

# BACHELOR OF EDUCATION PROGRAMME REGULATIONS

Open and Distance Learning & Online Learning  
( From Calendar Year 2021 onwards )



தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்  
Tamil Nadu Open University  
Chennai - 15



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**Tamil Nadu Open University**  
Saidapet, Chennai – 600 015





# 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 and Association of Commonwealth Universities]

**No- 577, Anna Salai, Saidapet, Chennai -600015, Tamil Nadu, India**

**Prof. K.Parthasarathy**  
Vice-Chancellor

25.11.2020

## FOREWORD

*My Dear Learner!*

I deem it a great privilege to extend my heartfelt congratulations to you for having chosen the Tamil Nadu Open University (TNOU), a leading Open University for your graduation. I am also glad to brief you here the functions of the University and your Programme that will make you understand how it is open to everyone, who wants to pursue higher education. The University provides flexible entry and exit, as it provides opportunities from adult to nonagenarian in higher education.

As entering two decades in Distance Education, the University has so far produced more than 5 lakh graduates that enhances the Gross Enrolment Ratio (GER) in Indian Higher Education. Being approved by the UGC and the DEB, it is striving hard to ensure quality Open, Distance and Online Education (ODOE). In view of this, the Course Materials, the mainstay of pedagogy in ODOE, are updated suitable for the present context. In addition, the technology enabled Course Materials are also provided to you for easy and any time access. This apart, with a view to ensuring inclusive education, appropriate assistances are given to the learners with disabilities with the support of technology.

The University offers diverse Programmes at different levels including, Certificate, Diploma, Advanced Diplomas, Vocational Diploma, Graduate, Post-Graduate, and Research Programmes, besides Skill-Oriented Short-Term Programmes. In this context, I am happy to inform you that most of the Programmes are being offered not only in English and Tamil medium but also Semester and Non-Semester to satisfy the local and international demands.

The TNOU facilitates the sustainable Learner Support Services by providing holistic curriculum, Open Education Resources (OERs), continuous mentoring and assessments. The Members of staff, who serve as Programme Coordinators are always available on phone and online to counsell you with respect to your study.

This Booklet on "**Common Regulations – B.Ed Education Programme**" is designed with a view to offer you complete details pertaining to the Programme chosen. In the upcoming pages, you will be able to know about the functions of the University, Pattern of Study, Eligibility, Admission Procedures, Criteria for the Award of Degree, Programme Structure, Duration, Syllabi, Delivery Mechanism, Evaluation Cum Assessment Procedures, Conduct of Examination, Passing Minimum, Classification of Successful Candidates, Conferment of the Degree, Students Grievance Redressal Mechanism and so on.

In this context, I wish you fulfill your higher education dreams successfully and achieve greatness in your life.

**"HARD WORK NEVER FAILS."**

*All the very best!*

(K.PARTHASARATHY)



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# Bachelor of Education Programme Regulations

## 1. GENERAL INFORMATION

### 1.1 ABOUT B.ED. PROGRAMME

We are working on two aspects. First is that the quality and efficiency of education, to a large extent, depends upon the quality of teachers. Various commissions and committees on education have stressed that a systematic teacher-education programmes, both pre-service and in-service, are essential for qualitative improvement in education. Teachers and teacher-educators also realize that they can no longer depend on "born-teachers". There are new body of knowledge, innovations in instructional designs and latest communication technology available today. In view of this scenario, and also to meet the country's future needs of not only trained but also for successful teachers, we have to design effective teacher education programmes.

Teaching is a profession for which aspirants have to be prepared through rigorous education and training. It is often emphasised that the teachers need to be prepared through effective pre-service, followed by periodical in-service teacher education, to develop and update them in the necessary and the latest knowledge, skills, attitudes and values.

Our second aspect is that essential skills and competencies can be developed through distance mode of education, provided it is properly planned and effectively implemented, monitored and evaluated. This aspects are based on the fact that distance learners are highly motivated to learn new concepts and acquire various skills. By implication, we believe that the student have decided to join this programme as a step in the direction of improvement of their performance as a professional.

On the whole, this programme will strive to confirm the ideas, provide coherence to their thinking, intensify the practices and further sharpen the perspective in education.

### 1.2 OBJECTIVES OF THE B.Ed. PROGRAMME

This programme is meant to systematize and give a method and structure to student experiences. Specifically, this programme aims at enhancing the professional competencies and skills of the teachers working in elementary, secondary and higher secondary schools. Thus, it should lead students to develop:

- Competence to teach the subject(s) of the specialisation on the basis of the accepted principles of learning and teaching.

- Skills, understanding, interests and attitudes which would enable student to foster all-round growth and development.
- Skills in identifying, selecting, innovating and organizing learning experiences for teaching school subjects.
- Understanding of psychological principles of growth and development, individual differences and cognitive, psychomotor and attitudinal learning.
- Skills in guiding the students in order to enable them to solve their personal as well as academic problems.
- Understanding of the role of home, school and community in shaping the personality of the child, and help to develop an amicable home-school relationship for mutual benefit.
- Understanding the role of school in a changing society.
- Ability to undertake investigatory projects and action researches to improve the school system.

### 1.3 Procedures for Admission and Eligibility Criteria

#### a. Admission Procedure

University will publish Notification on its website and Newspapers regarding admission to post- graduate diploma programmes for each academic session.

- Every candidate who aspires to join any programme of the University shall apply to University through online/offline.
- Admission shall be done by following both on-line and offline process.
- No candidate will be allowed for admission to pursue two or more concurrent degree courses (either through regular / distance mode) simultaneously as per prevailing UGC norms. However, they are encouraged to do, a diploma or certificate or other category of programmes/skill oriented programmes simultaneously to develop their employability

Admission of the candidate will be confirmed after verification of the original testimonials like Admit Card, Mark sheet, Grade Cards, Certificates and other pertinent documents specified by the University are to be submitted at the Head Quarters of TNOU or Regional Centres of TNOU or at Learner Support Centre (LSC). Admission will be made/confirmed by the Head Quarters only. Identity Card will be issued after confirmation of admission. Admission of the candidate will stand cancelled if he / she fails to produce all original Admit Card, Mark sheet, Grade Cards, Certificates etc. whenever called for any verification.

**University reserves every right to suspend a programme temporarily due to administrative reasons.** A learner of a programme should earn the credits specified to enable him/her to be eligible to be awarded the degree.

### **b. Eligibility**

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

### **c. Fees Payable**

- Each candidate will be required to pay requisite Admission Fees as per schedule as may be prescribed by the University from time to time. The details of the fees are available in website/ e-prospectus.
- Costs of Field Visit / Dissertation work etc. for the subjects like MSW, Geography, Science subjects, Psychology, Counselling and Psychotherapy, etc. are to be borne by the candidate.
- In case of any loss in the laboratory for the science/applied science programmes, the cost is to be paid by the learner.
- For receiving any duplicate documents viz. I-Card, Library Card, Admit Card, Study Material (each paper), CD etc. a fee (for each) is to be paid.

### **d. Cancellation of Admission**

Admission is liable to be cancelled at any stage on the following grounds.

- A candidate admitted to a programme provisionally without verifying and ascertaining his/her eligibility for admission and found ineligible later through scrutiny of the filled-in admission form.
- Suppression of facts, furnishing incomplete, wrong or false information in filled-in Admission Form.
- Misconduct, Indiscipline and Violation of University Norms, Rules and Regulations.

### **e. Refund**

If it is found ineligible later on, admission will be cancelled and claim for refund of such fees will be considered by the University after deduction of service charges, as applicable from time to time as per prevailing norms of the university.

### **f. Medium of Instruction/Examination**

The medium of instruction followed in the instructional and practical work will be both in English and Tamil. However, the students of both mediums will be allowed to prepare their assignments, practical records and take the term-end examinations either in English or in Tamil.

### **g. Duration**

Keeping in view the number of credits to be gained and the operational feasibility related to the organisation of practical experiences, the minimum period required to complete the B.Ed programme is two years. However, the maximum period allowed for completion of programme will be five years.

## 2. PROGRAMME STRUCTURE

### 2.1 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.

#### Credits :

Means the weightage given to each course of study (course) in the Board of Studies concerned.

**TABLE : 1 B.Ed. Curriculum - I Year**

S. No.	Course Code	Name of the Course	Total Marks	I	E	Credits
<b>Group A - Core Courses</b>						
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 - Part I	100	30	70	4
<b>Group B - Pedagogy Courses (Part –I)</b>						
<b>Optional – I (Any One)</b>						
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
<b>General Orientation of Student Teachers - 4 days</b>						1
11.	BED-31A	Learning to function as a Teacher (PT - 1)	50	20	30	2
<b>Total</b>			<b>875</b>	<b>280</b>	<b>595</b>	<b>36</b>

- I – Internal; E – External;

**TABLE: 2 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	100	30	70	4
		A. Gender Issues in Education B. Addressing Special Needs in Classroom				
4.	BED-05B	Assessment for Learning - Part II	100	30	70	4

<b>Group B - Pedagogy Courses (Part II)</b>						
<b>Optional – I (Any One)</b>						
5.	BED-11B	Teaching of Tamil - Part II				
	BED-13B	Teaching of English - Part II	100	30	70	4
	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				
<b>Optional – II (Any One) (Major Subject)</b>						
6.	BED-12B	Teaching of Special Tamil - Part II				
	BED-14B	Teaching of Special English - Part II	100	30	70	4
	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				
<b>Group C -Developing Teacher Capabilities - Practical</b>						
<b>Experiences for Teacher Enrichment</b>						
7.	BED-24	Health and Yoga Education	25	10	15	1
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	
<b>Total</b>			<b>1125</b>	<b>330</b>	<b>795</b>	<b>44</b>

- I – Internal; E – External;

**TABLE: 3 Total Weight-age given for Theory Component**

S.No.	Course Code	Name of the Course	Maximum Marks		
			I	E	Total
<b>Core Courses - I Year</b>					
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
<b>Pedagogy Courses – (Part I)</b>				<b>30</b>	<b>70</b>
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
<b>Core Courses – II year</b>					
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
<b>Pedagogy Courses – (Part II)</b>					
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
<b>Total</b>			<b>390</b>	<b>910</b>	<b>1300</b>

- I – Internal; E – External;

## GROUP C - PRACTICAL COMPONENT

### Description of the Practical Component:

#### a. Observation:

Observation of the classroom teaching of the mentor; 3 classes for each optional subject (Total 6 classes). They will be discussed in the II workshop. **(Observation Record - see Appendix - 2)**

#### b. Micro-Teaching:

Practice of any five Microteaching Skills among Skill of Introduction, Skill of Explaining, Skill of questioning, Skill of Reinforcement, Skill of Stimulus variation, Skill of Illustration with examples, Skill of Closure and Link practice. **(Microteaching Record - see Appendix - 3)**

#### c. Strengthening Language Proficiency: Record should consist of:

- Narrative and descriptive accounts
- Popular subject based expository writing
- Engaging with journalistic writing

- Engaging with subject related reference books; and
- Engaging with educational writing.

**d. Exploring Library and Other Learning Resources:** Record should consist of:

- library procedures
- cataloguing
- websites
- library resources
- newspapers
- magazines, etc., and
- library networks.

**e. Physical Education:** Record should consist of:

- Understanding the body system
- Food and nutrition
- Safety and security
- Physical fitness
- Games and sports; and
- Physical education and its relationship with other subjects.

**f. Lesson Plan – 1:** Record should consist of 30 lesson plans of Optional - I, at least 8 lesson plans should be supervised by Mentor and 2 lesson plans to be supervised by the counselors of the Learner Support Centres.

**(Lesson Plan format - see Appendix - 4)**

**g. Lesson Plan – 2:** Record should consist of 30 lesson plans of Optional - II, at least 8 lesson plans should be supervised by Mentor and 2 lesson plans to be supervised by the counselors of the Learner Support Centres.

**(Lesson Plan format - see Appendix - 4)**

**h. Teaching-Learning Materials:** Record should consist of Photograph describing the following:

- Preparation of audio-visual aids
- Charts
- 3 working models in each Optional subject (remade models should not be used)
- Improvised models; and
- Power Point Presentations.

**i. Test and Measurement:** Conducting a test and recording the marks – Analysis statistically – Measures of Central tendency, Dispersion and Correlation - Graphs.

**j. Case Study:** Report on two case studies with regard to learning difficulties, delinquency and socio-personal problems of students.

**(Case Record - see**

**Appendix - 5)**

**Action Research:**

Record on two action research conducted at their class.

**(Action Research Record - see Appendix - 6)****Psychology Experiment:**

Record of tests such as learning disability, intelligence, and creativity.

**Text Book Review:**

Review of subject books of TN Government / Any other board.

**Health & Yoga Education:** Record should consist of:

- Human body
- Communicable and non communicable diseases
- Dietary requirements of human body
- Occupational health hazards, and their preventions; and
- Yoga practices: importance of yogasanas and other components of yoga.

**Enriching Learning through ICT:** Record should consist of:

- Visualising technology-Supported learning situation
- Creation of blogs
- Participation in Google groups
- Usage of ICT instruments in education
- Information search through search engines; and
- E-resources.

**Arts and Aesthetics:** Record should consist of:

- Visual arts and crafts – Painting, block printing, etc
- Collage
- Clay modeling
- Paper cutting
- Origami
- Rangoli; and
- Performing arts such as dance/music/theatre/puppetry.

**Report:** Self appraisal – the experiences and reflections of the student teachers in the **form of power point presentation before the peers and faculty members at the end of second year.**

**Practice Teaching (PT) :**

The student-teacher will undertake practice teaching in the first and second year. (i.e. 1<sup>st</sup> year – 15 days; 2<sup>nd</sup> year – 75 days). In the first year of the teaching practice, the student-teacher will undergo observation and micro-teaching only. At the time of Observation, the student teacher will observe 6 classroom teaching of the mentor; 3 classes for each Optional subject.

In the second year, every student-teacher will prepare 60 model lessons (30

in each Optional subject) and take classes in the school in which they are working, under the supervision of mentors, supervisors (teacher-educators) engaged by the Learner Support Centre to improve the skills in teaching. At least, 8 lesson plans (4 from each optional subject) should be supervised by Mentor and 4 lesson plans (2 from each optional subject) to be supervised by the academic counselors of the Learner Support Centre.

**Note:**

1. After completion of the workshop-I & II, practice teaching should be taken in the respective year by the student-teacher.
2. For Front Page of all records see Appendix – 1

**TABLE : 4 Practical Components description**

S.No	Teaching Competency / Field Assignment	Component	I	E	Total
<b>I Year</b>					
<b>Practice Teaching - I</b>					
1	Observation	PT - 1	10	15	25
2	Micro-Teaching	PT - 1	10	15	25
		<b>PT – 1 - Total</b>	<b>20</b>	<b>30</b>	<b>50</b>
<b>Experiences for Teacher Enrichment (ETE)</b>					
3	Strengthening Language Proficiency		20	30	50
4	Exploring Library and Other Learning Resources		20	30	50
5	Physical Education		10	15	25
		<b>ETE – 1 - Total</b>	<b>50</b>	<b>75</b>	<b>125</b>
		<b>I Year (PT -1 &amp; ETE – 1) - Total</b>	<b>70</b>	<b>105</b>	<b>175</b>
<b>II Year</b>					
<b>Practice Teaching – II</b>					
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
		<b>PT - 2 - Total</b>	<b>80</b>	<b>120</b>	<b>200</b>
<b>Experiences for Teacher Enrichment (ETE)</b>					
14	Health and Yoga Education		10	15	25
15	Enriching Learning through ICT		20	30	50
16	Arts and Aesthetics		20	30	50

		<b>ETE - 2 Total</b>	<b>50</b>	<b>75</b>	<b>125</b>
17	Report		<b>20</b>	<b>30</b>	<b>50</b>
		<b>II Year (PT -2 ,ETE – 2 &amp; Report)-Total</b>	<b>150</b>	<b>225</b>	<b>375</b>
<b>Practical Examination (PE)</b>					
18	Teaching Competency			100	
19	Viva – Voce			50	
		<b>PE Total</b>		<b>150</b>	<b>150</b>
		<b>I &amp; II year &amp; PE - Total</b>	<b>220</b>	<b>480</b>	<b>700</b>

- I – Internal; E – External;

### 3. INSTRUCTIONAL SYSTEM

The B.Ed. programme-delivery-system includes the multi-media approach i.e., self-instructional print material, audio / video programmes, teleconferencing, assignments, counselling sessions, practice-teaching and practical activities. While the practice teaching and Practical activities will be carried in the school where the student-teacher is teaching / working, the counselling and workshop-sessions will be conducted in the Colleges of Education designated as Learner Support Centres.

#### Print Material

The print materials are the study materials for both theory and practical courses of the programme. It is supplied to the students in the form of a book. Each course will be assigned a course code number.

#### Audio and Video Programmes

The Audio and Video programmes are supplementary, meant for clarification and enhancement of understanding. They are used during counselling and workshop sessions at the Learner Support centre.

#### Assignments

Assignments are the integral part and compulsory component of the instructional system. For each course there is one assignment. Therefore, for all thirteen theory courses, the students have to submit 13 theory assignments in the two years. All the assignments (13) should be submitted to the Learner Support Centre Coordinator concerned, in accordance with the submission-schedule provided separately in this programme manual.

The assignment responses are to be submitted at the Learner Support Centre in person or may be sent by post to the Coordinator. The students may retain a copy of the assignments.

#### Counselling Sessions

The Counselling Sessions will be held at the Learner Support Centres

generally during weekends (Saturdays and Sundays) or holidays. However, counselling sessions must be completed well in advance before the term-end examination. Within the general schedule of the programme, the Coordinators at the Learner Support Centres will decide on the coverage of these sessions. The Learner Support Centre Coordinators will provide the Counselling Schedule well in advance. The Counselling Sessions will include clarifications required on the Study-materials, Theory Assignments, and audio / video programmes through active interaction with students.

In this programme, 13 theory courses (9 core courses, 4 methodology courses: Optional I, Optional II) are offered to each student. Hence, counselling sessions for 13 theory courses are to be organised for each student for 2 years.

**TABLE: 5**  
**Counseling Sessions Schedule (each 1 ½ hours) - 1<sup>st</sup> year**

Day	Session 1	Session 2	Session 3	Session 4
1.	BED - 01	BED - 01	BED - 01	BED - 01
2.	BED - 01	BED - 01	BED - 02	BED - 02
3.	BED - 02	BED - 02	BED - 02	BED - 02
4.	BED - 03	BED - 03	BED - 03	BED - 03
5.	BED - 03	BED - 03	BED – 04A	BED – 04A
6.	BED – 04A	BED – 04A	BED – 04A	BED – 04A
7.	BED – 05A	BED – 05A	BED – 05A	BED – 05A
8.	BED – 05A	BED – 05A	Optional – 1 (BED-11A, BED-13A, BED-15A to BED-20A)	Optional – 1 (BED-11A, BED-13A, BED-15A to BED-20A)
9.	Optional – 1 (BED-11A, BED-13A, BED-15A to BED-20A)			
10.	Optional – 2 (BED-12A, BED-14A to BED-20A)			
11.	Optional – 2 (BED-12A, BED-14A to BED-20A)	Optional – 2 (BED-12A, BED-14A to BED-20A)		

**TABLE: 6**  
**Counseling Sessions Schedule (each 1 ½ hours) - 2<sup>nd</sup> year**

Day	Session 1	Session 2	Session 3	Session 4
1.	BED - 06	BED - 06	BED - 06	BED - 06
2.	BED - 06	BED - 06	BED - 07	BED - 07
3.	BED - 07	BED - 07	BED - 07	BED - 07
4.	BED - 04B	BED - 04B	BED - 04B	BED - 04B
5.	BED - 04B	BED - 04B	BED - 05B	BED - 05B
6.	BED - 05B	BED - 05B	BED - 05B	BED - 05B
7.	Optional – 1 (BED-11B, BED-13B, BED-15B to BED-20B)	Optional – 1 (BED-11B, BED- 13B, BED-15B to BED-20B)	Optional – 1 (BED-11B, BED- 13B, BED-15B to BED-20B)	Optional – 1 (BED-11B, BED- 13B, BED-15B to BED-20B)
8.	Optional – 1 (BED-11B, BED-13B, BED-15B to BED-20B)	Optional – 1 (BED-11B, BED-13B, BED-15B to BED- 20B)	Optional – 2 (BED-12B, BED-14B to BED-20B)	Optional – 2 (BED-12B, BED- 14B to BED-20B)
9.	Optional – 2 (BED-12B, BED-14B to BED-20B)	Optional – 2 (BED-12B, BED-14B to BED-20B)	Optional – 2 (BED-12B, BED-14B to BED-20B)	Optional – 2 (BED-12B, BED- 14B to BED-20B)

**Note: All counseling sessions and workshop sessions are compulsory, without which the students are not eligible for the Term End Theory Examinations.**

### Conduct of Practical

To provide effective support to the practical work, TNOU has approved 10 Learner Support Centres spread over the State.

- i) **Work Place/School:** It is the High, Higher / Senior Secondary school where the student-teacher carries out practice teaching and practical activities.
- ii) **Learner Support Centre:** It is a College of Education/University where academic counselling and practical workshop will be conducted.

The particulars regarding Learner Support Centre to which students are attached will be informed during Admission Counseling.

**The workshop-based Practical will be organised in two Phases.** The workshops include intensive practical interaction to develop skills and competencies and will be organised at the Learner Support Centre/University. The student-teachers have to do practical work and various activities required for the development of teaching skills and competencies in the school after taking due permission from the respective school under the guidance of the supervisor (Teacher Educator) and Senior Teacher (Mentors).

## 4. GENERAL INFORMATION ABOUT ASSIGNMENTS

### SUBMISSION OF ASSIGNMENTS

The purpose of our asking to work on assignments is to test the capacity of the learners in transferring the theory knowledge to practical situations. Thus, the assignments are practical in nature. The answers are to be based on own judgement and experience as a teacher. **The student should not reproduce the text materials or copy the information from other sources.**

However, the students may use the course materials and any other sources of information for reference. But the answer should be in own words and should reflect the own ideas. The students need not have to worry about non-availability of extra-reading materials for working on assignments. They are so designed as to guide and to integrate the knowledge of the course materials with the concrete personal experience. The assignments carry the weightage of 30% marks towards the final evaluation of theory courses. Please note that submission of assignments for each theory course is a pre-requisite for appearing for the respective term-end theory examinations.

#### Note:

**Only after completion of Assignments the student-teachers will be permitted to appear Term End Theory Examination (TEE). After the completion of I year assignments within stipulated time, student teachers will be permitted to appear I year Term End Examination (TEE) and after completion of II year assignments within stipulated time, student teacher will be permitted for the II year Term End Examination (TEE).**

It may be clarified again that 13 credits for these assignments (One credit for each assignment) have been taken from 13 theory courses of 4 credits each.

#### **The following points should be kept in mind when preparing the assignments:**

- Make the answer concise and systematic.
- Please stick to the word limit as far as possible. At the same time, make the descriptions adequate and not too short.
- The students have to write the answers in their own handwriting.
- Orientation for writing assignments will be given to the students in the counselling sessions. The students have to send the assignment-responses to the respective Learner Support Centre.
- The assignment response should be complete in all respects. Incomplete responses will bring poor grades. The responses should not be sent part-by-part.
- Use only A4 size paper for writing of assignments, and it should be only submitted as soft binding.

- Leave a 2.5 cm on all sides of the page, always leave some space (three-line space) between any two answers for sub-questions in an assignment. This will enable the resource person evaluating the response to write useful comments in the space.
- The students should make sure that the answers are not based on the study materials.
- The students may keep a copy of the assignment responses, and may need this in case to resubmit it if it is lost in postal transit.
- The student should remember that any two or more answers to a particular assignment, if found to be identical or very similar, will either be returned without evaluation or awarded very low grades.
- The students should submit the assignments to the Learner Support Centre Coordinator of the respective Learner Support Centre on or before the specified date. If the last date for the submission of assignment falls on a holiday, the assignment response should be submitted on the following working day.

### Some Do's and Don'ts for writing assignments

#### Do's

- ✓ When the student receive a set of study materials, check them immediately and ask for the missing page(s) / Unit (s) / assignment(s), if any.
- ✓ Write the Enrolment Number and Assignment Code Number distinctly and correctly.
- ✓ An account should be maintained of assignment-responses sent to the Learner Support Centre concerned and the corrected responses received by the student.

#### Don'ts

- ✗ The student should not use a separate sheet to write the enrolment number, course title, etc., and then paste / pin / tie it to the assignment. Instead, they should write the enrolment number and the name on top of the first page of assignment-response sheet itself.
- ✗ The student should not lift sentence(s) / paragraph(s) from the text without giving the reference while answering the assignments.

### Assignment - Submission Format

The student should pace out the work in such a way that all the assignments are submitted by the dates specified by the Learner Support Centres. **(see Appendix – 7 for assignment submission format)**

## 5. SCHEME OF MONITORING OF PRACTICAL COURSES

The practical activities will be conducted into two: 1. At School and 2. At Learner Support Centre (PSC). It is tabulated as below:

**TABLE : 7**  
**Practical Activities at School and Learner Support Centre**

Year	Practical Activities at School	Practical Activities at PSC
<b>First Year</b>	<ol style="list-style-type: none"><li>1. Observation Record</li><li>2. Physical Education Record</li></ol>	<ol style="list-style-type: none"><li>1. Microteaching Record</li><li>2. Strengthening Language Proficiency Record</li><li>3. Exploring Library and Other Learning Resources Record</li></ol>
<b>Second Year</b>	<ol style="list-style-type: none"><li>1. Lesson Plan – 1</li><li>2. Lesson Plan – 2</li><li>3. Teaching-Learning Materials Record</li><li>4. Case Study Record</li><li>5. Action Research Record</li><li>6. Text Book Review Record</li><li>7. Health and Yoga Education Record</li></ol>	<ol style="list-style-type: none"><li>1. Psychology Experiments Record</li><li>2. Enriching Learning through ICT Record</li><li>3. Arts and Aesthetics Record</li><li>4. Report Record</li></ol>

### 5.1 PRACTICAL ACTIVITIES

Practical activities at school constitute an important part of the B.Ed. programme. It is based on the premise that besides regular teaching job, a teacher performs a number of other activities in the school. Our concern in the B.Ed. programme is to help the student plan, organise and conduct certain practical activities more systematically and professionally. It is important to note that all the practical activities undertaken by the student are to be accompanied by an authentication by the Mentor to the effect that the activity was actually undertaken by the student in the school. Also his or her comments on the activities are essential. The Practical Activities are to be submitted to the Programme-in-charge of the Learner Support Centre.

#### A. FIRST YEAR – AT SCHOOL

There is a list of activities which the students are expected to work on as per the guidelines prescribed for each of the activities. The report should be well-structured, clear and comprehensive.

##### ACTIVITY - 1 Observation Record

Observation of the classroom teaching of the mentor; 3 classes for each optional subject (Total 6 classes). they will be discussed in the I workshop. **(Appendix 2)**

**Activity-2**  
**Physical Education**

Physical Education record should consist of:

- a. Understanding the body system,
- b. Food and nutrition,
- c. Safety and security,
- d. Physical fitness,
- e. Games and sports; and
- f. Physical education and its relationship with other subjects.

**B. FIRST YEAR – AT LEARNER SUPPORT CENTRE**

**Activity-3**  
**Microteaching Record**

Practice of any five Microteaching Skills among Skill of Introduction, Skill of Explaining, Skill of questioning, Skill of Reinforcement, Skill of Stimulus variation, Skill of Illustration with examples, Skill of Closure, Skill of Black Board and Link practice. The student has to practice any five microteaching skills with the peer group. While the student practice the microteaching, they have to observe the peer teacher's microteaching as well and evaluate using coding sheet. **(Appendix 3)**

Microteaching record should consist of:

- a. Introduction/Historical Background of Microteaching
- b. Meaning and Definition
- c. Microteaching Cycle
- d. Advantages of Microteaching
- e. Disadvantages of Microteaching
- f. Microteaching Skills
  - Any Five Skills with Components
  - Microteaching Episode/Lesson
  - Coding Sheet
- g. Link Lesson and practice

**Activity-4**  
**Strengthening Language Proficiency**

Strengthening Language Proficiency record should consist of:

- a. Narrative and descriptive accounts,
- b. Popular subject based expository writing,

- c. Engaging with journalistic writing,
- d. Engaging with subject related reference books; and
- e. Engaging with educational writing.

**Activity-5**  
**Exploring Library and other Learning Resources**

Exploring Library and other Learning Resources record should consist of:

- a. Library procedures,
- b. Cataloguing,
- c. Websites,
- d. Library resources: newspapers, magazines, etc., and
- e. Library networks.

**TABLE: 8**  
**Workshop 1 – Schedule**

Day	Session I	Session II	Session III	Session IV
1	Inauguration and about the workshop: An overview of the purpose of the workshop. <b>(1)</b>	Microteaching : Introduction - Characteristics - Cycle - Skills - Components - Micro lesson plans. <b>(2)</b>	Microteaching Skill Demonstration of any 4 skills by Teacher Educator. <b>(2)</b>	Microteaching Skill Demonstration of other 4 skills by Teacher Educator. <b>(2)</b>
2	Students in each medium are divided into 8 groups according to their Optional I and practice 2 micro teaching skills in Optional I. <b>(2)</b>	Students in each medium are divided into 8 groups according to their Optional I and practice 2 micro teaching skills in Optional I. <b>(2)</b>	Students in each medium are divided into 8 groups according to their Optional II and practice 2 micro teaching skills in Optional II. <b>(2)</b>	Students in each medium are divided into 8 groups according to their Optional II and practice 2 micro teaching skills in Optional II. <b>(2)</b>
3	Students from each group demonstrate various skills before the whole group in Optional I and Optional II. <b>(2)</b>	Teacher Educator explains various aspects of Language proficiency and the ways to strengthen them - Discussion on records pertaining to Language Proficiency <b>(2)</b>	Teacher Educator explains various aspects of Library and other Learning Resources - Discussion on records pertaining to Library and other learning resources. <b>(2)</b>	Teacher Educator explains various aspects of Physical Education - Discussion on records pertaining to Physical Education. <b>(2)</b>

Day	Session I	Session II	Session III	Session IV
4	Students are divided into 3 groups each containing around 33 each and each group involves in Language Proficiency / Library & Other Learning Resource / Physical Education - Discussion on Record Preparation.  <b>(3)</b>	Language Proficiency / Library & Other Learning Resource / Physical Education  <b>(3)</b>	Language Proficiency / Library & Other Learning Resource / Physical Education  <b>(3)</b>	Language Proficiency / Library & Other Learning Resource / Physical Education  <b>(3)</b>
5	Language Proficiency / Library & Other Learning Resource / Physical Education  <b>(3)</b>	Language Proficiency / Library & Other Learning Resource / Physical Education  <b>(3)</b>	Students involve in various indoor / outdoor games / yoga in the corresponding playground  <b>(2)</b>	Students involve in various indoor / outdoor games / yoga in the corresponding playground  <b>(2)</b>
6	Teacher Educator explains observation record - demonstrates a lesson (Link Practice) to the students for the time duration of 45 minutes of different medium.  <b>(2)</b>	Discussion on preparation of Observation Record during Practice Teaching.  <b>(2)</b>	Student teachers from each medium demonstrate a lesson before their peers of different medium  <b>(2)</b>	Discussion on various records, assignment submission and activities to be done, during practice teaching - Feedback on B.Ed. classes – Valediction. <b>(Appendix – 8)</b>  <b>(1)</b>

### C. SECOND YEAR – AT SCHOOL

#### Activity-1 Lesson Plan – 1

Lesson Plan – 1 is purely related the major subject i.e. optional-1. Record of 30 lesson plans, at least 8 lesson plans should be supervised by Mentor and 2 lesson plans to be supervised by the counselors of the Learner Support Centre. **(Appendix 4)**

#### Activity-2 Lesson Plan – 2

Lesson Plan – 2 is related the ancillary/allied/language subject i.e. optional-2. Record of 30 lesson plans, at least 8 lesson plans should be supervised by Mentor and two lesson plans to be supervised by the counselors of the Learner Support Centre. **(Appendix 4)**

**Activity-3**  
**Teaching-Learning Material Record**

Teaching-Learning Materials record should consist the photographs consisting of:

- a. Preparation of audio-visual aids,
- b. Charts,
- c. Three working models in each Optional subject (remade models should not be used)
- d. Improvised models; and
- e. Power Point Presentations. (PPT)

**Activity-4**  
**Case Study Record**

Case Study record should consist of any two case studies with regard to learning difficulties, delinquency and socio personal problems of students. **(Appendix 5)**

**Activity-5**  
**Action Research Record**

Record on two action research conducted at their class. **(Appendix 6)**

**Activity-6**  
**Text Book Review Record**

Text Book Review record should consist of the review of subject books of TN Government / Any other board.

**Activity-7**  
**Health and Yoga Education Record**

Health and Yoga Record should consist of:

- a. Human body
- b. Communicable and non communicable diseases
- c. Dietary requirements of human body
- d. Occupational health hazards, and their preventions; and
- e. Yoga practices: importance of yogasanas and other components of yoga.

## D. SECOND YEAR – AT LEARNER SUPPORT CENTRE

### Activity-8 Psychology Experiment Record

Psychology Experiment record should consist of Psychological test report on Intelligence, Aptitude, Attitude, Creativity, etc.

### Activity-9 Enriching Learning through ICT Record

Enriching Learning through ICT record should consist of:

- a. Visualising technology-Supported learning situation
- b. Creation of blogs
- c. Participation in google groups
- d. Usage of ICT instruments in education
- e. Information search through search engines; and
- f. E-resources.

### Activity-10 Arts and Aesthetics Record

Arts and Aesthetics record should consist of:

- a. Visual arts and crafts – Painting, block printing,
- b. Collage
- c. Clay modeling
- d. Paper cutting
- e. Origami
- f. Rangoli; and
- g. Performing arts such as dance/music/theatre/puppetry.

### Activity-11 Report

Self appraisal – of the experiences and reflections of the student teachers in the **form of power point presentation before the peers and faculty members at the end of second year** and the same may be taken as the print out to prepare report.

**TABLE: 9**  
**Workshop 2 - Schedule**

Day	Session I	Session II	Session III	Session IV
1	Inauguration and about the workshop: An overview of the purpose of the workshop.  <b>(1)</b>	Discussion on preparation of Lesson Plan in various Optional  <b>(2)</b>	Students divided into different groups according to their Optional I and prepare Lesson Plan in Optional- I under the guidance of facilitator  <b>(8)</b>	Students divided into different groups according to their Optional II and prepare Lesson Plan in Optional- II under the guidance of facilitator  <b>(8)</b>
2	Discussion on the use of various ICT tools in teaching-learning process  <b>(2)</b>	Practical demonstration of some ICT tools such as OHP, LCD projector, TV, CCTV, Public Address System, PPT Usage, Internet, Websites, etc. - PPT presentation on the last day  <b>(2)</b>	Practical demonstration of some ICT tools such as Computer and its Peripherals, Printer, Keyboard, Mouse, Memory Devices, CD Writer, Pen Drives, Monitor, Computer connections, etc.  <b>(2)</b>	Discussion on Arts and Aesthetics  <b>(2)</b>
3	Preparation of Arts and Aesthetics materials as a Teaching Aids.  <b>(2)</b>	Discussion on Teaching-learning Materials and record preparation.  <b>(2)</b>	Preparation of any two Teaching aids  <b>(2)</b>	Preparation of any two Teaching aids  <b>(2)</b>
4	Discussion on Case Study and record preparation  <b>(2)</b>	Discussion on Action Research and record preparation  <b>(2)</b>	Discussion on Text Book Review and record preparation  <b>(2)</b>	Discussion on Health and Yoga Education and record preparation  <b>(2)</b>
5	Discussion on Psychology Tests  <b>(2)</b>	Practical discussion on some psychological tests such as Intelligence, Aptitude, Attitude, Creativity, etc - Discussion on record preparation  <b>(2)</b>	Discussion on Test & Measurement - Data, Mean, Median, Mode, SD, Skewness, Correlation  <b>(2)</b>	Discussion on Community resources and school-community relationship  <b>(2)</b>

Day	Session I	Session II	Session III	Session IV
6	Self Appraisal Report - PPT Presentation  <b>(1)</b>	Discussion on records to be prepared during Practice Teaching.  <b>(1)</b>	Presentation cum Exhibition of teaching aids, things related to Arts & Aesthetics  <b>(1)</b>	Discussion on various records, assignment submission and activities to be done, during practice teaching - Feedback on B.Ed. classes – Valediction. <b>(Appendix – 8)</b> <b>(1)</b>

## 6. EVALUATION PROCEDURE

The term-end examination is another component of the evaluation system. The term-end examination carries 70% weightage in the final result. The University conducts term-end examinations twice a year i.e., in June and in December. The student can take the examination after the completion of the minimum duration of the course. The student can take the examination of B.Ed. (First year) in December itself or they can take the same in June/ December of subsequent years along with B.Ed. (Second year) within the total span of the programme.

### 6.1 Eligibility for Term-End Examination

Every student enrolled in the B.Ed. Programme shall be eligible to appear for the Term-End Examination subject to the following conditions:

1. Payment of all dues including the prescribed fee, etc.
2. The student has to have carried out all the requirements for the programme i.e., completion of all assignments.
3. Student has not to have caused any act of indiscipline at the Learner Support Centre/ Practice Teaching Schools.
4. The University will be able to consider a student for granting permission to appear in the term-end examination, subject to the condition that an Eligibility Condition Certificate will be given by the Coordinator of the Learner Support Centre to the effect that the student fulfills all the conditions mentioned above and those which may be prescribed by the University from time to time.

**Note:**

**All counseling sessions and workshop sessions are compulsory, without which the students are not eligible for the Term End Theory Examination.**

## 6.2 CONDUCT OF EXAMINATION

**Academic Year (AY) :** May and June during the Term End

**Calendar Year (CY) :** November and December during the Term End

### i) Regular Examinations

Normally, the examination will be conducted for a duration of three hours, on a specified day as scheduled in the Examination Time Table, for the respective programmes, at the specified examination Centres through written mode (offline). But, in the event of any pandemic situation/ emergency, the University shall conduct the Examination or any other assessment activity through online, offline or a combination of both, or any other methods, as and when suggested/guided by the regulatory bodies of the State/ Central Governments from time to time. **The examination process will be executed as per the Examination Manual of the University.**

### ii) Supplementary Examinations

The students, those who have failed in One/Two courses in the Term End Examination are permitted to appear for the Supplementary Examinations so as to get their Degrees without lapse of years. The procedures that are followed for the Term End Examinations shall also be applicable to the Supplementary Examinations.

### iii) Photocopy / Re-evaluation

A candidate can apply for photocopy of his/her examination answer script in a theory course only, within **15 days** from the declaration of results, on payment of the prescribed fee through proper application to the Controller of Examinations as per the TNOU norms.

### iv) Re-evaluation

The re-evaluation is applicable only for theory papers and shall not be entertained for other components such as practical.

The COE shall arrange for re-evaluation of such answer-scripts by an examiner from the approved panel of examiners. In case the difference between the first and second valuation is 15 marks and above, that paper will be sent for third valuation. The mark awarded in the third valuation is final.

The marks awarded by the original examiner if marked on the answer scripts shall be concealed from the answer script and sent for revaluation.

### 6.3 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:

**TABLE : 10**  
**Scheme of Evaluation**

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

\* 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.

**TABLE : 11**  
**Continuous Internal Assessment**

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

## (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:

**TABLE : 12**  
**Practical : Term-End Examinations (TEE)**

Particulars	Maximum Marks		
Registers and Records	I Year	105	330
	II Year	225	
Teaching Competency			100
Viva-Voce			50
<b>Total</b>			<b>480</b>

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

**TABLE : 13**  
**Overall Evaluation**

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

## c. Examination Pattern

**TABLE : 14**  
**Written Examination Pattern**

Section	Type of Questions	Marks	Total Marks	Maximum word / page limit
A	Very Short Answer Questions (Any three out of 5)	3 x 3	9	100 words each
B	Short Answer Questions (Any three out of 5)	3 x 7	21	200 words each
C	Essay Type Questions (Any four out of 7)	4 x 10	40	500 words each
<b>Total Marks</b>			<b>70</b>	<b>Total</b>

## 6.4 COMPLETION OF THE COURSE

Both letter grades 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 : 15 Classification of Successful Candidates**

Qualitative Level	Percentage (%)
Not Satisfactory	Below 50% (0-49)
Second Class	50-59
First Class	60-above

The student will be declared successful in the B.Ed Programme if he/ she obtain 50% in theory and practical courses separately.

### Grading

Once the marks of the CIA and end-semester examinations for each of the course are available, they shall be added. The mark thus obtained shall then be converted to the relevant letter grade, grade point as per the details given below:

Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

**OTABLE : 16  
Grading**

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90-100	9.0-10.0	O	Outstanding
80-89	8.0- 8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

$C_i$  = Credits earned for course  $i$  in any semester

$G_i$  = Grade Point obtained for course  $i$  in any semester

$n$  = refers to the semester in which such course were credited



## **6.5 CONFERMENT OF THE DEGREE**

No candidate shall be eligible for conferment of the Degree unless he/she

1. has undergone the prescribed programme of study for a period of not less than two year.
2. has completed all the components prescribed under the credit system.
3. has successfully completed all the prescribed Practical Components as evidenced by certificate issued by concerned co-ordinator and obtained the necessary passing minimum.

## **6.6 UNIVERSITY RANKING**

1. The University Rank Examination shall be conducted for the toppers (First Rankers) of the University (having passed their examinations in the first appearance within the prescribed duration of the programme). Absence from an examination shall not be taken as an attempt.
2. The top scorers in this University Rank Examination would be declared as University Rank Holders, irrespective of their grades/marks in their respective University Term End Examinations.
3. Rank Certificate will be issued for a Programme as follows
  - a. There is no Rank if the learners strength of concerned is below Fifty.
  - b. The learners strength of the programme concerned will be indicated in the Rank Certificate
  - c. The first Rank holder (gold medalist) will be eligible to get the rank certificate in the University convocation ceremony

## **6.7 PROVISION FOR UNSUCCESSFUL CANDIDATES**

1. Candidates who are declared fail shall be permitted to appear in any components of the courses in which they have failed at subsequent examination(s) subject to the restriction of 5 years. After the expiry of this stipulated period, the students will have to seek fresh admission and no credit will be carried over. However, they have to pay full fees again for I year and II year of the Programme.
2. A candidate will have to clear all courses in a maximum period of 60 months from the date of registration.
3. If a candidate has missed any term-end examination of a course for any reason, he/she may appear in the subsequent Term-End Examination. This facility will be available until a student secures the minimum pass grade, but not beyond the period of five years from the date of registration.

4. It is the student responsibility to check and verify whether or not he/she is eligible to appear for the examination. If he/she neglects this and take the term-end examination without being eligible for it, his/her results will be cancelled.

## **7. KEY INFORMATIONS**

### **7.1 STUDENTS GRIEVANCE REDRESSAL COMMITTEE**

TNOU has a separate Students Grievances Redressal Cell for resolving the queries and grievances of learners. The LSC is responsible to solve the queries and grievances in the LSCs itself; these are related to the activities of LSC otherwise, the learners may be guided to visit the TNOU website to register their grievances

The University has formed a Students Grievance Redressal Committee comprising the members and Head of the schools of study. This Committee shall solve the grievances relating to the learners of TNOU by online support/ offline.

### **7.2 REVISION OF REGULATIONS, CURRICULUM AND SYLLABI**

The above Regulation and Scheme of Examinations shall be in vogue without any change for a minimum period of three years from the date of approval. The University may revise, amend or change the Regulations, Curriculum, Syllabus and Scheme of Examinations from time to time if found necessary. The University relies upon the feedback obtained from the learners, alumni, experts in academia and field of education for review of its curriculum and syllabi in regular interval.

### **7.3 TRANSITORY PROVISION**

Candidates who have undergone the Course of Study prior to the Calendar Year 2021 will be permitted to take the Examinations under those Regulations up to the maximum period of their study. There after they will be permitted to take the Examination only under the Regulations in force at that time.

### **7.4 LEGAL ISSUES**

Any issue of conflict shall be settled through mutual representation from both the sides, and in case of conflict of issues still persist, they shall be settled in the Court of Law under the Jurisdiction of Chennai.

## IMPORTANT POINTS

- The counselling sessions are compulsory as B.Ed. is a professional course.
- Workshop is a compulsory component. 100% attendance is required.
- Each workshop session will be of 90 minutes (1 ½ hours).
- First year Practice teaching can be taken up only after completion of Workshop-I.
- Second year Workshop should be can be taken up only after completion of 1<sup>st</sup> year Workshop and Practice Teaching.
- Second year Practice teaching can be taken up only after completion of Workshop II.
- After completion of second year practice teaching student-teacher will be permitted for term end practical examination.
- The dates for Workshop will be fixed by the Learner Support Centre Coordinators, taking into consideration of the local conditions.
- **Both workshops cannot be attended in the same academic session.**
- All activities related to practical courses have to be carried out at secondary level precisely class VII to XII . (VIII to X in the case of Graduates and XI to XII in the case of Post Graduates).
- All counseling and workshop sessions are compulsory, without completion of these the students are not eligible the term end theory examinations.
- Only after completion of theory assignments the student teacher will be permitted to appear for the term end theory examinations.

**TAMIL NADU OPEN UNIVERSITY**  
**SCHOOL OF EDUCATION**

**CALENDAR OF ACTIVITIES FOR B.ED. PROGRAMME**  
**SESSION COMMENCES FROM JANUARY 2021**

Details	Jan. 2021	Feb.	March	April	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan. 2022	Feb.	March	April	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	
Admission	↕												↕												
Orientation to Resource Person			↕										↕												
Dispatch of Study Materials				↕	↕								↕												
Counseling sessions				↕	↕									↕											
Workshop					↕												↕								
Practice Teaching						↕		↕										↕			↕				
Assignments Submission						↕		↕											↕		↕				
Theory Examination																									↕
Practical Examination																								↕	
Monitoring																									↕



# TAMIL NADU OPEN UNIVERSITY

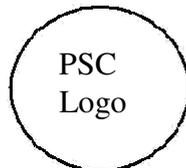
577-Anna Salai, Saidapet, Chennai – 600 015.

*Record submitted to  
Tamil Nadu Open University, Chennai – 600 015  
in partial fulfilment of the requirements for the award of degree of*

BACHELOR OF EDUCATION

**NAME OF THE RECORD:** .....

**Name of the Student :** .....  
**Enrolment No. :** .....  
**Academic Year :** ..... **Year: First/Second**  
**Optional Subject :** .....



**NAME OF THE PROGRAMME STUDY CENTRE**  
Address  
Pin Code – XXX XXX.

**OBSERVATION RECORD**

**Name of the Guide Teacher :**

**Name of the Observer :**

**Subject :** **Time :**

**Topic :** **Std. & Sec :**

**Date :** **Period :**

---

1. Motivation :

2. Presentation :

3. Content Knowledge :

4. Teaching Style :



**MICRO TEACHING LESSON PLAN/EPISODE**

Name of the Student-Teacher : Name of the Skill :  
 Enrollment No. : Subject :  
 Standard and Section : Topic :  
 Date : Time :

Teaching Skill Experience	Cite the Component Used
Tr.: St.:	

Signature of the Student-Teacher

Signature of the Teacher-Educator

நுண்ணிலை கற்பித்தல் திறன் - 1  
Micro Teaching Skill - 1

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Stimulus Variation / பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்**

Sl.No	Components	Tallies - intervals (30 Sec. Each)									
1.	Teacher's Movement ஆசிரியர் இயக்கம்										
2.	Teacher's Gestures ஆசிரியர் மெய்ப்பாடுகள் / சைகை										
3.	Change in Speech Pattern குரல் ஏற்றதாழ்வு										
4.	Change in Sensory Focusing கவனம் மாற்றல்										
5.	Pausing நிறுத்தம்										
6.	Oral - Visual Switching புலன் மாற்றம்										
7.	Pupils Movement and Talk மாணவர் இயக்கம் / மாணவர் பேச்சு										

நுண்ணிலை கற்பித்தல் திறன் - 2  
Micro Teaching Skill - 2

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Probing Questioning / கிளர் வினாத் திறன்**

Sl.No	Components	Tallies - intervals (30 Sec. Each)									
1.	Prompting எண்ணத்தூண்டல்										
2.	Seeking Further Information மென்மேலும் தகவல்களை வரவழைத்தல்										
3.	Refocusing ஒதாட்புபடுத்தல்										
4.	Redirecting திசை திருப்ப்தல்										
5.	Developing critical awareness காரணம் உணரும் ஆற்றலை ஆழ்கரித்தல்										

உற்று நோக்குபவர்  
கையொப்பம்  
பெயர் :

மேற்பார்வையாளர்  
கையொப்பம்  
பெயர் :

நுண்ணிலை கற்பித்தல் திறன் - 3  
Micro Teaching Skill - 3

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Introducing a Lesson / பாடம் தொடங்கும் திறன்**

Sl.No	Components / கூறுகள்	Excellent	Very Good	Good	Satisfactory	Needs to Improve
1.	Use of Previous Knowledge முன்னறிவைப் பயன்படுத்துதல்					
2.	Use of Appropriate Devices பொருத்தமான துணைக்கருவிகளைப் பயன்படுத்துதல்					
3.	Continuity தொடர்ச்சி					
4.	Use of Relevant Statement தொடர்புடைய சொற்றொடர்களை பயன்படுத்துதல்					
5.	Declaration of the Topic பாடத்தலைப்பினை அறிவித்தல்					

நுண்ணிலை கற்பித்தல் திறன் - 4  
Micro Teaching Skill - 4

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Achieving Closure / பாடம் முடிக்கும் திறன்**

Sl.No	Components	Excellent	Very Good	Good	Satisfactory	Needs to Improve
1.	Consolidation of Major Points முக்கிய கருத்துக்களை தொகுத்துக் கூறல்					
2.	Apply Present Knowledge to New Situations புதிய சூழலில் புதிய அறிவினை பயன்படுத்த வாய்ப்பளித்தல்					
3.	Link Past Knowledge with Present முன்னறிவுடன் புத்தறிவை இணைத்தல்					
4.	Link Present Knowledge to Future Learning புத்தறிவை எதிர்கால கற்றலுடன் இணைத்தல்					

உற்று நோக்குபவர்  
செய்யப்படுபவர்  
பெயர் :

மேற்பார்வையாளர்  
செய்யப்படுபவர்  
பெயர் :

நுண்ணிலை கற்பித்தல் திறன் - 5  
Micro Teaching Skill - 5

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Explaining / விளக்குதல் திறன்**

Sl.No	Components	Excellent	Very Good	Good	Satisfactory	Needs to Improve
1.	Cognitive Link தொடர் இணைப்புச் சொற்கள்					
2.	Use of Illustrations உதாரணங்களைப் பயன்படுத்துதல்					
3.	Compare and Contrast ஒற்றுமை, வேற்றுமை ஒப்பீடு					
4.	Meaningful Repetition அர்த்தமுள்ள திரும்பக்கூறல்					

நுண்ணிலை கற்பித்தல் திறன் - 6  
Micro Teaching Skill - 6

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Reinforcement / வலுவூட்டங்களைப் பயன்படுத்தும் திறன்**

Sl.No	Components	Tallies - intervals (30 Sec. Each)											
1.	Verbal Reinforcement மொழிச் சார்புடைய வலுவூட்டங்கள்	P											
		N											
2.	Non-verbal Reinforcement சைகை வலுவூட்டங்கள் / மொழிசாரா வலுவூட்டங்கள்	P											
		N											
3.	Repetition and Alteration திரும்பக் கூறல் / வேறுவகையில் கூறல்												
4.	Extra-Verbal Cues மொழிச் சார்புடைய ஒலிகள்												
5.	Writing Pupil's Answer on Blackboard மாணாக்கரின் விடையை கரும்பலகையில் எழுதுதல்												

உற்று நோக்குபவர்  
கையொப்பம்  
பெயர் :

மேற்பார்வையாளர்  
கையொப்பம்  
பெயர் :

நுண்ணிலை கற்பித்தல் திறன் - 7  
Micro Teaching Skill - 7

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Illustrating with Examples / உதாரணங்களை பயன்படுத்தும் திறன்**

Sl.No	Components	Excellent	Very Good	Good	Satisfactory	Needs to Improve
1.	Simple எளிமையான					
2.	Relevant பொருத்தமானவை					
3.	Interesting சுவைபிடித்தவை					
4.	Apt for Age / Medium வயது, வகுப்பு நிலைக்கு ஏற்றவை					
5.	Use of Appropriate Media பொருத்தமான ஊடகத்தை பயன்படுத்துதல்					
6.	Approach அணுகுமுறை					

நுண்ணிலை கற்பித்தல் திறன் - 8  
Micro Teaching Skill - 8

பயிற்சி ஆசிரியர் பெயர் : \_\_\_\_\_  
Name of the Trainee  
பாடம் : \_\_\_\_\_  
Subject  
தலைப்பு : \_\_\_\_\_  
Topic  
வகுப்பு : \_\_\_\_\_ நாள் : \_\_\_\_\_ நேரம் : \_\_\_\_\_  
Standard Date Time

**Skill of Black Board using / கரும்பலகையினை பயன்படுத்தும் திறன்**

Sl.No	Components	Excellent	Very Good	Good	Satisfactory	Needs to Improve
1.	Legibility of Handwriting தெளிவாக எழுதுதல்					
2.	Nearness of Black Board work அழகாக அமைத்தல்					
3.	Appropriateness of Black Board work பொருத்தமானவற்றை எழுதுதல்					
4.	Drawing Attention and Focusing கவனத்தை ஈர்த்தல்					
5.	Cleaning சுத்தப்படுத்துதல்					

உற்று நோக்குபவர்  
கையொப்பம்  
பெயர் :

மேற்பார்வையாளர்  
கையொப்பம்  
பெயர் :

**THE GENERAL LESSON PLAN FORMAT - Description**

- Name** : Name of the student-teacher.
- School** : Write the name of the school where you are teaching.
- Standard and Section** : Mention the class you will teach.
- Subject** : Name of the subject which you will teach.
- Unit** : Main topic
- Topic** : Specify the sub-topic you are going to present in the classroom.

**General Instructional Objectives:** Write the general instructional objectives that you will keep in your mind for preparing the lesson plan.

**Specific Instructional Objectives:** Write the specific instructional objectives that you will keep in your mind for preparing the lesson plan.

**Motivation:** Before starting the topic, you will motivate the students and test the previous knowledge of the students which is related to the new topic, by means of asking questions, narrating anecdotes, cases etc. to put through the necessary background. After motivation/**testing the previous knowledge, you will introduce the lesson.**

**Methods of Teaching:** The method / technique of teaching to be used by you will be mentioned i.e. lecture method, discussion, demonstration, etc.

**Presentation:** After introduction of the lesson, you will present the content material step by step.

- **Content:** You should write the main teaching points.
- **Specification:** You should write what kind of behavioural change is going to happened in the students after your teaching.
- **Teaching-Learning Experience:** Here you should write the teacher activity and the students activity briefly.
- **Black-board work:** Blackboard summary should be given in the lesson plan notebook.

- **Evaluation:** During your teaching, for better understanding about your students, what kind of questions you are going to ask among them as the formative evaluation.

**Applications:** You will cite examples to show how the content learnt is useful in real-life situations.

**Recapitulation:** You will revise all the teaching points and on the basis of the content material you will ask questions from the students. You should also encourage students ask thought provoking questions which will lead to further clarity of the content taught.

**Home Assignments:** The work will be given to a student which is related to the topic. At the end, you will sign each lesson plan in the notebook.

\*\*\*

## GENERAL LESSON PLAN FORMAT

Name of the Student-Teacher	:	Subject	:
Name of the School	:	Unit	:
Standard and Section	:	Topic	:
Date	:	Time	:

---

### GENERAL INSTRUCTIONAL OBJECTIVES:

The pupil

1. acquires the knowledge of the .....
2. develops the understanding about functions .....
3. applies the knowledge to classify the functions of .....
4. develops the skills of drawing and labeling.
5. develops to appreciate tasks of the .....

### SPECIFIC INSTRUCTIONAL OBJECTIVES:

The Pupil

1. recalls the parts of the .....
2. distinguishes .....
3. locates .....
4. evaluates the .....
5. enumerates the .....
6. classifies the parts .....
7. draws the cross section .....
8. elucidates the .....

### METHOD OF TEACHING:

Lecture and Demonstration

### LEARNING AIDS:

Model, Flash Cards, Charts, Colour chalk, etc.

**1. MOTIVATION:**

The teacher gives a brief description about computer and its tasks.  
Then he focuses on human brain. Then the  
teacher asks the following question to arouse motivation among the students.

- 1. ....?
- 2. ....?
- 3. ....?

Then the teacher announces the aim of the lesson and writes title of the lesson on  
the blackboard as

.....

**2. PRESENTATION:**

CONTENT	SPECIFICATION	LEARNING EXPERIENCE	BLACKBOARD WORK	EVALUATION

**3. APPLICATIONS:**

**4. REVIEW / RECAPITULATION:**

**5. HOME ASSIGNMENT:**

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Signature of the Mentor

Signature of the Student Teacher

## TEACHING COMPETENCY EVALUATION FORM

Name of the Trainee: ..... Reg. No. : .....

Date : ..... Period : ..... Subject : .....

Topic : .....

Sl. No.	Dimension	Component	RATING SCALE					
			Poor	Satisfactory	Good	Very Good	Excellent	
			1	2	3	4	5	
1.	Preparation of Lesson Plan	1	GIO & SIO Writing					
		2	Appropriateness					
		3	Adequacy & Clarity					
		4	Organisation & Construction					
		5	Relevancy & Accuracy					
		6	Neatness & Delivery					
2.	Teaching	1	Motivation					
		2	Presentation, Explanation					
		3	Consolidation & Review					
		4	Evaluation & Home Work					
		5	Microteaching Skills					
		6	Coverage					
3.	Teaching Learning Materials /Aids	1	Suitability & Adequacy					
		2	Variety & Originality					
		3	Relevancy					
		4	Utility & Effectiveness					
		5	Quality of Technical Skill					
		6	Handling & Displaying					
4.	Classroom Management	1	Control & Discipline					
		2	Classroom Climate					
		3	Time Management					
		4	Student's Attention & Participation					
		5	Student's Interaction & Rapport					
		6	Eye Contact & Individual Attention					
5.	Black Board Management	1	Clarity & Explicit					
		2	Writing & Spelling					
		3	Spacing & Neatness					
		4	Uniformity & Organisation					
		5	Lettering & Drawing					
		6	Cleaning of Black Board					
6.	Personal Present ability	1	Confidence & Activity					
		2	Expression & Gesture					
		3	Language & Fluency					
		4	Movement & Dress Code					
		5	Voice & Modulation					
		6	Uniqueness & Originality					

Strength aspects :

Weak aspects :

Overall Performance :

Overall Grade : A-Excellent B-Very Good C-Good D-Satisfactory E-Need is improvement

Suggestions for improvement .....

Date : .....

Signature of the Teacher

**CASE STUDY RECORD**

**Student – I**

**PERSONAL DATA**

Affix the recent passport size colour photo of the pupil

1. Name of the Pupil (In Capital) :
2. Gender : Male / Female
3. Date of Birth : 

--	--

--	--	--	--	--	--

D D
M M Y Y Y Y
4. Age :
5. Father's Name :
6. Mother's Name :
7. If wish Guardian,
  - a) Guardian's Name :
  - b) State of Relationship :
8. Caste :
9. Category : 

OC	BC	MBC	DNC	SC	ST
----	----	-----	-----	----	----
10. Languages Known :
11. Language Spoken (at home) :
12. Religion :
13. Nationality :
14. Mode of Stay : Hosteller  Day Scholar
15. If not staying with parent,
  - a) How long? : ..... Year; ..... Month
  - b) Give reason :
16. Educational Status :

Relationship	Educational Qualification
Father Guardian	
Mother	

(UG Degree / +2 / SSLC / Elementary / can read and write Illiterate)

17. Occupation and Annual Income :
 

Relationship	Occupation	Annual Income (in Rupees)
Father Guardian		
Mother		

18. Address :

### **FAMILY RECORD**

1. Father : Living / Dead
2. Mother : Living / Dead
3. If living both of them : living together / Separate / Divorced
4. If dead, why? :
5. If separate / divorced, give reason :
6. State the position of the children in the family :
  - a) Total No. of Children :
  - b) How many Male / Female ? :
  - c) Name and position of children :

<b>Name</b>	<b>Sex</b>	<b>Age</b>	<b>Education</b>	<b>Occupation</b>

- d) Birth order of the pupil :
7. Home Environment : Happy/Satisfied/Frustrated /Unhappy
8. Home Atmosphere : Hurry burry / Normal / Lethargic
9. Home Discipline : Very Strict / Liberal / No Control
10. Behaviour of Father : Drunker /Smoker / Lustful/Gentleman/Role Model
11. Behaviour of Mother : Role Model / Moral / Immoral
12. Home Recreation : Watching TV/Internet Browsing/Reading Books
13. Religions activity : Strictly followed/Liberation/Free Reign
14. Religions Atmosphere : Strong / sturdy / frail
15. When will he / She go to bed? :
16. When will he / she getup? :
17. Whether separate room available? :

## HEALTH RECORD

Health background:

1. State whether the pupil

a) Had an attack of (if yes, specify the year of attack)

- Measles : Yes / No
- Chickenpox : Yes / No
- Mumps : Yes / No
- Jaundice : Yes / No
- Small pox : Yes / No
- Typhoid : Yes / No
- Whooping cough : Yes / No
- Any other (Specify) : \_\_\_\_\_

b) is often susceptible to common ailments like

- 1. Cold : Yes / No
- 2. Fever : Yes / No
- 3. Head Ache : Yes / No
- 4. Stomach Pain : Yes / No

c) gets nutritious food at home : Yes / No

d) gets protected water at home : Yes / No

2. General Health : Weak / Normal / Healthy

3. Height : \_\_\_\_\_ cm

4. Weight : \_\_\_\_\_ kg

5. Chest : 1. Normal / Flat / Hollow / Pigeon

2. Size : Expanded : \_\_\_\_\_ cm

Normal : \_\_\_\_\_ cm

6. Eye & Vision : \_\_\_\_\_

7. Ears & hearing : \_\_\_\_\_

8. Teeth : \_\_\_\_\_

9. Buccal cavity : \_\_\_\_\_

Tonsil /Adenoids/Normal/Enlarged

10. State the Following:

(a) Posture : Standing erect / stooping

Sitting erect / stooping

(b) Limbs : Legs : Well formed / bow legged

Hands : Well formed / bowed

(c) Skin : Clean / dirty / infected

(d) Head : Clean / dirty / infected

(e) Nails : Clean / dirty / properly cut / bitten

(f) Speech : Normal/stammering/phonetic defects

11. Physical disabilities, if any : \_\_\_\_\_  
 (Mention the %) : \_\_\_\_\_
12. Medical Officer's Report, if available : \_\_\_\_\_
13. Mode of Delivery : Normal / Scissorion / Blue child
14. Whether Alcoholic Addict :
15. Whether Chewing Gum :

**SCHOLASTIC RECORD**

Educational Background : \_\_\_\_\_  
 (Name of the institutions in which he studied with their location. State the reason for Break of studies, if any.) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Using the hands to write : Left handed or Right handed

Mode of Study : Lonely / In Group

Average attendance : %

Reason for long absence, if any : \_\_\_\_\_

Give the marks secured by the pupil in various subject : \*

Subject	Percentage
<b>Total</b>	/
<b>Rank</b>	

<b>EXTRA CURRICULAR ACTIVITIES RECORD</b>					
<b>(GRADE : A – Excellent, B – Very Good, C – Good, D – Needs to improve, E – Poor)</b>					
Activities	Grade	Special Credit/award obtained	Activities	Grade	Special Credit / award obtained
Arts and Crafts			Dramatics Music		
Agriculture			Dancing		
Social Service & Citizenship activities			Scouting		
Literary activity (Debate, Elocution, Journalism)			Girl Guide N.C.C		
Religious Activity			Sports (specify)		
Youth Club			Game Specify		
Hobbies (specify) (Drawing, Painting, Photography, Stamp collection, etc.)					

**PERSONALITY TRAITS – RECORD**

Personality Traits	Rating Scale				Remarks (if any)
	Excellent	Good	Satisfactory	Poor	
1. Self – confidence					
2. Persistence					
3. Emotional stability					
4. Courtesy					
5. Sociability					
6. Leadership					
7. Anxiety					
8. Adjustment					
9. Self – Esteem					
10. Interest					
11. Responsibility					
12. Self – control					
13. Self – concept					
14. Creativity					
15. Tolerance					
16. Intelligence					

17. Motivation					
18. Integrity					
19. Initiative					
20. Attitude towards					
a. Home					
b. School					
c. Self					
Whether interfere any					
a. Political violence	_____				
b. Communal violence	_____				
c. Religions violence	_____				
d. Family violence	_____				
	_____				
Any behaviour problem observed and / or reported by teachers	_____				
	_____				

## EDUCATIONAL AND VOCATIONAL PLAN – RECORD

1. Educational preference  
(Course of studies which the pupil would like to pursue)  
1<sup>st</sup> Choice \_\_\_\_\_  
2<sup>nd</sup> Choice \_\_\_\_\_  
3<sup>rd</sup> Choice \_\_\_\_\_
2. Vocational preference  
(Occupation which the pupil would take up in life)  
1<sup>st</sup> Choice \_\_\_\_\_  
2<sup>nd</sup> Choice \_\_\_\_\_  
3<sup>rd</sup> Choice \_\_\_\_\_
3. Work experience, if any, type and nature  
\_\_\_\_\_
4. The Pupil's attitude to work  
likes / dislikes / forced
5. Favourable leisure pursuits, if any  
\_\_\_\_\_
6. Parent's desire regarding pupil's, if any  
\_\_\_\_\_
7. Work preference  
Govt. / Aided / Private  
Shift basis / Non shift basis  
Abroad / Other state / Other Dist. / Domestic

## CASE STUDY – DIARY

Case study pertains to the data regarding the physical, psychological and educational development of a student over a period of time. It shows the trends of development of abilities and interests. If case study is to be of real value, the data should be accurate and should be based on concrete observation and objective testing. In order to get the required data, the teacher should watch the student closely at work and at play, at school and outside and meet his parents, friends and others who can give his correct pictures.

This diary is intended to record the program of visit and meetings which the trainee conducted to prepare the cumulative record of his ward. The trainee should make entries regarding the data, the place where he met the pupil or parents, and the observation he made or information he gathered regarding the pupil.

<b>Date</b>	<b>(Place of contact with the pupil) Classroom, Play field, Home etc.,</b>	<b>Observation, details gathered and other remarks (Situations should also be mentioned)</b>

<b>Date</b>	<b>(Place of contact with the pupil) Classroom, Play field, Home etc.,</b>	<b>Observation, details gathered and other remarks (Situations should also be mentioned)</b>

<b>Date</b>	<b>(Place of contact with the pupil) Classroom, Play field, Home etc.,</b>	<b>Observation, details gathered and other remarks (Situations should also be mentioned)</b>

## CASE STUDY RECORD

### Student – 2

#### PERSONAL DATA

Affix the  
recent  
passport size  
colour photo  
of the pupil

1. Name of the Pupil (In Capital) :
2. Gender : Male / Female
3. Date of Birth : 

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D D M M Y Y Y Y
4. Age :
5. Father's Name :
6. Mother's Name :
7. If with Guardian,
- c) Guardian's Name :
- d) State of Relationship :
8. Caste :
9. Category : 

OC	BC	MBC	DNC	SC	ST
----	----	-----	-----	----	----
10. Languages Known :
11. Language Spoken (at home) :
12. Religion :
13. Nationality :
14. Mode of Stay :
15. If not staying with parent,
- c) How long? : ..... Year; ..... Month
- d) Give reason :
16. Educational Status :

Relationship	Educational Qualification
Father Guardian	
Mother	

(UG Degree / +2 / SSLC / Elementary / can read and write / Illiterate)

17. Occupation and Annual Income :

Relationship	Occupation	Annual Income (in Rupees)
Father Guardian		
Mother		

18. Address :

COMPARISON AND CONTRASTING BETWEEN STUDENT 1 & 2					
PERSONAL DATA	SI. No.	CRITERIA	STUDENT – 1	STUDENT – 2	REMARKS
	1.	Name			
	2.	Gender			
	3.	Age			
	4.	Community			
	5.	Mode of Stay			
	6.	Birth Order			
	7.	Parents Educational & Occupational Status			

COMPARISON AND CONTRASTING BETWEEN STUDENT 1 & 2					
PERSONAL DATA	SI. No.	CRITERIA	STUDENT – 1	STUDENT – 2	REMARKS
	8.	General Health 1) Height 2) Weight 3) Vision 4) Hearing 5) Any other			
	9.	Activities 1) Arts & Crafts 2) Social Service 3) Sports & Games 4) Hobbies 5) If any,			
	10.	Recreational / Interested Activities			

COMPARISON AND CONTRASTING BETWEEN STUDENT 1 & 2					
SCHOLASTIC ACHIEVEMENT	Sl. No.	CRITERIA	STUDENT – 1	STUDENT – 2	REMARKS
	1.	Educational Background			
	2.	Mode of Study			
	3.	Average Attendance			
	4.	Academic Achievement			
	5.	Reason for academic achievement			

COMPARISON AND CONTRASTING BETWEEN STUDENT 1 & 2					
PERSONALITY	Sl. No.	CRITERIA	STUDENT – 1	STUDENT – 2	REMARKS
	1.	Self Concept			
	2.	Leadership			
	3.	General Attitude			
	4.	Emotional Stability			
	5.	Adjustment			
	6.	Sociability			
	7.	General Behaviour			
	8.	Problems if any, specify			

**RECOMMENDATIONS**

Conclusion of the Study  
**Student I**

Conclusion of the Study  
**Student II**

**To Students**

**To Students**

**To Parents**

**To Parents**

**To Teachers**

**To Teachers**

## ACTION RESEARCH RECORD

### Content

S.No	Details	Page.No
1.	Action Research - An Introduction	
2.	Advantages of Action Research	
3.	Steps involved in Action Research	
4.	Problem, Problem Identification, Defining the problem	
5.	Causes for the problem	
6.	Formation of Hypothesis	
7.	Report on the research tools to be used for problem solving	
8.	Statistical report on Action Research	
9.	Causes of problems among students and steps taken to solve the problem	
10.	Inferences	
11.	Follow-up work	
12.	Conclusion	



# TAMIL NADU OPEN UNIVERSITY

577-Anna Salai, Saidapet, Chennai – 600 015.

*Assignment submitted to  
Tamil Nadu Open University, Chennai – 600 015  
in partial fulfilment of the requirements for the award of degree of*

## BACHELOR OF EDUCATION

**Name of the Student :** .....  
**Enrollment No. :** .....  
**Academic Year :** ..... **Year: First/Second**  
**Optional Subject :** .....

**COURSE TITLE :** .....

**COURSE CODE :** .....



**NAME OF THE PROGRAMME STUDY CENTRE**

Door No., Rod, Address  
Pin Code – XXX XXX.

**ENROL. NO :** .....

**Year: First/Second**

**COURSE TITLE :** .....

**COURSE CODE :** .....

**FEEDBACK SHEET ON WORKSHOP-BASED ACTIVITIES  
(To be filled by student-teacher)**

1.	Name of the student-teacher.....	Enrolment No .....	
2.	Programme Centre Centre .....		
3.	Pedagogy Courses Optional 1.....	2. ....	
4.	Please respond to the following:		
		Yes	No
	(a) Did the workshop meet your expectations?	<input type="checkbox"/>	<input type="checkbox"/>
	(b) Did you find sufficient time to interact with fellow-students?	<input type="checkbox"/>	<input type="checkbox"/>
	(c) Did you find time to present your activities (at workshop)?	<input type="checkbox"/>	<input type="checkbox"/>

5. Please tick one of the options for the following questions.

(i) How do you rate the resource persons?

Excellent                   Good                   Average                   Poor

(ii) How do you rate your interaction with fellow-students?

Excellent                   Good                   Average                   Poor

(iii) How do you rate the sessions based on audio / video lessons?

Excellent                   Good                   Average                   Poor

6. Mention three most important objectives / strengths and also weaknesses of workshop according to you.

Strengths

Weaknesses

(i)

(i)

(ii)

(ii)

(iii)

(iii)

7. Please mention your overall impressions of the workshop.

Name and Enrolment Number:  
Place :

Signature :  
Date :



## தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம் Tamil Nadu Open University

(மாநில திறந்தநிலைப் பல்கலைக்கழகம், தமிழ்நாடு அரசால் நிறுவப்பட்டது.  
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காமன்வெல்த் பல்கலைக்கழகங்களின் கூட்டமைப்பின் இணைவு பெற்றது)  
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