St. Xavier's College of Education (Autonomous)

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA 3.67]

Palayamkottai – 627 002, Tamil Nadu.

THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2015 - 2016

Dear Staff,

The Board of Studies Meeting for the academic year 2015-2016 was held on 07th August 2015 (Friday) at 10.00 a.m. in the Conference Hall. The following members were present in the meeting.

Name of the Members	Signature
Rev. Dr. D. Thomas Alexander, S.J., *Principal, Chairman of BOS*	*(signed)*
Rev. Fr. G. Gualbert John, S.J., *College Secretary*	*(signed)*
Dr. N. Ramakrishnan, *University Nominee, Member*	*(signed)*
Dr. Ram Ganesh, *Member*	-
Dr. Josephine Saleth Mary, *Member*	*(signed)* J. Josephine Saleth Mary
Rev. Fr. M. William Alphonse, S.J., *Member*	—
Rev. Bro. Amalraj, *Member*	—
Mr. A. John Lawrence, *Member*	*(signed)*
Rev. Dr. I. Jesudoss, S.J., *Member*	—
Dr. M. Antony Raj, *Member*	*(signed)*
Rev. Dr. S. Amaladoss Xavier, S.J., *Member*	*(signed)*
Dr. A. Punitha Mary, *Member*	*(signed)* A. Punitha Mary
Dr. A. Michael J Leo, *Member*	*(signed)*
Dr. Y. Daniel, *Member*	*(signed)*
Mrs. A. Metilda Jasmine Shanthi, *Member*	*(signed)* A. Metilda
Mr. S. Stalin, *Member*	*(signed)* S. Stalin
Dr. T. Raja, *Member*	*(signed)*
Mr. R. Sathesh Franklin, *Member*	*(signed)*
Mr. S. Arockiasamy, *Member*	*(signed)*

MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2015 - 2016

The Board of Studies Meeting for the academic year 2015-16 was held at 10.00 a.m. on 07th August 2015 (Friday) in the Conference Hall. The meeting started with prayer by Rev. Dr. D. Thomas Alexander, S.J., .He introduced the new secretary to the college and welcomed the members present. The following members were present in the meeting.

The minutes of previous Board of Studies meeting was presented by the Dean and it was passed by the members present.

Rev. Dr. D. Thomas Alexander, S.J.

Rev. Fr. G. Gualbert John, S.J.

Dr. N. Ramakrishnan

Dr. Josephine Saleth Mary

Mr. A. John Lawrence

Rev. Dr. I. Jesudoss, S.J.

Dr. M. Antony Raj

Rev. Dr. S. Amaladoss Xavier, S.J.

Dr. A. Punitha Mary

Dr. A. Michael J Leo

Dr. Y. Daniel

Mrs. A. Metilda Jasmine Shanthi

Mr. S. Stalin

Dr. T. Raja

Mr. R. Sathesh Franklin

Mr. S. Arockiasamy

The agenda of reviewing the existing B.Ed. M.Ed., and M.Phil syllabi was led by Dr. M. Antony Raj, the Dean.

Reviewing of Existing B.Ed. Syllabus

Semester – I

Paper – I : Philosophical Foundations of Education (Pg.6)

In Unit II after the term Dr. Zakir Hussain , the term Dr. A.P.J. Abdul Kalam was added.

Paper – III : Educational Technology (Pg.11)

In Unit V before the term IGNOU the term NIOS was added.

Paper – IV : Optional I - Special English Education (Pg.14)

In Unit II at 2.1 after the skill of increasing pupil's participation, the Skill of stimulus variation, Skill of introducing the lesson and Skill of reinforcement were added.

Paper – IV : Optional I – Mathematics Education (Pg.23)

In Unit I after the term Nature of Mathematics a colon was added and the terms objective and abstract were modified as objectivity and abstractness.

Paper – IV : Optional I – Physical Science Education (Pg.26)

In Unit II the terms unit plan, year plan and lesson plan were rearranged as year plan, unit plan and lesson plan. The Concept criteria of a good lesson was changed as criteria of a good lesson plan.

Paper – IV : Optional I – Biological Science Education (Pg.29)

In Unit II, the terms semester plan and trimester plan were deleted.

Paper – IV : Optional I – History Education (Pg.32)

In Unit III after the term traditional the colon was deleted.

Paper – V : Optional II – General English Education (Pg.34)

In Unit I at 1.1 after the term higher level, the full stop was deleted and a hyphen was added.

In Unit IV at 4.1 the skill of illustration was deleted and the skill of increasing pupil's participation, the Skill of stimulus variation, Skill of introducing the lesson and Skill of reinforcement were added.

Semester – II

Paper – VIII : Differential Psychology (Pg.50)

In Unit V, the wrongly spelt term defense mechanism was corrected as defense mechanisms.

Paper – IX : Subject Knowledge Competency (Pg.52)

Unit III and IV was combined as Unit IV and psychology was added as Unit III.

Paper – X : Optional I – Special English Education (Pg.54)

In Unit I at 1.3 after the term immediate constituent the full stop was deleted.

In 1.4 the misspelt term Donotative as corrected as Denotative.

In Unit III at 3.2 the terms any five short stories and 3 novels were rearranged as short stories and novels after that the term text book was added.

The title of the Unit V was changed as Enriching English.

In 5.2 the terms Remedial English was changed as Remedial English Course.

In Practicum, the third practicum was deleted and designing a bridge course was added as third practicum.

Paper – X : Optional I – Mathematics Education (Pg.64)

In Unit IV, the terms project window was modified as project explorer window.

Paper – XI : Optional II – General English Education (Pg.74)

In Unit IV at 4.4 the terms Teacher Assisted Language Learning (TALL) was deleted.

Paper – XII : Elective – Information and Communication Technology in Education (Pg.81)

In Unit I, the terms block diagram was deleted.

In Unit III, the terms fuzzy logic and application of fuzzy logic were deleted.

Paper – XII : Elective – Environmental Education (Pg.82)

In Unit V, after the term National Disaster Management Act, the term National Disaster Management Authorities were added.

Paper – XIII : Personality Development and Communicative English (Pg.98)

In Unit II, the misspelt term copying skills were corrected as coping skills. The term problem identified was modified as problem identification.

Syllabus for Physical Education (Pg.100)

In Unit IV, after the term organization, the terms assembly – sports day were added.

Reviewing of the Syllabus for Two year B.Ed. Programme

Semester - I

Paper – I : Philosophical Foundations of Education (Pg.4)

The objectives four and five were merged.

In Unit III, after J. Krishnamoorthy the term A.P.J. Abdul Kalam was added.

In Unit IV, the National Curriculum Framework 2005 was deleted and National Curriculum Framework for Teacher Education 2009 was added.

The practicum number five was modified as, Prepare an album of Dr. A.P.J. Abdul Kalam.

Paper – II : Learner and Learning Psycho-Pedagogy (Pg.6)

In Unit V, the terms different styles of learning is it necessary were deleted.

Practicum and References were proposed to be added.

Paper - III : Special English Education – I (Pg.9)

It was proposed to add objectives, practicum and references for this paper.

In Unit I, the title Learning How to Teach of English was modified as Learning How to Teach English.

Paper – III : சிறப்புத் தமிழ் - I (Pg.11)

It was proposed to add objectives and references for this paper.

Paper – III : Physical Science Education – I (Pg.16)

The sixth and seventh objectives were deleted and it was proposed to add one more practicum.

Paper – III : Biological Science Education – I (Pg.19)

In was proposed to add fifth objective.

Paper – III : History Education – I (Pg.21)

It was proposed to add references and one more practicum.

Paper - IV : General English Education – I (Pg.24)

It was proposed to add objectives, practicum and references for this paper.

In Unit I, the title Learning How to Teach of English was modified as Learning How to Teach English.

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Paper – IV : பொதுத்தமிழ் - I (Pg.25)

It was proposed to add objectives and references for this paper.

Paper – V : Strengthening Language Proficiency (Pg.26)

It was proposed to add objectives, practicum and references for this paper.

In Unit II, the term note taking activities from listening was modified as note taking activities by listening.

Paper – V : Arts and Aesthetics (Pg.28)

It was proposed to add objectives, practicum and references for this paper.

In Unit III, பப்பட் சோ என்னும் வார்த்தை பொம்மலாட்டம் எனவும், In Unit III போக்கே என்னும் வார்த்தை மலர்க்கொத்து எனவும் மாற்றப்பட்டது.

Paper - V : Teaching of Physical Education (Pg.29)

The terms Prepare a report on a traditional game of Tamilnadu was added as practicum five.

Semester - II

Paper – VI : Schooling, Socialization and Identity (Pg.31)

The terms Aims of the Course was changed as objectives.

The objectives were numbered.

Write the steps of forming an organic farm in your house was added as fifth practicum.

Paper – VI : Innovations in Education (Pg.33)

In Unit I, the terms Components of Educational Technology: Psycho-technology, Planning technology, Management Technology, ICT, Systems technology were deleted. The terms System Technology was modified as System Approach.

In Unit II, Use of media in education, Taba's Inductive Thinking model and Socratic model – Teaching: Concept, Variables, Phases and Levels of teaching: Memory, Understanding and Reflective level were deleted.

In Unit III, Artificial Intelligence, Online learning Resources: e-journals and e-books were deleted.

After the term Teleconferencing the term CCTV was added.

After the term E-Content the term NROER was added.

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In Unit IV, the terms Tablet Computing – MOOCs - Open Content - Learning Analytics, and Remote, Wearable Technology –Future of technology in Education - What? - **Ways in which technology improves education** were deleted.

In Unit V, the title Distance Education and Educational Technology was changed as Educational Technology in Distance Education.

Distance Education: Meaning, Need, Scope and functions – Distance Education at Different Levels: School level, Higher Education &Vocational Education with examples of courses being offered - Distance Education Council (DEC): Need, Functions and Limitations were deleted. In the concept modes of open learning MOOC was added.

Practicum four and five i.e. Power-point presentation on any topic and prepare a report on the technology equipments in your intensive practice school were modified as Power-point presentation with narration on any topic and prepare a report on the technology equipments available in your intensive practice school.

Paper – VI : ICT (Digital Pedagogy) (Pg.35)

The sixth and seventh objectives were deleted.

In Unit I, the terms Types of Computers based on classification were modified as Computers based on classification.

The terms computer virus was modified as types of computer viruses.

In Unit III, the terms Importance – Meaning - Nature of ICT - Need of ICT - Scope of ICT were modified as ICT: Meaning, Nature, Need, Scope and Importance.

The term E-Portfolio was deleted.

The term MS Office in Education was modified as Uses of MS Office in Education.

In Unit IV, Fuzzy logic and its applications, Ambient intelligence were deleted.

In Unit V, before the term modeling, the term ICT Integration was added.

It was proposed to add practicums for this paper.

Paper – VI : Assessment of Learning (Pg.37)

In Unit III, Diagnosing and Remedying Leaning Difficulties were modified as Remedying Leaning Difficulties.

Prepare an observation Schedule to assess the learning of the students was added as fifth practicum.

Paper - VII : Special English Education – II (Pg.39)

It was proposed to add objectives, practicum and references for this paper.

Paper – VII : சிறப்புத் தமிழ் - I (Pg.41)

It was proposed to add objectives and references for this paper.

Paper - VII : Computer Science Education – II (Pg.42)

Prepare a Design of a modern Computer Science Laboratory and Write a report on the initiatives of UNESCO for Computer Literacy were added as fourth and fifth practicum.

Paper - VII : Physical Science Education – II (Pg.47)

The sixth, seventh and eighth objectives i.e. acquires the knowledge of recent trends in Science education, understand the psychological basis of modern trends in teaching Science and new techniques of teaching Science were deleted.

Prpare the life sketch of your favourite scienctist was added as fifth practicum.

Paper - VII : Biological Science Education – II (Pg.49)

The sixth objective i.e. understands the content related to school curriculum was deleted.

In practicum, the practicums i.e. Prepare 15 power point slides on a topic and Planning and conducting any four practical classes in Biology and maintaining a record of practical work were deleted.

Paper - VII : History Education – II (Pg.52)

It was proposed to add references.

Paper - VIII : General English Education – I (Pg.53)

It was proposed to add objectives, practicum and references for this paper.

Paper – VIII : பொதுத்தமிழ் - I (Pg.55)

It was proposed to add objectives and references for this paper.

Paper - IX : Physical and Health Education (Pg.57)

In Unit IV, the wrongly spelt term Abersion was corrected as Abrasion.

Paper - IX : Guidance and Counseling (Pg.59)

In Unit V, after the term placement services the term career guidance was added.

Write the Procedure of Establiahing an Guidance Cell in your School was added as fifth practicum.

Paper - IX : Library and Information Science Management (Pg.61)

Comprehens the Use of ICT in Libraries was added as fifth objective.

Prepare Power Point presentaton on LMS, Prepare a catalogue for the books in your home and Write a review on any five books you read were added as second, fourth and fifth practicum respectively.

Paper - X : Human Rights and Duties Education (Pg.64)

The objective number three i.e. understands Human Rights Legislation and the objective number five understand the need for human rights education were deleted.

Prepare a Collage using newspaper cuttings on a theme of Human Rights Violation was added as fifth practicum.

Paper - X : Environmental Education (Pg.66)

The sixth objective, i.e. acquires knowledge of population growth and its impact on environment was deleted.

The practicum number four i.e. Collect different soil and prepare a report on that, number five i.e. Survey of attitude of students and teachers towards global environmental problems and number six i.e. Organization of any activity of enhancing environmental awareness were deleted.

Paper - X : Value Education (Pg.69)

Prepare a Questionnaire to evaluate the values of your peers was added as fifth practicum.

Semester - IV

Paper – XI : Curriculum and School (Pg.71)

In Unit I, the terms Subject centred, Activity centred, Broad field and learner centred were deleted.

In Unit III, the terms Curricular Evaluation were deleted.

The miss sfelt word broad of studies were corrected as board of studies.

The title of Unit V, Curriculum Implementation and Renewal was changed as Curriculum Implementation and Evaluation.

In Unit V, Parents as Supporters in the Curriculum - Community members as Community Resources was modified as Community, Parents, Alumni and Other Stakeholders in Curriculum Development and Implementation.

It was proposed to add practicum.

Paper – XI : Vision of Education in India: Concerns and Issues (Pg.72)

In Unit II, after the term J. Krishnamoorthy, Vision 2020 of Dr. A.P.J. Abdul Kalam and Vision 2023 of Tamilnadu Government were added.

In Unit IV, after the term trends and challenges, the terms RUSA – Public-Private Partnership were added.

Suggest the ways and means to protect river Thamirabarani was added as fifth practicum.

It was proposed to add references.

Paper – XI : Soft Skills and Personality Development (Pg.74)

The sixth, seventh, eighth and nineth objectives i.e. Master inter-personal skills, team management skills, and leadership skills, Develop all-round personalities with a mature outlook to function effectively in different circumstances, Develop positive attitude and Understand and Cultivate values were deleted.

In Unit I, the term how to improve softskills were modified as improving soft skills.

Paper - XII : Special English Education – IV (Pg.76)

It was proposed to add objectives, practicum and references for this paper.

Paper – XII : சிறப்புத் தமிழ் - IV (Pg.79)

It was proposed to add objectives and references for this paper.

Paper - XII : Computer Science Education – IV (Pg.80)

Prepare a student data base using any software and Design a CBI Courseware were added as fourth and fifth practicum.

Paper - XII : Physical Science Education – IV (Pg.85)

Supertitious beliefs of your area and give scientific explanations was added as fifth practicum.

Paper - XII : Biological Science Education – IV (Pg.86)

The sixth, seventh and eighth objectives i.e. Becomes more fit and healthy as they spend more time active in the outdoors and start choosing healthy foods over junk food, Develops a scientific perspective of the problems confronting our country and Understands the special qualities of good Biological science teacher were deleted.

In practicum, the third and seventh practicums i.e. Field Trip - Photo Album, Nature Album and Collecting and keeping plants and animals alive for instructional purposes acquarium, terrarium and vivarium were deleted.

Paper - XII : History Education – IV (Pg.89)

Visit a closeby museum and write a report was added as fifth practicum.

Paper - XIII : General English Education – IV (Pg.91)

It was proposed to add objectives, practicum and references for this paper.

Paper – XIII : பொதுத்தமிழ் - IV (Pg.94)

It was proposed to add objectives and references for this paper.

Paper - XIV : Education for Exceptional Children (Pg.96)

In the title miss spelt word Chidren was corrected as children.

It was proposed to add practicum and references for this paper.

Paper - XV : Gender Issues in Education (Pg.98)

Take a survey on Women issues of your locality and Suggest ways and means of improving the schooling of girls were added as fourth and fifth practicum.

Paper - XV : School Management (Pg.99)

Prepare a Micro level school Budget for an academic year was added as fifth practicum.

Paper - XV : Higher Education (Pg.102)

In Unit II, after the term MHRD, the term RUSA was added.

Prepare a report on Role and Functions of RUSA was added as fifth practicum.

Paper - XV : Peace Education (Pg.104)

The sixth objective i.e. Adopt peace education in the curriculum was deleted.

Write as report on cultural barriers in promoting peace was added as fifth practicum.

Reviewing of the Syllabus for Two year M.Ed. Programme

Semester – I

Paper – I : Historical and Philosophical Perspective of Education (Pg.3)

In Unit IV, after the term Aurobindo, the term Dr. A.P.J. Abdul Kalam was added.

Paper - III : Advanced Educational Sociology (Pg.8)

In Unit IV, the miss spelt word educatio was corrected as education.

Semester – II

Paper – IV : Introduction to Research Methodology (Pg.10)

In Unit V, before the term standardization the term validation was added.

Paper – X : Education for Gender Sensitization (Pg.21)

In Unit II, the miss spelt word feticide was corrected as foeticide.

In the concept Issues Related to Women, the term Issueless Women was added.

Semester – III

Paper - XI : Advanced Educational Technology (Pg.24)

The term E-Content was added at the end of the second Unit.

In Unit III, the term Ignatian Pedagogical Paradigm was changed as Integrated Pedagogical Paradigm.

At the end of fifth unit the terms MOOC and NROER were added.

Paper - XII : Guidance and Counselling (Pg.25)

Family Counselling was added at the end of the second unit.

Semester – IV

Paper - XIII : Curriculum and School Management (Pg.29)

In Unit II, the term Introeducation was changed as Intrapolation.

In Unit III, the term comportments was corrected as components.

The term time table was changed as the term Principles of time table construction was added.

In Unit IV, the term class teachers was deleted.

Paper - XVI : ICT and Instructional System (Pg.32)

In Unit II, after the term WIKI, the term social networking was added.

In Unit V, the term Principles of Selecting of Technology for Instruction was changed as term principles of selecting of Media for Instruction at the end of this unit the term models of evaluation was deleted.

Paper - XVII : Higher Education in Globalized Context (Pg.34)

In Unit II, miss spelt concept SCHE was corrected as TANSCHE.

The existing M.Ed and M.Phil syllabi were approved by the members present.

Dr. M. Antony Raj proposed vote of thanks and the meeting came to an end at. 5.25 p.m.

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

St. Xavier's College of Education (Autonomous)
[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA 3.67]
Palayamkottai – 627 002, Tamil Nadu.

THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2016 - 2017

The Board of Studies Meeting for the academic year 2016-2017 was held on 14th July 2016 (Thursday) at 10.00 a.m. in the Conference Hall. The following members were present in the meeting.

Name of the Members	Signature
Rev. Dr. S. Amaladoss Xavier, S.J., *Principal i/c, Chairman of BOS*	
Dr. N. Ramakrishnan, *University Nominee, Member*	
Dr. Ram Ganesh, *Member*	
Dr. Josephine Saleth Mary, *Member*	
Rev. Dr. L. Francis Xavier, S.J., *Member*	
Rev. Br. R. Casimir Sagayanathan, SHJ, *Member*	
Mr. A. John Lawrence, *Member*	
Rev. Dr. I. Jesudoss, S.J., *Member*	
Dr. M. Antony Raj, *Member*	
Dr. A. Punitha Mary, *Member*	
Dr. A. Michael J Leo, *Member*	
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Mrs. A. Metilda Jasmine Shanthi, *Member*	
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Mr. R. Sathesh Franklin, *Member*	
Mr. S. Arockiasamy, *Member*	
Mr. U. Subramanian, *Member*	
Mrs. K. Devi Gomathi Narayani, *Member*	
Mrs. M. Balasaraswathi, *Member*	
Dr. A. Nicholas Jegan	

MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2016-2017

The Board of Studies Meeting for the academic year 2016-17 was held on **14th July 2016 (Thursday)** at 10.00 a.m. in the Conference Hall. The meeting started with a video prayer song. Rev. Dr. S. Amaladoss Xavier, S.J., the Principal welcomed the members present. The following members were present in the meeting.

Rev. Dr. S. Amaladoss Xavier, S.J.

Dr. N. Ramakrishnan

Dr. Josephine Saleth Mary

Rev. Dr. L. Francis Xavier, S.J.

Rev. Bro. R. Casimir Sagayanathan, SHJ.

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Dr. T. Raja

Dr. R. Sathesh Franklin

Dr. S. Arockiasamy

Mr. U. Subramanian

Mr. A. Nicholas Jegan

The minutes of the previous Board of Studies meeting was presented by the Dean and it was approved by the members present.

The agenda of reviewing the existing two year B.Ed. M.Ed., and M.Phil syllabi was led by Dr. M. Antony Raj, the Dean.

Reviewing of B.Ed. Syllabus

SEMESTER – I

PAPER - I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

In Unit I, in the first line the terms 'nature and purpose' were added after the term 'concept'.

The term 'a comparative study' in the second line was deleted.

In the third line, the terms 'nature of education and purpose of education' were removed and they were moved to the first line.

In the 'concept value education' the word 'and' was added after the term 'importance'. After the term 'types' a 'hyphen' was added.

In Unit II, the first line was rearranged as 'philosophy: Meaning definition and nature'.

In Unit III, the term Dr. Zakir Hussain was deleted.

The title of the unit IV, was modified as 'Education in post independent India'.

In Unit IV, the concept 'Education in Ancient India: Vedic, Buddhist and Islamic system of education' was deleted.

The concept, 'Education in contemporary India' was changed as 'Education in post independent India'.

The term 'RUSA' was deleted from the fourth unit and it was added in the fifth unit after the term MHRD.

PAPER - II: LEARNER AND LEARNING

In Unit II, the terms 'Cognition: Meaning, role in learning, influence of socio-cultural factors on cognition and learning' were deleted.

In Unit III, the term 'Roger's' was modified as 'Roger', the term 'and' was added after the term 'principles' . The terms 'role of learner and teacher' in the last line of this unit were deleted.

In Unit IV, in the last line, the terms 'motivation, positive emotions, self-efficacy; collaborative and self-regulated learning' were deleted.

In Unit V, in the first line, in the concept 'Individual difference', the terms 'and causes' were added after the term 'definition'.

The terms 'dimensions, cognitive abilities, interest aptitude, creativity personality and values' were deleted.

The term 'meaning' that comes after the term 'learning styles' was deleted.

The practicum number two was modified as: Conduct an experiment to measure the attention among peers.

The fourth Practicum was modified as: Identify the learning style among peers and write a report.

In the Reference, 'Wertsch, J.V. (1985). *Cultural, Communication and Cognition: Vygotskian Perspectives*. New Delhi: Cambridge University Press' was added as seventeenth reference.

PAPER - III : SPECIAL ENGLISH EDUCATION - I

The objectives were modified as:

1. acquires the knowledge of micro teaching skills.
2. gains the basics of phonetics.
3. acquires the skills of transcription.
4. practices the grammatical concepts as prescribed in the Tamil Nadu government text books.
5. prepares lesson plan for teaching English at high school level.

In Unit I, number 1.4, was rearranged as: 'peer teaching: concept – advantages'.

In Unit I, number 1.5 was deleted.

In Unit III, number 3.3 was modified as 'Finite and non-finite verbs'.

In Unit III, number 3.5 was deleted.

In Unit IV, number 4.2 was modified as 'Question tag'.

In Unit IV, number 4.3, 4.4 and 4.7 were deleted.

The title of the unit V was modified as 'Lesson plan writing and Evaluation'.

In Unit V, number 5.1 was modified as: Bloom's Taxonomy of Educational Objectives – Objective formulation for ELT.

In Unit V, number 5.2 was modified as: Writing Lesson Plan for teaching Prose, Poetry, Grammar, Composition and Supplementary Reader.

In Unit V, number 5.3 and 5.4 were deleted.

In the practicum, number 2, 4 and 5 were deleted and the following were added respectively.

2. Select a poem from Class IX and transcribe in phonetics.
4. Design the Blueprint for the IX standard term-end examination.
5. Collect English language related materials from the news papers.

PAPER - III: MATHEMATICS EDUCATION - I

In Unit IV, the term 'teaching of algebra' was modified as 'Algebra' and 'Teaching of Trigonometry' was modified as 'Trigonometry'.

In Unit V, the term 'teaching of real number system' was modified as 'Real number system', 'Teaching of set' was modified as 'Set' and 'Teaching of geometry' was modified as 'Geometry'.

In practicum, practicum number 1 and 3 were deleted and the following were added in its place respectively.

1. Prepare a unit plan for any topic from IX standard.

3. Prepare a model question paper.

PAPER - III: PHYSICAL SCIENCE EDUCATION - I

In Unit III, the terms 'individual instruction, discussion method and integrated pedagogical paradigm' were deleted.

PAPER - III : BIOLOGICAL SCIENCE EDUCATION - I

In Unit I, the terms 'origin of life and evolution' were deleted.

The following three reference books were added.

1. Hemalatha Kalaimathi, D & Asir Julis, R. (2015).*Teaching of Biology*. Hyderabad: Neelkamal Publications Private Limited.

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2. Jasim Ahmad. (2011). *Teaching of Biological Science*. New Delhi: PHI Learning Private Limited.

3. Kulshrestha, S.P. &Harpal Pasiricha (2013). *Teaching of Biology*. Meerut – 250 001: R. Lall Book Depot.

PAPER - III: HISTORY EDUCATION – I

In Unit I, the concept 'History: Meaning, and different Conceptions of History' was modified as 'History: Meaning, definition and different concepts'.

In Unit III, the terms 'Mind mapping, ABL and ALM' were removed and were added in the second unit of the second semester.

PAPER - IV: GENERAL ENGLISH EDUCATION - I

The objectives were modified as follows:

1. acquires the knowledge of micro teaching techniques.
2. constructs general and specific objectives for teaching English.
3. develops the skill of writing lesson plans for prose, poetry, grammar, composition and supplementary reader.
4. prepares a diagnostic test question paper.
5. constructs an achievement test question paper.

In Unit I, number 1.4 was modified as,' Merits of Peer teaching'.

In Unit I, number '1.5' was deleted.

In Unit IV, the terms 'use of Mind Maps in teaching grammar' were added in the tail.

The practicums were modified as follows:

1. Prepare a digital lesson plan.
2. Unitize a lesson from standard IX.
3. Prepare a list of active and passive vocabulary.
4. Prepare any three pictorial compositions.
5. Design mind maps for teaching any five grammar topics.

PAPER - VII: TEACHING OF PHYSICAL EDUCATION

In Unit V, the term 'Yoga: Meaning' was modified as 'Yoga: Meaning, origin and development'.

The fourth practicum was replaced by the following. 'Organizing the health check-up programme'.

SEMESTER - II

PAPER - VIII : SCHOOLING, SOCIALIZATION AND IDENTITY

In Unit I, the terms 'Role of the school in developing rational, secular and humanistic identities – role of teachers in the multi-pluralistic society' were deleted.

Unit II, III, IV and V were modified as follows:

UNIT - II : SOCIALIZATION AND DEVELOPMENT OF SELF

Socialization: Meaning, definition, characteristics, process and types - Agencies of socialization and their function: Family and extended family, community: Neighborhood, religion and school - The necessity and relevance of family in socializing the child - Parenting styles and their impact: Meaning and types: Authoritative, authoritarian, indulgent, neglectful - Role of teacher in socializing the child.

UNIT - III : SELF AND EVALUATION PRACTICES

Self and self-concept: Meaning, definition and dimensions - Construction of a positive and productive sense of self - Pillars of self-concept: Self-esteem and self-efficacy - Self-evaluation practices: Self-understanding, self-assessment, self-enhancement, self regulation and self-monitoring.

UNIT - IV : IDENTITY DEVELOPMENT AND SOCIAL ISSUES

Identity: Meaning, definition, nature and types - Determinants and their Impact: Caste, class, gender, religion, language, media and culture - Identity development: Erik Erikson's Psycho-social development theory, James Marcia's Identity status theory - Schooling as a process of identity formation - Hidden curriculum for identity formation - Role of school in developing rational, secular and humanistic identities - Social issues: Education and democracy, liberalisation, privatisation, globalisation, right to education and women's right.

UNIT - V : TEACHER'S PROFESSIONAL IDENTITY

Teacher's professional identity: Meaning, definition and characteristics - Development of teachers self-efficacy: Orientation programmes, In-service training, personal enrichment courses - Impact of teacher efficacy on classroom learning - Professionalism: Meaning, definition, ethics and development.

6

In practicum, the practicum number 1 and 4 were modified as follows:

1. Analyse a social issue and prepare a report.

4. Make a poster on personal and social identity.

Practicum number five was deleted and the following was added in its place.

5. Evaluate your own identity and prepare a report.

PAPER - IX : INNOVATIONS IN EDUCATION

In Unit I, in the first line before the term 'technology' the term 'educational' was added and it was rearranged as 'Educational Technology: Concept, definition, need, importance and scope'.

The term 'System approach' was added after the term 'Behavioral technology'.

In Unit II, the terms 'Selection and integration of media in teaching learning process' were added after the term 'Educational Television'. 'Ausubels advance organizer model' was deleted and 'Integrated Pedagogical Paradigm' was added.

In Unit III, the terms 'computer, types, characteristics and advantages, internet, e-mail, teleconference and artificial intelligence' were deleted and it was rearranged as follows: Difference between software and hardware technologies - Programmed instruction: Linear and branching - CAI - Classware technologies: LCD, IWB and language laboratory - Introduction to E-content - National Repository of Open Educational Resources (NROER).

In Unit IV, the terms 'observation of classroom interaction' was modified as 'Classroom Interaction Analysis'. The terms 'cloud computing, Google drive and one note' were deleted. The concept 'games and gamification' was modified as 'gamification of learning'. Before the term '3D printing' the terms 'Educational uses' were added.

In Unit V, the terms 'INSAT, EDUSAT, SITE, Facebook and Twiter' were deleted. The unit was rearranged as follows: Educational technology for distance education - Open learning system: NIOS, IGNOU and TNOU - Modes of open learning: MOOCs, SIM, Educational resource centers, virtual classroom and virtual university - Online examinations - Educational uses of blogs and social networks.

In the practicum, number five was modified as follows:

5. Prepare a report on the merits and demerits of any one social media'.

PAPER - X : ICT (DIGITAL PEDAGOGY)

In Unit I, after the term 'software' the terms 'Definition, Types and Uses' were added.

In Unit II, the terms 'teleconferencing, IWB, Skype, Whatsapp, YouTube and Teacher Tube' were deleted.

Unit II was rearranged as follows: Basics of computer networking : Meaning and types of network - Internet: Origin, requirements and applications - Search engines - E-mail: Meaning and types - Using blogs in teaching and learning - Social networking: Meaning, merits and demerits - Recent communication technologies used in education - Cloud computing - Impact of computerization and information technology in education.

In Unit III, the term 'uses of MS Office' was modified as 'Uses of Office 365 in Education'. The terms 'Teleconferencing - IWB: meaning and Types' were added after that. After the term 'HTML' the terms 'and its Tag - Websites: Meaning and Types' were added. Thus it was modified as: ICT: Meaning and importance - Virtual: Virtual reality, virtual classroom and virtual laboratory - E-learning - E-resources in teaching: E-book - E-journal - Uses of Office 365 in education - Teleconferencing - IWB: Meaning and types - HTML and its tag - Websites: Meaning and types, Educational websites: Meaning and evaluation.

In Unit IV, after the term 'Natural Language Processing (NLP): Stages and Application' the terms 'Bio-metric Classroom attendance - Using Computer Simulation in Teaching - Using Artificial intelligence applications in Education' were added.

In Unit V, the terms 'models of teaching and cooperative learning' were deleted. The concept 'ICT: components and pedagogical uses' were modified as 'ICT: System and Components'.

The term 'ICT for guidance and counseling' was deleted. The terms 'ICT for Testing and Evaluation' were added after that.

In the practicum, number four was deleted and the following was added in its place

4. Create a blog of your own.

PAPER - XI : ASSESSMENT OF LEARNING

In Unit II, the term 'and its standardization' was deleted and the term 'guidelines for' were added before the term 'writing test items'.

In Unit III, the term 'remedial strategies' was rearranged as 'remedying learning difficulties: steps and strategies'.

In Unit IV, the term 'normal probability curve: properties' was modified as 'Normal probability: Class room applications'.

The term 'pie diagram' was deleted.

In Unit V, the term 'National Curriculum Framework (2005)' was modified as 'National Curriculum Framework (2009').

The term 'use of ICT in evaluation' was deleted.

In practicum, practicum number three was modified as 'Prepare a report on the grading system followed in any one of the colleges in your area'.

PAPER - XII : SPECIAL ENGLISH EDUCATION - II

The third and fourth objectives were modified as:

3. develops study skill techniques.

4. understands the XI and XII standard English grammar.

In Unit I, number 1.4 was modified as 'Action research: Concept, steps and advantages – Action research in ELT'.

In Unit II, in 2.4 after the term 'ELT curriculum: Principles of curriculum development' the term 'steps of curriculum construction' was added.

The title of the Unit III, 'Teaching of the grammatical content of English (XI standard)' was modified as 'Study Skills'. The unit was modified as follows:

3.1 Meaning, need for training the students in study skills, three types of study skills - gathering skills, storage skills and retrieval skills.

3.2 Developing study skills, exploring the dictionary, examination of   different types of dictionaries, use of thesaurus.

3.3 Skill of note-making and note-taking, need, difference between note-making and note-taking, tips for development.

3.4 Preparation of bibliography card, collecting data and relevant materials from primary and secondary sources.

Unit IV was rearranged as follows:

4.1 Homophones.

4.2 Primary and modal auxiliaries.

4.3 Relative clause.

4.4 'If' clause.

4.5 Phrase and clause.

Unit V was rearranged as follows:

5.1 Negative formation.

5.2 Verb division and sentence construction.

5.3 Direct and indirect speech.

5.4 Simple, compound and complex sentences.

5.5 Transformation of sentences.

The practicum was modified as follows:

1. Collect 'Worksheets' from the websites on 'Word Formation' and work out.

2. Critically review a short story you read.

3. Collect a list of commonly misspelt words and identify the probable causes.

4. Make a comparative analysis of a Tamil Nadu government text books and a CBSE text book.

5. Select a passage and identify whether the sentences are simple, compound or complex.

PAPER - XII : MATHEMATICS EDUCATION - II

In Unit III, the term 'sub procedure and function procedure' was deleted.

In Unit IV, the term 'teaching of Matrices' was modified as 'Matrices'. The term 'Teaching of co-ordinate geometry' was modified as 'Co-ordinate geometry'. The term 'Teaching of Algebra' was modified as 'Algebra'.

In Unit V, the term 'Teaching of life mathematics' was modified as 'Life mathematics' and the term 'Teaching of measurements' was modified as 'Measurements'.

PAPER - XII : PHYSICAL SCIENCE EDUCATION – II

Unit III was modified as follows:

UNIT - III : TECHNOLOGY IN TEACHING PHYSICAL SCIENCE

Hardware and software approaches - Audio-visual aids: Definition, principles, qualities and importance - Multimedia - Educational broadcasts: Radio, television, films - LCD

projector - Powerpoint presentation - Use of internet - E-learning - Smart classroom - Science club - Improvised aids - Science exhibition - National talent search scheme.

Unit IV was modified as follows:

UNIT - IV : MODELS OF TEACHING PHYSICAL SCIENCE

Models of teaching physical science: Meaning, definition, nature, uses - Concept attainment model, advanced organiser model, inductive thinking model, inquiry training model with one illustration for each type of model - Gagne and Piaget theory in science teaching.

Unit V was modified as follows:

UNIT - V : RECENT TRENDS IN PHYSICAL SCIENCE EDUCATION

Recent trends in physical science education - Research: Meaning, need, types of research - Action research: Steps - Science teaching and globalization.

In practicum, the Practicum number five was deleted and the following was added as the 5th practicum. 'Conduct a group discussion on Mendeleev's periodic table and submit a report'.

PAPER - XII : BIOLOGICAL SCIENCE EDUCATION – II

In Unit I, the term 'planning and organizing field observation' was deleted.

In Unit II, the terms 'use of ICT experiences in Biological science, Overhead projector and Transparencies, Slides, Film projector and preparation of PowerPoint Slides' were deleted.

The first three practicum were modified as follows:

1. Write the life history and contributions of any two nobel prize winners in biological science.
2. Visit a poultry farm and prepare a report.
3. Collect and preserve biological specimens.

PAPER - XII : HISTORY EDUCATION – II

In Unit I, after the term 'text book' the term 'Modern aids' was added and it was rearranged as follows: 'Modern aids: Radio, TV, Computer, Internet, PowerPoint presentation, Motion pictures, Maps, Charts, Time line, Models, Cutouts, Pictures, Atlas and Globe'.

In Unit III, after the term 'Recent Trends in Teaching:' the terms 'Mind mapping - Activity Based Learning (ABL) and Active Learning Methods (ALM). Class room seminar, Assignment and Action Research' were added.

PAPER - XIII : GENERAL ENGLISH EDUCATION - II

In Unit IV, number 4.5 was added as 'Regular and Irregular verb forms'.

In Unit V, number 5.5 was deleted.

In Practicum, number one was modified as follows:

'1. Collect a profile of communicative activities in English'.

PAPER - XIV : PHYSICAL AND HEALTH EDUCATION

In Unit III, the term 'Factors influencing health' was deleted.

In Unit V, the term 'definition of Yoga' was modified as 'Yoga: Definition and stages'.

In practicum, number one was deleted and the following was added as practicum one:

'Prepare an album for sports and games'.

PAPER - XIV : LIBRARY AND INFORMATION SCIENCE MANAGEMENT

All the five Units were modified as follows:

UNIT - I : LIBRARY AND SOCIETY

Library: Definition - Father of library science in India - Laws of library science - Academic libraries - College libraries - Importance of libraries in teacher education institutions - Importance of libraries in two year curriculum - Library associations - SALIS - IATLIS.

UNIT - II : CLASSIFICATION, CATALOGUING AND RESOURCES SHARING

Classification - Schemes of classification: Colon classification - Dewey Decimal Classification - Universal Decimal Classification - Cataloguing - Importance of cataloguing - Types of cataloguing: Classified catalogue code - AACR I - AACR II - Resource sharing - Functions of resource sharing - Resource sharing in India.

UNIT - III : USAGE OF INFORMATION SOURCES AND INFORMATION SERVICES

Information sources - Types of information sources: Primary sources - Secondary sources - Tertiary sources - Electronic resources - Information services - Types of information services: Reference service - Current awareness services - Reprographic services - Extension services - Role of teacher and librarian in the use of library.

UNIT - IV : LIBRARY ADMINISTRATION AND MANAGEMENT

Library management - POSDCORB system of management - Library registers and files - Library rules - Acquisition section - Book selection - Accessioning - Processing - Maintenance section - Serial section - Circulation section - Library finance - Library statistical reports - Stack verification - Preservation and conservation of information materials - Binding.

UNIT - V : ICT IN LIBRARIES

Digital libraries - DELNET - NISSAT - Library automation - OPAC - KOHA - ROVAN LMS - RFID technology in libraries - 2CQR - RAPIDRADIO - Consortia - UGC-N-List consortium - INFLIBNET - Shodganga project - Institutional repositories - IAS- IIS.

PAPER - XV : ENVIRONMENTAL EDUCATION

In Unit I, after the term 'Eco system' the term 'meaning' was added. The term 'ocean depletion' was modified as 'Depletion of Ozone layer'.

The terms 'e-waste, population explosion, conservation, bio-diversity: Definition and threads to bio-diversity' were deleted.

The title of the Unit II was modified as: 'POPULATION EDUCATION'.

Unit II was modified as follows:

Population education: meaning, definition, need and objectives - Population education in India - Role of teacher in population education - Population ecology: Natality and mortality - Population explosion: Meaning, reasons and impact of population explosion over the environment.

The title of Unit III was modified as: 'METHODS IN ENVIRONMENTAL EDUCATION'.

The terms 'Environmental Education in pre service teacher training programme' was deleted.

In Unit IV, the terms 'definition and importance – instructional media for environmental education and human health – educational radio - Metrological information - data mining' were deleted.

In Unit V, the terms 'social forest' was modified as 'forest'. The term 'solid and liquid' was modified as 'solid waste'.

PAPER - XV : VALUE EDUCATION

The objective number two was modified as: 'acquires the knowledge of qualities of teacher'.

In Unit I, the term 'present day value scenario in India' was deleted. The terms 'Values and education: Values as determinants of educational aims, education inculcating values' were deleted.

Unit II was deleted. Unit III was converted as Unit II and Unit IV was converted as Unit III. Unit V was constructed new and it is as follows:

UNIT V : QUALITIES OF TEACHER FOR VALUE EDUCATION

Accountability: Meaning, definition, characteristics and components - Assesment of accountability in school education - Accountability of state and central authorities in school education – Professional norms: Meaning, characteristics, types, factors affecting professional norms, advantages - Professional ethics: Meaning, components, essential qualities of teachers in relation to their students.

The practicum number two, four and five were modified:

2. Prepare a report on any one value and illustrate it in art form.
4. Prepare a questionnaire to evaluate the values of your peers.
5. Prepare a report on a documentary film on value education.

SEMESTER - IV

PAPER - XIX : SPECIAL ENGLISH EDUCATION – IV

In Unit IV,number 4.5 'formation of 'Wh' questions' was modified as 'Wh' question for a class.

Number 4.6 'Formation of verbal questions' was modified as 'Verbal questions for a class'.

Practicum number two 'Select a short story in Tamil and translate it in English' was modified as: 'Write a letter to your friend for his achievement in higher studies'.

PAPER - XIX: BIOLOGICAL SCIENCE EDUCATION-IV

In Unit I, before the term 'Plant science' the term 'concept and meaning' were added.

In Unit II, the term 'Trends in science curriculum (Biological Science): consideration in developing learner - Centered Curriculum in Biology' were deleted.

In Unit IV, the term 'Environmental Education: Concept, need and importance – Pollution and its types – Deforestation – Population explosion: Causes and consequences – Poverty – Health problems: Diarrhea and Malnutrition: Child Malnutrition, Different Forms of Malnutrition – Poor Sanitation and Organ Donation' were deleted. In the last line of this unit after the term 'typhus' the terms 'Causes, symptoms and treatment' were added.

In Unit V, the terms 'Teacher as a researcher: Learning to understand how children learn science – Action research in Biological science' were deleted.

PAPER - XIX: HISTORY EDUCATION-IV

In unit IV, the terms 'Assignment: Meaning, types, characteristics, principles, advantages and disadvantages - Class room seminar: Meaning, procedure, constituents, merits and demerits' were moved to the third unit of the second semester. The term 'Team teaching: Meaning, types, procedure, advantages and disadvantages 'were deleted as it is already given in the third unit of first semester.

Reviewing of Existing M.Ed. Syllabus

SEMESTER - I

Paper II – Advanced Psychology of Learning and Development

In Unit III, the term 'Gagne's Nine Events of Instruction' was deleted.

Paper VIII – Inclusive Education

Unit II was rearranged in ascending chronological order as follows.

UNIT - II : RECOMMENDATIONS OF EDUCATION COMMISSIONS AND COMMITTEES ON RESTRUCTURING POLICIES AND PRACTICES TO RESPOND TO DIVERSITY

Indian Education Commission (1964-66) - Integrated Education for Disabled Children (IEDC 1974) - National Policy on Education (NPE, 1986-92) - Establishment of National Institutes and their Regional Centers - Project Integrated Education for Disabled Children (PIED, 1987) - District Primary Education Programme (DPEP) - The Mental Health Act 1987 - Rehabilitation Council of India Act, 1992 - The Persons with Disabilities Act (PWD Act, 1995) - The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995) - The National Trust for the Welfare of Persons with Autism, Cerebral

Palsy, Mental Retardation and Multiple Disabilities Act, 1999 - Sarva Shiksha Abhiyan - Initiatives for the gifted and talented children - National Curriculum Framework, 2005.

Paper XIV – ICT and Instructional System

Unit V was rearranged as follows.

UNIT - V : APPLICATION OF TECHNOLOGY AND EVALUATION OF INSTRUCTIONAL SYSTEM

Technology for instruction: Meaning, definition, need and importance - Principles of media selection for instruction - Developing self-instructional material - Developing computer assisted instruction program: Concept and steps - Preparation of instructional design for online learning: Steps and process of validation: Individual testing, group testing, field testing and master validation.

Reviewing of Existing M.Phil. Syllabus

SEMESTER - I

Paper I – Advanced Educational Research and Statistics

In Unit III, the terms 'Biserial, Point Biserial, Tetrachoric and Phi co-efficient, Kolmogorov – Smirnov test – Kruskal – Wallis or H-test – Wilcoxon Sign Rank Test' were deleted.

The members of the Board of Studies Committee after a long discussion resolved to have the number of Lesson Plan for Optional I and for Optional II as 40 for each optional.

Dr. M. Antony Raj proposed vote of thanks and the meeting came to end at 1.15 pm.

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St. Xavier's College of Education (Autonomous)

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA 3.67]
Palayamkottai – 627 002, Tamil Nadu.

THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2017 - 2018

The Board of Studies Meeting for the academic year 2017-2018 was held on 11th July 2017 (Tuesday) at 10.00 a.m. in the Conference Hall. The following members were present in the meeting.

Name of the Members	Signature
Rev. Dr. D. Thomas Alexander, S.J., *Principal & Chairman of BOS*	
Dr. B. William Dharma Raja, *University Nominee, Member*	
Dr. S. Arulsamy, *Member*	
Dr. Kanagaraj, *Member*	
Rev. Dr. L. Francis Xavier, S.J., *Member*	
Rev. Br. R. Casimir Sagayanathan, SHJ, *Member*	
Mr. A. John Lawrence, *Member*	
Rev. Dr. I. Jesudoss, S.J., *Member*	
Dr. M. Antony Raj, *Member*	
Rev. Dr. S. Amaladoss Xavier, S.J., *Member*	
Dr. A. Punitha Mary, *Member*	
Dr. A. Michael J Leo, *Member*	
Dr. Y. Daniel, *Member*	
Mrs. A. Metilda Jasmine Shanthi, *Member*	
Dr. R. Sathesh Franklin, *Member*	
Dr. T. Raja, *Member*	
Mr. S. Stalin, *Member*	
Mr. A. Nicholas Jegan, *Member*	
Rev. Fr. J. Martin George, S.J., *Member*	
Mr. D. Namasivayam, *Member*	
Mr. U. Subramanian, *Member*	
Mrs. M. Balasaraswathi, *Member*	
Mrs. J. Annie, *Member*	
Mrs. M. Rosary Kiruba Alexy, *Member*	
Mr. P. Lourduraj, *Member*	

MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2017-2018

The Board of Studies Meeting for the academic year 2017-18 was held on **11th July 2017 (Tuesday)** at 10.00 a.m. in the Conference Hall. The meeting was on track with a video prayer song. Rev. Dr. D. Thomas Alexander, S.J., the Principal initiated the meeting by welcoming the university nominees, experts nominated by the management and the members present. The following members were present in the meeting.

Rev. Dr. D. Thomas Alexander, S.J., *Principal & Chairman of BOS*

Dr. B. William Dharma Raja, *University Nominee, Member*

Dr. S. Arulsamy, *Member*

Dr. Kanagaraj, *Member*

Rev. Dr. L. Francis Xavier, S.J., *Member*

Rev. Br. R. Casimir Sagayanathan, SHJ, *Member*

Mr. A. John Lawrence, *Member*

Rev. Dr. I. Jesudoss, S.J., *Member*

Dr. M. Antony Raj, *Member*

Rev. Dr. S. Amaladoss Xavier, S.J., *Member*

Dr. A. Punitha Mary, *Member*

Dr. A. Michael J Leo, *Member*

Dr. Y. Daniel, *Member*

Mrs. A. Metilda Jasmine Shanthi, *Member*

Dr. R. Sathesh Franklin, *Member*

Dr. T. Raja, *Member*

Mr. S. Stalin, *Member*

Mr. A. Nicholas Jegan, *Member*

Rev. Fr. J. Martin George, S.J., *Member*

Mr. U. Subramanian, *Member*

Mrs. J. Annie, *Member*

Mrs. M. Rosary KirubaAlexy, *Member*

Mr. P. Lourduraj, *Member*

The minutes of the previous Board of Studies meeting held on 14th July 2016 was presented by the Dean and it was approved by the members present.

The agenda of reviewing the existing two year B.Ed., M.Ed., and M.Phil. syllabi was led by Dr. M. Antony Raj, the Dean.

Semester I

Paper I: Philosophical Foundations of Education

In Unit V, the term 'DTERT' was removed.

Paper II: Learner and Learning

The title of the Paper 'Learner and Learning' was changed as 'Child Development and Pedagogy – I'. The following is the newly framed syllabus.

Paper II: Child Development and Pedagogy - I

Objectives:

The prospective teacher

1. acquires knowledge of educational psychology.
2. understands the concept of growth and development.
3. acquires knowledge of cognitive process.
4. understands different dimensions of development.
5. applies the theories of learning in enhancing learning.

Unit I: Nature of Educational Psychology

Psychology: Meaning and Definition – Branches: Cognitive psychology, Clinical psychology, Developmental Psychology and Individual psychology - Methods: Introspection, Observation, Case study and Interview – Educational Psychology: Meaning, Definition, Nature, Scope and Significance

Unit II: Human Growth and Development

Growth and Development: Concept, Meaning, Definition and General Principles - Distinction among Growth, Development and Maturation - Interaction between Nurture and Nature – Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral – Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence

Unit III: Cognitive Development

Cognitive Process: Attention and Factors relating to attention - Kinds of attention: Inattention, distraction, division of attention and Span of Attention – Sensation – Perception: Factors relating to Perception and Perceptual errors – Concept formation: Nature and Types – Piaget's stages of cognitive development – Bruner's theory – Concept maps – Imagery – Language and Thinking – Reasoning and Problem Solving – Implications to the teacher

Unit IV: Social, Emotional and Moral Development

Social development: Meaning and Factors – Social Maturity – Erikson's stages of Social development – Emotional development: Meaning, Types, Emotional control and maturity – Place of emotions in life – Significance of Emotional Intelligence – Moral development: Meaning - Kohlberg's stages of Moral development

Unit V: Theoretical Perspectives on Learning

Learning: Nature and importance – Learning Curve – Theories of learning: Trial and Error, Classical conditioning and Operant conditioning, Learning by Insight and Gagne's theory – Transfer of Learning: Meaning and Types – Theories of Transfer of learning: E.L.

Thorndike's Identical components, Judd's theory and Bagley's theory of Ideals – Learning by Imitation –Levels of Learning - Remembering - Forgetting: Curve of forgetting

Practicum

1. Prepare an observation schedule to observe a student in the class.
2. Prepare a report on the case study record.
3. Prepare a report by conducting an experiment to measure the attention of a subject.
4. Prepare a life sketch of any one of the psychologists.
5. Prepare a power point presentation for a topic from any one of the units.

Paper III: Special English Education - I

The style of presenting units was modified as other papers to maintain uniformity.

Paper III: சிறப்புத் தமிழ் - I

நோக்கங்கள் மாற்றியமைக்கப்பட்டது.

Paper III: Physical Science Education - I

In Unit IV, the term 'ECHO' was removed.

Paper IV: General English Education - I

The style of presenting units was modified as other papers so as to maintain uniformity.

Paper IV: பொதுத் தமிழ் - I

நோக்கங்கள் மாற்றியமைக்கப்பட்டது.

Paper IV: Strengthening Language Proficiency

The Title of the Paper 'Strengthening Language Proficiency' was altered as 'Strengthening English Language Proficiency'.

Paper VI: Arts and Aesthetics

The Syllabus of this paper was translated from Tamil to English. It is as follows.

Objectives:

The prospective teacher

1. acquires hand writing skills.
2. develops creativity in arts.
3. makes handcrafts.
4. acquires modern theatre skills.
5. understands to manage health.

Unit I: Writing and Drawing

Writing practice: Writing in charts, Flash Cards, English Alphabets, Italic Hand writing practice, Alphabets, Tamil Alphabets, Writing practice in the blackboard, Drawing practice : Poster colour making, stick diagram, kalicraft nib practice

Unit II: Exposing Creativity

Rangoli, clay modeling, fabric painting, photograph, videography, dance, instrumental music, acting in drama practice, mono act, mime, fancy dress - Folk dance: Karakattam, Oyilattam and Silambattam

Unit III: Handcraft Training

Preparation of decorative items from waste material, flower vase using plastic paper and grey papers, cool drinks preparation and stage decoration

Unit IV: Theatre Workshop

Modern art practice, make-up, training in small scale home making products (12), visit to schools using handcrafts, difference between art education and education, introducing ancient Indian culture handcrafts related to education, important Indian ancient cultural programmes and celebrations

Unit V: Health Management

Acupuncture practice, breathing exercise, oil pulling, diet control, health hygiene, meditation, memory, stress management, body heat control

Practicum

1. Write English and Tamil letters in charts.
2. Draw a picture to depict your creativity.
3. Prepare any five handcraft materials.
4. Prepare a model Indian handcraft material related to Education.
5. Draw a picture chart on the celebrations of Indian festivals.

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2. Harpar & Row. (1960). *Indians of the Plains Illustrated with Paintings, Prints, Drawings and Photographs of the Period*. New York: Amarican Heritage.
3. Krishnappa, K.N. (2000). *Easy to Learn Draw Human Figures*. Bangalore: Vasan Book Depot.
4. UDO – EMA, A.J. (1961). *The Arts and Crafts Teacher*. London: Longmans.

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Semester - II

Paper IX: Innovations in Education and Paper X: ICT (digital pedagogy) were collated.

The title of this paper is IX: Innovations in Education. The following are the units brought together under this paper.

Objectives:

The prospective teacher

1. acquires adequate understanding of the importance of technology in education.
2. knows various forms of educational technology and its educational implications.
3. learns to use different types of educational accessories
4. understands the impact of ICT on society today.
5. understands the communication and its importance.

Unit I: The concept of Educational Technology

Educational Technology: Concept, Definition, Need, Importance and Scope - Technology in Education and Technology of Education - Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology, Systems Approach and their educational implications

Unit II: Instructional Media

Instructional Media: Need, Importance and Classification - Edgar Dale's Cone of experience - Types of media: Print and Non-print media - Educational Radio - Educational Television - Selection and integration of media in teaching learning process - Multi-media Package - Models of teaching: Glaser Basic model, Bruner's Concept attainment model and Integrated Pedagogical Paradigm

Unit III: ICT in Education

ICT: Meaning and Importance – Virtual: Reality, Classroom and laboratory - E-learning - E-Resources in teaching: E-Book, E-Journal – Mobile Learning - Uses of MS-Office in Education - Teleconferencing - Programmed Instruction: Linear and Branching - CAI - IWB: Meaning and Types - ICT for Testing and Evaluation.

Unit IV: Communication, Interaction and Emerging Educational Technologies

Meaning and types of communication - Communication cycle - Factors affecting communication - Techniques of Good communication - Classroom Interaction Analysis: FIACS: Concept, Assumptions, Coding and Decoding procedures - Cloud computing - Using Blogs in Teaching and Learning - Social Networking: Meaning, Merits and Demerits - Internet: Origin, Requirements and Applications - Search Engines - E-mail: Meaning and Types

Unit V: Artificial Intelligence in Education

Artificial Intelligence (AI) - Difference between AI and Human Intelligence - Intelligent Tutoring System (ITS) - Natural Language Processing (NLP): Stages and Application - Bio-metric Classroom attendance - Using Computer Simulation in Teaching - Using Artificial Intelligence applications in Education

Practicum

1. Develope a linear programme with 15-20 frames.
2. Prepare a powerpoint presentation with narration on any of the topic from the above units.
3. Prepare a report on the Merits and Demerits of any one of the Social Media.
4. Create a Blog of your own.
5. Evaluate an E-mail Service Provider.

Paper X: Child Development and Pedagogy- II

In the place of the paper 'Digital Pedagogy', a new paper entitled 'Child Development and Pedagogy – II' was introduced. The following is the newly framed units for this paper.

Objectives:

The prospective teacher

1. acquires the knowledge of intelligence and creativity.
2. understands the concepts of motivation and leadership.
3. understands the theories of personality and the methods of assessing personality.
4. understands the concepts of mental health and hygiene.
5. knows the different types of guidance and counseling.

Unit I: Intelligence and Creativity

Intelligence: Meaning, Definition, Nature and Distribution - Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of Intellect, Gardner's Multiple Intelligence Theory – Assessment of Intelligence: Individual and Group tests: verbal, non-verbal and performance test- Thinking: Meaning, Definition and Types – Individual differences: Meaning, Definition and causes - Creativity: Meaning, Definition, Process, Identification and promotion – Assessment of Creativity: Paul Torrance's test and Baqur Mehedi's test

Unit II: Motivation and Group Dynamics

Motivation: Meaning, Definition and Types – Theories of Motivation: Maslow's hierarchy of needs and Achievement Motivation - Techniques of Developing Achievement motivation – Role of Rewards and Punishments – Level of Aspiration – Leadership: Meaning, Definition and Traits - Types: Autocratic, Democratic and Laissez faire – Leadership Styles and Classroom Climate

Unit III: Personality and Assessment

Personality: Meaning and Definition – Determinants of Personality – Theories of Personality: Type, Trait, Type and Trait and Psychoanalytic – Assessment of Personality: Projective and Non projective Techniques – Aptitude, Attitude and Interest: Concept and Measurement– Integrated Personality

Unit IV: Mental Health and Hygiene

Mental health and Hygiene: Concept – Conflict: Meaning and Types- Frustration – Unrest – Adjustment and Mal adjustment – Defence Mechanisms – Mental Illness-Juvenile Delinquency - Promotion of Mental health

Unit V: Guidance and Counselling

Guidance: Meaning, Definition, Nature and Needs – Types: Educational, Vocational and Personal – Counselling: Meaning, Definition, Nature and Needs- Types: Directive, Non-directive and Eclective - Identification of Children with Counselling Needs – Counselling Techniques: Individual and Group Techniques – Guidance for the children with Learning Difficulties, Under Achievers and Gifted

Practicum

1. Conduct an experiment on creativity and prepare a report.
2. Prepare PowerPoint slides for a topic from any one of the units.
3. Write a report on the experience you had regarding guiding your peer.
4. Conduct an experiment on intelligence and prepare a report.
5. Write the procedure of establishing a guidance cell.

Paper XII: Special English Education - II

The style of unit presentation the units was modified like other papers.

Paper XII: Physical Science Education – II

In Unit IV, the term 'Models of Teaching Physical Science' was modified as 'Models'.

In Unit V, the term 'Recent trends in Physical Science Education' was removed.

Paper XII: Biological Science Education – II

The title of the Unit III, 'Science textbook, Curricular and Co-curricular Activities' was tailored as 'Curricular and Co-curricular Activities'.

Paper XIII: General English Education - II

The style of presenting units was modified as other papers to have uniformity.

Paper XIII: பொதுத் தமிழ் - I

நோக்கங்கள் மாற்றியமைக்கப்பட்டது.

Paper XIV: Library and Information Science Management

In Unit V, the term 'OATD' was added after the term 'E-Shodsindu'.

Paper XV: Human Rights and Duties Education

In Unit I, the terms 'Definition: Rights and Duties' was rearranged as 'Human Rights and Duties: Meaning and Definition'.

Paper XV: Environmental Education

In Unit V, in the last line the term 'other' that comes before the concept 'NGO's' was deleted.

Semester IV

Paper XVI: Curriculum and School

In Unit I, the term 'Curriculum at cross root level' was modified as 'ABC of Curriculum'.

Unit II was rearranged as follows:

Unit II: Curriculum Determinants and Consideration

Determinants of curriculum making: Philosophical, sociological, psychological, scientifical and political - Considerations in curriculum development at the school level: Teaching Learning process, environment school community, societal needs.

In Unit III, the term 'SCERT' was added and the term 'DTERT' was removed.

Paper XVIII: Soft Skills and Personality Development

In Unit III, the concept 'Leadership: Autocratic, democratic and laissez fair traits, leader vs. manager, styles, delegation and mentoring' was removed.

In Unit IV, the concept 'Personality: Meaning, definition, determinants, personality development' was removed.

Paper XIX: சிறப்புத் தமிழ் - IV

அலகு 5: 'தமிழ் வளர்த்தபெரியவர்கள் மற்றும் கிறித்தவர்கள்' என்ற தலைப்பு 'தமிழ் வளர்த்த சான்றோர்கள்' என மாற்றியமைக்கப்பட்டது. ஏதேனும் பன்னிரண்டு சான்றோர்கள் மட்டும் இந்த அலகில் வைத்துக்கொள்ள முடிவெடுக்கப்பட்டது.

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Paper XIX: Physical Science Education – IV

Unit IV, was made to the following order:

Unit V: Physical Science related Problems

Scientific background and role of Physical Science teacher in solving the problems: Energy Crisis, Pollution: Light, Radiation and Noise, Over population, malnutrition, superstitious beliefs, environment degradation

Paper XX: பொதுத் தமிழ் - I

அலகு 2: 'நிறைகள் குறைகள்' என்னும் பதம் 'நிறைகுறைகள்' என்று மாற்றியமைக்கப்பட்டது.

Paper XXI: Education of Exceptional Children

In Unit II, the term 'Physically disabled' was modified as 'Physically Challenged'.

In Unit V, the term 'Assistive Technology' was added at the tail.

Paper XXII: School Management

In Unit V, the concept 'Financial resources: Meaning, principles, administration, sources and expenditure - Educational grants - Budget: Meaning, types, preparation and process of school' was removed and it was added in Unit III.

The title of Unit V, was altered as 'Total Quality Management' and the Unit was reorganized as follows.

Unit V: Total Quality Management

TQM: Meaning, methods and rules for managing quality education - Total quality management in education and total quality management based education.

Paper XXII: Higher Education

In Unit II, the term 'QCI' was added after the concept 'NIRF'.

The title of Unit V, 'Role and Functions of Administrative Bodies' was modified as 'Role and Functions of Administrative and Academic Bodies'.

Paper XXII: Peace Education

The title of Unit II 'Integrating of Peace Education in Curriculum' was modified as: 'Integration of Peace Education in Curriculum'.

Semester – I

Paper I: Historical and Philosophical Perspectives of Education

In Unit II, 'Islamic Philosophy of Education and its Educational Implications' was modified as 'Islamic Philosophy of Education and its Implications' and 'Christian Philosophy of Education and its Educational Implications' was modified as 'Christian Philosophy of Education and its Implications'.

In Unit IV, the order of Eastern Philosophers were rearranged.

Educational Philosophers and their Educational Contribution

Western philosophers: Plato, John Dewey, Pestalozzi, Maria Montessori, Froebel, Paulo Friere and Ivan Illich - Eastern Philosophers: Thiruvalluvar, Aurobindo, Dr. A.P.J. Abdul Kalam, Radha Krishnan, Vivekananda and Tagore

Paper II: Advanced Psychology of Learning and Development

The title of the paper 'Advanced Psychology of Learning and Development' was modified as 'Psychology of Learning and Development'.

In Unit III, the concept 'ADDIE based five step methods towards instructional design' was removed.

Paper III: Advanced Educational Sociology

The title of the paper 'Advanced Educational Sociology' was tailored as 'Educational Sociology'.

The title of the Unit I, 'Fundamental of Educational Sociology' was modified as 'Educational Sociology'.

Paper IV: Introduction to Research Methodology

The title of the paper 'Introduction to Research Methodology' was modified as 'Research Methodology - I'.

The title of the Unit IV, 'Population and Sampling' was modified as 'Population and Sample'.

Semester II

Paper V: Advanced Research Methodology

The title of the paper 'Advanced Research Methodology' was modified as 'Research Methodology - II'.

In Unit IV, the terms 'summary and conclusion' were removed and the terms 'Findings interpretations and discussions' were added.

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Paper VI: Introduction to Statistics

The title of the paper 'Introduction to Statistics' was modified as 'Educational Statistics'.

In Unit V, the concept 'Steps involved in using suitable software: SPSS' was modified as 'Steps involved in SPSS'.

Paper VII: Education for Special Children

The Unit II was rearranged and it is as follows:

Unit II: Nature and needs of various Disabilities

Concept of impairment, disability and handicap - Vision, Hearing, Mental, Learning disability, Multiple disabilities: Definition, identification and characteristics - Leprosy cured, Neurological and loco motor disabilities: Definition, identification and characteristics Autism spectrum disorders: Definition, identification and characteristics

Paper VIII: Inclusive Education

The title of the Unit II, 'Recommendations of education commissions and committees on restructuring policies and practices to respond to diversity' was modified as 'Recommendations of Education Commissions/Committees'.

Semester III

Paper IX: Advanced Educational Technology

The title of the paper IX: 'Advanced Educational Technology' was modified as 'Educational Technology'.

In Unit V, after the term 'NROER' the terms 'OER and Coursera' were added.

Paper XI: Teacher Education at 21st Century

In Unit II, the term 'DTERT' was removed.

Paper XIII: Educational Planning and Management

In Unit V, the term 'MBE' was added after the term 'MBO'.

Paper XV: Higher Education in Globalized Context

In Unit II, the term 'RUSA' that comes after 'TANSCHE' was removed.

Reviewing of Existing M.Phil. Syllabus

Semester I

Paper I: Advanced Educational Research and Statistics

The objectives were transformed in to singular form.

In Unit II, the term 'Hypotheses' was modified as 'Hypothesis' in singular form.

The concept 'Experimental design: types and basic principles' was modified as 'Experimental design: basic principles and its types'.

The concept 'Types of survey: Telephonic and Internet based Survey' was removed.

In Unit V, the term 'Review of packages' that comes after the term 'SPSS' was removed.

Paper II: Education of the Special Group Children

The objectives were converted to singular form.

In Unit III, the term 'with special reference to' in the first line were removed.

Semester II

Paper III: Educational Policy Planning and Management

The objectives were converted to singular form.

The Unit III was rearranged as follows:

Unit III: Educational and Institutional Planning

Concept of educational planning - Approaches to educational planning - Planning, programming, budgeting and control. The concept, scope and objectives of institutional Planning - the need for institutional planning - Basic characteristics of institutional planning - Steps involved in the preparation, implementation and evaluation of institutional planning - Educational supervision and inspection practices with respect to curriculum planning, implementation and evaluation.

In Unit V, the term 'Classroom Management' was removed.

The members of the Board of Studies Committee after an extensive discussion resolved to do the following:

a) To give at hand, the course of study, distribution of credits, question paper design, examination hours and the general guidelines followed in internal and external examinations with the syllabus to the Board of Studies.

b) To remove the term 'Private limited' from all the references.

c) To add recent publications as references in all the papers.

d) To add international book reference

e) To remove the full stop found at the end of every unit in all papers.

f) To remove the underline from the heads of all units.

g) To use sentence case to present the title of the paper

h) To present the headings of all units in lower case and to capitalize each word.

i) To add web references, if possible, in the reference section.

Rev. Fr. Principal proposed vote of thanks and the meeting came to end at 4.15 pm.

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Principal
St. Xavier's College of Education
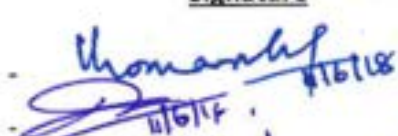(Autonomous)
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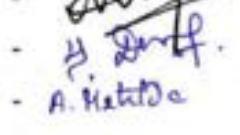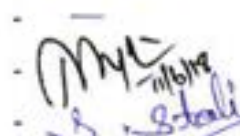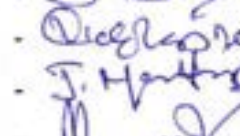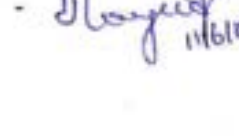
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Palayamkottai – 627 002, Tamil Nadu.

THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2018-2019

The Board of Studies Meeting for the academic year 2018-2019 was held on 11th June 2018 (Monday) at 10.00 a.m. in the Conference Hall. The following members were present in the meeting.

Name of the Members	Signature
Rev. Dr. D. Thomas Alexander, S.J., *Principal & Chairman of BOS*	-
Dr. B. William Dharma Raja, *University Nominee, Member*	-
Dr. S. Arulsamy, *Member*	-
Dr. Kanagaraj, *Member*	-
Rev. Dr. L. Francis Xavier, S.J., *Member*	-
Rev. Br. R. Casimir Sagayanathan, SHJ, *Member*	-
Mr. A. John Lawrence, *Member*	-
Dr. M. Antony Raj, *Member*	-
Dr. A. Punitha Mary, *Member*	-
Dr. A. Michael J Leo, *Member*	-
Dr. Y. Daniel, *Member*	-
Mrs. A. Metilda Jasmine Shanthi, *Member*	-
Dr. R. Sathesh Franklin, *Member*	-
Dr. T. Raja, *Member*	-
Mr. S. Stalin, *Member*	-
Mr. A. Nicholas Jegan, *Member*	-
Rev. Fr. J. Martin George, S.J., *Member*	-
Rev. Dr. F.X. Dominic Royce, S.J., *Member*	-

St. Xavier's College of Education (Autonomous)

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Palayamkottai, Tirunelveli – 627002.

MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2018-2019

The Board of Studies Meeting for the academic year 2018-19 was held on 11th June 2018 at 10.15 a.m. in the Conference Hall. The meeting began with a prayer song. Rev. Dr. D. Thomas Alexander, S.J., the Principal initiated the meeting by welcoming the members present. The following members were present in the meeting.

Chairman

Rev. Dr. D. Thomas Alexander, S.J., *Principal, SXCE.*

University Nominee

Dr. B. William Dharma Raja, *Prof. & Head, Dept. of Edu., MSU, Tirunelveli.*

Experts from outside the college

Dr. S. Arulsamy, *Asst. Prof., Dept. of Edu., Bharathiyar University*

Dr. Kanagaraj, *Principal, VOC College of Education, Tuticorin.*

Representative from Allied Area relating to Placement

Rev. Dr. L. Francis Xavier, S.J., *Correspondent, St. Xavier's Hr. Sec. School, Palayamkottai.*

Faculty Members

Mr. A. John Lawrence, *Asso. Prof. in English, SXCE.*

Dr. M. Antony Raj, *Asst. Prof. in History, SXCE.*

Dr. A. Punitha Mary, *Asst. Prof. in Education, SXCE.*

Dr. A. Michael J Leo, *Asst. Prof. in Education, SXCE.*

Dr. Y. Daniel, *Asst. Prof. in Biological Science, SXCE.*

Mrs. A. Metilda Jasmine Shanthi, *Asst. Prof. in Mathematics, SXCE.*

Dr. T. Raja, *Librarian, SXCE.*

Mr. S. Stalin, *Art & Craft Instructor, SXCE.*

Mr. A. Nicholas Jegan, *Computer Programmer, SXCE.*

Rev. Fr. J. Martin George, S.J., *Asst. Prof. in Education, SXCE.*

Rev. Dr. F.X. Dominic Royce, S.J, *Asst. Prof. in Education, SXCE.*

The minutes of the previous Board of Studies meeting held on 11th June 2018 was presented by Dr. M. Antony Raj and it was approved by the members present.

The agenda of reviewing B.Ed. syllabi was led by Dr. M. Antony Raj.

SEMESTER I

Course I: Philosophical Foundation of Education

Objective number four was modified as follows: acquires knowledge on eastern and western schools of philosophy.

In Unit II, in the term realism was added after the term idealism.

Unit V was rearranged as follows:

Unit V: Educational Agencies and Schemes

Role of educational agencies - MHRD: UGC, DEB, NUEPA, NCTE, NAAC, NCERT, TANSCHE and SCERT - Schemes: RUSA, RMSA and SSA

Course II: Child Development and Pedagogy

In Unit I, in the first line, the term 'Branches' was added after the term 'Psychology: Meaning, Definition'.

In Unit III, after the term, 'Reasoning and Problem Solving' the concept 'Role of Teachers in developing, reasoning and Problem solving' was added.

பொதுத்தமிழ் மற்றும் சிறப்புத்தமிழ்

அனைத்து பொதுத்தமிழ் மற்றும் சிறப்புத்தமிழ் பாடங்களில் உள்ள நோக்கங்கள் ஒவ்வொன்றின் இறுதியில் கொடுக்கப்பட்டுள்ள அறிந்து கொள்ளுதல், வளர்தல், புரிந்து கொள்ளுதல் என்பது அறிந்து கொள்கிறார், வளர்க்கிறார், புரிந்துகொள்கிறார் என மாற்றியமைக்கப்பட்டது.

அலகு 1, 2, 3, 4, 5 என்பது அலகு I, II, III, IV, V என மாற்றம் செய்யப்பட்டது.

Course III: Mathematics Education – I

Practicum three was modified as follows: Prepare a model question paper based on Bloom's taxonomy.

Course III: Physical Science Education - I

Practicum four was modified as follows: Draw a Mind-map on a topic from Standard IX Science textbook.

Course III: Biological Science Education – I

Objective number five was modified as follows: understands the basic concept related to Biological Science.

Course III: Computer Science Education - I

Unit V was modified as follows:

Unit V: Instructional Methods and Aids

Instructional Methods: Individulised Instruction, Programmed Instruction, Computer Assisted Instruction, Computer Managed Instruction, Lecture Method, Demonstration Method, Problem Solving Method, Project Method, Scientific Method, Analytic and Synthetic Methods of Instructions, Inductive and Deductive Methods of Teaching Computer Science - Instructional Aids: Meaning, Use and Importance, Principles, Classification of AV Aids, Instructional Material, PowerPoint Presentation, Multimedia Presentation, Criteria for Selection of Appropriate Teaching Aids - Computer Science Club.

SEMESTER II

Course IX: Innovations in Education

Unit III, IV and V were modified and rearranged as follows:

Unit III: ICT in Education

ICT: Meaning and Importance - Computer Assisted Instruction (CAI) - Programmed Instruction: Linear and Branching - E-learning - E-Resources in teaching:--E-Book, E-Journal - Teleconferencing - IWB: Meaning and Types - ICT for Testing and Evaluation - Uses of MS-Office in Education.

Unit IV: Communication, Interaction and Emerging Educational Technologies

Meaning and types of communication - Communication cycle - Factors affecting communication - Techniques of Good communication - Classroom Interaction Analysis: FIACS: Concept, Assumptions, Coding and Decoding procedures - Internet - Email - Search Engine - Using Blogs in Teaching and Learning - Recent Communication Technologies in Education - Cloud computing.

Unit V: Artificial Intelligence in Education

Artificial Intelligence (AI) - Difference between AI and Human Intelligence - Natural language processing (NLP): Stages and Application - Virtual Reality, Virtual Classroom - Intelligent Tutoring System (ITS) - Bio-metric Classroom attendance - Using Artificial intelligence applications in Education

Course X: Learning for Human Development

In Unit I, after the term, 'Assessment of Intelligence: Individual and Group tests' the term 'Differences and Examples' was added.

In Unit III, the concept, 'theories of personality' was modified as follows: Theories of Personality: Type – Carl Jung, Trait - Cattell, Type cum Trait - Eysenck and Psychoanalytic.

Course XII: Computer Science Education - II

Unit III, IV and V were modified and rearranged as follows:

Unit III: Curriculum Construction in Computer Science

Meaning - Curriculum vs syllabus - Principles of curriculum construction - Selection and organization of Computer Science content – Approaches in curriculum construction - Critical Evaluation of Tamilnadu Higher Secondary Computer Science Curriculum

Unit IV: Evaluation in Computer Science

Concept, Objective, Tools and Techniques, Criteria and Norm Referenced Tests, Types of Test, Principles of Test Construction and Administration of an Achievement Test, Blueprint, Characteristics of a Good Test, Item Analysis, Continuous and Comprehensive Evaluation, Computer Aided Evaluation, Online Examination

Unit V: Computer Science Textbooks

Meaning - Qualities of good Computer Science Text Book - Use of text book in and outside the classroom - Criteria for evaluation computer science text book - Values of a computer science library

Course XII: Mathematics Education - II

In Unit III, the concept, 'Control structure and Loop Structure' was modified as follows: Control structure: If, If - then else, Nested if, Select case - Loop Structure - do while loop, For Next Loop

SEMESTER IV

Course XVI: Curriculum and School

In Unit I, the term, 'Curriculum and cultural heritage' was removed and it was added in Unit II.

In Unit III, the concept, 'Curriculum design' was rearranged as follows: Curriculum design: Vertical and Horizontal organization - ABC of Curriculum Design - Major categories of curriculum Design: Subject-centred, Learner-centred.

Unit V was modified and rearranged as follows:

Unit V: Curriculum Implementation and Evaluation

Curriculum Construction - Curriculum Transaction - Learners at the center of the curriculum transaction - Teachers as curriculum developers and implementers - Role of stakeholders in curriculum Development and implementation: Community, parents, alumni and other stakeholders - Process of curriculum evaluation - Models of curriculum evaluation: Bradley's Effectiveness Model, Tyler's Objectives - Centered Model, Stufflebeam's Context, Input, Process, Product Model, Scriven's Goal-Free Model, Stake's Responsive Model and Eisner's Connoisseurship Model - Curriculum Analysis (Standard VII)

Course XVII: Vision of Education in India: Concerns and Issues

In Unit IV, the concept, 'consequences of Inequality in education-intervention strategies reducing inequality' was removed and it was added at the end of the Unit III. The concept, 'Idea of common school system - Right to education bill and its provisions' was added.

Course XVIII: Soft Skills Development

The Title of the Unit IV was modified as follows:

Unit IV was rearranged as follows:

Unit IV: CAST Skills

Conflict management - Assertive skill, coping skills - Stress management: Meaning, types, sources, how to manage - Time Management (TM): Meaning, secrets of TM, steps, overcoming procrastination, negotiations, interview skills

SEMESTER IV

Course XVI: Curriculum and School

In Unit I, the term, 'Curriculum and cultural heritage' was removed and it was added in Unit II.

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Course XIX: Computer Science Education - IV

Units I, II and III were rearranged as follows:

Unit I: Curriculum Construction in Computer Science

Meaning - Curriculum, Course of study and syllabus - Principles of curriculum construction - Selection and organization of content - Approaches in curriculum construction - Critical Evaluation of Tamilnadu Higher Secondary Computer Science Curriculum

Unit II: Computer Science Teacher

Academic and Professional Qualification of a Computer science teacher - Special qualities - In-service training - Evaluation of Teachers: rating by Supervisor - Self-evaluation - Evaluation by pupils - Classroom Interaction Analysis

Unit III: Computer Science Laboratory

Introduction, need for planning - Features - Essential Infrastructure - Laboratory Management - Organization of practical work - Maintenance of Record - Discipline Rules for Teacher and Laboratory Staff - Rules for Students, Cybercrime - Care and maintenance of hardware and software in the computer science laboratory

The members after discussion resolved to modify the following:

1. Modifications proposed in the modes of evaluation (for 2018-2020 batch)

The proposed mode of evaluation of the papers in part III (Experience for Social and Environmental Sensitivity) of the theory component is as follows:

a) The papers under this part have been switched over to external valuation.
b) The maximum marks provided in this part is 50.
c) Out of which, 15 marks is allotted for internal and 35 for external.
d) Regarding internal, two CIA will be conducted for 30 marks each.
e) The total (2 x 30) 60 marks will be converted into five marks.
f) Five marks is allotted for assignment.
g) Five marks is allotted for practicum.
h) The duration of examination for these papers is 1½ hours each.

2. Modifications proposed in the B.Ed. Practicum (for 2018-2020 batch)

a) The visit to *Innovative and Special Schools* and *School Green Environment* Records will be combined and named as 'Innovative and Special Schools Visit Record'.

b) The Community Service Camp, Tour and Continuous and Comprehensive Evaluation Records will be dropped.

c) Modifications proposed in the Marks of the B.Ed. Practicum (for 2018-2020 batch) – Group A, B, C and D

    i.   In Group A, the total marks 300 is reduced to 260.

    ii.   In Group B, the total marks 210 is reduced to 190.

    iii. In Group C, the total marks 140 is reduced to 100.

    iv. In Group D, the total marks is 50.

3. The following tables depict the changes proposed in the practicum components of the B.Ed. programme.

GROUP – A: TEACHING COMPETENCE AND PRACTICE TEACHING

S.No	Description	Maximum Marks		
	Preliminaries	Optional - I	Optional – II	Total
I	Preparation for Practice Teaching:			
	1. Micro Teaching	10	10	20
		10	10	20
	2. Peer Teaching	10	10	20
	3. Preliminary Teaching			
	Intensive Teaching			
	Under supervision of Mentor			
II		100	100	200
	Total for Group 'A'	130	130	260

GROUP – B: LESSON PLANS, TEACHING LEARNING MATERIALS AND OTHER PRACTICAL RECORDS

Description	Maximum Marks		
	Optional - I	Optional - II	Total
Lesson Plan Record	20	20	40
Observation Record	10	10	20
Criticism Record	10	10	20
Micro Teaching	10	10	20
Test and Measurement	10	10	20
Subject Club Activities	10	-	10
Lab / Science Experiment Album / Software	10	10	20
Psychology Experiment	10		10
Teaching Learning Material	10	10	20
Educational Technology	10		10
Total for Group 'B'	**110**	**80**	**190**

GROUP – C: SCHOOL AND COMMUNITY BASED ACTIVITIES RECORDS

Description	Maximum
Innovative and special schools visit	10
Diversified Needs of Learners	10
School based Co-curricular Activity	10
Action Research	10
Case Study	10
Textbook Review	10
SUPW	10
Physical Education	10
Citizenship Education	10
Seminar and Symposium	10
Total for Group 'C'	**100**

GROUP – D: COMPREHENSIVE REPORTING

Description	Maximum Marks
Comprehensive Reporting and Evaluation	50
Credits only	
Social Project	
MOTESC	
Total for Group 'D'	50

PRACTICUM SUMMARY

S.No	Description	Maximum Marks		
		Optional – I	Optional - II	Total
1	Group 'A' – Teaching Practice	130	130	260
2	Group 'B' – Lesson Plans, Teaching Learning Materials and Other Practical Records	110	80	190
3	Group 'C' – School and Community Based Activities Records	100		100
4	Group 'D' - Comprehensive Reporting	50		50
	Total (For Practicals)	240	360	600

Note: *Internal Evaluation of Practical Work will be based on practical assignments, Performance of school and community activities and evaluation of teaching practice including submission of Reports/ Records pertaining to these activities.*

Theory	=	1950 Marks
Practicum	=	600 Marks
Grand Total	=	2550 Marks

4. The following tables depict the changes proposed in the Question Pattern (Internal and External) of both B.Ed. and M.Ed. programme

B.Ed./M.Ed. Internal Question Paper Design

TIME: $1\frac{1}{2}$ Hours					
B.Ed. (First/Second year)		**M.Ed. 2017-19 Second Year**		**M.Ed. 2018- 2020 First Year**	
Type Of Questions	(30 Marks)	Type Of Questions	(45 Marks)	Type Of Questions	45 marks
Part A : Objective type 4 Questions	4 x 1 = 4	Part A : Objective type 10 Questions	10 x 1 = 10	Part A : Very Short Answer (30 words each) 10 Questions	10 x 2 = 20
Part B : Very Short Answers (30 Words each) 3 Questions	3 x 2 = 6	Part B : Short Answers (30 Words each) 5 Questions	5 x 2 = 10	Part B : Short Essay (200 Words each) 3 Questions	3 x 5 = 15
Part C : Short Answer 2 Questions (200 Words each)	2 x 5 =10	Part C : Short Essay 3 Questions (200 Words each)	3 x 5 = 15	Part C : Long Essay (800 Words each) 1 question	1 x 10 =10
Part D : Long Answer (800 Words each) 1 Question	1 x 10 =10	Part D : Long Essay (800 Words each) 1 Question	1 x 10 = 10	-	-

B.Ed./M.Ed. External Question Paper Design

TIME: 3 Hours					
B.Ed. (First/Second year)		**M.Ed. 2017-19 Second Year**		**M.Ed. 2018- 2020 First Year**	
Type Of Questions	(70 Marks)	Type Of Questions	(45 Marks)	Type Of Questions	45 marks
Part A : Objective type 10 Questions	10 x 1 =10	Part A : Objective type 10 Questions	10 x 1 =10	Part A : Very Short Answer (30 words each) 10 Questions	10 x 2 =20
Part B : Very Short Answers (30 Words each) 3 Questions	5 x 2 = 10	Part B : Short Answers (30 Words each) 5 Questions	5 x 2 =10	Part B : Short Essay (200 Words each) 3 Questions	3 x 5 = 15
Part C : Short Answer (200 Words each) 4 Questions Out of 6	4 x 5 =20	Part C : Short Essay 3 Questions (200 Words each)	3 x 5 =15	Part C : Long Essay (800 Words each) 1 question	1 x 10 =10
Part D : Long Answer (800 Words each) 3 Question with Internal Choice	3 x 10 =30	Part D : Essay (600 Words each) 1 Question	1 x 10 = 10	-	-

The meeting came to an end at 1.40 p.m.

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Palayamkottai – 627 002, Tamil Nadu.

BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2018-2019

The Board of Studies Meeting for the academic year 2018-2019 was held on 17th December 2018 at 11.00 a.m. in the Conference Hall. The following members were present in the meeting.

Name of the Members	Signature
Rev. Dr. D. Thomas Alexander, S.J., *Chairman*	
Rev. Dr. G. Pushparaj, S.J., *Member*	
Dr. R. Annadurai, *TNTEU Nominee*	
Dr. A. Faritha Begam, *Member*	
Rev. Fr. Augustine, S.J., *Member*	
Rev. Bro. I. Stephen Savariraj, S.H.J., *Member*	
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Mr. U. Subramanian, *Member*	
Mrs. M. Balasaraswathi, *Member*	
Mrs. J. Annie, *Member*	
Mrs. M. Rosary Kiruba Alexy, *Member*	
Mrs. A. Kiruba, *Member*	
Mr. D. Namasivayam, *Member*	

ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
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MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2018-2019

The Board of Studies Meeting for the academic year 2018-19 was held on 17th December 2018 at 11.00 a.m. in the Conference Hall. The meeting began with a prayer song. Rev. Dr. D. Thomas Alexander, S.J., the Principal initiated the meeting by welcoming the members present. The following members were present in the meeting.

Rev. Dr. D. Thomas Alexander, S.J., *Chairman*

Rev. Dr. G. Pushparaj, S.J., *Member*

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Mr. A. Nicholas Jegan

Mr. U. Subramanian

Mrs. M. Balasaraswathi

Mrs. J. Annie

Mrs. M. Rosary Kiruba Alexy

Mrs. A. Kiruba

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The minutes of the previous ~~Academic Council~~ *Board of Studies* meeting held on 11th June 2018 was presented by Dr. A. Punitha Mary and it was approved by the members present.

The agenda of reviewing B.Ed. syllabi was led by Dr. A. Punitha Mary.

The following changes were proposed by the members of the Board of Studies.

SEMESTER I

Course I: Philosophical Foundations of Education

In Unit II, Humanism was added after the term pragmatism.

In Unit III, Eastern thinker Dr. A.P.J. Abdul Kalam was removed and Maulana Abul Kalam Azad was added.

In Unit IV, National Curriculum Framework for Teacher Education (2009) was removed and recommended to add in curriculum and school, instead of that, National Knowledge Commission was added.

In Unit V, RMSA and SSA were removed and Integrated Scheme of School Education (ISSE) was added.

Practicum 1 was modified as 'Compare and Contrast the educational thoughts of any two philosophers'.

Practicum 3 was modified as 'Strategies to strengthen the pillars of education to live together'.

Practicum 5 was modified as Prepare an album of Maulana Abul Kalam Azad.

Course II: Child Development and Pedagogy

Practicum 2 was modified as 'make a review of one case study'.
Practicum 4 was modified as 'prepare a life sketch and educational contribution of any one of the psychologists'.

Course III: Special English Education - I

As it was recommended by the members of board of studies to rework the syllabus of special English like other optional subjects, the entire syllabus was modified.

Unit I Language and its features was newly added.

Unit I: Language and its Features

Concepts of language – Misconceptions of language - Definitions of language – Nature and characteristics of language - Properties of human language –Functions of language. Teaching of English : Aims of teaching English at the primary, secondary and higher secondary level - Objectives of teaching English – Need for teaching English in India - Principles of teaching English as a second language – Problems of teaching English as a second language – Suggestions to improve the quality of language teaching

Unit II Teaching of Phonetics was removed.

Unit I was changed in to Unit II with little modifications and the unit title was modified as ELT Preparation at micro level.

Unit II: ELT Preparation at Micro Level

Micro teaching: Meaning and definition – Steps of Micro Teaching–Micro Teaching cycle – Advantages of Micro Teaching - Skills of Micro Teaching – Episode Writing – Evaluation of Micro Teaching Skills - Micro Teaching Practice Skills: Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupil's Participation, Skill of Closure and Skill of Using Blackboard- Link lesson – Meaning and Definition – Steps of Link Teaching Practice - Writing a lesson plan for link practice – Evaluation of link practice Lesson plan writing in Unit V was modified and it was changed to Unit III and the title was modified as ELT preparation at macro level.

Unit III: ELT Preparation at Macro Level

Revised Bloom's taxonomy of educational objectives - Formulating Instructional objectives for teaching Prose, Poetry, Grammar, Composition and Supplementary Reader– Year plan, Term Plan, Unit plan and Lesson Plan - Methodology of teaching of Prose, Poetry, Grammar, Composition and Supplementary Reader - Basic Components of a lesson plan - Lesson plan preparation for Prose, Poetry, Grammar, Composition and Supplementary Reader -Demonstration of macro teaching lessons - Observing demo teaching and recording - Introduction to peer teaching: Concept and advantages

Unit III and Unit IV were combined as Unit IV and the title was changed as Teaching the Grammatical Content of English.

Unit IV: Teaching the Grammatical Content of English

Conjugation - Kinds of sentences - Finite and Non-finite verbs - Prefixes and Suffixes - Verbal and 'Wh' question formation - Question Tags - Sentence Pattern - Active and Passive Voice)

Unit V was modified and the title was renamed as Evaluation.

Unit V: Evaluation

Concept of Measurement, Assessment and Evaluation –Characteristics of good Evaluation – Types of tests - Diagnostic testing: meaning, need, question preparation and item analysis –Achievement Test: Meaning, need, different types of questions, designing the Blueprint, and administration of the achievement test

Course III: சிறப்புத்தமிழ் - I

அலகு III அலகு I ஆக, அலகு IV அலகு II ஆக, அலகு V அலகு III ஆக, அலகு I அலகு IV ஆக மற்றும் அலகு II அலகு V ஆக மாற்றியமைக்கப்பட்டுள்ளது.

Course III: Computer Science Education - I

As it was recommended by the members of board of studies to rework the syllabus of computer science like other optional subjects, the entire syllabus was modified.

Unit III with little modification was changed into Unit I, Unit IV as Unit II, Unit V as Unit III, Unit I as Unit IV and Unit II as Unit V.

Unit I: Aims and Objectives of Teaching Computer Science

Aims of Teaching Computer Science - Objectives of teaching Computer Science - Need for Teaching Computer Science - values of teaching Computer Science - Bloom's taxonomy of Educational Objectives, Revised Bloom's Taxonomy (Anderson and Krathwohl) - Computer Science teaching at different levels of schools: Primary, Secondary, Higher Secondary

Course III: Mathematics Education - I

In Unit I, Integration of Mathematics with other school subjects was modified as Integration of Mathematics with other disciplines.

In unit II, Revised Bloom's Taxonomy (Anderson and Krathwohl) was added after the term Bloom's Taxonomy of educational objectives.

Practicum 1 was modified as 'prepare a unit plan from the content of standard IX.'

In practicum 2 the term 'Maths' was changed into 'Mathematics.'

Course III: Physical Science Education - I

In Unit I, the term Science was changed as Physical Science.

In unit II, Revised Bloom's Taxonomy (Anderson and Krathwohl) was added after the term Bloom's Taxonomy of educational objectives (Cognitive, Affective and Psychomotor).

Practicum 2 was modified as 'prepare a unit plan for any one of the (physical science) units from standard IX science textbook.'

Practicum 3 was modified as 'construct 20 objective type questions from physical science content in standard IX Science textbook.'

In Practicum 4, the term 'on' after mind-map was changed into 'for'

Practicum 5 was changed into Prepare an Achievement Test for Unit IV or V.

Course III: Biological Science Education – I

In unit I, Revised Bloom's Taxonomy (Anderson and Krathwohl) was added at the end of the unit.

Practicum 3 was changed into collect information from various resources about modern agricultural practices on the health of the people.

Practicum 4 was changed into prepare a poster on the theme 'say No to Drugs'.

Course III: History Education – I

In unit II, Revised Bloom's Taxonomy (Anderson and Krathwohl) was added after the term Bloom's Taxonomy of educational objectives.

Course IV: General English Education

Unit I title was changed into ELT at Micro level.

In Unit II, the topics such as objectives of teaching English at primary level, secondary level and higher level - scope of B.Ed. English Course were added in the beginning of the unit.

Demonstration of prose teaching-observing demo teaching and recording their observations-peer teaching: Concept, merits, practice teaching and critical observation were added at the end of the unit.

In Unit III, the topics such as 'Demonstration of poetry teaching-observing demo teaching and recording their observations' were added at the end of the unit.

In Unit IV, the topics such as 'Demonstration of composition teaching-observing demo teaching and recording their observations' were added at the end of the unit.

In Unit V, the topics such as 'Demonstration of composition teaching-observing demo teaching and recording their observations' were added after the term writing a lesson plan for supplementary reader unit.

Practicum 2 was modified as 'divide a lesson from standard IX into different teaching units'.

Course IV: பொதுத்தமிழ் - I

அலகு V அலகு I ஆக, அலகு III அலகு II ஆக, அலகு IV அலகு III ஆக, அலகு I அலகு IV ஆக மற்றும் அலகு II அலகு V ஆக மாற்றியமைக்கப்பட்டுள்ளது.

Course V: Strengthening English Language Proficiency

Practicum 1 was modified as Recite/Create tongue twisters.

Course VI: Arts and Aesthetics

Objective 5 was modified as acquaints with the art of living.

In Unit III, the term plastic was removed and the term waste was included.

'The grey papers' was changed into 'crepe papers'.

The term 'cool drinks' was removed.

At the end of the unit, 'classroom and Hall arrangement' were added.

In unit IV, the number 12 after the term 'small scale home making products' was removed.

Course VII: Teaching of Physical Education

The course title was changed into Physical and Yoga Education.

Objective 2 was modified as 'develops interest in learning physical education'.

Objective 4 was modified as 'masters fitness related skills'.

Practicum 2 was modified as 'observe a sports meet and prepare a report'.

The members of the Board of Studies after discussion resolved to do the following:

1. The Syllabus for all the optional subjects to be uniform.
2. Rework the syllabus of English, Tamil and Computer Science like other optional subjects.
3. Add on courses is made compulsory for all the students and it will be entered in the mark statement. It must be hourly based course.

The meeting came to an end at 1.20 p.m.

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Palayamkottai – 627 002, Tamil Nadu.

BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2019-2020

The Board of Studies Meeting for the academic year 2019-2020 was held on 19th June 2019 at 10.00 a.m. in the Conference Hall. The following members were present in the meeting.

Name of the Members	Signature
Rev. Dr. D. Thomas Alexander, S.J., *Chairman*	
Rev. Dr. G. Pushparaj, S.J., *Member*	
Dr. R. Annadurai, *TNTEU Nominee*	
Dr. A. Faritha Begam, *Member*	
Rev. Fr. Augustine, S.J., *Member*	
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Mr. D. Namasivayam, *Member*	

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MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2018-2019

The Board of Studies Meeting for the academic year 2018-19 was held on 19th June 2019 at 10.00 a.m. in the Conference Hall. The meeting began with a prayer song. Rev. Dr. D. Thomas Alexander, S.J., the Principal initiated the meeting by welcoming the members present. The following members were present in the meeting.

Rev. Dr. D. Thomas Alexander, S.J., *Chairman*

Dr. R. Annadurai, *TNTEU Nominee*

Dr. A. Faritha Begam, *External Expert*

Dr. S. Praveen Kumar, *External Expert*

Rev. Fr. Augustine, S.J., *Representative from School*

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Mr. A. Nicholas Jegan

Mr. U. Subramanian

Mrs. J. Annie

Mrs. M. Rosary Kiruba Alexy

Mrs. A. Kiruba

The minutes of the previous Board of Studies meeting held on 17th December 2018 was presented by Dr. A. Punitha Mary and it was approved by the members present.

The agenda of reviewing B.Ed. syllabi was led by Dr. A. Punitha Mary.

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The following changes were proposed by the members of the Board of Studies.

Semester II

Course VIII: Schooling, Socialization and Identity

Objective 5 familiarizes his own identity as a teacher was modified as becomes familiar with his own identity as a teacher.

In Unit II, the term 'Gender Socialization in Family and School' was added at the end.

In Unit IV, the term culture under the topic 'determinants and their impact' has been removed and the terms Liberalization, Privatization, Globalization and identity were added before identity formation.

The topic social issues and its sub topics were removed.

In Unit V, the terms Professionalism: Meaning, definition, components were added in the beginning of the unit which were previously at the end of the unit.

Course IX: Innovations in Education

In Objective 2, of was added before the instructional media.

In objective 3, the term ICT was modified as Information and Communication Technology (ICT).

In Unit III, E-resources in teaching was modified as E-resources in teaching-learning and IWB was changed into Interactive White Board

MOOC was added at the end of the unit IV

Course X: Learning for Human Development

In unit III, the term 'Rorschach Ink Blot Test' was added before the term 'Thematic Apperception Test' and projective was changed into projective techniques.

Course XI: Assessment of Learning

In unit I, the terms 'types and role of assessment in learning' were added after the term functions. The term Anecdotal record was added in the objective techniques. Projective techniques was deleted from the I Unit.

In unit IV, 'Skewness and Kurtosis' were added after Normal Probability curve and Cumulative frequency curve was added after the term frequency polygon curve.

In Unit V, the term Examination reforming efforts by was removed and Lakshmanaswamy Mudaliar Education Commission (1952-54)' was added before the term Kothari commission. Acharya Ramamurti (1990), National Policy on Education Review Committee (NPERC) was added after National Curriculum Framework (2005).

Practicum 4, 'Write a report on the evaluation or examination system followed in any one of the college or university' was changed into Assess Students learning by using "students academic portfolio".

Course XII: Special English Education – II

Objective 2 acquires the knowledge of developing extensive reading was changed into develops study skill techniques.

Objective 3 was modified as picks up the art of writing.

In Unit I, As English for competitive exam, error analysis and action research are not directly related to reading skills, the terms English for competitive examinations: classification of errors, identifying and overcoming common errors in English, classroom discussions and activities - Action research: concept, steps and advantages - action research in ELT are eliminated. The concepts 'Types of reading, method of teaching reading, reading speed and mechanics of reading' were added at the end of the unit.

Unit III was changed into Unit II (Unit II, As Word formation, spelling and curriculum are not directly related to extensive reading. They may be eliminated.)

Unit III with the heading Reproductive and Creative Writing in English was added as follows
Essay writing: Types of essays, guidelines for writing an essay, writing essays on given topics, writing a lesson plan for teaching an essay - Letter writing: Types, writing letters for different needs, teaching of letter writing as a guided composition, writing a lesson plan for letter writing - Summary writing: Steps, points to be noted while writing a lesson plan for summarizing - Translation: Guidelines, translating the given passage – Creative writing: Collection of news paper reports on events and functions, preparation of a report for newspapers, writing for journals

Practicum 3 Collect a list of commonly misspelt words and identify the probable causes was changed into Translate a passage and brief how you have tackled the problems faced.

Practicum 4 Make a comparative analysis of a Tamil Nadu government textbooks and a CBSE textbook was changed into Write a letter to your friend appreciating his/her achievement in higher studies.

Course XII: சிறப்புத்தமிழ் - II

நோக்கம் இரண்டில் முறைகள் என்று வார்த்தைக்குப் பின்பு பற்றி என்ற வார்த்தை சேர்க்கப்பட்டுள்ளது.

அலகு 5 இல் இன்றியமையாதப் பண்புகள் என்பது இன்றியமையாத என்றும், தேர்வின் பயன்கள் என்பது பயன்கள் என்று மாற்றியமைக்கப்பட்டது.

Course XII: Computer Science Education – II

Objective 1 'applies the principles of curriculum construction and examine critically the computer science syllabus of the higher secondary course' was converted into 'analyses the uses of computers in Education'.

Objective 4 'familiarizes themselves with the problems of organizing and maintaining a computer science laboratory' was changed into 'understands the concepts of C++'.

Objective 5 'develops the specific qualities of a good teacher' was converted into 'knows the applications of computer science'.

Unit IV was changed into Unit III

Unit V was shifted to Unit III

Unit IV and Unit V were the new subject content from XI standard.

Practicum 2 'Prepare a record using Visual basic' was modified as 'Develop a simple website for using HTML and CSS'.

Practicum 3 'Create a student database for complete reference' was modified as 'Write a report on the difference between JavaScript functions and C++ functions'.

Practicum 4 'Evaluate Standard XII Computer Science textbook' was modified as 'Validate a student personal form using JavaScript functions'.

Practicum 5 'Prepare a design of a modern Computer Science laboratory' was modified as 'Write a report on the initiatives of UNESCO for computer literacy'.

Course XII: Mathematics Education - II

In objective 2, knowledge of was added before the term modern approach

In objective 3, VB was replaced by Visual Basic

In objective 4, practices was replaced by analyses

In unit I, Hindu-Arabic Sytem was added under the topic number system.

The term 'and western' was added in the concept 'Biography and contributions of Indian mathematicians'. The term Pythagoras was added at the end of the unit.

Unit II heading was modified as Technology and modern approaches in Mathematics Education instead of technology in Mathematics Education.

Practicum 2 'Prepare a timeline on the historical development of mathematical notations and symbols' was changed into 'Prepare a booklet on puzzles in Mathematics'.

Course XII: Physical Science Education – II

Objective 1 'Understands various concepts, facts, terms and developments in the field of science education' was changed into 'acquires knowledge about the fundamentals of Physics and Chemistry at Secondary level'

Objective 2 'acquires the knowledge of physical science at secondary level'was changed into 'analyse the recent trends in Physical Science Education'

Objective 5 was changed into objective 3.

Objective 4 'develops the technology of teaching physical science and give them practice in the use of audio visual aids' was changed into Appreciate the contribution of Eminent Scientist in the field of Physics and Chemistry.

Objective 5 'develops the competency of student teacher in selection, preparation and use of teaching aids' was changed into 'appreciates the various resources for teaching physical science'

Unit III with some modifications was converted into Unit I as follows

Unit I: Resources for teaching Physical Science (L.14, T.2, P.3)

Visual resources: Pictures – Flashcard – Charts – Posters – Models - ICT resources: Television – Internet – Multimedia - Smart classroom - Science textbook: Qualities of a good science textbook - Criteria for evaluation of science textbooks - Science Library: Science library - Values of science library - Journals and other resource materials in Physical science education

New Unit II was included as follows

Unit II: Co-curricular activities in Physical Science (L.7, T.2, P.3)

Co-curricular activities - need and importance - Science Club - Science Exhibition and fair - Field trip – Improvisation of apparatus - Action research

Unit V was modified and changed into Unit III as follows

Contributions of scientists was included in the topic.

Unit III: Contribution of Scientists and Recent Trends in Physical Science Education (L.13, T.2, P.3)

Einstein - Sir Issac Newton - Mendeleev - Sir C.V. Raman - Homi Jehangir Bhaba - A.P.J. Abdulkalam Research: Meaning, need - Types of research: Experimental - Action research: Steps – Science teaching and globalization - Emerging branches of Science: Bio-technology – Nanotechnology - Bio-informatics - Geo-informatics -Information technology

Practicum 1 'Prepare a linear programme on any one of the topics from standard IX Physics / Chemistry' was changed into 'Prepare a digital album on the life and contribution of a scientists'.

Practicum 2 'Prepare Powerpoint slides for any one of the topic from standard IX Science syllabus' was changed into 'Prepare a blog in the website'.

Practicum 4 'Mendeleev's periodic table' was modified as 'select two topics from unit I or II'.

Practicum 5 'Evaluate the Science website and prepare a report' was changed into 'Prepare a report by reviewing a Science textbook (Standard VII or IX)'.

Course XII: Biological Science Education – II

New school content was added in Chapter IV and V. In unit II, E- devices was added after Interactive White Board.

In Unit III, after the term 'Environment day', International Forest Day was added.

Course XII: History Education - II

In Unit III, difference and objectives were replaced with the terms need, importance, purpose, aspects .

In Unit V, resources are added after non-renewable

References 5 and 6 were added newly and reference 11 was deleted.

Course XIII: General English Education - II

No correction.

Course XIII: பொதுத்தமிழ் - II

No Modification.

Course XIV: Physical and Health Education

Objective 4 'Obtains information about the healthy food for healthy life' was modified as 'obtains the information about food for healthy life'.

In Unit I, the term 'Systems of the human body' was added before the term ' Forms and functions of joints'

In Unit II, Dimensions of the play field was added instead of Lay out.

Track and Field (400 metres, Long Jump, shot put, Javelin throw and 4X100 metres relay) were added by deleting, – layout , techniques, rules and regulations of 400 metres, standard Track, Long Jump, shot put and 4X100 metres relay and

In Unit IV, first aid was added at the end of the unit.

Course XIV: Guidance and Counselling

No Change.

Course XIV: Library and Information Science Management

In Unit III, the term 'online services' was modified as Web Based services.

In Unit IV, the term digital storage was modified as Digitization.

Course XV: Human Rights and Duties Education

No Change.

Course XV: Environmental Education

The objectives were modified as follows

Objective 3 'applies the remedial ways to protect the environment in daily life' was modified into 'applies the methods of teaching environmental education'.

Objective 4 'grasps the concept of population education' was modified as' identifies the use of ICT in environmental education'.

Course XV: Value Education

The objectives were modified as follows

1. understands the need and importance of value education.
2. applies the value in schools.
3. develops positive attitude towards social values.
4. identifies and applies the practices for value development.
5. imbibes knowledge of qualities of teacher.

In Unit I, under the heading 'Classification of values', Social values, personal values, moral values, cultural values were added.

'Causes for the value crisis in the present day and solution to overcome the crisis' were added at the end of the unit I.

In Unit II, 'Place of value education in the school subject' was added after 'Need for value education in 21st century'

The term higher secondary level was added at the end of the unit II

In Unit III, the terms songs, role play, sharing of personal experience, were added after story telling.

In Unit V, the term 'society' was added at the end of the unit.

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The practicum V 'Prepare a report on a documentary film on value education' was changed into 'Write a script for a street play portraying the importance of social values'.

Semester IV

Course XVI: Curriculum and School

In Unit II, at school level from the unit title was removed and NCTE was added after NCERT

In Unit IV, the term 'Role of school philosophy and administration in creating a context for in the development of curriculum' was modified as 'Role of school philosophy and administration in creating a context for in the implementation of curriculum'

In Unit V, std VII was changed into std IX

Practicum 2 'Prepare a report on an ideal approach of curriculum development' was changed into 'Prepare a report on the role of SCERT in curriculum development in Tamil Nadu'.

Course XVII: Vision of Education in India: Concerns and Issues

All the five units were modified as follows.

Unit I: Indian Education Policies

Indian education policies: Elementary, secondary, higher secondary and higher education - Constitutional provisions on ideals: Democracy, equality, liberty, secularism and social justice - Aims and objectives of education at national level

Unit II: Vision of Indian Educationist and society, schools

Vision on education: Aurobindo Ghosh and J. Krishnamurthy - Vision 2020 of Dr. A.P.J. Abdul Kalam and Vision 2023 of TamilNadu Government - Aspirations of Indian society: Nationalism, social order, social justice and universalism - Role of education relevant to Indian society - Problems of Indian society - Education and Indian social structure - Education for social change - School as a social unit - School and society

Unit III: Development of School Education and constitutional provision, Equality's issues

Historical development of school education in India - Right to education and universal access - Issues of: Universal enrolment, universal retention, universal success, quality and equity - Equality of educational opportunity: Meaning and constitutional provisions - Inequality: Nature - Consequences of inequality in education - Intervention strategies reducing inequality

Unit IV: Educational development and its challenges

Idea of common school system - Right to education bill and its provisions - Universalization of school education: Issues and challenges - Wastage: Causes and remedies - Medium of instruction –Educational Examination - Evaluation and patterns: Trends and challenges

Unit V: Emerging Global Concerns and Significance of Peace Education

Education for peace: Issues of national and international conflicts, communal conflict and individual alienation - Pro-active role of individuals for peace - Way of life - Education for environmental conservation - Environmental crises: Global and local - Action for environmental conservation and regeneration

Course XVIII: Soft Skills Development

In Unit II, Empathy was added after self-talk

In Unit III, Problem Solving Skills (PSS): definition, meaning, effectiveness, developing PSS and creativity / lateral thinking skills- Decision making skill: Meaning, need, types were interchanged

In Unit V, the terms 'how to observe, how to improve' were modified as observation and improving gesture. The term 'how to develop' was modified as developing motivation.

The terms Disorders and Mental disorder were removed from Unit V.

Course XIX: Special English Education - IV

Objective 1 'acquires the knowledge of phonetics' was modified as 'analyses State Board and CBSE ELT Curriculum'.

Objective 2 'learns reproductive and creative writing in English' was modified as 'acquires the knowledge of phonetics and linguistics'

Unit I 'Teaching of Phonetics' was converted into 'ELT curriculum'

Unit I: ELT Curriculum (L.10, T.2, P.3)

Definition - Principles of curriculum development - steps of curriculum construction - Contents in ELT curriculum - Types of ELT curriculum - Analysis of State Board and CBSE curriculum. - Action research: concept, steps and advantages - action research in ELT

Unit II Syntax and Semantics was changed into Teaching of Phonetics

Unit II: Teaching of Phonetics (L.10, T.2, P.3)

Meaning and definition of phonetics, phoneme, phonology, Received Pronunciation (R.P.), International Phonetic Alphabets (IPA) - Syllable: Meaning and syllable division - Types: Mono-syllabic, disyllabic, tri-syllabic and polysyllabic words - Organs of speech and speech mechanism - Classification of consonant sounds according to place and manner of articulation, description of each phoneme according to place and manner - Classification of 44 English sounds on the basis of voiced and voiceless sounds, differences between voiced and voiceless sounds - Classification of vowels - Diphthongs - Differences between vowel and consonant sounds - Transcription of a given passage in phonetic script - Analysis of phonetic exercises given in the Tamil Nadu state board English textbook - Stress: Meaning, primary and secondary stress, word stress and sentence stress - Intonation: Meaning and types: Falling, Rising, Falling-rising and Rising-falling - Usage - Intonation marking

Unit I Teaching of Linguistics with modification converted into unit III

Unit III - Teaching of Linguistics (L.10, T.2, P.3)

Linguistics: Meaning and definition - Scope of theoretical andapplied linguistics - Components of linguistics: Phonetics, phonology,morphology, syntax, semantics and pragmatics - Morphology:Definition - Morpheme: Meaning - Classification of morphemes: Freeand bound morphemes - Syntax: Definition - Basic constituents of structures: Noun phrase, verb phrase, adjective phrase, adverb phraseand prepositional phrase - Basic structure of a NP: MHQ (Modifier,Head, Qualifier) - Different types of NP structures: H type, MH type, HQ type and MHQ type - Analysis of constituents of structures using tree diagram- Semantics: Definition - Pragmatics: Definition

Unit V heading Enriching English was modified as Bridging the Gap in ELT

Objective 1 was changed into objective 2

Objective 1 'Compare IX standard State Board and CBSE English's textbook' was added

Objective 3 'Select a short story in Tamil, and translate it in English' was changed into 'Select a paragraph and analyze its linguistic aspects'.

Objective 4 'Prepare a report on a function or event organized in our college' was changed into 'Collect the idioms and phrases used in an English newspaper'

Course XIX: சிறப்புத்தமிழ் - IV

No Change.

Course XIX: Computer Science Education – IV

Objective 1 'understands the need of ICT in education' was changed into 'understands the curriculum construction in computer science'.

Objective 2 'applies ICT integration in teaching learning process' was converted into 'develops the specific qualities of a good teacher'.

Objective 3 'familiarizes themselves with E-learning and web based learning' was changed into 'develops skill in preparing CBI courseware'.

Objective 4 'masters ICT for professional development' was changed into 'gains knowledge on various google apps in education'.

Objective 5 'develops skill in preparing CBI courseware' was modified as 'understands the basic concepts of Python'.

In Unit I course of study and syllabus were removed and instead of that difference between curriculum and syllabus was added.

In Unit II, special qualities was modified as Personal and technical qualities, Colleague was modified as peers. Evaluation by pupils was changed into evaluation by prospective teachers.

Classroom interaction analysis was removed and Online Assessment tools for teachers was included at the end of the unit.

Unit IV was shifted to Unit III

Unit IV and Unit V were modified according to the school subject content.

Unit IV: Problem solving techniques - (Std.-XII) and Google Apps for Education (L.12, T.2, P.3)
Function - Data Abstraction - Scoping - Algorithmic Strategies - Google forms, Google groups, Google blogger, Google sites, Google Calendar – Implementation of the above tools in classroom teaching and assessment.

Unit V: Computer Language - Python- (Standard - XII) (L.11, T.2, P.3)

Python -Variables and Operators – Control structures - Python functions - Strings and String manipulations – Lists, Tuples, Sets and Dictionary - Python Classes and objects – Database concepts – SQL – Python and CSV files – Importing C++ files in Python – Data manipulation through SQL.

Practicum 2 'Create a personal website' was changed into 'Conduct peer assessment using any one online assessment tool. Evaluate the same using rubrics'.

Practicum 3 'Prepare a report on ICT integration in teaching-learning process' was changed into 'Conduct an online quiz for your classmates in the classroom'.

'Practicum 4 Prepare a student data base using any software' was changed into 'Create a student database for complete reference'.

Practicum 5 'Design a CBI Courseware' was changed into 'Create a CSV address book using Python'

Course XIX: Mathematics Education – IV

The five objectives were modified as

Objective 1 'Understands the place of Mathematics in school curriculum' was modified as 'analyses the mathematics curriculum at the secondary level'.

Objective 2 'Masters the psychology of learning' was modified as 'applies the implication of learning theories in classroom situation'.

Objective 3 'Develops the competencies in the pedagogical analysis of content of various branches of Mathematics' was changed into 'develops the competencies in effective teaching'.

Objective 4 'Acquires the competencies in curriculum analysis of Mathematics' was changed into 'acquires the knowledge of learning resources in Mathematics'.

Objective 5 'Gains the learning theories and their applications in Mathematics Education' was changed into 'understands the techniques for teaching and learning Mathematics'.

Unit I title 'Place of Mathematics in Secondary School Curriculum' was modified as 'Development of Secondary School Mathematics Curriculum'

Unit III with little modifications were as follows

Unit III: Developing Effectiveness in Mathematics Teaching (L.11, T.2, P.3)

Managing individual differences - Developing speed and accuracy in Mathematics – Remedial measures for slow learners and the differently abled in the classroom - Qualities of a good teacher, professional growth and developing proficiency in Mathematics teaching

Unit V title 'Meaningful Learning and Assignments in Mathematics' was changed into 'Techniques of Teaching and Learning Mathematics'

Practicum 1' Organize a quiz competition' was modified into Organize a quiz competition in Mathematics

Practicum 2 'Critically analyse Standard X Mathematics textbook' was modified into 'Critically analyse the content of Standard X Mathematics textbook'.

Practicum 4 'Prepare a booklet on puzzles in Mathematics' was changed into 'Analyze any article from a Mathematics Journal'.

Physical Science Education IV

Objective 1 'understands the principles of curriculum construction and examines critically the physical science syllabus of the secondary course' was changed into 'acquires knowledge about the meaning, principles of curriculum and the various curricular improvement project'.

Objective 2 'acquires curricular projects attempted in our country and the knowledge of abroad' was changed into 'understands various models of teaching Physical Science'.

Objective 3 'develops the criteria in selecting a good textbook and to evaluate a science textbook' was changed into 'analyses the emerging strategies in teaching physical science'.

Objective 5 'knows the special qualities of a good science teacher, acquires those qualities and evaluates himself or herself' was changed into 'understands the various roles and responsibility of physical science teacher'.

The term trends was removed and meaning and scope was added. The terms'types of curriculum - Approaches to curriculum organization' were added before Spiral approach.

Activity based curriculum was deleted before the term curriculum improvement projects in India.

Unit II was shifted from II semester

Unit II: Models of Teaching Physical Science

Models: Meaning, definition, nature, Fundamentals elements of a model, uses - Concept attainment model, advanced organiser model, inductive thinking model, inquiry training model with one illustration for each type of model - Gagne and Piaget theory in science teaching

Unit III was shifted to Unit IV.

Unit III was modified as follows.

Unit III: Emerging Strategies for Teaching Physical Science

Co-operative learning- Types of co-operative learning- Different methods of co-operative learning-Brain-based learning- Collaborative learning- Flipped learning- Blended learning – e-learning, m-learning, Advantages and disadvantages

In Unit IV improvisation of apparatus was added after instruction cards.

Unit V Physical Science Teacher was modified as follows

Unit V: Physical Science Teacher

Qualities of a good science teacher-Duties and responsibilities of a science teacher-Teaching as a profession- Professional growth of physical science teachers: In-service training -Different roles of science teacher- mentor-scaffolder-social engineer- knowledge worker-supervisor- facilitator- leader.

Practicum 1 was changed into practicum 5.

1. Prepare laboratory instructional cards.
2. Prepare a report by reviewing a Science textbook.
3. Prepare a report on any one of the Physical Science related problems.
4. Prepare an album on scientific issues.
5. Prepare a report on superstitious beliefs of your area.

All the other practicum were modified.
1. Critical analysis of the existing Tamil Nadu science textbook at the higher secondary level
2. Develop an improvised apparatus that could be used in science laboratory.
3. Develop a lesson plan from standard VIII or IX based on models of teaching.
4. Prepare a multimedia package on any one content in Physical Science.
5. Prepare a laboratory instructional card (5 experiments).

Biological Science Education IV

Unit 2 was shifted to Unit 1, Unit 3 was shifted to Unit 2, Unit 4 was changed into Unit 3, Unit 5 was changed into Unit 4 and unit 1 was shifted to Unit 5.

Course XIX: History Education - IV

The term learning history was changed into directing students' participation at the end objective 5.

Reference 14 and 15 was deleted.

Course XX: General English Education - IV

In objective the 3 the term testing of reading and writing skill was added.

In Unit II testing of listening was added before Role of the teacher.

Role of the teacher was added at the end of Unit II.

In Unit III eclectic method was included.

Practicum 2 Write a critical review on a recently read supplementry reader was modified as Write a critical review on English reader of IX or X standard textbook.

Course XX: பொதுத்தமிழ் - IV

No Change.

Course XXI: Education of Exceptional Children

Objective 1 'expands the knowledge of special children' was changed into 'understands the concept of children with special needs'.

Objective 5 'gains knowledge of inclusive classroom practices' was changed into 'develops classroom strategies involving inclusive practices'.

In Unit I Characteristics was added before Needs and problems.

The terms Slow learners, mentally retarded, autism, Dysgraphia, dyslexia, dyscalculia, Behavioural and Emotional disabilities, multiple disability and gifted: Causes, problems and educational measures were removed and positive, Negative and multiple exceptionalities – Growth and Development of Exceptional Children – influence of Heredity and Environment on Special children were added.

Unit II was modified as follows

Unit II: Physically, Intellectually and Socially Exceptional (L.7, T.2, P.2)

Physically Exceptional: Ortho, Visual and Hearing – Their characteristics, causes and educational needs – Intellectually Exceptional: Gifted, Slow and Retarded – Characteristics, causes and educational needs –Dyslexia, Dyscalculia and Dysgraphia - Socially Disadvantaged on the basis of sex, language, religion, culture - Causes, problems and educational measures

In Unit II culture was added after the term religion.

In Unit III Tracing the history of exceptional children was modified as Tracing the history of education of exceptional children.

In Unit III Cross Disability Approach was included under the heading Approaches of viewing Disabilities.

In Unit V Components of Inclusive Classrooms was added before Adaption of curriculum.

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Practicum 3 Identify the causes for dyscalculia and dysgraphia and prepare a report was changed into critically observe Resource Rooms in Inclusive schools. Submit your report and suggestions.

Reference books numbers 4, 6, 16, 20 were added in the references.

Course XXI: Gender Issues in Education

All the Objectives were changed as follows

1. acquires knowledge about the core concepts of gender studies.
2. understands the major shift in gender studies.
3. learns the various theories on gender.
4. familiarizes with the gender issues in education.
5. comprehends the gender violence and their remedies.

In Unit I Gender Issues: Key Concepts was modified as Gender Issues: Core Concepts.

Women empowerment through gender sensitization was removed and Gender role: Family, Society, Caste and Religion was added at the end of the unit.

Unit II was modified as follows

Unit II: Paradigm Shifts in Gender Studies

Social reform movements in 19th Century in India – Gender inequality: Meaning and definition and causes -Gender inequality across the: Family, society, educational institutions and work place- Gender identity: Meaning, definition and role of teacher in identity formation

Unit III was modified as follows

Unit III: Theories on Gender

Theories: Functionalist, conflict, symbolic interaction and feminist-Schooling of girls - Empowerment of girl child - Gender issues in media: Objectification of women in: Print media, TV, Cartoons and cinema

Unit IV was modified as follows

Unit IV: Gender Issues in Education

Gender issues in: Text book, classroom practices and pedagogy-Gender based education and curriculum: Meaning and definition-Gender difference in text book- Role of teachers in maintaining gender equality in class room

Unit V title Gender, Sexual Harassment and Remedies was modified as Gender violence and Remedies.

In unit V forms was changed into definition.

Views of government schemes was deleted.

The term rules from sexual harassment of women at workplace act and rules 2013 was deleted.

Practicum 3 'Prepare a report on gender discrimination in India' was changed into 'Suggest ways and means of improving the schooling of girls'.

Practicum 5 'Suggest ways and means of improving the schooling of girls' was changed into 'Take a survey on gender violence of your locality'.

Course XXII: School Management

In Unit II scope of school management was added before the term Process of school management.

In Unit III indoor auditorium, assembly hall – art and craft room- music room – school clinic/sick room – school farm were added before the term hostel.

School exhibition and museum were added before the term School records.

The term 'some important school records' was added before Financial resources.

In Unit IV demands made on the headmaster in the society was added under the heading headmaster.

Role of headmaster and teachers in guidance and motivation was added before Supervision and inspection.

Qualities of an effective supervision was added before types and qualities of supervisor.

Need of student welfare services in the present system of education was added at end of the unit.

Management of financial resources from Unit III was included in the fifth unit and the unit title was modified as Management of Financial Resources and Total Quality Management

Reference number 15 was added in the references.

Course XXII: Higher Education

The course was dropped.

Course XXII: Peace Education

No Change.

The agenda of reviewing B.Ed. syllabi was led by Dr. A. Punitha Mary.

The following changes were proposed by the members of the Board of Studies.

Course V: Research Methodology - II

Publication in Journals and Plagiarism were added at the end of IV Unit.

Course VI: Educational Statistics

Objective 4 'realizes the skill of doing correlations and its applications' was modified as 'practices various statistics techniques in educational research'

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Objective 5 'applies 't' test, ANOVA and chi-square test to test hypothesis' was modified as 'develops competency in software package for statistical analysis'

In Unit I, Box Plot was added under the topic Graphical representation of data and Uses of graphs was modified as Uses and importance of graphs

In Unit II, Mean Deviation was included in the topic Measures of Dispersion

Standard Scores- T-Scores: Calculation and uses were removed from the end of the unit and Percentile Ranks was added

In Unit III the unit title Normal probability was changed into Distribution of Curve

After the term Normal Probability Curve the terms Properties and uses were deleted and Concept, Characteristics and Applications were added

Applications of normal probability curve was removed and Deviation from Normality was added before Skewness

Standard Scores - T-Scores – Sampling Error, One tailed and two tailed test, Type 1 and Type 2 Error, Degrees of Freedom were added at the end of the unit.

In Unit IV, Regression was added after the term multiple correlation

Unit V title **Testing of Hypothesis was changed into Inferential Statistics – Parametric & Non-Parametric**

Inferential Statistics: Meaning and logic. Concept of Parametric and Non-Parametric tests were added in the beginning of the unit.

2 Sample was added in bracket after 't'-test

Median Test was included under the topic Non-Parametric Test

Steps involved in SPSS was removed and Introduction to SPSS was added at the end of the unit.

Course VII: Early Childhood Care and Education

In objective I the terms Knows the importance of was modified as gets cognizance of

In objective 2, the child rights was modified as the policies and legislations for children

Objective 4 'Gains knowledge about different institutions for ECCE' was changed into 'familiarizes various strategies and activities in ECCE centers'

Objective 5 'Familiarizes various approaches and activities in ECCE' was changed into 'develops the skill of managing ECCE Centre'.

Unit II was modified as follows

Unit II: Policies and Legislations for Children

Child Marriage Restraint Act (1929) - National policy on children (1974) - Integrated child development services (ICDS- 1975) - The Child Labour (Prohibition and Regulation) Act (1986) - UN convention on the rights of the child (1989) - Right to Education Act, (2009) -

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Protection of Children from Sexual Offences Act (2012) - National Plan of Action for Children (2016)

In Unit III the concepts Influence of the child's family, the community and the society were added at the end of the unit.

Unit IV was modified as follows

Unit IV: Strategies and Activities at ECCE Centre

Strategies for Teaching Children: Rhymes, Story Telling, Dramatization, Puppet Show and Significances of Play way methods in the Holistic Development of Children - Activities: General, Outdoor, Indoor, Specific, Creative Art, Classroom, Safety and Health Care

Unit V was modified as follows

Unit V: Management of ECCE Centres

Day-care centers - Crèches- Mobile crèches - Anganwadis and Balwadis- Management of ECCE Centre: Selection of Sites, Building Requirements, Selection and Care of Equipments, Staff Pattern and Records and Reports — Issues and concerns - Characteristics and Responsibilities of an ECCE Teacher

Reference book number 2,7, 8, 20 were added in the references

Course VIII: Inclusive Education

In unit II, the term Project Integrated Education for Disabled Children (PIED, 1987) was removed

Learning Outcomes for Inclusive Children-Minimum levels of learning for Inclusive Children were added at the end of the unit III.

SEMESTER IV

Course XII: School Management

Objective 1 'understands the concept of school management' was changed into 'understands the basic concept of school as an organization'

Objective 2 'acquires knowledge about various management approaches' was changed into 'understands the leadership in educational management and about various management approaches'

Objectives 3 'develops the skill of maintaining school plant' was changed into 'acquires knowledge of school plant and school registers and records'

Objective 4 'masters the methods of managing human resources' was modified as 'understands the total quality management and human resources'

Unit I title **School Management** was modified as **School Management & School Administration**

The terms Management: Meaning, Definition, characteristics and functions (POSDCoRB) were removed in the beginning of the unit.

practical measures under the topic school management was removed and functions of (POSDCORB) was added.

Unit II was modified as follows

Unit II: Leadership in School Management (L.13, T.2, P.6)

Leadership: Nature, importance, functions and characteristics - Leadership theories - approaches of leadership: Behavioural approach, trait approach, situational approach, quantitative approach, contingent approach, operational approach - Leadership styles: Motivational, power, intervention - Suitability of different styles - Developing quality of leadership

In Unit III the title **School Plant and School Complex was modified as School Plant and School Registers and Records**

Components: School office, library, classroom, blackboard, laboratory, playground and hostel –was modified as Components: School office, academic and co- curricular activity provision, library, classroom, laboratory, playground lawn and garden and hostel

School records and registers: Need, importance, types and modes of keeping records was modified as School records and registers: Need and importance of school records, advantages of school records, Essential requirements of school records, Kinds of school records-

The concepts Discipline – School-community relationship: Importance, objectives - programmes to develop school-community relations- School complex: Meaning , aims and objectives, functions, advantages and limitations were removed

In Unit IV Community was replaced by Parents and role of PTA in school management was added after the term community.

Course XIII: Educational Management and Planning

No modification.

Course XIV: ICT and Instructional System

In unit I, the content before Educational uses of application software was deleted

Unit IV was modified as follows.

Unit IV: System Approach, Instructional System and Strategies

Education, Instruction and training: differences - System Approach: Concept, principles and applications in instruction - Instructional System: Meaning, nature, components, need, importance and uses - Instructional System Design - Models: ADDIE and Gagne's, Merrill's Principles - Instructional Strategies: Programmed instruction and Computer Assisted Instruction

Course XV: Higher Education in Globalized Context

Unit III title **Higher education and LPG** was modified as **Present Trends in Higher Education**

The concepts before Autonomy to colleges were shifted to Unit IV beginning.

In Unit V, ICT - Role of ICT in research - ICT and quality in higher education - Maintenance of standards of higher education were removed and ICT in Quality Higher Education and Research was added.

The agenda of reviewing M.Phil. syllabi was led by Dr. A. Punitha Mary.

The following changes were proposed by the members of the Board of Studies.

Proposed Modifications in the M.Phil

Course III: Educational Planning and Management

In Unit I, after the term 'Higher Education', 'since independence' was added.

In Unit II, at the end of the unit 'Z theory' was added.

In Unit III, with respect to curriculum planning, implementation and evaluation was removed from the topic educational supervision and inspection practices.

QCI was removed from IV Unit

The members of the Board of Studies after discussion resolved to do the following:

1. The objectives of all the courses could be modified as higher order i.e. application oriented.

2. To drop the elective course 'Higher Education' in the fourth semester as most of the topics are repeated.

3. The core course 'Vision of Education' could be converted into elective course and the elective course 'School Management' could be given as core course.

4. In M.Ed. Programme, Educational Management Course from the fourth semester could be removed as we had school management course.

5. Course work for the M.Phil. Programme could be modified by framing the syllabus for the area of study by the investigator and guide; guide must conduct and evaluate a test in that course work.

6. **Modifications in the curriculum pattern from the academic year 2019-20 are as follows**
   - New certificate courses on 'Yoga Training' and 'Creative Crafts' are introduced in I semester and Web 2.0 tools for prospective teachers in the second semester.

- Creative crafts course is a three day programme whereas other two courses are for 40 hours.

- Strengthening English Language Proficiency (SELP) to be included in the second and fourth semester as SELP II and SELP III.

- Comprehensive reporting and evaluation ~~was~~ to be removed from the fourth semester as the students find it very difficult in writing the report.

- TET practice test for 25 marks are included in the fourth semester.

The meeting came to an end at 3.30 p.m.

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Modification in the Curriculum Pattern

Semester I (Previous)	Semester I (Modified)
Core Courses	**Core Courses**
Philosophical Foundations of Education	Philosophical Foundations of Education
Child Development and Pedagogy	Child Development and Pedagogy
Pedagogy Courses	**Pedagogy Courses**
Special English Education - I	Special English Education - I
சிறப்புத் தமிழ் - I	சிறப்புத் தமிழ் - I
Computer Science Education - I	Computer Science Education - I
Mathematics Education - I	Mathematics Education - I
Physical Science Education - I	Physical Science Education - I
Biological Science Education - I	Biological Science Education - I
History Education - I	History Education - I
General English Education - I	General English Education - I
பொதுத் தமிழ் - I	பொதுத் தமிழ் - I
	Experience for Social and Environmental Sensitivity (External)
	Human Rights and Duties Education / Environmental Education / Value Education (any one)
Experience for Teacher Enrichment	**Experience for Teacher Enrichment**
Strengthening English Language Proficiency	Strengthening English Language Proficiency (SELP – I)
Arts and Aesthetics	Arts and Aesthetics
Teaching of Physical Education	Physical Education and Yoga
	Modern Theatre Skills - I
	Certificate Course
	Creative Arts (3 days)
	Yoga Training (40 hours)

Semester II (Previous)	Semester II (Modified)
Core Courses	**Core Courses**
Schooling, Socialization and Identity	Schooling, Socialization and Identity
Innovations in Education	Innovations in Education
Learning for Human Development	Learning for Human Development
Assessment of Learning	Assessment of Learning
Pedagogy Courses	**Pedagogy Courses**
Special English Education – II	Special English Education – II
சிறப்புத் தமிழ் - II	சிறப்புத் தமிழ் - II
Computer Science Education – II	Computer Science Education – II
Mathematics Education – II	Mathematics Education – II
Physical Science Education – II	Physical Science Education – II
Biological Science Education – II	Biological Science Education – II
History Education – II	History Education – II
General English Education – II	General English Education – II
பொதுத் தமிழ் - II	பொதுத் தமிழ் - II
Experience for Social and Environmental Sensitivity (External)	**Experience for Social and Environmental Sensitivity (External)**
Physical and Health Education / Guidance and Counselling / Library and Information Science Management (any one)	**Physical and Health Education / Guidance and Counselling Library and Information Science Management (any one)**
Human Rights and Duties Education / Environmental Education / Value Education (any one)	
Experience for Teacher Enrichment	**Experience for Teacher Enrichment**
Modern Theatre Skills - II	Modern Theatre Skills - II
	Strengthening English Language Proficiency (SELP – II)
	Certificate Course
	Web 2.0 Tools for Prospective Teachers (40 hours)

Semester IV (Previous)	Semester IV (Modified)
Core Courses	**Core Courses**
Curriculum and School	Curriculum and School
Vision of Education in India: Concerns and Issues	Vision of Education in India: Concerns and Issues
Soft Skills Development	Soft Skills Development
Pedagogy Courses	**Pedagogy Courses**
Special English Education – IV	Special English Education – IV
சிறப்புத் தமிழ் - IV	சிறப்புத் தமிழ் - IV
Computer Science Education – IV	Computer Science Education – IV
Mathematics Education – IV	Mathematics Education – IV
Physical Science Education – IV	Physical Science Education – IV
Biological Science Education – IV	Biological Science Education – IV
History Education – IV	History Education – IV
General English Education – IV	General English Education – IV
பொதுத் தமிழ் - IV	பொதுத் தமிழ் - IV
Experience for Social and Environmental Sensitivity	**Experience for Social and Environmental Sensitivity (External)**
Education of Exceptional Children / Gender Issues in Education (any one) (External)	Education of Exceptional Children / Gender Issues in Education (any one) (External)
School Management / Higher Education / Peace Education (any one) (External)	School Management / Higher Education / Peace Education (any one) (External)
Social Project (Internal)	Social Project (Internal)
Mother Teresa Evening Study Centre (Internal)	Mother Teresa Evening Study Centre (Internal)
Experience for Teacher Enrichment	**Experience for Teacher Enrichment**
Utilization of Library Resources	Utilization of Library Resources
	Strengthening English Language Proficiency (SELP – III)
	Subject Knowledge Competency (SKC)
Reporting	
Comprehensive Reporting and Evaluation	

THEORY SUMMARY

S. No	Particulars	No. of Papers	Internal	External	Maximum	Total Marks
1.	Core Courses (Part - I)	9	30	70	100	900
2.	Pedagogy Courses (Part - II)	6	30	70	100	600
3.	Experience for Social and Environmental Sensitivity (Part - III)	4	15	35	50	200
4.	Experience for Teacher Enrichment (Part - IV)	8	25 / 50	-	25 / 50	300
	Total					2000

PRACTICUM SUMMARY

| S.No	Description	Maximum Marks		
		Optional - I	Optional - II	Total
1	Group 'A' – Teaching Practice	130	130	260
2	Group 'B' – Lesson Plans, Teaching Learning Materials and Other Practical Records	110	80	190
3	Group 'C' – School and Community Based Activities Records	100		100
	Total (For Practicals)	240	310	550
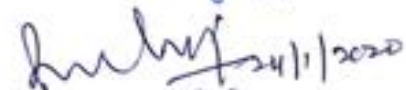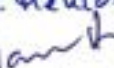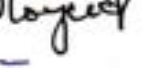
Note: Internal Evaluation of Practical Work will be based on practical assignments, Performance of school and community activities and evaluation of teaching practice including submission of Reports/ Records pertaining to these activities.

Theory	=	2000 Marks
Practicum	=	550 Marks
Grand Total	=	2550 Marks

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

Board of Studies Meeting

The Board of Studies Meeting for the academic year 2019-2020 was held on 24th January 2020 at 02.00 p.m. in the Conference Hall. The following members were present in the meeting.

Name	Signature

Chairman

1. Rev. Dr. D. Thomas Alexander, S.J., *Principal, SXCE.* :

College Secretary

2. Rev. Dr. G. Pushparaj, S.J. :

University Nominee

3. Dr. R. Annadurai, *Director i/c, Centre for Educational Research, Madurai Kamaraj University, Madurai.* :

External Experts

4. Dr. S. Praveen Kumar, *Assistant. Professor in Mathematics, N.V.K.S.D. College of Education, Attoor.* :

5. Dr. A. Faritha Begam, *Controller of Examinations & Associate Professor, St. Ignatius College of Education., Palayamkottai* :

6. Dr. A. Amalraj, *Prof. & Director, Centre for Research St. Xavier's College of Education, Palayamkottai* :

Representaive from allied area relating to placement

7. Rev. Fr. V. Augustin, S.J., *Headmaster, St. Xavier's Higher Secondary School, Palayamkottai.* :

8. Rev. Bro. I. Stephen Savariraj, S.H.J., *Correspondent, Holy Angel BCV International School, Causannelpuram.* :

Faculty Members

9. Mr. A. John Lawrence, *Asso. Prof. in English, SXCE.* :

10. Dr. M. Antony Raj, *Asst. Prof. in History, SXCE.* :

11. Dr. A. Punitha Mary, *Coordinator & Asst. Prof. in Education, SXCE.* :

12. Dr. A. Michael J Leo, *Asst. Prof. in Education, SXCE.* :

13. Dr. Y. Daniel, *Asst. Prof. in Biological Science, SXCE.* :

14. Mrs. A. Metilda Jasmine Shanthi, *Asst. Prof. in Mathematics, SXCE.* :

15. Rev. Fr. J. Martin George, S.J., *Asst. Prof. in Education, SXCE.* :

16. Dr. S. Sherlin, *Asst. Prof. in Physical Science, SXCE.* :

17. Dr. R. Sathesh Franklin, *Director of Physical Education, SXCE.* :

18. Dr. T. Raja, *Librarian, SXCE.* :

19. Rev. Dr. F.X. Dominic Royce, S.J., *Asst. Prof. in Education, SXCE.* :

20. Mr. A. Nicholas Jegan, *Computer Programmer, SXCE.* :

21. Mr. U. Subramanian, *Asst. Prof. in Tamil, SXCE.* :

22. Dr. M. Balasaraswathi, *Asst. Prof. in English, SXCE.* :

23. Mrs. M. Rosary Kiruba Alexy, *Asst. Prof. in Physical Science, SXCE.* :

24. Mrs. A. Kiruba, *Asst. Prof. in Mathematics, SXCE.* :

25. Mr. D. Namasivayam, *Performing Arts, SXCE.* :

ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
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PALAYAMKOTTAI – 627 002, TAMIL NADU

MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2019-2020

The Board of Studies Meeting for the academic year 2019-20 was held on **24th January 2020 at 02.00 pm.** in the Conference Hall. The meeting began with a prayer. Rev. Dr. D. Thomas Alexander, S.J., the Principal initiated the meeting by welcoming the members present. The following members were present in the meeting.

Chairman
Rev. Dr. D. Thomas Alexander, S.J., *Principal, SXCE.*

College Secretary
Rev. Dr. G. Pushparaj, S.J.

University Nominee
Dr. R. Annadurai, *Director i/c, Centre for Educational Research, Madurai Kamaraj University, Madurai.*

External Experts

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Mr. U. Subramanian, *Asst. Prof. in Tamil, SXCE.*

Dr. M. Balasaraswathi, *Asst. Prof. in English, SXCE.*

Mrs. M. Rosary Kiruba Alexy, *Asst. Prof. in Physical Science, SXCE.*

Mrs. A. Kiruba, *Asst. Prof. in Mathematics, SXCE.*

The minutes of the previous Board of Studies meeting held on 19th June 2019 was presented by Dr. A. Punitha Mary and it was approved by the members present.

The agenda of reviewing B.Ed. and M.Ed. syllabi were led by Dr. A. Punitha Mary.

Proposed Modification in the B.Ed Syllabus by Board of Studies

Semester I

Course I: Philosophical Foundations of Education

In Unit IV the term 'Charter of 1813' was modified as 'Charter Act of 1813'.

In Unit V, The initial 'S' was added in the name 'Dr. Radhakrishnan' and Dr was added to A. L. Mudaliar and Dr. D. S was added to the name 'Kothari'.

Reference 15 was deleted.

Course II: Educational Psychology - I

In Unit V, under the topic transfer of learning educational implications was added.

Jude's theory modified as Jude's theory of generalization. Carl Roger's experiential theory is added before the term levels of learning.

Course III: Special English Education – I

In Unit III, Bloom's Taxonomy was added before Revised Bloom's Taxonomy.

Course III: Special Tamil-I

அலகு 3 இல் திருத்தியமைக்கப்பட்ட புளுமின் கோட்பாடு என்பது புளும் கோட்பாடுகளுக்கு பிறகு சேர்க்கப்பட்டுள்ளது.

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Course III: Computer Science Education - I

In Unit III, the term Scientific Method after the term project method was deleted. The terms Instructional metrial and Powerpoint presentation were removed before the term multimedia presentation.

Course III: Mathematics Education – I

In Unit III, TIGER method was removed from the term Active Learning Method (ALM).

Course III: Physical Science Education - I

In Unit III, the term Scientific was added before programmed learning.

Course III: Biological Science Education - I

No Change

Course III: History Education - I

No Change

Course IV: General English Education - I

In Unit II, the terms 'Objectives of teaching English at primary level, secondary level and higher level - Scope of B.Ed. English course' were removed from the beginning of the unit.

Active and passive were removed after the term types of vocabulary.

The concepts 'Demonstration of Prose teaching - Observing demo teaching and recording their observations' were deleted before the term peer teaching.

Course IV: General Tamil – I

நோக்கம் 1இல் வளர்க்கிறார் என்பது வளர்த்து கொள்கிறார் என மாற்றப்பட்டுள்ளது.

நோக்கம் 3 படித்தல், எழுதுதல்,பேசுதல், கற்பித்தல் திறன் வளர்க்கிறார் என்பது மொழித்திறன்களை வளர்த்து கொள்கிறார் என மாற்றியமைக்கப்பட்டுள்ளது.

Course V: Human Rights and Duties Education

No Change

Course V: Environmental Education

In Unit V, the term Fit India Movement was added before the term National Disaster Management Act.

The practicum 1, *Prepare a photo album on the history of river Thamirabarani* was changed into **'Prepare any two varieties of seed balls'.**

Course V: Value Education

All the five objectives were modified

1. acquires knowledge of the nature, importance and classification of values.

2. understands the need and importance of promoting value education in schools

3. applies relevant strategies to promote value education .

4. develops the skill of assessing values using various techniques.

5. imbibes ethical qualities needed for a teacher.

In Unit I, the terms Classification of values: Social, personal, moral, cultural, instrumental and intrinsic values were modified as Personal, social, professional, moral, spiritual, cultural, and aesthetic values, biological, instrumental and intrinsic values. Literature and philosophy were added after the term Socio-cultural tradition.

In unit II the concepts 'Strategies: Primary level, secondary level and higher secondary level' were changed into objectives of Value education at primary level, secondary level and higher secondary level

In Unit III, the title 'Methods of Teaching Value Education' was modified as Approaches and strategies of teaching Value Education.
The concepts 'Methods: Value inculcation, value - Clarification, value analysis, simulation model, Jurisprudential model, direct, integrated concurrent, critical inquiry, media approach'' were modified as Methods: Value analysis model, value clarification model and value judgement model - Approaches: Direct, indirect, integrated and media approach.
The term Sharing personal experience was modified as sharing personal experience and role modelling.
The term episode writing after the term dramatization was deleted.

In Unit IV the title 'Measurement and Evaluation of Values' was modified as 'Assessment of Values'
The terms 'Measurement of values: Meaning, need and importance' was modified as Measurement and evaluation of values: need and importance

In Unit V the title 'Qualities of Teacher for Value Education' was changed into Professional ethics and role of teachers in inculcating values
The concepts 'Accountability: Meaning, definition, characteristics and components - Assessment of accountability in school education - Accountability of state and central authorities in school education' were deleted.
The concepts 'code of ethics for teachers – Role of teachers in inculcating values and their social responsibilities' were added instead of essential qualities of teachers in relation to their students and society.

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Course VI: Strengthening English Language Proficiency - I

The objective 1, improves pronunciation through tongue twisters was modified as improves pronunciation.

In Unit II, Language lab softwares was added before the terms 'Learning the functions and operating language laboratory'

In Unit III, the concepts referring to dictionary and reading the transcription were deleted.

In Unit IV the term Narrating/describing an account of one's life experience *before smaller and larger groups* was modified as Narrating/describing an account of one's life experience.

In Unit IV the term 'Story telling' was added before 'Writing an application for a job'.

Course VII: Arts and Aesthetics

The objective 1, acquires hand writing skills was modified as **acquires the higher style of hand writing.**

In objective 4, the term *acquires* was changed into **applies the knowledge of**.

Course VIII: Physical Education and Yoga

No Change

Proposed Modification in the M.Ed Syllabus by Board of Studies

Course I: Historical and Philosophical Perspectives of Education

The 1st objective "acquires knowledge of the basic concepts of philosophy, the relationship between education and philosophy" was changed into "acquires knowledge of traditional and contemporary philosophies related to education."

In objective 3, the term appreciate was replaced by the term analyses.

In objective 4, the term "familiarizes the concept of" was changed into "realizes the significance of" multi-cultural education in Indian society.

The 5th objective "analyses the emerging perceptions in value education" was modified as "values the need for imparting/studying value education."

Reference number 18 was deleted.

The following new references were added:

Aggarwal, J.C. (1987). *The Progression of Education in Free India*. New Delhi: Arya Book Depot.

Benner, C.B. (1990). *Adult Education in a Multi Cultural Society*. New Delhi: Rout and Kegan Paul Publishers.

Govinda Reddy, V. (2014) *Gender Perspectives and Peace Education*. New Delhi: Mangalam Publications.

Taj Haseen. (2005). *National Concerns and Education*. Hyderabad: Neelkamal Publications.

Reference 4 was deleted.

Course II: Psychology of Learning and Development

The objective 1 acquires knowledge about the psychology of the learners was deleted and *'Constructs the concepts of mental health and group dynamics'* was added as the objective 5.

In Unit I, 'differential-learning needs and Challenges' were added after the term classroom management.

Holistic approach - Factors influencing learning were added before the terms 'Theories of learning' in the Unit II.

In Unit IV, McCarthy's 4MAT model of teaching was modified as McCarthy's 4MAT learning cycle model.

In Unit V the term development of metal health was added before the term mental hygiene.

In Unit V Adjustment Problems was modified as Maladjustment.

The concept 'Educational Significance of Group Dynamics' was added at the end of the unit V.

Course III: Educational Sociology

The objective 4, "gets acquainted with constitutional provisions for Education in Indian democracy" was changed into "comprehends the role of education in modernization."

The objective 5, "analyses the concept of secularism, LPG, UNESCO's document on education and its implications was modified as "develops the competency of analyzing the current issues in education."

The concept technology and social change was added before the concept teacher as an agent of social change.

In Unit V, Citizenship was added at the end of the unit.

Highlighted references are not required since those concepts are not included in the syllabus. (5, 15, 16, 17, 20)

Course IV: Research Methodology - I

In Unit I, Qualities of research was modified as qualities of research and researcher.

In Unit III, Qualities of a researcher was deleted.

III Semester

Course IX: Educational Technology

The terms 'Concept, Steps-Script writing – Learning Management Systems (LMS's) – **Modular Object Oriented Dynamic Learning Environment** (MOODLE) – Edmodo' were added at the end of the unit II.

After the term 'Intelligent Tutoring System' the terms **Massive Open Online Courses** (MOOCs): Coursera - 'Technology enhanced learning Initiatives in India' were added in Unit V.

OER was modified as Open Educational Resources (OER) and NROER was modified as National Repository of Open Educational Resources (NROER) in the same unit.

Course X: Guidance and Counselling

In Unit II, Freud was added in the term Psycho-Analysis.

The concept Marital Counselling was added before Family Counselling.

In Unit IV, Mentally retarded was added after the term socially disadvantaged children.

Course XI: Teacher Education at 21st Century

No Change

The members of the Board of Studies after discussion resolved to do the following:

- To encourage the students to take video lesson plans..

- To fix the maximum mark as 27 out of 30 in the internal marks as most of the questions are descriptive.
- As the students could not find free online courses in Swayam, they are allowed to go for online courses through Udemy or any other portal.
- Lesson plan based on ALM method should be taught from the next academic year.
- The MOTESC service to Government boys Hostel is shifted to St. Thomas High School, Kurichi as the government hostel has some difficulties.
- As per the TNTEU Norms, regular attendance is made compulsory for the Ph.D full time scholars.

The meeting came to an end at 4.15 pm.

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

St. Xavier's College of Education (Autonomous)

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA: 3.67]

Palayamkottai – 627 002, Tamil Nadu, India

BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2020-2021

The Board of Studies Meeting for the academic year 2020-2021 was held on 11th September 2020 at 10.00 a.m. through Zoom. The following members were present in the meeting.

Name of the Members

Rev. Dr. D. Thomas Alexander, S.J., *Chairman*

Dr. R. Annadurai, *TNTEU Nominee*

Dr. A. Faritha Begam, *Member*

Rev. Fr. Augustine, S.J., *Member*

Rev. Bro. I. Stephen Savariraj, S.H.J., *Member*

Dr. A. Amalraj, *Member*

Mr. A. John Lawrence, *Member*

Dr. M. Antony Raj, *Member*

Dr. A. Punitha Mary, *Coordinator*

Dr. A. Michael J Leo, *Member*

Dr. Y. Daniel, *Member*

Mrs. A. Metilda Jasmine Shanthi, *Member*

Rev. Fr. J. Martin George, S.J., *Member*

Dr. S. Sherlin, *Member*

Dr. R. Sathesh Franklin, *Member*

Dr. T. Raja, *Member*

Rev. Dr. F.X. Dominic Royce, S.J., *Member*

Mr. A. Nicholas Jegan, *Member*

Mr. U. Subramanian, *Member*

Mrs. M. Rosary Kiruba Alexy, *Member*

Mr. T. Thangaraj, *Member*

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ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
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PALAYAMKOTTAI – 627 002, TAMIL NADU

MINUTES OF THE BOARD OF STUDIES MEETING FOR THE ACADEMIC YEAR 2020-2021
(Online)

The Board of Studies Meeting for the academic year 2020-21 was held on 11th September 2020 at 10.00 a.m. through Zoom. The meeting began with a prayer Song followed by a small prayer by Fr. Principal. Rev. Dr. D. Thomas Alexander, S.J., the Principal initiated the meeting by welcoming the members present. The following members were present in the meeting.

Chairman
1. Rev. Dr. D. Thomas Alexander, S.J., *Principal, SXCE.*

University Nominee
2. Dr. R. Annadurai, *Director i/c, Centre for Educational Research, Madurai Kamaraj University, Madurai.*

External Experts
3. Dr. A. Faritha Begam, *Controller of Examinations & Associate Professor, St. Ignatius College of Education., Palayamkottai*

4. Dr. A. Amalraj, *Prof. & Director, Centre for Research St. Xavier's College of Education, Palayamkottai*

Representaive from allied area relating to placement
5. Rev. Fr. V. Augustin, S.J., *Headmaster, St. Xavier's Higher Secondary School, Palayamkottai.*

6. Rev. Bro. I. Stephen Savariraj, S.H.J., *Correspondent, Holy Angel BCV International School, Causannelpuram.*

Faculty Members
7. Dr. A. John Lawrence, *Asso. Prof. in English.*

8. Dr. M. Antony Raj, *Asst. Prof. in History.*

9. Dr. A. Punitha Mary, *Coordinator & Asst. Prof. in Education.*

10. Dr. A. Michael J Leo, *Asst. Prof. in Education.*

11. Dr. Y. Daniel, *Asst. Prof. in Biological Science.*

12. Mrs. A. Metilda Jasmine Shanthi, *Asst. Prof. in Mathematics.*

13. Rev. Fr. J. Martin George, S.J., *Asst. Prof. in Education.*

14. Dr. S. Sherlin, *Asst. Prof. in Physical Science.*

15. Dr. T. Raja, *Librarian.*

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16. Rev. Dr. F.X. Dominic Royce, S.J., *Controller of Examinations & Asst. Prof. in Education.*

17. Mr. U. Subramanian, *Asst. Prof. in Tamil.*

18. Mrs. M. Rosary Kiruba Alexy, *Asst. Prof. in Physical Science.*

19. Mr. T. Thangaraj, *Assistant (S.P.L), SXCE Office.*

The minutes of the previous Board of Studies meeting held on 24th January 2020 wa presented by Dr. A. Punitha Mary and it was approved by the members present.

The agenda of reviewing B.Ed. and M.Ed. syllabi were led by Dr. A. Punitha Mary and the following modifications were proposed by the members of Board of Studies.

B.Ed. - Semester II

Course X: Innovations in Education

In Unit II, the terms 'Educational Radio and Educational Television' after the terms Types of Media: Print and Non-print Media were deleted. The topic 'Models of Teaching' was completely deleted. Instead of that, concepts 'Flipped Learning - Blended Learning and m-Learning: Merits and Demerits were added at the end of the unit.

Course XIII: History Education – II

As the syllabus for the IX standard was updated, the content of Unit IV and Unit V were modified as follows.

Unit IV: Man and Environment (Standard-IX)

Environment: Meaning and definition- Classification of environment : Natural, human and manmade - Population: Growth, distribution and density – Over population and under population- Human settlements: Meaning and definition- Classification of human settlements :Rural and urban – Economic activities: Meaning and definition-Types of economic activities: Primary, Secondary, Tertiary, Quaternary and Quinary –Environmental issues: Deforestation and sustainable development- Mapping skills: Meaning and definition- Components of map: Title, Scale, Direction, Grid System, Projection, Legend, Conventional Signs and Symbols- Remote sensing as a source of map data: Aerial photography, Satellite remote sensing, Global Navigation Satellite System: Global Positioning System and Geographic Information System- Disaster Management: Meaning and definition- Responding to disasters : Earthquake, Tsunami, Riot And Fire.

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In Unit V, the concepts such as 'Money and credit: Barter system, Coins, Natural money, Paper money - Functions of money- Relationship between money and price- Electronic transactions.' were added at the end of the unit.

M.Ed. - Semester II

Course VI: Educational Statistics

In Unit IV, 'Factor Analysis' was added after the regression equations and the term 'theoretical steps' at the end of the unit was removed.

Conversion of School Management Course as Core Course

B.Ed.: Sem. IV

As the School Management Course is essential for a prospective teacher, it was decided to offer School Management Course as Core Course and to convert Vision of Education in India as Elective Course. Hence the following modifications were proposed in the syllabus of Vision of Education in India and School Management courses.

Course XVIII: Vision of Education in India

The term 'Historical Development of School Education in India' and the term J. Krishnamurthy after the term Aurobindo Ghosh were deleted in the 1st Unit.

In Unit III, the concepts 'Constitutional Provisions on Ideals: Democracy, Equality, Liberty, Secularism and Social Justice' were deleted from the beginning of the unit. The concepts 'Issues of: Universal Enrolment, Universal retention, Universal success and inequality: Nature – Consequences of inequality in education' were deleted.

In Unit V, MHRD was replaced by Ministry of Education.

Course XXIII: School Management

Unit I topic 'Management' was modified as 'Concept of Management'. In the I Unit the term 'Principles' was added after the term 'objectives' and the term 'Characteristics' was removed.

The concept 'Educational Management: Meaning, Definition and Components' was shifted to the end of the unit.

In Unit III, the concept 'Educational Management Information System (EMIS)' was added at the end of the unit.

In Unit V, the term 'Process of School' was modified as 'Process'.

Self Study Course on Gandhian Thought

Our college proposed to start a Self-study Course on Gandhian Thought through Offline. The syllabus for the same was approved by the members of the Board of Studies. The syllabus is as follows.

SELF STUDY COURSE ON GANDHIAN THOUGHT

B.Ed   Course code: SSC-GT

Objectives:

The Prospective teacher
1. gains knowledge on the life of Gandhi.
2. acquires knowledge about the civil right activities in India.
3. understands the thoughts, principles, practices and beliefs of Gandhi.
4. grasps the Gandhi's thoughts on Education.
5. recognises Gandhi as a Writer and Orator.

Unit I: Life History of Gandhi

Childhood – School Education – Higher Education – Student of law – Vegetarianism – Early Life and Child Marriage – Gandhi in South Africa – Law practice in South Africa and London - Establishment of Indian National Congress – Remembrance of Gandhi's 125th Birth Anniversary and Swachh Bharat Mission

Unit II: Civil Right activities in India

Discrimination of Gandhi's skin colour and heritage at South Africa - Role in World War I – Champaran Agitations – Kheda Agitations – Khilafat Movement - Non-Cooperation - Salt Satyagraha (Salt March) - Round Table Conferences - Congress Politics - World War II and Quit India movement - Partition and independence

Unit III: Thoughts, Principles, practices, and beliefs of Gandhi

Gandhiji's view on: Truth, inter-religious relations: Buddhists, Jains, Sikhs Muslims, Christians – Untouchability and Caste – Swaraj - Self-Rule - Hindu nationalism and revivalism - Ahimsa and Way of Non-Violence - Self – Discipline - International Peace - Democracy and the People -The Satyagraha: The Ganghian Approach to Conflict Resolution - Gandhian Ethics – Gandhian view on Economics

Unit IV: Basic Education of Gandhi

Aims, Method of Teaching, Curriculum, Concept of Teacher – Relevance of Educational Philosophy of Gandhi in the present educational system

Unit V: Gandhi as a Writer and Orator

The Journalist: Selected Journalistic Writings of Gandhi: Democracy, Communalism, Untouchability, Women, Religion, Capitalism, Non-Violence and Students- Assassination of Mahatma Gandhi

Practicum

1. Prepare an album of Gandhiji's Independence Movement.
2. Prepare a power point of Gandhiji's Thoughts on Education.
3. Prepare a review of anyone of the Gandhiji's Books.
4. Prepare a report of Gandhiji's Satyagraha at South Africa.
5. Prepare a report of Gandhiji's Vegetarianism at London.

References

1. Bharati Mazumdar. (2003). *Gandhiji's Non-Violence in Theory and Practice* (1st ed.). Mumbai, India: Mani Bhavan Gandhi Sangrahalaya.

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The members of the Board of Studies after discussion resolved to do the following:

- To have a workshop for writing Course Learning Outcome (CLO) and Objectives of the Courses to be modified based on Outcome Based Education (OBE).

- To offer "Gandhian Thought' as Self Study Course through off line for the I B.Ed Students (2020-2022). To offer courses like 'Thoughts of Periyar', Thoughts of Ambedkar', Ignatian Pedagogy Paradigm' and 'Personal Health and Hygiene' in the subsequent years as self-study courses.

- Shifting of IV Semester Courses to III Semester and III Semester Courses to IV Semester for II B.Ed students for this academic year (2020-2021) due to COVID 19 pandemic situation.

- To convert the Core Course 'Vision of Education in India 'as Elective Course' and the elective course 'School Management' as Core course from this academic year (2020-21) for the incoming first year students.

- Shifting of Internship for MEd students at Teacher Education Institution from III Semester to IV Semester (2020-21) due to COVID 19 pandemic.

- To conduct Continuous Internal Assessment for the odd semester for the academic year 2020-2021 through online for the present students as long as needed.
- To conduct semester examinations for the outgoing students (2018-20 batch) through both online and offline.

Rev. Fr. Principal thanked the members present and thus the meeting came to an end at 11.50 am.

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002