

BU-COMMUNITY COLLEGE CONSULTANCY CENTRE

REVISED SYLLABUS – 2021-22

FOR

DIPLOMA IN TEACHING AND LEARNING



BHARATHIAR UNIVERSITY

COIMBATORE-641046

BHARATHIAR UNIVERSITY: COIMBATORE
DIPLOMA IN TEACHING AND LEARNING
(Community College)

(for the candidates admitted from the academic year 2021-2022 onwards)

Minimum qualification for admission to Diploma Course in Teaching and Learning is a pass in Standard X.

SCHEME OF EXAMINATIONS

| S.No | Title of the Course | Credits | Maximum Marks |
|-------------|-----------------------------------|----------------|----------------------|
| 1 | Principles of Teaching | 4 | 100 |
| 2 | Understanding Children | 4 | 100 |
| 3 | Learning Theories | 4 | 100 |
| 4 | Teaching, Learning and Assessment | 4 | 100 |
| 5 | Managing Learning | 4 | 100 |
| 6 | Classroom Management | 4 | 100 |
| 7 | Understanding the Individual | 4 | 100 |
| 8 | Internship | 4 | 100 |
| | Total | 32 | 800 |

Question Paper Pattern

Section A: (10 x 2=20 Marks)

Answer ALL the questions

Section B: (5 x 6 = 30 Marks)

Answer ALL the questions either (a) or (b)

Section C: (5 x 10 = 50)

Answer ALL the questions either (a) or (b)

Duration of examinations for all papers is three hours.

*Minimum Pass Mark: 40 Marks

PAPER I**PRINCIPLES OF TEACHING**

| | | |
|--|---|--|
| Unit:1 | Introduction to Education | |
| Introduction to education- definitions of education-purpose of education- impact of definition on role of the teacher -Definitions of teaching – role of a teacher- classroom teaching impact | | |
| Unit:2 | Teaching Methods | |
| Categorize the teaching methods- Lecturer/ Instructor-Demonstrator-Listener-Empowerer/ Delegator -application of the methods – developing knowledge transfer through the teaching methods – Recent Trends in Teaching Methods – online learning – e learning | | |
| Unit:3 | Building Positive Attitudes | |
| Developing trusting relationships- creating a supportive environment for children to learn- developing positive student attitude- school values- obstacles to developing values- envi mental influences- self-confidence – self-esteem – self attitude | | |
| Unit:4 | Generating Skills | |
| Need to generate skills-identifying important skills-life long and academic skills developing the skills- application of the teaching skills- ICT usage in teaching | | |
| Unit:5 | Classroom Management | |
| Teacher as a manager- qualities and skills of a manager- managing the children- managing the behaviour -WRAP strategies- Work ethos – Role models- Rules and Routines- Attitudes –Planning lessons | | |
| Reference Books | | |
| 1 | Geoff Petty, (2006). <i>Evidence based teaching</i> . Nelson Thornes:UK | |
| 2 | Paul Ginnis, (2002). <i>The Teacher's toolkit</i> . Crown House Publishing:UK | |
| 3 | Ruth M Beard, (1960). <i>An outline of Piaget's developmental Psychology</i> . Routledge and Kegan Paul: UK | |
| 4 | Dennis Child, (1973). <i>Psychology and the teacher</i> . Holt, Reinhart and Winston: UK | |
| 5 | Julia Evetts, (1973). <i>Sociology of Educational Ideas</i> . Routledge and Kegan Paul: UK | |

PAPER II
UNDERSTANDING CHILDREN

| | | |
|--|--|--|
| Unit:1 | Child Development | |
| Development of the children – Stages of development- Comparison of the theories of stages of development-Historical Theories of Development- Cyril Burt- John Locke- Jean Jacques Rousseau- Stage Theories- Sigmund Freud- Jean Piaget- Flavell-Comparison of stages of development tchart – Any two learning theories | | |
| Unit:2 | Individuality | |
| Observation of the child in the classroom- Identifying the differences in the theories- Understanding a child’s background and recognizing a child’s individual needs through their background – Family situation – single parent – no parent – economic condition | | |
| Unit:3 | Supportive Environments | |
| Cultivating a supportive – physical- emotional and social environment-rules and routines for emotional environment – furniture and features and facilities for physical and social environment- Applying in the classroom – case study for analyzing student environment | | |
| Unit:4 | Experiences | |
| Need for positive experiences to develop language skills- balanced emotions- Effects of external influences family – nuclear family- examination of the effects and changes in a student following impact of media- Maslow’s hierarchy of Needs- develop positive attitudes- Dale’s Cone of Learning Experience | | |
| Unit:5 | Lifeskills | |
| Introduction to life skills – importance of life skills- life skills for 21st century - equipping life skill as a tool- developing positive life skills- teaching children to interact with individuals and groups– application of life skills - Understanding the self | | |
| Reference Books | | |
| 1 | Geoffrey Brown, (1977). <i>Child Development</i> . Open Books publishing:UK | |
| 2 | Geoff Petty, (2006). <i>Evidence based teaching</i> . Nelson Thornes:UK | |
| 3 | Paul Ginnis, (2002). <i>The Teacher’s toolkit</i> . Crown House Publishing:UK | |
| 4 | Dennis Child, (1973). <i>Psychology and the teacher</i> . Holt, Reinhart and Winston: UK | |

PAPER III
METHODS OF LEARNING

| | | |
|---|--|--|
| Unit:1 | Learning Theories | |
| Introduction to learning theories- Definition of the learning theories- Understanding Constructivist, Behaviourist and Cognitivist philosophies- Characteristics of the learning theories- Range of learning theories. | | |
| Unit:2 | Learning Styles | |
| Identifying learning styles- impact of teacher's personal learning style on their teaching- application of the learning style. | | |
| Unit:3 | Multiple Intelligence | |
| Introduction to theory of Multiple Intelligence- understanding of importance of Gardner's MI theory- - application of Gardner's MI theory. | | |
| Unit:4 | Lesson Planning | |
| Introduction to lesson planning – purpose – objectives of the lesson – presentation -types of presentation – lecturer-listener- demonstrator-empowerer – introduction to process- learning practice- individual-group- whole class-Introduction to Product- methods of assessments. | | |
| Unit:5 | Learning In and Out of School | |
| Purpose of learning in and out of school- Importance of observation learning out of school- Out of school learning: extending curriculum learning to the local area - approaches to learning outside the class room- advantages of learning outside the classroom. | | |
| Reference Books | | |
| 1 | Dennis Child, (1973). <i>Psychology and the teacher</i> . Holt, Reinhart and Winston: UK | |
| 2 | Geoff Petty, (2006). <i>Evidence based teaching</i> . Nelson Thornes:UK | |
| 3 | Paul Ginnis, (2002). <i>The Teacher's toolkit</i> . Crown House Publishing:UK | |

PAPER IV
TEACHING, LEARNING AND ASSESSMENT

| | | |
|---|---|--|
| Unit:1 | Assessment, Evaluation And Revised Taxonomy | |
| Concept of Assessment, Evaluation and Examination – Importance and Principles of Assessment – Assessment in Constructivist approach - Difference between Assessment and Evaluation – Examination as a tool for Assessment – NCF’S 2005 vision of assessment for teaching and learning – Revised Bloom’s taxonomy (2000) for instructional objectives – Teacher as a facilitator in assessment for learning. | | |
| Unit:2 | Tools and Techniques | |
| Characteristics of a good assessment tool – Assessment approaches: Formative and Summative Assessment, Quantitative and Qualitative Assessment – Continuous and Comprehensive Evaluation -Tools for Evaluation: Observation, Interview, Questionnaire, Rating scale, Checklist and Cumulative record – Self -assessment and Feedback | | |
| Unit:3 | New trends and Issues in Assessment | |
| Semester System, Grading System, Credit System – Online Examination System, Question Bank, Open Book System – Flexibility in Examination, Exam on Demand – Diagnostic and Remedial Teaching for Qualitative Assessment – Using ICT for Innovation on Examination: Administration and Execution – Issues in Assessment. | | |
| Unit:4 | Assessment in Inclusive Practices | |
| Differentiated Assessment – Assessing the disabled/ to identify special educational needs – Assessment approaches and methods – Philosophical and Educational underpinnings of Assessment – Prevalent practices of assessment | | |
| Unit:5 | Statistical methods and Interpretation | |
| Meaning, Need and Importance of Statistics in Educational Assessment – Organization and Graphical representation of data – Scales of measurement – Measures of Central Tendency: Mean, Median and Mode – Measures of Variability: Range, Quartile Deviation and Standard Deviation – Normal Probability Curve: Concept and Characteristics. | | |
| Reference Books | | |
| 1 | Aggarwal, Y.P. (202). Statistical Methods: Concepts, Applications and Computation. New Delhi: Streling Publishers Pvt. Limited. | |
| 2 | Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications. | |
| 3 | Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice-Hall of India. | |

PAPER V
PRACTICAL I
MANAGING THE LEARNING

| | |
|---|--|
| 1 | Lesson plan preparation using PPPP (Purpose Presentation Process Product) format |
| 2 | Demonstrating how the lesson plan helps a teacher manage the class |
| 3 | Application of PPPP format |
| 4 | Cooperative learning activities |
| 5 | Importance of a stimulating physical environment |

PAPER VI
PRACTICAL II
CLASSROOM MANAGEMENT

| | |
|---|--|
| 1 | Classroom display |
| 2 | Bulletin boards |
| 3 | Creating strategies for managing behaviour |
| 4 | Discipline without Punishment |
| 5 | Demonstration of WRAP strategy |

PAPER VII
PRACTICAL III
UNDERSTANDING THE INDIVIDUAL

| | |
|--|---|
| 1 | Case Study on the basis of maladjusted behavior |
| 2 | Developmental Chart for the Children and Give the report with the comparison of Jean Piaget |
| 3 | Preparation of a SWOC analysis of the Supportive Environments |
| Note: Each student undergo practical in the given practical components of Paper I, II & III and submit report in the form of record on the completion of the practical. | |

PAPER VIII
PRACTICAL IV
INTERNSHIP

Visit to School

Each student has to undergo internship in selected educational institution for a period of 6 working days. He/ She have to observe the overall activities i.e., administration, curricular and co-curricular activities, teaching – learning method, structure of the classroom, available resources etc., of the educational institution and submit it in the form of report on the completion of internship training. Hundred marks will be awarded for both record submission (40 marks) and evaluation (60 marks).

Evaluation procedure for Practical and Internship

The following break up of marks will be followed for assessment of practical papers and Internship.

| | | |
|--------------|---------------------------------------|---------|
| 1. | Submission of Report | 40 Mark |
| 2 | Valuation by Internal Examiner | 60 Mark |
| Total | | 100 |