the grapevine.

It is non-expensive method and most-rapid oral method of transmitting the information to the maximum number of the communication receivers.

Grapevine originates from the psychological need of the employees to talk about their jobs and their associates as the subject of their main interest. Grapevine is also described as the barometer of public opinion in the organization. The grapevine not only promotes unity, integrity and solidarity of the organization but it also helps to raise the morale of the employees.

Limitations of Grapevine

1. The grapevine may carry some degree of error in it.
2. The baseless, imaginary and non-factual messages may prove harmful to the organization.
3. Often the employees feed the grapevine with self-serving information. They add to the facts rather than simply report.
4. The grapevine often carries incomplete information, which leads to misunderstanding of the receiver.
5. The communicator does not take the responsibility of the message.
6. Sometimes the grapevine spreads the message so swiftly that it causes damage to the organization.

Consensus

It is a common agreement of opinion on a given problem among the majority of people in a group or community. The board meeting of commercial organizations takes certain decisions through consensus. Consensus does not imply perfect unanimity in an organisation, it implies that the majority of people express a particular view, which is accepted as the consensus by all the members including those who actually oppose it. The dissent of the opposition is sacrificed in the interests of the harmony among the members or in the larger interests of the organization.

The consensus is sought through consultation. The problem is presented before the board meeting by the chief of the management in the form of the proposal or resolution. The problem is analyzed and some additional information regarding it is also collected.

Significance of Consensus

1. The consensus communication projects a good image of the management.
2. The essential image of the management presented through consensus strengthens the confidence of the employees in their superiors.

3. There can be little or no chance for conflict among the employees because the instructions issued by the directors never conflicts with each other.
4. The consensus is always based on the attitude of mutual respect, which enables the members to accept and support the views of each other.
5. The members promptly accept the decisions of consensus because they are derived after mutual consultations.
6. The process of consensus ultimately leads to an unquestioning acceptance of the authority of the chief.
7. The trust of the members in their chief helps to avoid the splits and conflicts between the majority and the oppositions.

Consensus Roles

Facilitator:

The facilitator plays a crucial role. The facilitator's job is to try to guide to consensus, to see what the sense of the meeting is, to offer clarification. The facilitator makes sure everyone who wishes to speak gets a turn. The facilitator does not speak for his or her own interest.

The facilitator also:

- Balances people who talk a lot against quieter ones.
- Elicits input from quiet ones.
- Keeps the group on time and follows the agenda.
- Clarifies muddy statements.
- Identifies common threads.
- Summarizes agreements and disagreements.
- Makes sure all ideas are heard and understood.
- Tests for consensus, which means expressing what seems to be emerging from the group process.

Role Rotation: Many groups break down the facilitator's job and assign roles to different members. A healthy consensus group rotates roles, so that everyone gets to practice all the parts of facilitation, and so that leadership can build within the group members.

- **Time-Keeper:** A time-keeper keeps the group moving forward through the agenda and suggests alterations to the time allotments.
- **Note-Taker:** A note-taker takes notes of every meeting's decisions and makes sure everyone has access to the notes in whatever form the group members wish.
- **Gate-Keeper :** The gate-keeper takes care of who will speak and in what order, thus freeing the facilitator for enabling, monitoring and summarizing discussion.

Every meeting has an agenda with time allotments for each item.

Consensus decision-making works for groups who are willing to attend to the skills it requires — listening, summarizing, attending to and validating emotions, creatively weaving varied points of view together, and working peacefully through conflict. Consensus groups take less time, reach better decisions and leave members happier with each other and with their decisions than voting groups. The reason for believing in using consensus as a decision-making process is that it does not marginalize the voices of dissent or of the minority; it includes them in the process, and creatively works their ideas into decisions.

III. Downward, Upward, Horizontal and Diagonal Communication

These types of communication are also mostly found in organisations. Especially formal communications can be stated to follow downward or upward communications.

a. Downward Communication:

Communication between a superior and subordinate is known as vertical communication. Vertical communication may be downward vertical communication or upward vertical communication. Downward communication means communication which flows from a superior to a subordinate. It follows the line of authority from the top to the bottom of the organization hierarchy. Downward communication is a must in any organization.

It is needed:

- (i) To get things done;
- (ii) To prepare for changes;
- (iii) To discourage lack of understanding and suspicion; and
- (iv) To let the members of the organization develop feeling of pride of being well-informed about all organizational matters.

The important examples of downward communication are:

Notices, Circulars, Instructions, Orders, Letters, Memos, Bulletins, Handbooks, Annual reports, Loudspeaker announcements and Group meetings, etc.

b. Upward Communication:

Upward communication means the flow of information from the lower levels of the organization to the higher levels of authority. It passes from subordinate to superior as that from worker to foreman, from foreman to manager, from manager to general manager and from general manager to the chief executive or the board of directors. It includes opinions, ideas, suggestions, complaints, grievances, appeals, reports, etc.

Upward communication is very important as it serves as feedback on the effectiveness of downward communication. Management is able to know how well its policies, plans and objectives are followed by those working at lower levels of the organization. It keeps the management informed about the progress of the work and difficulties faced in performance. On the basis of upward communication, the management revises its plans and policies and makes further planning.

Upward communication is needed:

- (i) To create receptiveness of communication;
- (ii) To create a sense of belongingness through active participation;
- (iii) To evaluate the effectiveness of communication;
- (iv) To increase morale of employees;
- (v) To make improvements in managerial decisions;
- (iv) To co-ordinate efforts and
- (vii) To know ideas of each individual in the organization.

The important examples of upward communication are: Reports, Meetings, Interviews, Conferences, Letters, Complaints, Suggestions, Surveys, Union publications and Grapevine, etc.

c. Horizontal, Lateral or Sideward Communication:

The transmission of information and understanding between people on the same level of organization hierarchy is called the horizontal communication. This type of communication is also known as lateral or sideward or crosswise communication. Usually, it pertains to inter-departmental communication, i.e. the communication between two departmental managers working at the same level of organization or among subordinates working under one boss.

Horizontal communication speeds up information and promotes mutual understanding. It enables the managers working at the same level to exchange information and co-ordinate their activities without referring all matters to the higher level of management. Flows of Communication, supervisor will often communicate with supervisor B for co-ordination and integration of various activities. Such communication is essential in all organizations.

The horizontal communication is generally of an informal nature. Whenever a departmental head requires some information from another departmental head, he tends to contact him directly. However, this type of communication can be oral or written.

d. Diagonal Communication:

The transfer of information between people who are neither in the same department nor on the same level of organization hierarchy is called diagonal communication. For

example, when the Assistant Marketing Manager communicates with the accounts clerk directly, it is the case of diagonal communication. This type of communication increases the organizational efficiency by speeding up information and cutting across departmental barriers.

1.6 FORMS OF COMMUNICATION

Any type of communication follows two forms of communication

1. Verbal Communication
2. Non-verbal Communication

Verbal Communication

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication, remember the acronym KISS (keep it short and simple).

Verbal Communication is further divided into:

- Oral Communication
- Written Communication

1. Oral Communication

Oral communication generally involves both verbal and non-verbal symbols. Mostly we spend a great deal of time participating in verbal communication, both as speakers and listeners.

Importance of Oral Communication

The speeches of famous leaders and revolutionaries have had the greatest impact on people resulting in movements and revolutions. The words can encourage the people to take over and complete the tasks beyond their ability. On the other hand, the worlds can dis-spirit and discourage the people from doing even their routine jobs.

Oral communication is vital to human relationships in every business organization as well as social gatherings. Talking helps to escape boredom, to get acquainted with a newcomer, to warn the person about his or her misbehavior, to suggest novel ideas to other people who work with us, to instruct others, and for a number of other purposes. Much of the professional and business communication through oral media takes places between two people.

Effective Oral Communication

- Pronunciation
- Clarity, Conciseness and Completeness

- Vocabulary
- Pitch
- Tone and style

Advantages of Oral Communication

- Adjustment of message: Due to immediate feedback the sender can adjust their message favourable to the receiver.
- Immediate clarifications: Both the sender and receiver can clarify their misunderstandings in the form of feedback.
- Time: Verbal is faster than written messages. When immediate action is required, oral communication is the best media.
- Persuasion and control: Verbal messages can influence the attitudes, feelings, opinions and beliefs of the receivers.

The verbal directives and instructions are effective in controlling the employees and the situations in order to ensure the fulfilment of the objectives.

- Formality: Verbal communication is less formal than written communication. It can help in building friendships and personal relations between the communicator and the receiver.
- Cost: Verbal communication is cost effective.
- Group communication: Verbal communication is a convenient and reliable media for communicating in committees, conferences and meetings where a number of people come together for discussion.

Disadvantages of Oral Communication

- Future reference: The oral message cannot be referred back in future if they are not tape-recorded. Permanent record cannot be maintained unless and until it is forced.
- Speaker's preparedness: Verbal communication cannot be good and effective if the communicator is not a good speaker. The speaker needs to be lively, enthusiastic, vital, earnest and keenly interested in the subject.
- Lengthy message: Oral communication is not a suitable media for any lengthy official message that constitutes minute details.
- Distortion: The verbal message is more likely to be received in a distorted meaning by the receiver due to his misunderstanding and misinterpretation.
- Retaining the message: It is found that people tend to have trouble in recalling properly the main ideas of the factual details, which are communicated to them orally. The

receiver may not understand the message completely due to any communication barrier and may even forget the major part of the message after a long time.

2. Written Communication

Written communication obviously means communication through written or printed words. This is primarily verbal in nature. However, there is a nonverbal dimension to written communication also. Printed materials are formal in nature while hand written letters have a personal touch.

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication, message can be email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision used and clarity of the language. Written communication is most common form of communication being used in business. Unlike oral communication, written communication doesn't bring instant feedback.

Tools of written media are as follows:

- Memory
- Imaginative power
- Power of observation and study
- Units of language like words, phrases, sentences, etc
- Ability of thinking
- Ability of collecting and analyzing information
- Ability of writing

A good writer is an artist who knows how to write a specific message effectively by making use of the above tools. The main purpose of written communication is to move, motivate and mould the minds and behavior of the people. The art and skill of writing depends on the competence and knowledge of the communicator.

Advantages of Written Communication

- Permanent record
- Legal evidence
- Accuracy
- Lengthy messages
- Correspondence

Limitations of Written Communication

- Access to literates: There are millions of illiterate people who cannot use this media.
- Costly and time-consuming process

- Delayed feedback: In today's circumstances this cannot be a limitation as immediate feedback is sought out through SMS.

Non-Verbal Communication

Communication without using words is called non-verbal communication. In this type of communication there is no use of either words or written message. The message is conveyed through body movements, paralanguage or by facial expressions. In the words of Thill and Bovee, "Non verbal communication is the process of communicating without words."

Nonverbal communication plays an important role in how the meaning and information is conveyed to others, as well as how it is interpreted.

Some of the important non-verbal communication methods are listed:

- i. Kinesics
- ii. Head movements and posture
- iii. Eye Contact (Oculesics)
- iv. Facial Expressions
- v. Haptics
- vi. Vocalics (Paralanguage)
- vii. Proxemics
- viii. Territoriality
- ix. Chronemics
- x. Personal Presentation (Appearance) and Environment (Artifacts) – Clothing

1. Kinesics

The word kinesics comes from the root word *kinesis*, which means "movement," and refers to the study of hand, arm, body, and face movements. Specifically, the use of gestures, head movements and posture, eye contact, and facial expressions which are a means of nonverbal communication. Kinesics can be also known as **affective displays**.

Gestures

There are three main types of gestures: adaptors, emblems and illustrators (Andersen, 1999).

i. Adaptors:

Adaptors are touching behaviors and movements that indicate internal states typically related to arousal or anxiety. Adaptors can be targeted toward the self, objects, or others. In regular social situations, adaptors result from uneasiness, anxiety, or a general sense that is not in control of the surroundings. Many subconsciously click pens,

shake our legs, or engage in other adaptors during classes, meetings, or while waiting as a way to do something with the excess energy.

Example: After speaking in a seminar or in public if students watch their video recordings of their speeches they would notice nonverbal adaptors that they didn't know they used. In these situations, people most commonly use self- or object-focused adaptors. Common self-touching behaviors like scratching, twirling hair, or fidgeting with fingers or hands are considered self-adaptors. Some self-adaptors manifest internally, as coughs or throat-clearing sounds. Use of object adaptors can also signal boredom as people play with the straw in their drink or peel the label off a bottle. Smartphones have become common object adaptors, as people can fiddle with their phones to help ease anxiety.

- ii. **Emblems:** Emblems are gestures that have a specific agreed-on meaning. Emblems are non-verbal cues that have a verbal counterpart. For example, the sign for Victory (forefinger and middle finger erect) symbolizes the letter V in Britain which is also the same in India, the number two in the US and may be seen as insulting in Australia.

Another example is the “ok” sign made by forming a circle with your thumb and forefinger and stretching out the rest of the three fingers. This may be seen as an indication for zero or the number three in some countries. It is considered obscene in Australia though.

Emblems as such are a bewildering array of different meanings. The list of possible interpretations and different meanings is, unfortunately, endless. In short, emblems are signs used to refer to certain words. Its interpretation may vary across different cultures and groups of people.



iii. **Illustrators:**

Illustrators are the most common type of gesture and are used to illustrate the verbal message they accompany. For example, you might use hand gestures to indicate the

size or shape of an object. Unlike emblems, illustrators do not typically have meaning on their own and are used more subconsciously than emblems. These largely involuntary and seemingly natural gestures flow from us as we speak but vary in terms of intensity and frequency based on context. Although these gestures are never taught to use but is used automatically. Illustrators are used more consistently to illustrate what is being said.

2. Head Movements (Regulators) and Posture

In terms of head movements, a head nod is a universal sign of acknowledgement in cultures. An innate and universal head movement is the headshake back and forth to signal “no.” This nonverbal signal begins at birth, even before a baby has the ability to know that it has a corresponding meaning. Babies shake their head from side to side to reject their mother’s breast and later shake their head to reject attempts to spoon-feed (Pease & Pease, 2004). This biologically based movement then sticks with us to be a recognizable signal for “no.” We also move our head to indicate interest.

Figure 3 – Standing Communications Postures



There are four general human postures: standing, sitting, squatting, and lying down (Hargie, 2011). Posture is important and conveys a message. Good, straight posture indicates leadership and confidence.

It tells the audience that the person is in control and conveys confidence in competence. Leaning slightly forward shows that the person cares. Slouching to one side delivers the opposite message. It shows disinterest. Hunched shoulders indicate lack of confidence and possibly low self-esteem.

3. Eye Contact (Oculistics)

Though eye behavior is studied under kinesics it has its own branch of nonverbal studies called oculistics, which comes from the Latin word *oculus*, meaning “eye.” The face and eyes are the main point of focus during communication, and along with the ears, eyes take in most of the communicative information around us. Certain eye behaviors have become tied

to personality traits or emotional states, as illustrated in phrases like “hungry eyes” and “evil eyes.”

Eye contact serves several communicative functions ranging from regulating interaction to monitoring interaction, to conveying information, to establishing interpersonal connections. In terms of regulating communication, eye contact is used to signal others that the person is ready to speak or it can also be used to cue others to speak.

Example: If a teacher looks at a student directly after asking a question – It means that student should answer.

Aside from regulating conversations, eye contact is also used to monitor interaction by taking in feedback and other nonverbal cues and to send information. Eyes bring in the visual information needed to interpret people’s movements, gestures and eye contact. Making eye contact with the other person also communicates that the listener is paying attention and are interested in what the person is saying. The specific functions of eye contact can be listed as follows:

- Regulate interaction and provide turn-taking signals
- Monitor communication by receiving nonverbal communication from others
- Signal cognitive activity (we look away when processing information)
- Express engagement (we show people we are listening with our eyes)
- Convey intimidation
- Express flirtation
- Establish rapport or connection

4. Facial Expressions

Face is the most expressive part of a body. Photos intend to capture the particular expression “in a flash” that could be preserved for later viewing. Even though a photo is a snapshot in time, it could be interpreted with extensive meaning in the moment of expression. Basic facial expressions are recognizable by humans all over the world.

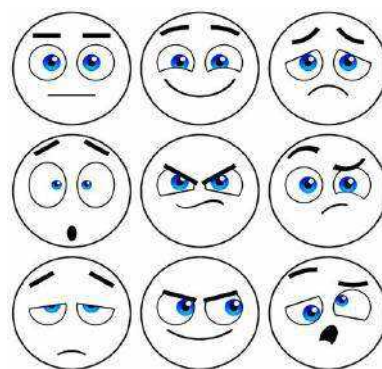


Figure 4 – Facial expressions universally recognised

Much research has supported the universality of a core group of facial expressions: happiness, sadness, fear, anger, and disgust. The first four are especially identifiable across cultures (Andersen, 1999). However, the triggers for these expressions and the cultural and social norms that influence their displays are still culturally diverse.

Smiles are powerful communicative signals. Facial expressions are not always connected to an emotional or internal biological stimulus; they can actually serve a more social purpose. For example, most of the smiles we produce are primarily made for others and are not just an involuntary reflection of an internal emotional state (Andersen, 1999). People generally perceive smiles as more genuine when the other person smiles “with their eyes.” Faces are the most expressive part of our body and can communicate an array of different emotions.

5. Haptics

Touch has the power to comfort someone in moment of sorrow when words alone cannot. Haptics is the study of communication by touch. Touch is necessary for human social development and it can be welcoming, threatening, or persuasive. A lack of nonverbal communication competence related to touch could have negative interpersonal consequences; for example, if the importance of a firm handshake is not understood, a person might make negative judgments about the confidence or credibility of another person.

A lack of competence could lead to awful negative consequences, including legal punishment, if the touch is inappropriate (intentionally or unintentionally). Nowadays, children are taught what a good touch and a bad touch is at an early age.

There are several types of touch, including functional-professional, social-polite, friendship-warmth, love-intimacy, and sexual-arousal touch (Heslin & Apler, 1983). At the functional-professional level, touch is related to a goal or part of a routine professional interaction, which makes it less threatening and more expected. For example, barbers, hairstylists, doctors, nurses, tattoo artists and security screeners are allowed to touch in a professional context. At the social-polite level, socially sanctioned touching behaviors help initiate interactions and show that others are included and respected. A handshake, a pat on the arm, and a pat on the shoulder are examples of social-polite touching. At the functional-professional and social-polite levels, touch still has interpersonal implications. In addition, a social-polite touch exchange plays into initial impression formation, which can have important implications for how an interaction and a relationship unfold.

At the friendship-warmth level, touch is more important and more ambiguous than at the social-polite level. At this level, touch interactions are important because they serve a relational maintenance purpose and communicate closeness, liking, care, and concern. At

the love-intimacy level, touch is more personal and is typically only exchanged between significant others, such as best friends, close family members and romantic partners. Touching faces, holding hands, and full-frontal embraces are examples of touch at this level. Although this level of touch is not sexual, it does enhance feelings of closeness and intimacy and can lead to sexual-arousal touch, which is the most intimate form of touch, as it is intended to physically stimulate another person.

Touch is also used in many other contexts—for example, during play (e.g., arm wrestling), during physical conflict (e.g., slapping) and during conversations (e.g., to get someone's attention) (Jones, 1999). Inadvertently messages are sent through accidental touch (e.g., bumping into someone).

6. Vocalics (Paralanguage)

Paralanguage refers to the vocalized but nonverbal parts of a message. Vocalics is the study of paralanguage, which includes the vocal qualities that go along with verbal messages, such as pitch, volume, rate, vocal quality, and verbal fillers (Andersen, 1999).

Pitch helps convey meaning, regulate conversational flow, and communicate the intensity of a message. Even babies recognize a sentence with a higher pitched ending as a question. Greetings have a rising emphasis and farewells have falling emphasis. This vocal emphasis is known through observation and practice. Children, for example, have a difficult time perceiving sarcasm, which is usually conveyed through paralinguistic characteristics like pitch and tone rather than the actual words being spoken.

Paralanguage provides important context for the verbal content of speech. For example, volume helps communicate intensity. A louder voice is usually thought of as more intense, although a soft voice combined with a certain tone and facial expression can be just as intense. Volume of the voice is based on the setting, the distance between people and the relationship. In this age of computer-mediated communication, TYPING IN ALL CAPS is usually seen as offensive, as it is equated with yelling. A voice at a low volume or a whisper can be very appropriate when sending a covert message or flirting with a romantic partner, but it wouldn't enhance a person's credibility if used during a professional presentation.

Speaking rate refers to how fast or slow a person speaks and can lead others to form impressions about the emotional state, credibility and intelligence. As with volume, variations in speaking rate can interfere with the ability of others to receive and understand verbal messages. When speaking at a faster-than-normal rate, it is important that a speaker also clearly articulate and pronounce his or her words. A higher rate of speech combined with a

pleasant tone of voice can also be beneficial for compliance gaining and can aid in persuasion.

Tone of voice can be controlled somewhat with pitch, volume, and emphasis, but each voice has a distinct quality known as a vocal signature. Voices vary in terms of resonance, pitch, and tone, and some voices are more pleasing than others. People typically find pleasing voices that employ vocal variety and are not monotone, are lower pitched (particularly for males), and do not exhibit particular regional accents. Many people perceive nasal voices negatively and assign negative personality characteristics to them (Andersen, 1999). Verbal fillers are sounds that fill gaps in a speech giving time to decide what to say next. They are considered a part of nonverbal communication because they are not like typical words that stand in for a specific meaning or meanings. Verbal fillers such as “um,” “uh,” “like,” and “ah” are common in regular conversation and are not typically disruptive.

The use of verbal fillers can help a person “keep the floor” during a conversation if they need to pause for a moment to think before continuing on with verbal communication. Verbal fillers in more formal settings, like a public speech, can hurt a speaker’s credibility.

The following is a review of the various communicative functions of vocalics:

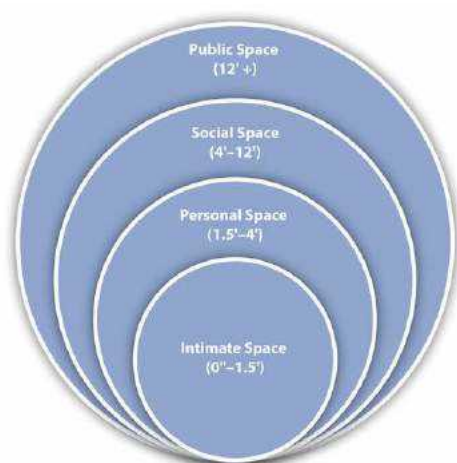
- **Repetition.** Vocalic cues reinforce other verbal and nonverbal cues (e.g., saying “I’m not sure” with an uncertain tone).
- **Complementing.** Vocalic cues elaborate on or modify verbal and nonverbal meaning (e.g., the pitch and volume used to say “I love sweet potatoes” would add context to the meaning of the sentence, such as the degree to which the person loves sweet potatoes or the use of sarcasm).
- **Accenting.** Vocalic cues allow us to emphasize particular parts of a message, which helps determine meaning (e.g., “*She* is my friend,” or “She is *my* friend,” or “She is my *friend*”).
- **Substituting.** Vocalic cues can take the place of other verbal or nonverbal cues (e.g., saying “uh huh” instead of “I am listening and understand what you’re saying”).
- **Regulating.** Vocalic cues help regulate the flow of conversations (e.g., falling pitch and slowing rate of speaking usually indicate the end of a speaking turn).
- **Contradicting.** Vocalic cues may contradict other verbal or nonverbal signals (e.g., a person could say “I’m fine” in a quick, short tone that indicates otherwise).

7. Proxemics

Proxemics refers to the study of how space and distance influence communication. For example, when there is attraction between two people it is said to be a “close” relationship. When the people lose connection among them, it is said to be “distant”. Space influences how people communicate and behave. Smaller spaces with a higher density of people often lead to breaches of personal space bubbles. To better understand how proxemics functions in nonverbal communication, proxemic distances associated with personal space and the concept of territoriality need to be known.

Proxemic Distances

There are varying definitions for “personal space” based on contextual criteria, situation and the relationship. Though space is invisible, people are socialized into the norms of personal space within their cultural group.



Proxemic Zones of Personal Space

Four zones have been interpreted. They are public, social, personal, and intimate distance (Hall, 1968). The zones are more elliptical than circular, taking up more space in front, where the line of sight focuses. Even within a particular zone, interactions may differ depending on whether someone is in the outer or inner part of the zone.

Public Space (12 Feet or More)

Public and social zones refer to the space four or more feet away from the body, and the communication that typically occurs in these zones is formal and not intimate. Public space starts about twelve feet from a person and extends out from there. This is the least personal of the four zones and would typically be used when a person is engaging in a formal speech. It would be difficult to have a deep conversation with someone at this level because there

would be no physical closeness that is often needed to promote emotional closeness and/or establish rapport.

Social Space (4–12 Feet)

Communication that occurs in the social zone, which is four to twelve feet away from the body, is typically in the context of a professional or casual interaction, but not intimate or public. This distance is preferred in many professional settings because it reduces the suspicion of any impropriety. The expression “keep someone at an arm’s length” means that someone is kept out of the personal space and kept in the social/professional space. In many typically sized classrooms, much of the interaction is actually in the social zone rather than the public zone, which is actually beneficial because it helps to establish a better connection with them.

Personal Space (1.5–4 Feet)

Personal and intimate zones refer to the space that starts at the physical body itself and extends four feet. These zones are reserved for friends, close acquaintances, and significant others. Much of the communication occurs in the personal zone, which is happening in the “personal space bubble” and extends from 1.5 feet to 4 feet away from the body. Though the communication takes place in the personal space it might not be intimate, but a friendly association. Even people who know each other could be uncomfortable spending too much time in this zone unnecessarily. This zone is broken up into two subzones:

- Outer-personal zone that extends from 2.5 feet to 4 feet and is useful for conversations that need to be private but that occur between people who are not interpersonally close. This zone allows for relatively intimate communication but doesn’t convey the intimacy that a closer distance would, which can be beneficial in professional settings.
- The inner-personal zone that extends from 1.5 feet to 2.5 feet and is a space reserved for communication with people who are interpersonally close to or trying to get to know. In this subzone, people can easily touch the other person as they talk, briefly placing a hand on arm or engaging in other light social touching that facilitates conversation, self-disclosure, and feelings of closeness.

Intimate Space

The invisible line that is 1.5 feet from the body is the intimate zone, which is reserved for only the closest friends, family, and romantic/intimate partners. It is impossible to completely ignore people in this space. A breach of this space can be comforting in some contexts and annoying or frightening in others. Touch which is needed to emphasise the emotions to happen require people to enter this intimate space. Being close to someone and feeling their

physical presence can be very comforting when words fail. There are also social norms regarding the amount of this type of closeness that can be displayed in public, as some people get uncomfortable even seeing others interacting in the intimate zone. While some people are comfortable engaging in or watching others engage in PDAs (public displays of affection) others are not.

Verbal communication is not used always to defend the personal space during regular interactions. Instead, more nonverbal communication like moving, crossing arms, or avoiding eye contact to deal with breaches of space are used.

8. Territoriality

Territoriality is an innate drive to take up and defend spaces. This drive is shared by many creatures and entities, ranging from packs of animals to individual humans to nations. A place once used is always preferred, it may be in a restaurant, desk in the classroom, or the seat booked in train or for an event. These spaces are claimed to be of the users. There are three main divisions for territory: primary, secondary and public (Hargie, 2011). Sometimes the claim to a space is official. These spaces are known as the primary territories because they are marked or understood to be exclusively one's own and under their control. A person's house, yard, room, desk, side of the bed, or shelf in the medicine cabinet could be considered primary territories.

Secondary territories don't belong to one person and aren't exclusively under their control, but they are associated with people, which may lead to assume that the space will be open and available, when required. This happens in classrooms regularly. Students often sit in the same desk or at least same general area as they did on the first day of class. There may be some small adjustments during the first couple of weeks, but by a month into the semester, this is voluntary.

Public territories are open to all people. People are allowed to mark public territory and use it for a limited period of time, but space is often up for grabs, which makes public space difficult to manage for some people and can lead to conflict. To avoid this type of situation, people use a variety of objects that are typically recognized by others as nonverbal cues that mark a place as temporarily reserved—for example, jackets, bags, papers, or a drink. There is some ambiguity in the use of markers, though. A half-empty cup of coffee may be seen as trash and thrown away, which would be an annoying surprise to a person who left it to mark his or her table while visiting the restroom. People have to decide how much value they want their marker to have. Obviously, leaving a laptop on a table indicates that the table is occupied, but it could also lead to the laptop getting stolen. A pencil, on the other hand, could just be moved out of the way and the space usurped.

9. Chronemics

Chronemics refers to the study of how time affects communication. Time can be classified into several different categories, including biological, personal, physical, and cultural time (Andersen, 1999). Biological time refers to the rhythms of living things.

Humans follow a circadian rhythm, meaning that we are on a daily cycle that influences when we eat, sleep, and wake. When the natural rhythms are disturbed, by all-nighters, jet lag, or other scheduling abnormalities, physical or mental health, communication competence and personal relationships can suffer. Biological time need to be remembered to communicate with others. Early morning conversations and speeches may require more preparation to get awake enough to communicate well and a more patient or energetic delivery to accommodate others who may still be getting warmed up for their day.

Personal time refers to the ways in which individuals experience time. The way time is experienced is based on the mood, interest level, and other factors. Time passes quickly when the person is interested in and engages very actively in any specific work. Individuals also vary based on whether or not they are future or past oriented. People with past-time orientations may want to reminisce about the past, reunite with old friends, and put considerable time into preserving memories and keepsakes in scrapbooks and photo albums.

Physical time refers to the fixed cycles of days, years, and seasons. Physical time, especially seasons, can affect mood and psychological states. Some people experience seasonal affective disorder that leads them to experience emotional distress and anxiety during the changes of seasons, primarily from warm and bright to dark and cold (summer to fall and winter).

Cultural time refers to how a large group of people view time. Polychronic people do not view time as a linear progression that needs to be divided into small units and scheduled in advance. Polychronic people keep more flexible schedules and may engage in several activities at once. Monochronic people tend to schedule their time more rigidly and do one thing at a time. A polychronic or monochronic orientation to time influences our social realities and how we interact with others.

Additionally, the way time is used depends in some ways of the person status. For example, doctors can make their patients wait for extended periods of time and executives and celebrities may run consistently behind schedule, making others wait for them. Promptness and the amount of time that is socially acceptable for lateness and waiting varies among individuals and contexts. Chronemics also covers the amount of time that is spent talking.

Conversational turns and turn-taking patterns are influenced by social norms and help in conversation progress.

10. Personal Presentation (Appearance) and Environment (Artifacts) – Clothing

Personal presentation involves two components: our physical characteristics and the artifacts with which people adorn and surround themselves.

Physical characteristics include body shape, height, weight, attractiveness, and other physical features of the body. Although ideals of attractiveness vary among cultures and individuals. Research consistently indicates that people who are deemed attractive based on physical characteristics have distinct advantages in many aspects of life. This fact, along with media images that project often unrealistic ideals of beauty, have contributed to booming health and beauty, dieting, gym, and plastic surgery industries.

Aside from clothes, jewelry, visible body art, hairstyles, and other political, social, and cultural symbols send messages to others the personality of the person. The physical location, size, and number of tattoos and piercings play a large role in whether or not they are deemed appropriate for professional contexts, and many people with tattoos and/or piercings make conscious choices about when and where they display their body art. Hair also sends messages whether it is on head or body. Men with short hair are generally judged to be more conservative than men with long hair.

Jewelry can also send messages with varying degrees of direct meaning. A ring on the “ring finger” of a person’s left hand typically indicates that they are married or in an otherwise committed relationship. People also adorn their clothes, body, or belongings with religious or cultural symbols, like a cross to indicate a person’s faith. The objects that surround us send nonverbal cues that may influence how people perceive us.

The environment too affects both the verbal and nonverbal communication. This is included because manipulation can be done in the nonverbal environment similar to how gestures or tone of the voice could be manipulated.

The placement of objects and furniture in a physical space can help create a formal, distant, friendly, or intimate climate. Fancy cars and expensive watches can serve as symbols that distinguish a CEO from an entry-level employee. Physical characteristics and the artifacts that surround us communicate much.

Features of Non-Verbal Communication

- Conveys Important Interpersonal and Emotional Messages
- More Involuntary than Verbal
- Is More Ambiguous and Credible

Functions of Nonverbal Communication

- Conveys meaning by reinforcing, substituting for, or contradicting verbal communication.
- Used to influence others and regulate conversational flow.

- Acts as a central part of relational communication and identity expression.
- Nonverbal Communication Conveys Meaning
- Nonverbal Communication Influences Others
- Regulates Conversational Flow
- It affects Relationships
- Expresses Our Identities

LET US SUM UP

Nonverbal communication is a process of generating meaning using behavior other than words. Nonverbal communication includes vocal elements, which is referred to as paralanguage and includes pitch, volume, and rate, and non-vocal elements, which are usually referred to as body language and includes gestures, facial expressions, and eye contact, among other things.

UNIT END EXERCISES

1. Make a column for each teacher and note examples of specific non-verbal communications of each. Discuss your list with a classmate and compare and contrast the lists.
2. What limits, if any, do you think there should be on the use of touch screening procedures in airport, malls or film theatres?

POINTS FOR DISCUSSION

- The attributes of Non-verbal communication explain more rather than the words used.
- Barriers of communication lead to miscommunication of the situation
- Understanding the concepts of communication in various context give different definitions to the term.

CHECK YOUR PROGRESS

What are the different forms of communication?

How important is communication to society?

Explain the barriers to communication.

Discuss the types of communication.

REFERENCES

1. <http://www.wseas.us/e-library/conferences/2014/Istanbul/FINANCE/FINANCE-17.pdf>
2. <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf>
3. <http://open.lib.umn.edu/principlesmanagement/chapter/12-5-different-types-of-communication/>



தமிழ்நாடு தமில்நாடு TAMILNADU

14 OCT 2020

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The Registrar
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CHD-

M. KAILASH CHAND
STAMP VENDOR-L.No.11737/C/9
SAIDAPET, CHENNAI-15. 9840173098

AFFIDAVIT

The Tamil Nadu Open University, No. 577, Anna Salai, Saidapet, Chennai -600 015. (full name and address of Higher Education Institution), undertakes to abide by the following terms and conditions duly approved by the statutory bodies of the University;

and accordingly,

We, Dr. K. Rathnakumar Vice-Chancellor/Registrar and Dr. M.V. Sudhakaran (Director, SSSD), Director, Centre for Distance & Online Education/Centre for Online Education of Tamil Nadu Open University, No. 577, Anna Salai, Saidapet, Chennai - 600 015 University/Higher Education Institution (full name and address), do hereby solemnly affirm and declare as under:

1. That this Higher Educational Institution namely Tamil Nadu Open University wishes to apply for the recognition of Open and Distance Learning Programmes and ~~for Online Programmes~~ (as applicable) to be offered under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 from the academic session 2020-21.


Registrar

Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

2. That the deponents have fully understood all clauses, all terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
3. That the Higher Educational Institution is eligible in all respect to apply for offering programmes through; a) Open and Distance Learning (ODL) mode, OR b) ~~Online Learning mode~~, OR c) ~~Open and Distance Learning (ODL) and Online Learning mode~~ (as applicable), as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
4. That the Higher Educational Institution after getting programme wise recognition shall scrupulously abide by all the terms and conditions as stipulated under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 alongwith compliance to all the provisions regarding;
 - a) Centre for Internal Quality Assurance (CIQA): Annexure-I
 - b) Conduct of Examination and Minimum Standards for Examination Centres: Annexure-II
 - c) Territorial Jurisdiction and Regulating Provisions for different types of Higher Educational Institutions: Annexure-III
 - d) Human Resource and Infrastructural Requirements: Annexure-IV
 - e) Guidelines on Programme Project Report (PPR) : Annexure-V
 - f) Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy: Annexure-VI
 - g) Guidelines on Self-Learning Material and E-Learning Material: Annexure-VII
 - h) Learner Support Centres :Annexure-VIII
 - i) Assessment Criteria for offering Online Programmes through Non-Swayam Learning Platform: Annexure IX
 - j) Grievance Redress Mechanism: Annexure X
5. That the Higher Educational Institution shall adhere to various directives issued by the Commission from time to time.


U. Lakshmi
14/7/20
Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

6. That the Higher Educational Institution shall not offer prohibited programmes i.e. programmes not permitted to be offered in Open and Distance Learning Mode and Online mode in Higher Education as mentioned in clause (z) of regulation 2 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
7. That the Higher Education Institution shall ensure compliance to other relevant UGC Regulations and norms issued by the relevant statutory/regulatory bodies from time to time .
8. That, for the programmes falling under the ambit of a statutory or regulatory authority or regulatory council, the Higher Educational Institution has the approval or recommendations of the respective statutory or regulatory authority or regulatory council for offering the programmes in Open and Distance Learning mode or Online mode, as applicable; and has also submitted the same to UGC along with the application.
9. That the Higher Educational Institution shall ensure to provide all such information asked by UGC and display the same information as per mandatory disclosure of information as stipulated under regulation 9 of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
10. That the Higher Educational Institution shall not offer any Open and Distance Learning (ODL) Programmes and Online Programmes and admit students thereto unless it has been granted recognition by the Commission and admission shall not be made in anticipation of the recognition.
11. That the Higher Educational Institution undertakes to upload admission details on the portal within the stipulated time as decided by the Commission from time to time.
12. That the Higher Educational Institution is an Open University already recognised for offering Open and Distance Learning Programme(s) or Online Programmes for the academic year 2019-20 and shall obtain NAAC accreditation prior to the completion of the current recognition period, failing which the Commission shall not accord further recognition to Open and Distance Learning (ODL) Programmes and Online Programmes (Applicable only for Open Universities recognized for 2019-20).

or

~~That the Higher Educational Institution is an Open University not recognised for offering Open and Distance Learning Programme(s) or Online Programmes for the~~


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Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

~~academic year 2019-20 and shall obtain NAAC accreditation within one year of becoming eligible, failing which the Commission shall not accord further recognition to Open and Distance Learning (ODL) Programmes and/or Online Programmes (Applicable only for Open Universities).~~

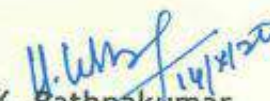
13. That the Higher Educational Institution shall ensure the readiness/availability of E- Learning Material for all years/semesters of proposed online programmes and its uploading on the learning platform before the start of academic session and information about the same shall be intimated to UGC in timely manner as per Annexure-VII of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
14. That all the information given by the Higher Education Institution in the proposal submitted to UGC is complete, true and correct and the deponents are fully aware of the consequences mentioned in relevant clauses, if the Higher Education Institution fails to abide by University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
15. That the deponents are fully aware that in case any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or fake at a later stage or in case of any violation, UGC shall take punitive measures as mentioned in Regulation 7 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 which includes withdrawal of the recognition of Open and Distance Learning (ODL) Programmes and Online Programmes and may also refer the matter to the Central or State Government as applicable for withdrawal of Higher Educational Institution status. It is the sole responsibility


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Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.

of the Higher Educational Institution for the career consequences of students, if any, arising out of the same.

DEPONENTS



1. Dr. K. Rathnakumar
Registrar
Tamil Nadu Open University
No.577, Anna Salai,
Saidapet, Chennai-600 015.



2. Dr. M.V. Sudhakaran
Director, SSSD
No: 577, Anna Salai,
Saidapet, Chennai-600 015.

Verification:

We, the above-named deponents, do hereby verify on 14/10/2020 at that the contents mentioned above are correct and true statements.

DEPONENTS


1. Dr. K. Rathnakumar
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