

**B.Ed. Programme (2Years)**

**Theory Courses (Core Courses)**

**B.Ed. 1T: CURRICULUM AND INSTRUCTION**

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

**Objectives:**

The course will enable the student teacher to:

- Understand the meaning and importance of curriculum
- Understand the process of planning, development and evaluation of curriculum
- Assess the efficiency and effectiveness of school curriculum
- Understand various instructional systems and their components and their application for any teaching learning technique
- Understand the role of teacher in instructional systems
- To manage their instructional activities more effectively and efficiently
- To acquire the skills related to the use of various media in the teaching learning process.

**Block – 1 Curriculum Planning**

Unit – 1	:	Defining Curriculum
Unit – 2	:	Considerations for Curriculum Planning
Unit – 3	:	Curriculum Development
Unit – 4	:	Curriculum Evaluation

**Block – 2 Instructional Systems**

Unit – 5	:	Systems Approach
Unit – 6	:	Instructional Objectives
Unit – 7	:	Teacher-Controlled Instruction
Unit – 8	:	Learner Controlled Instruction
Unit – 9	:	Group-Controlled Instruction

**Block – 3 Planning and Management of Instruction**

Unit – 10	:	Instructional Planning
Unit – 11	:	Instructional Strategies
Unit – 12	:	Managing Instruction
Unit – 13	:	Resources for Instruction

**Block – 4 Teaching Skills**

Unit – 14	:	Teaching Competence
Unit – 15	:	Skills Associated with Teacher-Controlled Instruction- I
Unit – 16	:	Skills Associated with Teacher-Controlled Instruction–II

**B.Ed. 2T: PSYCHOLOGY OF DEVELOPMENT AND LEARNING**

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

**Objectives:**

The course will enable the student teacher to:

- Understand the concept, stages and principles of growth and development (physical, social, emotional and moral).
- Understand the factors, which influence educational growth and development of emerging Indian society.
- Conduct empirical child study in order to identify child's innate abilities, need and urges.
- Understands different factors that shape the personality of the child in different stages.
- To analyze children's learning difficulties and offers guidance to meet individual needs.
- Identifies methods and tools of individual and group learning.
- To identify special needs of children and device teaching learning materials to optimize their learning achievement.

**Block-1 Understanding the Development of the Learner**

Unit 1	:	Concept and Principles of Growth and Development
Unit – 2	:	Physical, Socio-Emotional and Moral Development
Unit – 3	:	Cognitive and Language Development
Unit – 4	:	Factors influencing Development of Personality

**Block-2 Understanding the Learner as an Unique Individual**

Unit – 5	:	Individual Differences: Cognitive Domain
Unit – 6	:	Individual Differences: Affective Domain
Unit – 7	:	Gender Issues
Unit – 8	:	Factors producing Individual Differences

**Block – 3 Understanding the Learning Processes**

Unit - 9	:	Nature of the Learning Process
Unit – 10	:	Approaches to Learning
Unit – 11	:	Domains of Learning
Unit – 12	:	Factors influencing Learning

**Block – 4 Facilitating Learning and Development**

Unit – 13	:	Personal Adjustment and Emotional Maturity
Unit – 14	:	Social Adjustment
Unit – 15	:	Children with Special Needs
Unit – 16	:	Guiding Students

## **B.Ed. 3T : EDUCATIONAL EVALUATION**

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

### **Objectives:**

The course will enable the student teacher to:

- Understand the important components of evaluation needed for the teaching learning Process.
- Acquire the knowledge and understanding about the various aspects of learners' evaluation and their application for classroom teaching learning.
- Acquire the skills and practices required for selecting, developing and organizing evaluation techniques/tools.
- To evaluate the learner's performance effectively.
- Understand the concept of evaluation and its need and significance in the teaching learning process.
- To diagnose the student achievement and remedial measures.
- Understand simple statistical techniques needed for quantitative and qualitative analysis of test scores/data.

### **Block –1 Evaluation in Teaching-Learning Process**

Unit – 1	:	Need, Concept and Characteristics of Evaluation
Unit – 2	:	Approaches to Evaluation
Unit – 3	:	Instructional Objectives
Unit – 4	:	Purpose of Evaluation

### **Block – 2 Techniques and Tools of Evaluation**

Unit – 5	:	Techniques of Evaluation
Unit – 6	:	Criteria of a Good Tool
Unit – 7	:	Types of Tools

### **Block – 3 Learner's Evaluation**

Unit – 8	:	Achievement Tests
Unit – 9	:	Commonly Used Tests in Schools
Unit – 10	:	Diagnosis related to Achievement
Unit – 11	:	Continuous and Comprehensive Assessment

### **Block – 4 Statistical Techniques of Analysis**

Unit – 12	:	Tabulation and Graphical Representation of Data
Unit – 13	:	Measures of Central Tendency
Unit – 14	:	Measures of Dispersion
Unit – 15	:	Normal Distribution and its Interpretation
Unit – 16	:	Correlation – Its Interpretation and Importance

## **B.Ed. 4T EDUCATION AND SOCIETY**

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

### **Objectives:**

The course will enable the student teachers to:

- Concepts, complexities and problems of education
- Understand the development of education during the pre-independence and post-independence periods.
- Understand the issues related to reforms and innovations in education.
- Comprehend multidimensional role of teacher in the changing Indian society.
- Understand the importance of agencies of education like school, community, media etc.
- Acquire the knowledge of the aims of education in a democratic set-up.
- Understand the philosophical and sociological bases of education.

### **Block –1 Understanding Education**

Unit – 1	:	Education and its Nature
Unit – 2	:	Agencies of Education
Unit – 3	:	Philosophical Basis of Education
Unit – 4	:	Democratic Principles in Education

### **Block – 2 Education in Indian Societal Context**

Unit – 5	:	Aspirations of Indian Society
Unit – 6	:	Nature of Indian Society
Unit – 7	:	Indian Society and Education
Unit – 8	:	School and Society

### **Block – 3 Indian Education System – Its Development**

Unit – 9	:	Overview and Development of Indian Education (Pre-Independence period)
Unit – 10	:	Development of School Education from 1947 – 1964
Unit – 11	:	Development of School Education from 1964 – 1986
Unit – 12	:	Development of School Education (1986 and after)

### **Block – 4 Indian Education System: Some Issues**

Unit – 13	:	Inequality in School Education
Unit – 14	:	Issues Related to Universalisation of School Education
Unit – 15	:	Issues Related to Present Examination System
Unit – 16	:	Issues Related to Vocationalisation of Secondary Education

## **B.Ed. 5T: TEACHER AND SCHOOL**

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

### **Objectives:**

The course will enable the student teachers to:

- Understand the basic concepts of school organization.
- Understand different components of school organization and organizational behaviour.
- Realize the multifaceted role and development of a teacher/head.
- Realize the role of teacher in the management process.
- Understand and appreciate the process of becoming an effective teacher.
- Develop an understanding between co-curricular activities and professional activities and their development.

### **Block – 1 School System**

Unit – 1	:	School in the Societal System
Unit – 2	:	Structure of School Education
Unit – 3	:	School Organization
Unit – 4	:	Organizational Behavior

### **Block – 2 The Teacher – Role and Development**

Unit – 5	:	Personality of a Teacher
Unit – 6	:	Roles of a Teacher
Unit – 7	:	Teacher Development
Unit – 8	:	Teacher Evaluation

### **Block – 3 School Management**

Unit – 9	:	Management Process and the Teacher
Unit – 10	:	Leadership Roles
Unit – 11	:	Organizational Climate

### **Block – 4 School Activities**

Unit – 12	:	Professional Activities
Unit – 13	:	Co-curricular Activities
Unit – 14	:	Instructional Management Related Activities
Unit – 15	:	Administration Related Activities

## **CONTENT-BASED METHODOLOGY COURSES** **(Any Two) (B.Ed. 6T TO B.Ed. 11T)**

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

### **B.Ed. 6T: TEACHING OF PHYSICAL SCIENCE**

#### **Objectives:**

The course will enable the student teacher to:

- Appreciate the nature, importance of science and contribution of scientists in the development of science.
- Be aware of the aims and objectives of teaching physical sciences.
- Develop an understanding of various approaches and methods of teaching physical sciences.
- Acquire the skill of experimental techniques, designing of experiments, construction, repair and maintenance of scientific equipments and preparation of improvised apparatus.
- Organize and participate in various non-formal science programmes/activities.
- Develop comprehension on the concept, process, skill and application of evaluation in teaching physical sciences.

#### **Block-1            Science -Nature and History**

Unit-1	:	Nature of Science
Unit-2	:	History of Science
Unit-3	:	Contributions of Scientists
Unit-4	:	Aims and Values of Teaching Physical Sciences

#### **Block- 2            Planning of Science Instruction**

Unit-5	:	Objectives of Teaching Physical Sciences
Unit-6	:	Planning Science Teaching
Unit-7	:	Evaluation

#### **Block-3            Approaches and Methods of Teaching Physical Sciences**

Unit- 8	:	Approaches of Teaching Physical Sciences
Unit- 9	:	Teacher- Centered Methods
Unit-10	:	Child- Centered Methods
Unit-11	:	Activity -Based Methods

#### **Block-4            Facilitating Science Teaching**

Unit-12	:	Science Laboratories
Unit-13	:	Improved Apparatus and Kits
Unit-14	:	Science Curriculum
Unit-15	:	Non-Formal Science Education

## **B.Ed. 7 T: TEACHING OF BIOLOGICAL SCIENCE**

### **Objectives:**

The course will enable the student teachers to:

- Understand the nature of science and science teaching.
- Understand the history and development of biological science.
- Acquire the knowledge of aims and values of teaching biological science.
- Acquire the knowledge of objectives of teaching biological science.
- Understand the various approaches and methods of teaching biological science.
- Develop the competence of preparing annual plan, unit plan, and lesson plan.
- Acquire the knowledge of science laboratories, laboratory exercises and safety procedures in a science laboratory.
- Understand the curriculum development in science.
- Understand non-formal science education.
- Acquire mastery over the development and use of evaluation tools in science.

### **Block-1 Nature of Biological Science, Values, Aims, Objectives**

Unit – 1	:	The Nature of Science and Science Teaching
Unit – 2	:	History of Science
Unit – 3	:	Contributions of Biological Scientists
Unit – 4	:	Aims and Values of Teaching Biological Science
Unit_ 5	:	Objectives of Teaching Biological Science

### **Block-2 Approaches and Methods of Teaching Biological Science**

Unit – 6	:	Approaches of Science Teaching – Inductive and Deductive
Unit – 7	:	Teacher-Centred Methods
Unit – 8	:	Student-Centred Methods – I
Unit – 9	:	Student-Centred Methods – II

### **Block-3 Biological Science Curriculum Plan of Teaching and Evaluation**

Unit – 10	:	Biological Science Curriculum
Unit_ 11	:	Learning Experiences-Objectives, Classification and Resources
Unit – 12	:	Planning for Effective Teaching
Unit – 13	:	Evaluation – Concept, Process and Tools
Unit – 14	:	Evaluation – Construction of Evaluation Achievement Test

### **Block- 4 Facilitating Science Teaching**

Unit – 15	:	Biological Science Laboratory
Unit – 16	:	Improvised Apparatus
Unit – 17	:	Non-formal Science Education

## **B.Ed. 8T: TEACHING OF MATHEMATICS**

### **Objectives:**

The course will enable the student teachers to:

- Understand the aims, values and objectives of mathematics education.
- Identify the role of the branches of mathematics and their implications on the society.
- Understand the relationship of mathematics with other subjects and the process and product of mathematics.
- Translate the objectives of teaching mathematics in terms of expected behavioural Outcomes in order to provide appropriate learning experiences.
- Develop effective communicative skills.
- Develop competency in teaching strategies, content and in the preparation of suitable teaching learning materials.
- Understand and practice various methods and techniques of teaching mathematics.
- Assimilate the strategies of evaluation and design the tools of evaluation.
- Understand the impact of technology and fuse it in the teaching of mathematics.
- Become sensitized to the needs and interests of the students in mathematics.

### **Block – 1 Nature, Objectives and Approaches to Teaching of Mathematics**

Unit – 1	:	Nature, Need and Place of Mathematics in the School Curriculum
Unit – 2	:	Approaches and Techniques of Teaching Mathematics
Unit – 3	:	Planning for Effective Instruction of Mathematics
Unit – 4	:	Man and Environment

### **Block – 2 Teaching Arithmetic and Commercial Mathematics**

Unit – 5	:	Number Systems, Exponents and Logarithms
Unit – 6	:	Elementary Number Theory
Unit – 7	:	Percent (I) Applications to Everyday Activities
Unit – 8	:	Percent (II) Commercial Mathematics
Unit – 9	:	Statistics: Averages, Graphic Representation and Classification of Data

### **Block – 3 Teaching Algebra and Computing**

Unit – 10	:	Polynomials, Basic Concepts and Factoring
Unit – 11	:	Linear Equations and Inequalities: Graphs and Quadratic Equations
Unit – 12	:	Sets, Relations, Functions and Graphs
Unit – 13	:	Sequencing, Flow Charting and Computing

### **Block – 4 Teaching Geometry and Trigonometry**

Unit – 14	:	Basic Concepts, Parallel Lines and Parallelogram
Unit – 15	:	Congruence and Construction of Triangles
Unit – 16	:	Mensuration: Area and Volume
Unit – 17	:	Triangles and its Applications to Trigonometry



## **B.Ed. 9T: TEACHING OF SOCIAL STUDIES**

### **Objectives:**

The course will enable the student teachers to:

- Initiate pupil teachers to various concepts and technology of teaching of social studies.
- Develop in the pupil teachers the ability to have an overview and integrate the knowledge drawn from various sources-History, Geography, Civics, Sociology, and Economics.
- Acquire knowledge and develop understanding about various pedagogical principals involved in the teaching of Social Studies.
- Develop in them an understanding of the principles of curriculum development, its transaction and evaluation.
- Equip them with the knowledge of application of such principles in teaching of specific content areas in Social Studies.
- Enable them to utilize community resources as educational inputs.
- Make the pupil teachers realize that the success for teaching Social Studies depends on its proper integration with other school activities.
- Acquaint the student teachers about the skills to be developed among the pupils through teaching of Social Studies.

### **Block – 1 Pedagogy of Teaching Social Studies**

Unit – 1	:	Nature, Objectives and Approaches of Teaching Social Studies
Unit – 2	:	Instructional Inputs in Social Studies
Unit – 3	:	Instructional Process in Social Studies
Unit – 4	:	Evaluation in Social Studies

### **Block – 2 Teaching of History**

Unit – 5	:	Indus Valley Civilization
Unit – 6	:	Beginning of the Modern Age
Unit – 7	:	Cultural Heritage of India
Unit – 8	:	Indian Awakening

### **Block – 3 Teaching of Geography**

Unit – 9	:	Tools of Geography
Unit – 10	:	Natural Environment
Unit – 11	:	Human Interaction with Environment
Unit – 12	:	India's Physical Features

### **Block – 4 Teaching of Economics and Civics**

Unit – 13	:	Natural Resources and their Utilization
Unit – 14	:	Infrastructure of Indian Economy
Unit – 15	:	An Overview of Indian Economy

## **B.Ed. 10T: TEACHING OF ENGLISH**

### **Objectives:**

The course will enable the student teacher to:

- Develop an understanding of the nature and objectives of teaching the English Language at Secondary School.
- Develop the essential skills of language teaching and become proficient in the use of modern methods and learning techniques.
- Improve the student teacher's command of spoken and written English.
- To enable the student teacher to have a good grasp of the syllabus and teaching material in English at school level.
- To help the student teachers to develop evaluation tools for testing the achievements of the pupils.
- Be sensitive to the problems of learning second language and foreign language.
- Be able to instill among the learners a love for language and use it efficiently in real life situations.
- Be able to develop among the learners an ability to acquire language skills.

### **Block – 1 Instructional Planning in the Teaching of English**

Unit – 1	:	Nature, Need and Objectives
Unit – 2	:	Who are the Learners of Language?
Unit – 3	:	Approaches, Methods and Techniques in English Language Teaching (ELT)
Unit – 4	:	Daily Lesson Plans: Strategies for Classroom Transaction

### **Block – 2 Listening Comprehension and Speaking**

Unit – 5	:	Teaching Listening-I
Unit – 6	:	Teaching Listening-II
Unit – 7	:	Developing Speaking/Oral Skills
Unit – 8	:	Speaking Activities
Unit – 9	:	Testing Listening Ability and Listening Comprehension
Unit – 10	:	Testing Speaking Skills

### **Block – 3 Reading Comprehension**

Unit – 11	:	The Reading Process
Unit – 12	:	Developing Reading Skills
Unit – 13	:	Reading Comprehension-I
Unit – 14	:	Reading Comprehension- II
Unit – 15	:	Teaching Vocabulary

### **Block – 4 Teaching, Writing and Grammar**

Unit – 16	:	The Writing Process
Unit – 17	:	Different Types of Writing
Unit – 18	:	Teaching Study Skills
Unit – 19	:	Teaching Grammar: New Type Activities and Games
Unit – 20	:	Improving and Assessing Writing Ability
Unit – 21	:	Testing Grammar and Usage

**B Ed. 11T: Teaching of Telugu**

## ELECTIVE COURSES (B.Ed. 12T to B.Ed. 15T) (Anyone)

**But the Department Decided B.Ed. 13T is made as compulsory among the elective courses**

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

### **B.Ed. 12T: EDUCATIONAL TECHNOLOGY**

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

#### **Objectives:**

The course will enable the student teachers to:

- To provide the teacher trainees are understanding of educational technology in the context of them with learning study.
- To acquaint them with different types of audiovisual media and emerging technologies.
- To develop in them the necessary skills to produce educational software and use instructional media and material.
- Understand the scope and importance of Educational technology in the contemporary society.
- Develop right perspective and attitude towards emerging technologies.
- Acquire theoretical bases of educational technology and to develop awareness about recent development in the area of educational technology.
- To be familiar with new Internet technologies and their place in the field of education.
- Acquire adequate knowledge about the fundamentals of computers and operating systems.
- Acquire necessary skills of handling software programmes for the purpose of education in the institutions of learning to facilitate learning.

#### **Block – 1 Educational Technology: Multifaceted Problem Solving Approach**

- Unit – 1 : Educational Technology for Learning Society
- Unit – 2 : Case Study of an Open School
- Unit – 3 : Case Study of a Participative Learning

#### **Block – 2 Educational Technology: State of the Art**

- Unit – 4 : Evolution of Educational Technology: Technology of Education and Technology in Education
- Unit – 5 : Instructional Media and Materials - I
- Unit – 6 : Instructional Media and Materials - II
- Unit – 7 : Emerging Technologies

#### **Block – 3 Software Development**

- Unit – 8 : Principles of Organizing Learning Experiences
- Unit – 9 : Principles of Preparing Software
- Unit – 10 : Application to Audio/Video Programmes
- Unit – 11 : Application to Computer Programmes

#### **Block – 4 Optimizing Learning**

- Unit- 12 : Media Selection and Integration
- Unit\_ 13 : Developing Learning Skills
- Unit\_ 14 : Experiential Learning
- Unit – 15 : Evaluation of Technology
- Unit – 16 : Managing Technology

## **B.Ed. 13T : COMPUTERS IN EDUCATION**

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

### **Objectives:**

The course will enable the student teachers to:

- Acquire adequate knowledge about the fundamentals of computers and operating systems.
- Acquire the knowledge about the theoretical, historical, and terminology of computers.
- Understand the role of computers in education.
- Acquire various skills of handling the computer systems.
- Acquire knowledge about system software and its usage.
- Learn about the uses of application software in the field of education.
- Use multiple multimedia tools for making teaching learning process effective.
- Learn how to use computers and software for the purpose of educational administration.
- Understand the relevance of computer-based instructions.
- Understand the importance of educational values of the software.
- Understand the criteria for software selection, usage and evaluation in the context of teaching learning situations.

### **Block – 1 Computer Aided Instruction**

Unit – 1	:	Concepts in Computer-based Education
Unit – 2	:	Design and Development of CBI Course ware - I
Unit – 3	:	Design and Development of CBI Course ware - II
Unit – 4	:	Design and Development of CBI Course ware - III

### **Block – 2 Design Issues and Strategies**

Unit – 5	:	The Teaching and Student Models
Unit – 6	:	Documentation and Technical Support
Unit – 7	:	Course ware Writing
Unit – 8	:	Management of CBI Development Project

### **Block – 3 Introduction to Computers in Education**

Unit – 9	:	The Computer System - Hardware for Educational Computing
Unit – 10	:	Software Tools for Educational Computing
Unit – 11	:	Impact of Computers in Education
Unit – 12	:	Evaluation of Educational Software for Use in a Teaching Programme

### **Block – 4 Computers in Educational Administration**

Unit – 13	:	Role of Computers in Educational Planning
Unit – 14	:	Role of Computers in Educational Administration
Unit – 15	:	Question Banking, Answer-Scoring and Item-Analysis
Unit – 16	:	Computers in Open Learning Systems

### **Block – 5 Case Studies**

## **B.Ed. 14T: GUIDANCE AND COUNSELLING**

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

### **Objectives:**

The course will enable the student teacher to:

- Create awareness among teachers about the guidance and counselling services.
- Understand the nature, philosophy and processes of guidance and counselling services.
- Understand various approaches of guidance and counselling.
- Understand the importance of role of guidance and counselling in influencing the curriculum, learning and discipline.
- Acquaint them with different types of techniques and procedures of guidance.
- Understand the concept, nature and processes of vocational development and related concepts.
- Provide suggestions for dealing with students of behaviour problems.

### **Block – 1 Introduction to Guidance and Counselling**

Unit – 1	:	Understanding Guidance
Unit – 2	:	Understanding Counselling
Unit – 3	:	Guidance in the Classroom
Unit – 4	:	Role of the Teacher and Career Masters in Guidance

### **Block – 2 Techniques and Procedures of Guidance**

Unit – 5	:	Techniques of Guidance
Unit – 6	:	Guidance Programme
Unit – 7	:	Occupational Information
Unit – 8	:	Group Guidance

### **Block – 3 Vocational Development**

Unit – 9	:	Nature of Work
Unit – 10	:	Career Development
Unit – 11	:	Career Patterns
Unit – 12	:	Career Development of Girls in India

### **Block – 4 Guiding Students with Special Problems**

Unit –13	:	Speech Problem
Unit –14	:	Socio-Emotional Problems of Disabled Students
Unit –15	:	Problems of Deprived Children (SC/ST)
Unit –16	:	Guiding Students with Special Problems

## **B.Ed. 15 T: DISTANCE EDUCATION**

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

### **Objectives:**

The course will enable the student teachers to:

- Understand the concept, scope, need, features and organization of Distance Education.
- Understand the development of distance education in the present trend.
- Acquaint them with the media and technology in the teaching learning at distance education.
- Help them in selecting appropriate methods and media in distance teaching.
- Acquaint them with the design and development of self-instructional materials in distance education.
- Acquire knowledge of the different types of personnel involved in distance education teaching and also the strategies for staff development in distance education.
- Understand the process of programme evaluation and the management of the system as a whole.
- Acquire knowledge about the student support services in distance education.
- Acquire the knowledge and understand the functional sub-systems like course design and development, media, support services and assessment and evaluation in distance education.

### **Block – 1 Development of Distance Education**

Unit – 1	:	Distance Education: Concept and Scope
Unit – 2	:	Distance Education: Need and Features
Unit – 3	:	Growth of Distance Education
Unit – 4	:	Organization of Distance Education System

### **Block – 2 Teaching at a Distance**

Unit – 5	:	Selection of Methods and Media
Unit – 6	:	Design and Preparation of Self-Instructional Material
Unit – 7	:	Editing for Distance Education
Unit – 8	:	Distance Educators

### **Block – 3 Learning at a Distance**

Unit – 9	:	Distance Learners
Unit – 10	:	Self-Learning
Unit – 11	:	Student Support Services
Unit – 12	:	Continuous Assessment of Learning
Unit – 13	:	Media in Distance Education

### **Block - 4 Programme Evaluation in Distance Education**

Unit – 14	:	Management of Distance Education System
Unit – 15	:	Programme Evaluation: Concept and Need
Unit – 16	:	Process of Programme Evaluation: Method and Procedure
Unit – 17	:	Economic Perspective

### **PRACTICAL COURSES (B.Ed. 16T to B.Ed. 31T)**

Due emphasis will be placed on the development of skills. Practical work will be based on the subject content presented in the various theory courses. The practical courses are suitably categorized and organized under the following two practical courses:

#### **B.Ed. 16T to B.Ed. 25T: Practice Teaching and Methodology Records**

To improve skills in teaching, you will be required to undertake pre-planned teaching under the supervision of mentors (a senior teacher teaching in the same school as yours), supervisors (teacher-educators) engaged by the Study Centre. Every student teacher will be required to present 40 model lessons. 20 in each teaching subject. In addition, they have to prepare and submit the methodology records of the concerned methods (as mentioned under Group D).

Sl. No.	Course Code	Title of the Course
1	B.Ed. 16T	Scholastic Achievement Record –Method I
2	B.Ed. 17T	Scholastic Achievement Record – Method II
3	B.Ed. 18T	Micro Teaching Record – Method I
4	B.Ed. 19T	Micro Teaching Record – Method II
5	B.Ed. 20T	Observation Record – Method I
6	B.Ed. 21T	Observation Record – Method II
7	B.Ed. 22T	Internship Record – Method I
8	B.Ed. 23T	Internship Record – Method II
9	B.Ed. 24T	Final Lesson – Method I
10	B.Ed. 25T	Final Lesson – Method II

#### **B.Ed. 26T to B.Ed. 31T: Projects / Records**

In addition to the assignments and teaching practice, the student teacher shall prepare and submit the six projects / records, which will be evaluated internally by the study centre faculty and shall be assessed by an external board as nominated by the University.

S. No.	Course Code	Title of the Course
1.	B.Ed. 26T	Case Study Project Record
2.	B.Ed. 27T	Community Study Project Record
3.	B.Ed. 28T	Audio Visual Project Record
4.	B.Ed. 29T	SUPW Project Record
5.	B.Ed. 30T	Health & Physical Education Project Record
6.	B.Ed. 31T	School Study Project Record

\* There will be a final practical examination (B.Ed. 24T & B.Ed. 25T) in the two methodologies courses at the end of the SECOND year.